



# ARKANSAS DEPARTMENT OF EDUCATION

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

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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: Dollarway School District	
Mailing Address (Street, P.O. Box, City/Zip) 4900 Dollarway Road Pine Bluff , AR 71602	Starting Date April 2014
Name, title and phone number of authorized contact person: Dornetta Hobbs 870-534-7003	Ending Date June 30, 2017
Amount of funds requested:	Number of schools to be served: 01

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools  
AND  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
School Board President

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

## SCHOOL IMPROVEMENT GRANTS

### Purpose of Program

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

### Availability of Funds

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

### State and LEA Allocations

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

### Consultation with the Committee of Practitioners

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

## FY 2014 SUBMISSION INFORMATION

### Electronic Submission:

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

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

[rick.green@arkansas.gov](mailto:rick.green@arkansas.gov)

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

Rick Green  
Four Capitol Mall, Box 26  
Little Rock, AR 72201

### Application Deadline:

Applications are due on or before February 12, 2014

### For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Dollarway High School	05054100253	9/12	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
Robert F. Morehead	05054100525	6/8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: Robert F. Morehead Middle

LEA # 3502009:

Context

1. Grade levels (e.g., 9-12): 6-8

2. Total Enrollment: 270

3. % Free/Reduced Lunch: 92%

4. % Special Education Students: 11.48%

5. % English Language Learners: 0

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

1. English

2.

3.

7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served): The Dollarway area neighborhood is located in the northwest part of Pine Bluff, Arkansas in Jefferson county. The enrollment area is somewhat limited in that the area is nestled in a city of not more than 55,000 people with three other public school districts, more than four private schools and two charter school. Robert F. Morehead Middle School, one of the 5% lowest performing schools in the state has a population of 96% Black/African American and 4% White or Caucasian with 93% economically disadvantaged and a student population consisting of 96% Black or African American and 4% White or Caucasian with 99.2% economically disadvantaged. The student dropout rate is 6.4% as compared to the state average of 3.2%; however, it is lower than the district rate of 7.6%. The immediate area surrounding Robert F. Morehead Middle School (RFMMS) is adjacent to a residential area where there are no businesses. There are few homeowners; most of the housing is rental property, public housing apartments, or old motels that now being lived in for extended periods of time. Entertainment for young adults and families does not exist in the enrollment area. There

are a few bar like establishments in the area as well as a number of churches. There is one feeder school for RFMMS, located across the street (Townsend Park Elementary).

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

School	Grade Span		School	Grade Span
Townsend Park Elementary	2-5			
Dollarway High School	9-12			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal	Elementary Principal K-9 Certification/Elementary teacher	11.5	3.5	20

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

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

The administrator at Robert F. Morehead Middle School was also successfully coached and mentored by an Executive Coach in an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies. The coach's suggestions were used in the development of the professional growth plan.

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

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

The teachers in the Dollarway School District are evaluated frequently by the principal using the TESS model. Evaluations are based on a combination of scheduled and informal observations (one formal, two or more informals as needed). During the scheduled meetings, the principal uses a rating tool with competencies. Each competency is discussed with the teacher then the teacher is rated by the principal. The findings are transferred to a Professional Growth Plan (PGP) which allows teachers to receive relevant job embedded professional development that is specifically created based on the data of their students and tracks progress and training. The needs for professional growth that are identified by observations and utilized along with teacher requests and student achievement data to develop professional development activities.

Classroom walkthroughs and communication is done daily by the building principal. The results of these walkthroughs alert the principal to potential areas of need. These are followed up with more specific observations and feedback to the teacher.

The evaluation is completed in accordance with District Policy and A.C.A. 6-17-1504. Classroom walkthroughs are done daily by the building principal.

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

Within the past five years, the RFMMS (formally Dollarway Middle School) faculty and staff have engaged in numerous reform and improvement efforts:

- Teachers participated in relevant professional development
- Teacher incorporated writing prompts that were in the context of their curriculum to provide practice for Benchmark, interim and Algebra I examinations
- Increased the rigor in the curriculum by offering Pre-AP courses and high school credit classes
- Contracted with The Learning Institute (TLI) of Hot Springs to pace teaching, focus re-teaching and create interim assessments to assess student improvement in literacy, math and science
- Reorganized the school day to incorporate eight rather than seven periods to provide the necessary point-in-time remediation to target students who are not meeting academic benchmarks
- Hired a Literacy and Math coach to model lessons and provide teachers with strategies to enhance instruction and increase student achievement.
- Implemented a Summer Enrichment program to provide supplemental instruction and the reinforcement of skills, high qualifies teachers and highly qualified paraprofessionals will work with the targeted students
- Implemented the Skills Tutor lab for remediation
- Teachers participated in professional development on using CRT test interim assessment data to improve instruction and student learning
- Curriculum Maps were developed using a mapping tool from Collaborative Learning Inc. The maps were developed for all content area; those already in place were updated to be aligned with state frameworks.
- Increased student clubs and activities
- Instituted a structured after-school program in 2008-2009 school year through the federally funded 21st Century Community Learning Centers grant, a 5 year grant that included academic enrichment as the primary focus. This program supported other improvement efforts aligned with meeting AYP targets by providing small group tutoring to build student reading and math skills after school. It also significantly increased community involvement of parents and other stakeholders
- Purchased Read 180 and Math 180 licenses and System 44 to enhance identified student abilities
- Added subjects (i.e.: Personal Finance, E.A.S.T.) to offer students additional elective offerings
- LDC and MDC modules are designed to support implementation of Common Core

Standards with flexibility and creativity.

- Lesson plan form recreated to assist teachers in creating comprehensive lessons to include essential questions.
- Leadership Team and PLC's are more active and meet regularly, which provides a strong sense of community within the building.
- The School Improvement specialist is working closely with the building Leadership Team to create the Priority Improvement Plan for the ASCIP and indicators in Indistar to guide the school towards meeting the set AMO's
- Breakfast in the Classroom was implemented for two years. During this time, 95% of our students ate breakfast which had a positive effect on student academics and attendance
- A Coordinated School Health/Wellness unit was created in our building to serve the medical, dental and vision needs of our students, faculty and community. The CSH personnel also offers out-reach wellness program. These services improve student attendance because students receive these services on campus instead of being checked out
- Test data from The Learning Institute is used to monitor student progress monthly. Principal, teachers and instructional coaches used data as part of their weekly PLC meetings
- The Principal and teachers worked with an AST external provider that provided coaching for the principal and pedagogical strategies that assisted teachers in the core area.

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

1. Enter the percentage of all students who tested as proficient or better on the state Standards assessment test for each subject available.

Subject	2013	2012	2011	2010	2009
Reading/Language/English	59.17	61.06	44.9	47.15	28.88
Mathematics	52.83	60.41	53.3	43.90	35.00
Science				2.00	
Social Studies					
Writing					

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

Test Year: 2013-2012-2011

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	66.67	65.00	43.5	58.98	60.36	45.3							3.85	12.5	
Mathematics	59.26	63.64	58.6	51.6	59.49	52.7		N<10					3.85	12.12	
Science															
Social Studies															

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

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English				47	52	70				
Mathematics				45	47	47				
Science										
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				51	67	60				
Mathematics				46	77	44				
Science										
Social Studies										
Writing										
Other										

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English				52	39	42				
Mathematics				60	62	29				
Science										
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2013-2014 school year: 94.23%

5. Mobility rate for the 2013-2014 school year: 9.21%

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

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

	All Students
2013	N/A
2012	N/A
2011	N/A

## Key Questions

Which subpopulation of students are experiencing the lowest achievement?

- Students with Disabilities.

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

N/A

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

- Literacy
- Math
- Science.

Students fall low in Literacy in the following areas:

- reading open-response
- literacy content
- writing style, reading
- multiple choice
- reading practical passage.

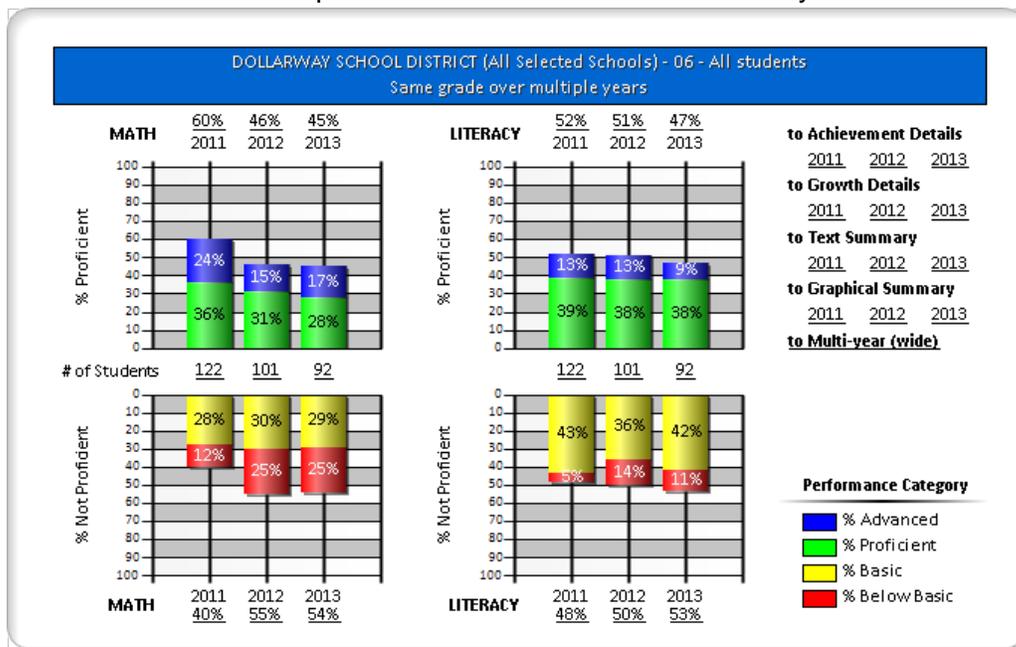
Students also experience difficulty working in Math in the areas of

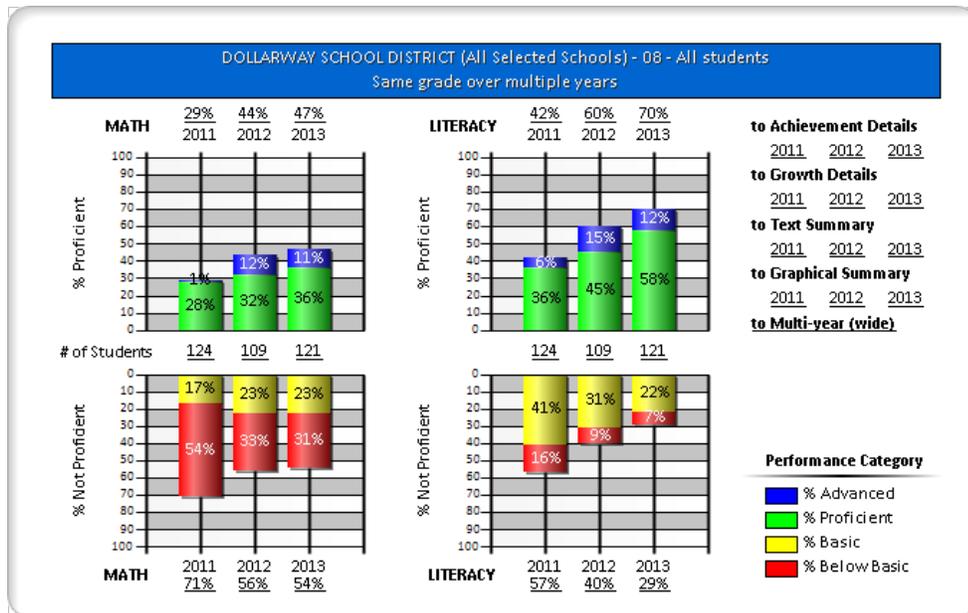
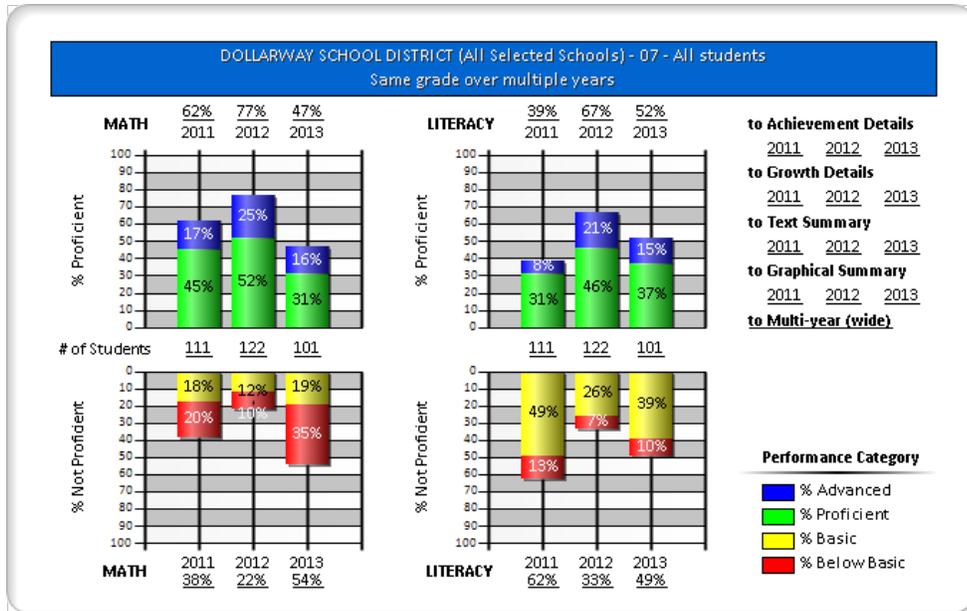
- numbers and operations
- measurement
- data analysis

Students fall low in Science on the CRT.

- In all areas of science

Below are snapshots of the ACTAPP data for three years





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

The Dollarway School District is comprised of a student population that consists of 96% African-American students and 4% Caucasian students. An overwhelming portion of our students reside in environments that are deluged with poverty, unemployment, underemployment, drugs, gangs, violence and a gamut of health related disparities. Because of these existing social conditions, many of our students live in single parent homes, blended family homes and even foster homes. Our students are endeavoring to

thrive in atmospheres that lend very little to high expectations. This is largely due to the fact that the educational background of the parents of Dollarway School District is limited.

We work aggressively to ensure that our staff and partners are committed to and understand the important realities of working in such an environment. The focus on re-establishing an excellent academic institution is seen as a way of ensuring that our students have full access to the resources and processes necessary to complement their needs. We actively seek to maintain these goals in hiring personnel and contracting with partners, seeking those that are experienced and motivated to work with high percentages of African Americans, special needs and economically disadvantaged students. The Dollarway School District and the Robert F. Morehead Middle School staff have strong administrative commitments to promote accessibility to high expectations for all students, staff and the community.

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

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

Many students from the Pine Bluff, Arkansas community have an additional challenge to overcome and are struggling to learn by traditional methodology. With a poverty rate among students of 92% as indicated by free and reduced lunch eligibility,

Dollarway 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 directly relates to the students' ability to learn. In selecting a model, the external provider must have had extensive experience working with Title I schools and familiarity with the culture of poverty and low expectations. They must be skilled in mobilizing and motivating community involvement and personally invested in the success of the students. Step 3 Reviews of ADE Scholastic Audit and other School Data

## Step 3 Reviews of ADE Scholastic Audit and other School Data

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

Discuss the specific findings that led to the “Recommendations”;  
LEA (Leadership) and/or school “Recommendations” identified for implementation;

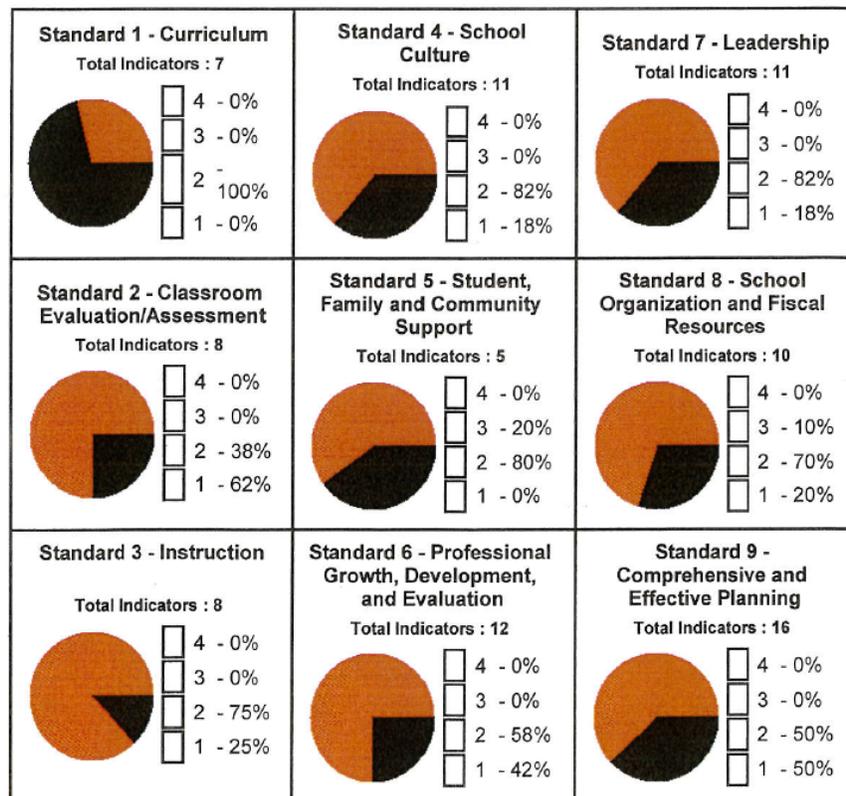
Implementation progress;

Timeline of prioritized “Recommendations” and the Evaluation process

#### DOLLARWAY MIDDLE SCHOOL Scholastic Audit Summary Report At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4 - Exemplary level of development and implementation
- 3 - Fully functional and operational level of development and implementation
- 2 - Limited development or partial implementation
- 1 - Little or no development and implementation



**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - DOLLARWAY SCHOOL DISTRICT - DOLLARWAY MIDDLE SCHOOL**

<p><b>Standard 1 - Academic Performance - Curriculum</b></p> <p><u>Curriculum</u></p> <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><b>Standard 4 - Learning Environment - School Culture</b></p> <p><u>School Culture</u></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><b>Standard 7 - Efficiency - Leadership</b></p> <p><u>Leadership</u></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 environment, efficiency</p>
<p><b>Standard 2 - Academic Performance - Classroom Evaluation/Assessment</b></p> <p><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><b>Standard 5 - Learning Environment - Student, Family and Community Support</b></p> <p><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><b>Standard 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><u>Organization of the School</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><u>Resource Allocation and Integration</u></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><b>Standard 3 - Academic Performance - Instruction</b></p> <p><u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</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><b>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><u>Professional Development</u></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><b>Standard 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><u>Defining the School Vision, Mission, Beliefs</u></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>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>
<p align="center"><b>Legend</b></p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p>		

Robert F. Morehead Middle School has implemented the Scholastic Audit recommendations in the areas of School Culture and Leadership.

Supporting Data 1: The Arkansas Department of Education conducted a Scholastic Audit of Robert F. Morehead Middle School using the following Scholastic Audit Performance levels:

Level 4: Exemplary level of development and implementation

Level 3: Fully functional and operational level of development and implementation

Level 2: Limited development or partial implementation

Level 1: Little or no development and implementation

The level of performance for each of the nine standards for school improvement for Robert F. Morehead Middle School is as follows:

Standard 1: Curriculum – Level 4= 0%, Level 3 = 0%, Level 2 = 100%, Level 1 =0%

Standard 2: Classroom Evaluation/Assessment – Level 4 = 0%, Level 3 = 0%, Level 2 = 38%, Level 1 = 62%

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Examples from the school's ACSIP Plan

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Action Type: Professional Development Dornetta Hobbs, Director of Special Programs and Curriculum Start: 08/19/2010  
End: 06/01/2011 • Administrative Staff  
• Central Office

Train teachers to disaggregate and effectively use Benchmark data.(6.1f)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Andrea Mixon, Counselor, Academic Coaches, Co-Op Academic Coaches Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Train teachers to disaggregate and effectively use Benchmark data.(6.1f)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Andrea Mixon, Counselor, Academic Coaches, Co-Op Academic Coaches Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Standard 3: Instruction – Level 4 = 0%, Level 3 = 0%, Level 2 = 75%, Level 1 = 25%

Examples from the school's ACSIP Plan

Action Type: Professional Development Dornetta Hobbs, Director of Special Programs and Curriculum Start: 08/19/2010  
End: 06/01/2011 • Administrative Staff  
• Central Office

Train teachers to disaggregate and effectively use Benchmark data.(6.1f)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Andrea Mixon, Counselor, Academic Coaches, Co-Op Academic Coaches Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Train teachers to disaggregate and effectively use Benchmark data.(6.1f)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Andrea Mixon, Counselor, Academic Coaches, Co-Op Academic Coaches Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Standard 4; School Culture – Level 4 = 0%, Level 3 = 0%, Level 2 = 82%, Level 1 = 18%

Standard 5: Student, Family and Community Support – Level 4 = 0%, Level 3 = 20%, Level 2 = 80%, Level 1 = 0%

Standard 6: Professional Growth, Development and Evaluation – Level 4 = 0%, Level 3 = 0%, Level 2 = 58%, Level 1 = 42%

Standard 7: Leadership – Level 4 = 0%, Level 3 = 0%, Level 2 = 82%, Level 1 = 18%

Standard 8: School Organization and Fiscal Resources – Level 4 = 0%, Level 3 = 10%, Level 2 = 70%, Level 1 = 20%

Standard 9: Comprehensive and Effective Planning – Level 4 = 0%, Level 3 = 0%, Level 2 = 50%, Level 1 = 50%

School leadership should promote the belief that all students can learn at high levels by establishing a culture of high academic and behavioral.

School leadership will incorporate teaming to provide opportunities for teachers to have effective dialogue about teaching and learning to create a culture that all staff must accept responsibility for student learning and achievement.

An academic learning culture will be developed by showcasing student work throughout the school.

School leadership should begin to implement and use multiple communication strategies to disseminate information to parents and makes frequent contacts concerning student progress.(2010-2011)

### 3. Standard 7: Leadership:

The mission and belief statements should provide the guidance for decision-making about all aspects of the school.

The Individual Professional Growth plan of the school leadership must address professional needs based on district and state approved leadership standards, goals identified in the ACSIP and professional needs of the individual.

Common planning time should be used for collaboration, collegial work and the study of research-based best practices.

The district's personnel evaluation process must be used as a tool to guide and monitor the level of implementation of researched-based best practices and their impact on student achievement.(2010-2011)

Goal:Robert Morehead will provide a learning environment that encourages student engagement for the promotion of academic achievement. Benchmark: Robert Morehead Middle School will increase student motivation to improve benchmark scores.

Intervention: Provide a safe, orderly and equitable learning environment for all students.

Scientific Based Research: "Advisor/Mentoring Programs," Southern Region Education Board model at [www.sreb.org](http://www.sreb.org)

Actions Person Responsible Timeline Resources Source of Fund :Students will wear ID badges at all times. (4.1a)

Action Type: ADE Scholastic Audit Action Type: Equity Teachers and Staff Start: 07/01/2010

End: 06/30/2011 •Administrative Staff  
•Teachers

Teachers will be present in the hallways and outside of classrooms during transition times. (4.1a)

Action Type: ADE Scholastic Audit

Action Type: Collaboration

Action Type: Equity Faculty & Staff Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Teachers and administration will work to minimize disruptions to the learning environment.

(4.1a) Action Type: ADE Scholastic Audit

Action Type: Collaboration

Action Type: Equity Principal Prim & Dean of Students Mays Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Leadership will create experiences that motivate the staff, improve student learning, and foster the belief that all children can learn at high levels.(4.1b)

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Equity Y. Prim, Principal Start: 08/19/2010

End: 06/01/2011

Teachers will use high yield instructional strategies, authentic assessments and questioning techniques to improve student learning and engagement. (4.1b)

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Collaboration Literacy Coach, Math Coach, Department Heads Start: 08/19/2010

End: 06/01/2011

Teachers will create more student-centered classrooms and activities and less textbook-driven and teacher driven activities. (4.1b)

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Collaboration Principal and Academic Coaches Start: 08/19/2010

End: 06/01/2011

The administration will utilize the district evaluation tool to assess growth of teachers which will result in high student achievement. (4.1b)

Action Type: ADE Scholastic Audit

Action Type: Program Evaluation Y. Prim, Principal Start: 08/19/2010

End: 06/01/2011

The administration will utilize the district evaluation tool to assess growth of teachers which will result in high student achievement. (4.1b)

Action Type: ADE Scholastic Audit

Action Type: Program Evaluation Y. Prim, Principal Start: 08/19/2010  
End: 06/01/2011

Teacher's lesson plans will reflect more rigorous instructional strategies and assessments.  
(4.1c)

Action Type: ADE Scholastic Audit  
Action Type: Equity Department Heads Start: 08/19/2010  
End: 06/01/2011 • Performance Assessments  
• Teachers

Teachers will hold high learning expectations for all students by using methods and materials to address all types of learning styles. (4.1c)

Action Type: ADE Scholastic Audit  
Action Type: Equity Principal Prim Start: 08/19/2010  
End: 06/01/2011 • Teachers

The leadership team will communicate its efforts with the entire staff via memos and meetings (4.1d)

Action Type: ADE Scholastic Audit  
Action Type: Collaboration  
Action Type: Equity Principal Prim Start: 08/19/2010  
End: 06/01/2011 • Administrative Staff

Departments will meet regularly to plan curriculum and activities for their content area.  
(4.1e)

Action Type: ADE Scholastic Audit  
Action Type: Alignment Department Heads Start: 08/19/2010  
End: 06/01/2011 • Administrative Staff  
• Teachers

Job-embedded professional development will be developed for all faculty and staff. (4.1f)

Action Type: ADE Scholastic Audit  
Action Type: Professional Development Principal Prim Start: 08/19/2010  
End: 06/01/2011 • Administrative Staff  
• Outside Consultants • Teachers

Teachers will display student work with grading rubrics throughout the school building.  
(4.1j)

Action Type: ADE Scholastic Audit  
Action Type: Alignment  
Action Type: Parental Engagement Teachers, Dept. Heads Start: 08/19/2010  
End: 06/01/2011 • Teachers

Increase and document the use of differentiated instruction to engage all students. (4.1k)

Action Type: ADE Scholastic Audit

Action Type: Equity Principal Prim Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

- Teachers

Establish "Students of the Month" to inspire all students to achieve academically and be good citizens striving for excellence.

Action Type: ADE Scholastic Audit

Action Type: Equity Laura Gately, Teacher Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

- Teachers

Goal: Robert Morehead Middle School will provide research-based, results driven professional development for staff and implement performance evaluations to improve teaching and student learning. Benchmark Sustainability will be identified through lesson plans, amount of participation in professional development and professional development evaluations.

Intervention: To support the professional learning needs of the administration, faculty and staff.

Scientific Based Research: Eaker, DuFour & DuFour, "Getting Started: Reculturing Schools to Become Professional Learning Communities," ASCD, 2007. Marzano, Robert. "Building Academic Background Knowledge for Academic Achievement: Research on What Works in Schools," ASCD, 2005. Payne, Ruby. "A Framework for Understanding Poverty," ASCD, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Develop a faculty committee to identify professional development topics and recommendations for presenters. (6.1b)

Action Type: ADE Scholastic Audit

Action Type: Collaboration Principal Prim Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

- Teachers

Train teachers on the requirements for professional development and how to appropriately evaluate it. (6.1b)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Donna Hobbs, Director of Special Programs and Curriculum Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

- Central Office

Provide training for the faculty to develop effective Individual Improvement Plans that address individual needs. (6.1c)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Dornetta Hobbs, Director of Special Programs and Curriculum Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

- Central Office

Train teachers to disaggregate and effectively use Benchmark data.(6.1f)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Andrea Mixon, Counselor, Academic Coaches, Co-Op Academic Coaches Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

- Teachers

Train teachers to disaggregate and effectively use Benchmark data.(6.1f)Action Type: ADE Scholastic Audit

Action Type: Professional Development Andrea Mixon, Counselor, Academic Coaches, Co-Op Academic Coaches Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

- Teachers

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

Despite efforts , RFMMS is identified as a Priority school for failing to meet Annual Measurable Objectives ( AMO). The following First Steps were taken by the middle school and reflect the recommendations of the scholastic audit.

1. Meaningful feedback regarding instructional practice will be provided to teachers on a consistent and timely basis. Observations and conferences with teachers will provide opportunities for reflection and professional growth and will become the norm for the principal. The principal will immediately begin to make in-depth observations based on TESS model of individual classroom teaching and then to facilitate conversations with individual teachers about improving their instructional practices and increasing student achievement.

2. Research-based, high-yield instructional strategies will be observed in all middle school classroom: The Principal will immediately begin consistently monitoring all classrooms to determine the frequency of use of high yield, research based instructional strategies and the impact those strategies will have on student achievement

3. Assessments and Testing will be used by teachers primarily as a tool for reporting grades. The leadership and teachers must begin immediately utilizing classroom assessments as a means of determining instructional effectiveness. Professional development will be provided to teachers in the analysis of student work as a method of informing the teacher of the necessary implementation needed to move all students toward proficiency.

4. Professional Growth Plans (PGP) for Teachers and Administrators will be based on the identified needs of the individual. The leadership of Robert F. Morehead Middle School will immediately begin the process of identifying individual professional growth needs of each teacher and administrator in collaboration with the individual. The identification of needs will be based on observable actions of the teacher or administration and determined through a collaborative process of self-reflection.

5. Teacher efficacy will be evident in all classrooms at Robert F. Morehead Middle School. The principal will begin the process of facilitating discussions, involving all stakeholders to determine ways to increase student achievement and faculty ownership of the problem. Disengaged students, failure to complete assignments, absenteeism, apathy, lack of parental support, and other factors, which have been cited for lack of student proficiency, will be viewed as areas of continuous observation.

6. Common team planning time will improve professional practice and raise student achievement. To ensure all members of each team is present at team meetings, the leadership from the Middle School will attend and make it mandatory for all involved to attend. Pre-planned agendas, sign-in sheets, and minutes will be kept. The focus of the meetings each week will be specific research-based best practice, model it for the team and integrate it into their classroom instruction with follow up observation.

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

School leadership should promote the belief that all students can learn at high levels by establishing a culture of high academic and behavioral.

The use of best practices will become the expectation of the school and school leadership to include ongoing monitoring of classroom instruction, accountability for implementation of improvement strategies and follow-up support focused on identified teacher and student needs.

Common team planning time will improve professional practice and raise student achievement. To ensure all members of each team is present at team meetings, the leadership from the Middle School will attend and make it mandatory for all involved to attend. Pre-planned agendas, sign-in sheets, and minutes will be kept. The focus of the

meetings each week will be specific research-based best practices, model it for the team and integrate it into their classroom instruction with follow up observation.

In conjunction with our community partners, Robert Morehead Middle School will recruit and manage community partnerships, support efforts to engage parents, and make the school available as a community resource to enhance the support available to our students and their families. We will provide behavioral health services to youth and their families, to include behavior modeling, anger management, practice of critical thinking, coaching regarding good choices, and other socialization and coping skills needed to be personally and academically successful. We will leverage the rapport built by behavioral health staff with parents and families to increase engagement in student learning. Robert Morehead Middle School will also pursue strategies and funding that align family support needs with academic achievement. Robert Morehead Middle School will expect and monitor sound homework practices and two-way communication with parents. The parent resource center would be expanded by providing computer, printer and internet usage.

Professional Growth Plans (PGP) for Teachers and Administrators will be based on the identified needs of the individual. The leadership of Robert F. Morehead Middle School will immediately begin the process of identifying individual professional growth needs of each teacher and administrator in collaboration with the individual. The identification of needs will be based on observable actions of the teacher or administration and determined through a collaborative process of self-reflection.

Teacher efficacy will be evident in all classrooms at Robert F. Morehead Middle School. The principal will begin the process of facilitating discussions, involving all stakeholders to determine ways to increase student achievement and faculty ownership of the problem. Disengaged students, failure to complete assignments, absenteeism, apathy, lack of parental support, and other factors, which have been cited for lack of student proficiency, will be viewed as areas of continuous observation.

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).

Beginning with 2013-2014 school year the STAR Scholastic Reading Inventory and Scholastic Math Inventory are being used to provide current student achievement data.

Stakeholders Perception Survey: This allowed for students, parents, staff and community to rate academic performance, learning environment, and efficiency. It allowed discussion about curriculum overlaps and gaps. Students were provided experiences related to career options. Meaningful assessment procedures are implemented to monitor student progress.

Performance Series Diagnostic Assessment from Scantron was used in the after-school program. This would quickly pinpoint the proficiency level of our students in Literacy and Math directly correlated specifically to standards, provide accurate student placement diagnosis of instructional needs including instructional adjustments and measurement of student gains across reporting periods. With this information we were able to see evidence of strong instructional staff capacity as well as determine which sub-group of students were experiencing low –performance.

The Scholastic Audit was reviewed extensively in Step 3 of this application. As noted in that section, many of the recommendations are critical needs for the school as full implementation of the recommendations made, have been partially or fully implemented.

## 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? **Yes**

**If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans?**

- Leadership Team and PLC's are more active and meeting regularly which provides a strong sense of community within the building. Teacher incorporated writing prompts that were in the context of their curriculum to provide practice for Benchmark and EOC examinations.
- Teachers participated in relevant professional development
- Contracted with The Learning Institute of Hot Springs to pace teaching, focus re-teaching and create interim assessments to assess student improvement in literacy, math and science.
- Reorganized the school day to incorporate eight rather than seven periods to provide the necessary point-in-time remediation to target students who are not meeting academic benchmarks.
- Hired a Literacy and Math coach to model lessons and provide teachers with strategies to enhance instruction and increase student achievement.
- Implemented a Summer Enrichment program to provide supplemental instruction and the reinforcement of skills, high qualifies teachers and highly qualified paraprofessionals will work with the targeted students.
- Implemented JEDI lab for remediation
- Teachers participated in professional development on using CRT test interim assessment data to improve instruction and student learning
- Curriculum Maps were developed using a mapping tool from Collaborative Learning Inc. The maps were developed for all content area; those already in place were updated to be aligned with state frameworks.
- Instituted a structured after-school program in 2008-2009 school year through the federally funded 21<sup>st</sup> Century Community Learning Centers grant, a 5 year grant that includes academic enrichment as the primary focus. This program supported other improvement efforts aligned with meeting AYP targets by providing small group tutoring to build student reading and math skills after school. It also significantly increased community involvement of parents and other stakeholders.
- Purchased Reading 180 and Math 180 licenses and System 44 to enhance identified students abilities.
- Added subjects (Personal Finance, East) to offer students additional elective offerings.
- LDC and MDC modules are designed to support implementation of Common Core Standards with flexibility and creativity

- Lesson plan form recreated to assist teachers in creating comprehensive lessons.
- Increased the rigor in the curriculum by offering Pre-AP courses and high school credit classes.

What was the success/failure rate of those initiatives? **With the initiatives in place, some are well established and documented due to faculty buy-in and support. Our new programs LDC, MDC, Read 180 and Math 180 are showing success; however a full year of data is yet available to establish a baseline.**

2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. **The District Office staff is capable and committed to supporting the transformation efforts. The staff is experienced, and it possesses the expertise to advise and assist the principal and teachers throughout the process.**
3. Does the LEA currently have a school improvement specialist? **YES** If the answer is yes, has the LEA supported the school improvement specialist efforts? **The school improvement specialist has been given access to the principal, leadership team, faculty and staff.**
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? **YES The district and school administration have taken steps to improve the conditions at Robert Morehead Middle School to be more conducive to learning.**
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. **The superintendent and the district administration has directly been involved in the school improvement process of the entire district and recognizes the need for continuous support for capacity building in order to facilitate needed improvements in the educational program at Robert F. Morehead Middle 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. **Educational Consults will be selected to provide extensive job embedded professional development to teachers and administrators to help build capacity for continued improvement**
7. Review the history of the LEA's use of state and federal funds.

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

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

- Salaries are funded for highly qualified paraprofessionals to assist in the classrooms under the direction of certified teachers.
- Technology is purchased to upgrade and/or expand academic programs.

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

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

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

Dollarway School District has a history of good stewardship in the use of state and federal funds in the acquisition and implementation of programs and initiatives to support school improvement at all school sites. All funds are allocated in accordance with all applicable statutes, regulations and applications. Interventions are monitored and evaluated to ensure that projected student achievement goals may be satisfied. Federal, Special Education, state and NSLA funds will be allocated to implement/support the selected intervention model when applicable. Robert Morehead Middle School will include the intervention model within the ACSIP to include implementation actions, criteria, evaluation and funding. The selected intervention model and activities will have priority funding in order to allow support necessary for total implementation of each entity necessary to provide the full impact of the intervention for maximum academic growth. Each entity of the intervention model will be monitored and evaluated for needed modifications in order to sustain optimal achievement opportunities for all students.

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

In the Dollarway School District, we have more than 1300 students, 4 schools and 107 certified staff. The high school and middle school are classified as Priority Schools. We have limited district administrative staff to assist with administrative issues including instructional leadership on a daily basis. District administrators often are assigned multiple tasks with limited time. External consultants have been hired to help with the changes required; and significant, limited change at Robert Morehead Middle School is evident and indicates support from the school administration and staff.

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

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

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

Step 1 - Selecting the Intervention Model and Partners for a Low-Achieving School  
Prior to selecting an Intervention Model, the LEA must complete all parts of section

#### B. Transformation

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

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

transformational through funding initiatives and provisions for access to relevant data and resources to direct transformational initiatives.

2. District policies that address transformation, limit it, create barriers to it, or provide support for it and how: There are no district policies that create barriers to transformational or limit its implementation. All district resources are aligned to support improvement in teaching and learning.
3. District contractual agreements, including collective bargaining, that affect transformation and how: There is no collective bargaining thus transformational is not affected.

## 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: State statutes and policies support Turnaround and provides very few barriers to its implementation. However there may be limitations when it comes to replacing 50% of the teaching staff because a lack of available qualified teaching resources to fill vacant positions.
2. District policies that address turnaround, limit it, create barriers to it, or provide support for it and how: While district policies do not limit or create barriers for turnaround and all attempts by the district indicate support, we are also constrained by the lack of available teaching resources dictated by the 50% replacement of teaching personnel that characterizes the turnaround model.
3. District contractual agreements, including collective bargaining, that affect turnaround and how: There is no collective bargaining thus turnaround is not affected.

## Restart

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

### Charter Schools

1. State statutes and policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how: Since state statutes and policies make provisions for restart , it has to be conclude that is support for these measures. Funding and technical assistance is provided and state resources are available should a school or district decide to take advantage of this option
2. District policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how: While district policies may support the formation of charter schools, any limitatins or barriers may come from community stakeholders or the school board. This approach has not been discussed seriously as an optin but intelligent debate and proper justifications would have to be niewed with potential if other viable approaches prove ineffective.
3. District contractual agreements, including collective bargaining, that affect the formation of charter schools and how: There is no collective bargaining thus restart is not directly affected, however it is not know at this time how contractual agreements with the teaching staff or school board would be affected by the takeover by a CMO or EMO.

## Education Management Organizations

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

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

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

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

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

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

## Closure

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

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

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

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

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

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

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

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

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

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
University of AR at Pine Bluff (UAPB)	N	Y	Professional Development	Accrediated four year university and buisnesses that serve the needs of at risk students
District Staff	Y	Y	Support	Certified by ADE Licensure
Parents for Public Schools, The Pointe, Pine Bluff Police Department, Jack Jones Juvenile Justice Center	N	Y	Donations for students and teacher incentives and mentoring	Parent involvement, Certified law enforcement and counselors
Arkansas River Education Service Coopertaive (ARESC)	N	Y	Professional Development and Technical Assistance	The local Cooperative has a long standing history of providing the district with support, PD and network opportunities with other local school districts.

Turnaround

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

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Generation Ready Inc.	Y	Y	Consulting, job-embedded professional	Generation Ready has worked in the district.

**Restart**

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

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

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

Closure

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

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

### Step 3: Determine Best-Fit Model and Partners

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

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

Strong charter school law			✓	
Experience authorizing charter schools			✓	
Capacity to conduct rigorous			✓	
Capacity to exercise strong accountability			✓	
<b>Community Capacity</b>				
Strong community commitments to school	✓	✓	✓	
Supply of external partners/providers			✓	
Other higher performing schools in				✓

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

Best Fit Ranking of Intervention Models

A. Best Fit: \_\_\_ Transformational \_\_\_\_\_

B. Second Best Fit: \_ Turnaround \_\_\_\_\_

C. Third Best Fit: \_ Restart \_\_\_\_\_

D. Fourth Best Fit: Close \_\_\_\_\_



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

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### The Transformation Model

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

Under the leadership of the current principal Robert F. Morehead Middle School made AYP for the 2012-2013 school year. The district will continue to support the principal's efforts for academic success of all students. The principal is familiar with all of the students as are the students familiar with the principal. With the previous experience and meeting AYP, plus with the more intensive support and training from the district, state, Generation Ready and the Arkansas Leadership Academy; the LEA can be assured of the success of the Transformational Model.

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

The LEA will enable the leader to continue to make strategic staff replacements by providing an experienced turnaround coach to support and guide strategic staffing decisions based on analysis of teacher effectiveness data and resource allocation priorities.

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

The LEA will provide 100% support to the implementation of the transformation model at RFMMS and give the leader/principal autonomous control and flexibility under careful and experienced guidance. The LEA will support the principal a site base data coach to coordinate plan management and maintain assessment data. The data coach will work with teachers, administrators and the leadership team. The data coach will assist in identifying professional development needs of staff. The proposed job description

### **ESSENTIAL JOB FUNCTIONS:**

- **REPORTS TO PRINCIPAL**
- **Provide model lessons for classroom teachers using scientifically, research based instructional strategies**
- **Prepare data presentations for the principal and staff, including flow charts, diagrams and other graphics**
- **Assist classroom teachers in collecting, analyzing and using student achievement data to guide instruction**
- **Maintain the site's longitudinal assessment database, which includes student achievement, demographics, and student mobility**
- **Identify site staff development needs by using student achievement data**
- **Monitor benchmark assessments by student, teacher, grade level, standard, subgroup, utilizing collaborative decision making to target students for extended**

learning. Provide this information to the principal for use in developing and implementing interventions

- Meet on a regular basis with the administrator, staff, School Leadership Team, to report and interpret test results, statistical data, project programs and other appropriate information
- Assist with planning, scheduling, and conducting site staff development activities aligned with district and site goals
- Attend site leadership, grade-level and department meetings
- Assist grade-level and department teams in developing short and long-term goals
- Assist in planning and facilitating state and district assessments for 9<sup>th</sup> grade students
- Plan, facilitate, and conduct coaching cycles for teacher teams and individual teachers as needed

### **QUALIFICATIONS:**

Knowledge and understanding of:

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

### **ABILITY TO:**

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

### **EDUCATION AND EXPERIENCE:**

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

**TERMS OF EMPLOYMENT:**

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

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

The LEA must provide the new principal with greater flexibility in budgeting, staffing and scheduling if the district is to succeed in transforming the school. The principal is the instructional leader and will require that kind of support from the LEA. A new dynamic approach must be implemented in order to continue to correct existing deficiencies in the current instructional approach and to develop Sustainable Systems of Practice (SSP). LEA must trust the decision making capacity of the principal. The LEA must support this as a policy of understanding.

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

The LEA must support the leader as they put forth their vision and message, as well as needed operational changes tempered by close support and guidance. Determinations for improved classroom instruction will be the joint collaboration of the principal, district and external provider. The Principal will continue to identify and implement Sustained Systems of Practice to insure that gains will be sustainable. Also the alignment of afterschool tutoring with classroom instruction and availability of data to inform instruction are key components that will require LEA support.

## The Turnaround Model

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

This is a daunting challenge for any LEA in many of Arkansas small and rural districts. This is why the turnaround model for RFMMS, although selected as the second best option, presents problems associated with the lack of a pipeline of available teaching resources.

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?

If this were the model selected it would follow the same process as the transformational model. The LEA selected an experienced educator and the former 4th and 5th grade principal in the district. This had the effect of the principal following the students that were formally in that principal's school. The principal is familiar with all of the students as are the students familiar with the principal.

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

The LEA will examine the salary scale and education trainings of the professional growth plans. The LEA will support the leader in attending job fairs and collaborating with Universities schools of education and by providing opportunities for networking.

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

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

5. How will the language in collective bargaining agreements be negotiated to collective bargaining is not a process currently used in this district. ensure the most talented teachers and leaders remain in the school?

There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract, he/she is agreeing to meet the terms

set forth for improvement/reform, and to support the district's commitment to the success of the students at Robert F. Morehead Middle School

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

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

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

**The LEA only hires teachers when needed. The LEA can not afford to hire teachers if there is no need.**

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?

**Of course as a district/LEA, we have the capacity to execute both the transformational model or the turnaround model should that be the only option, however at this time, the most viable option is the transformational model.**

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

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

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

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

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## The Restart Model

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



performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

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## School Closure Model

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

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



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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
<b>State Education Agency</b>	<b>ADE</b>
<b>Local Education Agency</b>	<b>ARESC</b>
<b>Internal Partner (LEA staff)</b>	<b>Instructional Leadership resources</b>
<b>Lead Partner</b>	<b>Generation Ready</b>
<b>Support Partner</b>	<b>Parents in Public Schools, Arkansas Leadership Academy</b>
<b>Support Partner</b>	<b>University of Arkansas at Pine Bluff</b>
<b>Principal</b>	<b>Instructional Leader, Partner with external provider (AST) to ensure teacher and student success</b>
<b>School Staff</b>	<b>Meet weekly, peer review/support and evaluation.</b>
<b>Parents and Community</b>	<b>Participate in school activities and in the decision making process; communicate with teachers, school administrators and students</b>

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

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

### **1st Quarter**

**25% of the assistance will be completed- Leadership support will be done throughout the school year to assist with full implementation of classroom walk through, staff training, and specific action plans for specific areas of improvement based on identified teacher and student needs.**

**25% of the assistance will be completed-Onsite, job embedded professional development and support will be provided for all staff during the 2014-2015 school year for Common Core implementation and full utilization of research based practices necessary for school improvement to occur.**

**25 % of the assistance will be completed-Teacher coaches will provide instructional support through the following activities:**

- **Classroom observations/visits/mentoring and coaching**
- **Working with individual teachers, and small groups of teachers to improve classroom instruction lessons for teachers.**
- **Model lessons for teachers.**
- **Teacher coaches will assess the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives.**
- **Teacher coaches will provide professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions.**
- **Classroom teachers will receive performance feedback through classroom observation, modeling, and debriefing by the teacher consultants.**
- **Daily written reports will be given to the superintendent.**

## **2<sup>nd</sup> Quarter**

**50% of the assistance will be completed- Leadership support will be done throughout the school year to assist with full implementation of classroom walk through, staff training, and specific action plans for specific areas of improvement based on identified teacher and student needs.**

**25% of the assistance will be completed-Onsite, job embedded professional development and support will be provided for all staff during the 2014-2015 school year for Common Core implementation and full utilization of research based practices necessary for school improvement to occur.**

**50% of the assistance will be completed-Teacher coaches will provide instructional support through the following activities:**

- **Classroom observations/visits/mentoring and coaching**
- **Work with individual teachers, and small groups of teachers, to improve classroom instruction lessons for teachers.**
- **Model lessons for teachers.**
- **Teacher coaches will assess the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives.**
- **Teacher coaches will provide professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions.**
- **Classroom teachers will receive performance feedback through classroom observation, modeling, and debriefing by the teacher consultants.**
- **Daily written reports will be given to the superintendent.**

## **3<sup>rd</sup> Quarter**

**75% of the assistance will be completed- Leadership support will be done throughout the school year to assist with full implementation of classroom walk through, staff training, and specific action plans for specific areas of improvement based on identified teacher and student needs.**

**75% of the assistance will be completed-Onsite, job embedded professional development and support will be provided for all staff during the 2014-2015 school year for Common Core implementation and full utilization of research based practices necessary for school improvement to occur.**

**75 % of the assistance will be completed-Teacher coaches will provide instructional support through the following activities:**

**Classroom observations/visits/mentoring and coaching**

- **Working with individual teachers, and small groups of teachers, to improve classroom instruction lessons for teachers.**
- **Model lessons for teachers**
- **Teacher coaches will assess the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives.**
- **Teacher coaches will provide professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions.**
- **Classroom teachers will receive performance feedback through classroom observation, modeling, and debriefing by the teacher consultants.**
- **Daily written reports will be given to the superintendent.**

**100% of the assistance will be completed- Leadership support will be done throughout the school year to assist with full implementation of classroom walk through, staff training, and specific action plans for specific areas of improvement based on identified teacher and student needs.**

**100% of the assistance will be completed-Onsite, job embedded professional development and support will be provided for all staff during the 2014-2015 school year for Common Core implementation and full utilization of research based practices necessary for school improvement to occur.**

**100 % of the assistance will be completed-Teacher coaches will provide instructional support through the following activities:**

- **Classroom observations/visits/mentoring and coaching**
- **Working with individual teacher, and small groups of teachers, to improve classroom instruction lessons for teachers.**
- **Model lessons for teachers**
- **Teacher coaches will assess the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives.**
- **Teacher coaches will provide professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions.**
- **Classroom teachers will receive performance feedback through classroom observation, modeling, and debriefing by the teacher consultants.**
- **Daily written reports will be given to the superintendent.**

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

**The Dollaray District will implement a self evaluation of the goals and objectives to include the signed assurances of the SIG application.**

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

**Person Responsible: June Haynie, 2014-2015 Asst. Superintendent**

**The LEA (District and School) will monitor implementation of the intervention model using a systematic process to include:**

**Formation of a District School Improvement Team to include Superintendent, Asst. Superintendent, Principal, Federal Programs Director, Literacy and Math Coach, Director of special Programs. Monthly District School Improvement Team meetings will occur. Utilizing the Benchmarks, Proposed Activities and Timelines as outlined in the SIG application, the Data Manager will provide, at each monthly meeting, written reports of progress toward meeting established outcomes for each Goal and Objective. A plan of action, relative to information reported, will be developed for implementation.**

**Person Responsible: June Haynie, 2014-2015 Asst. Superintendent**

**The Data Coach will provide monthly updates relative to established Quarterly Benchmarks, proposed activities, and timelimes to the Board of Education. Throughout SIG implementation, the District School Improvement Team, Data manager, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will allow for making mid-course corrections as needed. Sign in sheets from professional development trainings will be kept on file in the principals office. It is the expectation of the District Leadership that a transformation of Robert F. Morehead Middle will occur. To that end, the principal will be given reasonable authority to conduct activities necessary to meet that expectation.**

**Person Responsible: Robert Morehead Middle School Principal**

**This method of authenticated and scheduled progress monitoring of SIG activities will allow school and district leadership to make informed decisions regarding the district level of support needed for successful implementation of activities as outlined. Additionally, lack of commitment for improvement and unsatisfactory efforts towards improvement on the part of Robert F. Morehead Middle School staff will be documented. Documentation will be used to make staff changes as necessary.**

**Person Responsible: June Haynie, 2014-2015 Asst. Superintendent**

## 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.

**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.**

**Robert F. Morehead Middle and Dollarway School District will work cooperatively to establish a cohesive relationship among all groups and partners committed to this intervention. District leadership will assist with scheduling, providing locations, advertising, dissemination of documentation of meeting notes, and full disclosure of reports submitted to ADE. Two-way communication will be established for the purpose of sharing information, providing updates, reporting progress, and planning next steps. Regularly scheduled meetings between all partners will occur for this purpose thereby encouraging participation of community members, parents and stakeholders. An "open door" policy at school will be developed to encourage community members, parents and stakeholders to observe progress and participate as appropriate in SIG activities.**

**District and school leadership will promote working relationships among the groups and partners committed to this intervention. The school will monitor the implementation of actions as outlined in the ACSIP/PIP and work to ensure that funds available are spent in such a way as to enhance the agreed upon actions of the SIG and ACSIP/PIP.**

**District and school leadership will work closely with the state to ensure the ACSIP/PIP model is reflective of the activities of the school and includes input from staff in the development and revision of ACSIP/PIP. The LEA will seek assistance from the Arkansas Department of Education and the State Speciality Team as needs determine.**

**School leadership will work with the lead and supporting partners to ensure that staff members are active participants in the school improvement efforts and the overall improvement of the instructional delivery system. Staff members will be expected to fully implement prescribed activities to ensure academic improvement of all students.**

**Additional effort will be put forth to involve all parents and community partners. Parents will be provided multiple opportunities to be involved/engaged in their child's education. A Parent Coordinator is proposed as a part of the SIG activities. We realize that parental involvement/engagement is meet with low parental particaption and efforts to increase involvement/engagement is essential. One of the most effective ways to do this is through implementation of student-led conferences to be held twice a year. Extensive training will be provided to leadership, faculty and students to ensure success in this effort.**

**An effort will be made to established a parent and community organizations solicited by the Parent Coordinator and district leadership. These partnerships will serve as a forum for disseminating information relative to progress toward meeting SIG goals and objectives.**

**To create an atmosphere of a true professional learning community willing to do whatever it takes to improve student achievement at Robert F. Morehead, all meetings held will include agendas with minutes that will be posted and shared with everyone in the school community so that all are aware of the progress toward meeting established objectives.**

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Yolanda Prim	Principal		Levi Thomas	United Family Services
Andrea Mixon	Counselor		Greg Lancelin	CSH
Virginia Jones	Teacher		Barbara Boyce	LEA supv.
Booker Mays	Dean of Students		Cicely Trice	Art Teacher
Barbara Hubanks	Math Lab Teacher		Charles Cunningham	Math Coach
June Haynie	Asst. Superintendent		Calvin Johnson	Retired Prof. UAPB
Donna Hobbs	Human Resource		Martin Golden	Technology.
Amy Lowe	Parent		Stephanie Williams	Parent
Felecia Miller	Nurse		James Barbaree	Parent
Delores Hawkins	Resource		Willie Mae Nesby	University

Meetings

Location	Date		Location	Date
RFMMS	1/28/2014		UAPB	Quarterly
UAPB	Quarterly		RFMMS	Quarterly
UFS	Quarterly		UFS	Quarterly

## Step 7: Sustainability

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

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

Sustainability must be addressed within the Implementation Plan.

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

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

SECTION B, PART 3:

**B. DESCRIPTIVE INFORMATION: Annual Goals**

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

- 1. Implement Reading and Writing Standards Across all Subject Areas Using Reciprocal Teaching Methods (Hattie - .74 effect size)**
- 2. Implement Formative and Summative Assessments combined with Analysis of Data to include looking at student work to assist with determining curricular changes to include Math and other subject areas (Hattie .90 effect size)**
- 3. Develop and assess high expectations for learning and the engagement of students in the learning process. Teacher clarity is what is to be learned (Hattie .75 effect size)**
- 4. Hire a Data Coach to assist with the analysis of data, distribution of data, implementation of comparison between hard and soft data, implement strategies that reflect learning about student needs from the data analysis and helping teachers use formative data to plan instruction (Hattie .74 effect size)**
- 5. Implement training to ensure appropriate implementation of all of the goals (Hattie .75 effect size)**
  - a. Collaborative Leadership Team**
  - b. Data Coach Training (Hattie .74 Effect size)**
  - c. Reciprocal Teaching Training (Hattie .74 effect size)**
  - d. Parents for Public Schools training to address parent and community involvement and achievement.(Hattie . 52 effect size [also listed as .70, .68 & .64 effect size])**

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

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

Goal 1: All students will attain 10% measurable growth in literacy and with emphasis on open-response writing across the curriculum in reading comprehension strategies, format questions through the use of best practices for instruction/assessment including the use of technology.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>To increase student achievement in reading and writing and math.</p> <p>Research based strategies will be used in all classes to engage students in meaningful and relevant activities to include technology.</p>	<p>At least 10% annual growth in the percentage of students scoring proficient or advanced on State assessments.</p> <p>10% annual growth on state assessments.</p>	<p>Benchmark results, TLI assessments results and teacher made assessments.</p> <p>Student Results</p> <p>Formative assessments</p> <p>10% annual growth on state assessments.</p> <p>CWT data indicates an increase level of engagement to include the use of high yield strategies and technology.</p>	<p>August, 2014,2015 2017</p>	<p>June, 2015,2016 ,2017</p>	<p>Building Level Principal</p> <p>Building Level Principal</p> <p>External Providers, Principal</p>

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

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

Goal 1 Cont: All students will attain 10% measurable growth in math with emphasis strategies, measurement, problem solving and open-ended response format questions through the use of best practices for instruction/assessment including the use of technology.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>To increase student achievement in math.</p> <p>Research based strategies will be used in all classes to engage students in meaningful and relevant activities to include technology.</p>	<p>At least 10% annual growth in the percentage of students scoring proficient or advanced on State assessments.</p> <p>10% annual growth on state assessments.</p>	<p>Benchmark results, TLI assessments results and teacher made assessments.</p> <p>Student Results</p> <p>10% annual growth on state assessments.</p> <p>CWT data indicates an increase level of engagement to include the use of high yield strategies and technology.</p>	<p>August, 2014,2015,2016</p>	<p>June, 2015,2016, 2017</p>	<p>Building Level Principal</p> <p>Building Level Principal</p> <p>External Providers, Principal</p>

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

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

Goal 2: All students will attain 10% measurable growth in literacy and math with emphasis on open-response writing across the curriculum ,in reading comprehension strategies, measurement, problem solving and open-ended response format questions through the use of best practices for instruction/assessment including the use of technology.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Provide professional development that is an ongoing learning experience.	At least 10% annual growth in the percentage of students scoring proficient or advanced on the state assessments.	CWT data indicates an increase level of engagement to include the use of high yield strategies and technology.	July, 2014,2015,2016	June, 2014,2015, 2016	Building Level Principal
Establish schedule that will provide increased instructional time for students. RFMMS will implement the following schedule to meet this goals of the Transformation Model:	10% annual growth for all students on state assessments.	Master Schedule and Bell Schedule			Building Level 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 3: Decrease the number of discipline referrals that result in short term or long term suspension.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Building level administrators and staff demonstrates high expectations for discipline, attendance and academic performance.</p> <p>Establish a discipline advisory committee</p>	<p>Decrease the percentage of discipline referrals by 25% over 2014-2015</p>	<p>Weekly and Monthly Discipline Reports</p> <p>Parent contact logs</p> <p>PLC agendas and minutes documenting focus.</p>	<p>August 2014,2015,2016</p>	<p>June 2015,2016, 2017</p>	<p>Dean of Students, Data Coach and Principal</p> <p>Principal</p> <p>Principal, Data Coach and Instructional Coach</p>

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

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

Goal 4: To improve parent/community support and involvement in the education of the students.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Implement an effective Parent/Community Involvement program Robert F. Morehead Middle School	There will be a 10% increase in parent attendance at parent teacher conferences, and a 50% increase in parental & community member involvement in school activities at the school parent center.	Parent sign-in logs from each parent teacher conference.  Parent sign-in logs at Parent Center and Principal's Office.  Parent sign-in logs at Parent Center.  Sign-in logs from family nights.	August 2014,2015,2016	Quarterly 2014,2015, 2016	Principal, Parent Coordinator

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

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

Goal 5: School leaders and staff provide a school culture and climate conducive to learning.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
The principal and staff demonstrate leadership to ensure the culture and climate of the school and each classroom reflects high expectations for student achievement and behavior	Administrative policies and procedures for student behavior are consistently implemented by school leaders. Referrals are reduced by 10 percent	The assistant principal documents discipline referrals by teacher and actions taken with each student. Referrals are reviewed quarterly and analyzed by Data Coach, Principal and Assistant Principal with prescribed interventions	Beginning August 2014, 2015, 2016	Reviewed quarterly – 2015, 2016, 2017	Principal Leadership Team

	Parents are involved in their students' academic life. Parent involvement will increase by 10%.	Increase in parent participation is documented by sign-in sheets.	Beginning August 2014, 2015, 2016	Reviewed quarterly – 2015, 2016, 2017	Parent Facilitator
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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

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

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

Describe actions the LEA has taken or will take to:

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

### IMPLEMENTATION OF TRANSFORMATION MODEL AT ROBERT F. MOREHEAD MIDDLE SCHOOL

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



The administration and administrative team will provide support to staff to ensure appropriate implementation of Common Core State Standards, principal and teacher effectiveness, content area support, training and coaching in assessment, instructional

delivery, technology integration, all curriculum content areas to include literacy and math, developing and sustaining professional learning communities, inclusion and co-teaching and differentiated models of instruction such as Reciprocal Teaching.

Teachers will design and align instruction with the ADE curriculum, assessments (including both summative and formative), and both Benchmark exams and Interim assessments. In this project, the focus will be on identifying needs and providing support to perform the operations necessary to accomplish the goals stated in the project earlier in this document. The collaborative nature of this project requires partnerships to guide the teachers as they establish and sustain professional learning communities to build capacity and drive change. It is expected that the instructional leader and data coach will support and lead the analysis of data then correlate this information to student achievement and teacher effectiveness. They will monitor the alignment of curriculum, instruction and assessment, ensure that students are engaged and making continuous improvement, lead data-driven inquiry groups and ensure both tutoring and enrichment activities are working effectively. In addition school staff will become partners with parents and the community to engage and foster positive relationships for continual develop of support programs. The principal and data coach will ensure implementation of school-wide improvement initiatives including but not limited to the following:

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

The entire process is embedded in a system of data analysis (Love, 2008). Data will be used to drive planning and instruction including data driven inquiry and provide information for the instructional cycle to help Robert F. Morehead Middle School improve performance. Robert F. Morehead Middle School will receive training and support in data coaching, analysis and interpretation to assist with implementation of program resources and targeted student interventions all based upon the data reviewed with the primary purpose to increase the achievement of all students. The partners will lead these endeavors and will do whatever is needed to ensure the success of this project to accomplish the established goals

### **Middle School Concept – Years 1, 2 & 3.**

This middle school team approach allows teachers to more closely "follow the child," i.e.: develop stronger ties with individual students and therefore better able to monitor their progress and offer quick feedback and assistance. The students identify with their team and develop the sense of belonging and ownership that research has found was lacking in the traditional seven-period, seven different teachers, revolving schedule that was typical of junior high schools. To gain knowledge and understanding of the middle school concept and practices, selected teachers will attend the annual Association for Middle Level Educators national conference for the 2015, 2016, and 2017 school year. This will provide teachers with classroom activities, student engagement ideas, intervention strategies, Common Core standards, technology implementation ideas and other practical solutions for the middle school classroom.

### **Extended Time – Day – Years 1, 2 & 3**

The teacher's day will be extended by one and one-half hour (from 3:30 p.m. until 5:00 p.m.) one day per week. Teachers will be paid a stipend for the extra one and one-half hour.

This extended day will provide teachers with time to plan, collaborate, building wide meetings, department PLC meetings, grade-level PLC meetings, attend committee meetings and make contact with parents/guardians or conduct parent conference and to perform duties which have a direct impact on student achievement. Dollarway High School will also have the same day and time so the two campus staff can meet and collaborate.

### **Parents for Public Schools – Training to Staff and Parents to Ensure Parent and Community Engagement in Robert F. Morehead Middle**

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

1. Review of current parent engagement practices to determine how interaction and activities connect to the school improvement goals.
  - Interview a random sampling of parents and community to assess their understanding of the academic goals of the school/district.
  - Review the building level reports on the Parent and Student Surveys.
  - Talk with the school personnel who work with parents and the community to hear their analysis of those connections.

- Conduct school walk-throughs to evaluate family friendliness of the environment.
  - Evaluate school and district interaction with families to determine if those communications are effective, two-way, and help families support a culture of high expectations for all students.
  - The parent resource room will be equipped with two (2) computers and a printer so that parents will have access to the internet and to computer programs for self-improvement to aid with their child's academic learning.
2. Work with school personnel to evaluate how current communication and information to/from families can help support school improvement goals.
- Ensure that a collaborative team is developed or has the assigned responsibilities to ensure consistent communications of school personnel, community and business leaders, parents from different role groups (diverse ethnic representations, as well as representation from special needs parents, the PTO, and parents from groups that are rarely involved in school meetings or committees), and community stakeholders.
  - The collaborative team will develop a communications plan and follow with training to all stakeholders.

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

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

### **Modify Practices and Policies**

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

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

The district is committed to maintain the funding sources of activities as reflected in the ACSIP. Additionally, the Superintendent of Schools is committed to continue some form of incentives for improved achievement after the grant period as funds from the grant are no longer available. As a district, we intend to continue reviewing and modifying policies and practices to enable the schools to implement the changes and interventions needed to move the school forward. The district leadership plans to participate in the improvement efforts by providing both support and monitoring the

changes that are taking place. In addition, the Superintendent of Schools will be fully initiating the LEADS model. Other funding is also committed to the improvement of Robert F. Morehead Middle School Performance. Some of these are Title I funds, NSLA funds, Special Ed. Funds and others.

### **Sustainability of Reforms**

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

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

7. Student support partnerships to reinforcement student academic, behavior and social emotional well-being
8. Family engagement to build positive relationships and foster partnerships with families and the community, which will be operated through the Family Center.

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

A faculty retreat is planned for the staff at Robert F. Morehead Middle School. The retreat will be located at an offsite location such as Wildlife Farms in Casscoe, Arkansas or a similar location. Two facilitators will conduct sessions: Revisiting the Vision/Mission of RFMMS: A Review of Current Initiatives; Creating Instructional Calendars for 2014-2015; and Team Building. The retreat will be planned collaboratively by the administrator and other personnel (potentially consultants) who will work with the faculty to establish goals for the upcoming year based upon the data they will review. A Strategic Plan will be the outcome of each yearly retreat for the ensuing years.

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

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

### **Teacher Incentives**

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

**Student Led Conferences Year 1-2-3-**As recommended by the Scholastic Audit team, and part of the efforts to increase parental involvement/engagement, student-led conferences will be held. This will help students take responsibility of their own learning, reflect on what they

have learned, and set goals for themselves. During student-led conferences, teachers act as facilitators as students review their work and progress toward established goals with their parents. Students will review work from a portfolio filled with a project they have completed or assignments they have collected before the conference. Parents will be asked to complete a post-conference reflection form. The conference process helps students comprehend the importance and means of taking charge of their own learning. Training for the conferences will begin with a small cohort of students to participate in the fall. Additional students and teachers will be added gradually as to allow for school personnel to provide needed support in this process. Conferences will be scheduled as students and teachers are trained and portfolios are developed. Professional development will be provided for staff members participating in each cohort of conferences. The Parental Involvement Coordinator will be very involved in this process as parent commitment and support for their student in student led conferences is needed.

**Summer Transition Academy:** The Transition Academy is designed to orientate students to the middle school environment. Activities will be designed so students are introduced to the expectations of middle school with a focus on academic, behavioral, and social skills which will help them to make a smooth transition from elementary to middle school.

This program is designed to be highly engaging for students. Students will be actively engaged in team-building activities, goal-setting exercises, orientation experiences, and academic preparation. The activities will be guided and facilitated by teachers and administrators from the school so that students can become familiar with their new faculty members.

**Leadership Academy:** Leadership Team Institute will take deep knowledge of teaching and learning to scale in school districts across Arkansas by building leadership capacity within districts themselves. The Institute will accomplish this by working with teams from a single school for the purpose of learning the process, designing an implementation plan, and then leading the process in their school and district . Two major focuses for the work in the Institute are:

- An understanding of the concepts of deep knowledge of teaching and learning; the tools and opportunity to develop an action plan for designing and implementing a learning system for professional development that has clear accountable measurements of improved teaching and learning.

**Saturday School with Parents:** Program components will include 2-hour morning session on Saturdays. Teachers will introduce parents to skills being taught for the month and parents will be given the opportunity to work side by side with their child to see the weakness that prevents their child from performing at the mastery level.

SECTION B, PART 4:

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

**Actions: Robert F. Morehead Middle School will use Generation Ready as a provider to assist the school with implementation of the Transformation Model.**

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

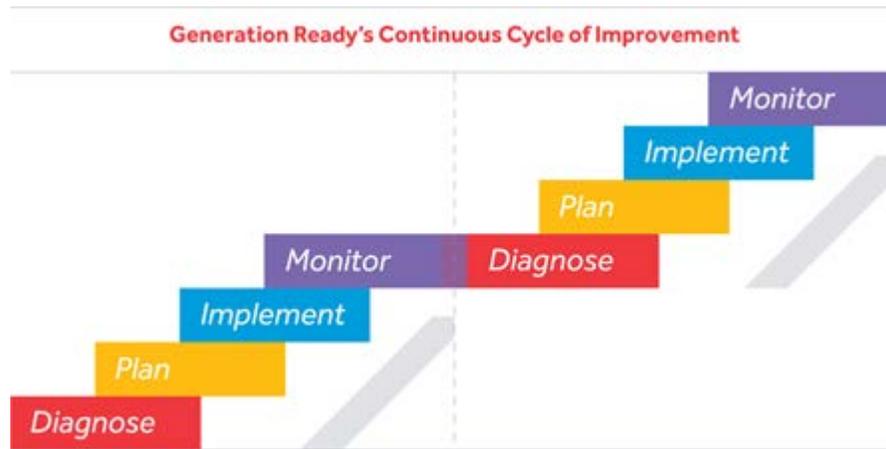
Generation Ready designs programs based upon data collected to meet the goals and objectives of every engagement. Each engagement is customized to address the needs as described by the school or district. Each engagement is developed from specific data, both at the beginning to understand existing challenges,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

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

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

### **What we do to provide support to the school.**

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



**Step 1 – Data gathering and assessment**

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

**Step 2 – Create an action plan**

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

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

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

**Step 3 – Disciplined execution**

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

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

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

This fourth and last step is critical because it provides continuing insight about the success of the professional development. Measurement is the source of the evidence-based understanding that grounds our entire process (Joyce, J., 2002). It marks the difference between a promise and real results – and that’s the only way to get the best outcome.

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

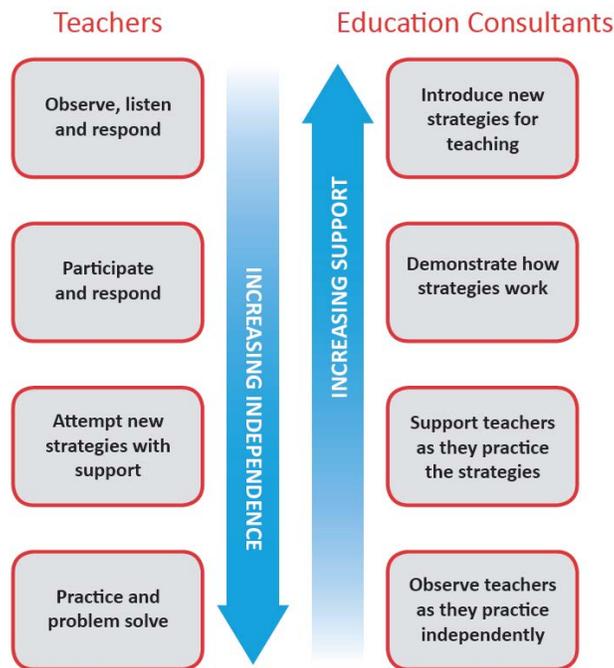
#### **How we do our work.**

##### **1. Job-embedded consulting**

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

This job-embedded consulting is central to our professional learning methods (Joyce, J., 1982). This approach allows us to gain deeper insight into teacher and administrator performance as well as greater understanding of student, teacher and principal learning needs. It also gives theory and practice real-world relevance. In-class consulting sets the tone for productive teamwork. Our goal is to empower teachers and school leaders. By creating an inherently collaborative environment, our education consultants become true team members. This partner relationship matures during the course of the year. At the beginning, the education consultant’s role is highly supportive and hands-on. Over time, there is a gradual shift with the educator taking a stronger lead and the consultant supporting through observation and feedback. This process continues until the educator becomes comfortable with trying the strategy independently (Csikszentmihalyi, 1997) (Fisher, 2008) (Vygotsky L. , 1978).

## Gradual Release of Responsibility



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

### **2. Coaching**

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

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

Education consultants are experts at modeling new instructional strategies for teachers to enable them to improve the effectiveness of their instructional practice. These demonstrations are most effective when they take place with the teacher's students. The consultants will provide support in schools for teachers and principals and assist special education teachers as they work in inclusive classrooms with an active and participatory co-teaching model. (Bamburg, 1994) (Deshler, 2001)

#### **4. Study Groups**

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

#### **5. Measurement and assessment**

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

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

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

Assessment indicators used for student achievement include state test scores and longitudinal student data reflecting gains or losses in each area over time. Generation Ready determines growth and needs through work with collaborative teams who examine student work to determine evidence of student learning, effective use of the tools and resources available to them (such as rubrics), and suggest revisions in teaching methodology to differentiate instruction to meet individual student needs. The consultant works with teachers to solve problems using both formative and summative assessment data. The consultant works with teachers to develop effective formative and summative assessments that are reflective of the standards that are reflective of those used on state assessments. Generation Ready consultants participate in meetings, facilitate discussions and provide professional development (often modeling) for teachers to improve instruction and meet the requirements to be effective.

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

Generation Ready's education consultants are supported by the *ReadyPath*<sup>SM</sup> technology platform. *ReadyPath*<sup>SM</sup> actively links professional development to established best practices and instructional content. This intelligent digital framework supports and complements the expertise and experience of our education consultants. Generation Ready engagements are also supported by rich resources from the Learn Library which is part of *ReadyPath*<sup>SM</sup> and

developed by our own education consultants using their personal knowledge of what works in the classroom. The more than 300 modules in the Learn Library contain clear achievement rubrics, lesson plans and exemplars of student work including video of effective teaching practices in action. This Library serves to individualize training of teachers who need specific experience and provides observations for which the principal may practice and receive feedback from the consultant.

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

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

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

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

- On-site consulting
- Job-embedded learning
- Intensive, targeted improvement through Institutes
- Study groups and workshops
- Planning sessions
- Curriculum and task development support
- Guided visitations within and among schools
- Access to digital tools and content during the engagement
- Technology products for ongoing learning and talent management

### **Content Expertise**

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

### **Leader effectiveness**

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

(State rubrics may be imported to *ReadyLab*<sup>SM</sup> as needed).(Lambert, 2003) (Marzano R. W., 2005).

### Teacher effectiveness

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

(Good, 2000) (Stronge, 2007).

### Literacy

In a very real sense, literacy is the starting point for student achievement. When students are able to comprehend fully the complex texts they encounter across the curriculum, they are on the way to becoming lifelong learners. We enable teachers to raise student achievement in literacy while simultaneously addressing diverse cultural, linguistic, social and emotional needs (Hattie, J., 2003) (Marzano R. P., 2001) (Weaver, 1998). Our education consultant will support you in developing:

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

### Mathematics

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

- Effective mathematics instruction aligned to individual state learning standards and/or the Common Core
- Quality mathematics instruction: Using the eight mathematical practices and the six instructional shifts aligned to individual state learning standards and/or the Common Core
- Building blocks of learning: Creating units of study and/or performance tasks for use within the mathematics block/period

- Paving the road to systemically gathering, analyzing and monitoring student mathematics progress over time
- Unpacking the critical focus areas for individual state learning standards and/or the Common Core style: Number sense, operations, algebra, fractions, measurement, data and geometry
- Differentiated instruction: Creating pathways for diverse learners in mathematics
- Walkthroughs or rounds: Changing practice in mathematics instruction
- Building and delivering rigor into daily lessons in mathematics

### Diverse Learners

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

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

### Extended Learning Time

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

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

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

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

### Parent and Community Involvement and Engagement

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

### Reporting Progress

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

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

The Essential Practice Rubric is also used to evaluate the project. Underneath each Essential Practice Indicator is a description of the indicator from Developing to Highly Effective. The rubric containing these descriptions and is used by consultants as a guiding tool to implement actions plans and drive daily support. The goal is to assess where individuals and groups are on the rubric and then design multi-tiered and differentiated support to move the school, groups of teachers, and individuals along the continuum of improvement toward highly effective. Consultants work with teachers and school leaders is also continually assessed. We want to know where they are on the rubric and how they will design action steps and support to continue improving.

Education Consultants utilize data gathering tools from *ReadyLab*<sup>SM</sup> to gather data on classroom practice. The process of collaboratively gathering data builds the common language and expectations with leadership and teachers regarding quality instruction and effective ways to support it. The items in the classroom observation tools provide a granular level of skills associated with the descriptions for Essential Practices. Those skills are used to discuss practice expectations, collaboratively set goals, and plan actions to support.

### End of the Year Report

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

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

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

### **Organizational Experience and Results**

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

- *Well qualified with extensive teaching experience* - All our consultants have at least ten years successful teaching experience at the elementary level. All consultants working as coaches are well qualified academically with a Master's degree (or higher) in Education or in the area of Language Arts.

- *A strong theoretical, content, and pedagogical knowledge* - As part of the selection process consultants need to provide evidence of leadership in the area of literacy teaching and learning. Many consultants have worked at the national or state level in literacy curriculum development.
- *The ability to collect, analyze and effectively use data to bring about change* - The ability to use data effectively to drive professional development is a feature of our consultants' work in schools.
- *The ability to plan their time strategically and document their work in a professional manner* - Our consultants are experienced in communicating effectively with schools staff in planning for the effective use of time consultants' work with teachers in a range of contexts, i.e. works with lab sites/groups of teachers. We believe in a gradual release of responsibility - consultants demonstrate effective strategies for teachers and guide them in using these strategies for themselves. All consultants complete concise, informative reports in an appropriate timeframe.
- *The ability to establish positive relationships and partnerships* - As part of our selection process consultants need to have demonstrated they have had a leadership role in literacy education. Most have been administrators and/or curriculum leaders and staff developers. They know how to work collaboratively with all members of the school community on instructional issues
- *The ability to identify and challenge practices and ideology that create barriers to learning* - Our consultants understand best practice in literacy instruction and are thoroughly familiar with standards-based teaching and assessment. They use data as a starting point and plan strategic change for schools, grades, and individual teachers. Their knowledge of latest curricula and instructional reforms allow them to identify barriers to learning and plan to overcome them.

Through ongoing side-by-side support, we build knowledge of best practices and research in teaching and learning, including formative and summative assessments, differentiated instruction, and academic intervention services. All consultants have a sound understanding of standards-based teaching, learning and assessment especially assisting schools and districts with the implementation of Common Core State Standards. Many consultants have worked previously at a national, state or district level in development of curriculum and understand standards are not the curriculum. They have the skills to model, co-teach and observe lessons, and provide feedback.

Generation Ready<sup>SM</sup> has extensive experience providing professional development that improves teacher effectiveness, increases knowledge about the common core state standards (CCSS) and instructional practices, and helps districts and schools meet their goals. During recent years we have:

- Conducted hundreds of CCSS workshops and institutes for principals, coaches and teachers and provided over 70,000 hours of job-embedded coaching support in urban and rural schools implementing the CCSS for leaders and teachers, ranging from unpacking the Standards, to reviewing and revising curricula and creating units of study to developing performance tasks K-12
- Supported districts with a blended approach of on-site workshops, job-embedded consultancy, and virtual professional learning to build the internal capacity needed to prepare for CCSS Implementation

- Developed unique CCSS digital units of study that provide districts with online resources for school-based professional development in literacy and math
- Developed a comprehensive program of professional development support that leads from introducing the Standards, to aligning curriculum to the Standards, to developing performance tasks, to looking at and reflecting on student work to integrating the Standards into instruction in literacy and math
- Conducted hundreds of onsite rubric-based evaluations in all aspects of school quality review criteria and teacher effectiveness best practices
- Led an extensive pilot study in text complexity in 19 New York City middle and high schools
- Led an extensive pilot study in writing for K-2 schools in Mississippi

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

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

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

- Sustained capacity at both the school level and district level with environments where all stakeholders are working together towards a shared vision that demands raised expectations and marked improvement for students progress.
- Increased knowledge about the CCSS and integration of the standards and practices into the curriculum and classroom practices

- Ongoing assessment systems to provide feedback for students, teachers and administrators
- Integrated differentiated instruction and flexible use of a range of teaching strategies to address the diverse needs of students
- School-wide and individual student goals that reflect literacy assessment information

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

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SECTION B, PART 5:

ADE Timeline

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

## **ADE REVIEW PROCESS:**

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

## YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each priority school identified in Part A of the application. May 2014– June 2014 Pre-implementation

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

YEAR ONE TIMELINE	
May	
June	Leadership Team to prepare for implementation, Training for Summer Transition Academy, Inform staff, parents and stakeholders of the intervention model that will be in place for the 2014-2015 school year. Post job openings and schedule interview dates. Attend Leadership Academy and attend 3 days Summer School Improvement Conference

2014-2015 School Year

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

2014-2015 School Year	
July	Continue implementation, Hire Data Coach, 6 <sup>th</sup> grade transition academy and schedule weekly Leadership Team meetings. Technogoly training, Align other resources with the interventions;
August	Implement the teacher/student attendance incentive plan Increase student engagement in all classes through professional development provided by the external providers Develop programs to involve parents Provide structured time for leadership team to work together with school community to support the PLC. Align other resources with the interventions; Review school improvement grant implementation plan with faculty and at public meetings. Implement procedures in teacher handbook
September	Begin weekly classroom observations, Collect data and update the Data Wall for this year. Weekly debriefing sessions with the principal by external provider and transition specialists. Monthly Family Nights (Math, Literacy, Science, and Technology).
October	Provide job-embedded professional development Data review from interim assessments, District School Improvement / School Team meet to review SIG implementation Saturday School with Parents Monthly Family Nights (Math, Literacy, Science, and Technology)
November	Discipline Plan monitored by committee Analyze data. Principal continues weekly observation to include reflection. Saturday School with Parents
December	Principal continues to support walkthroughs and observation District School Improvement Team meet to review SIG implementation. Data Coach will provide progress monitoring reports Provide job-embedded professional development

January	<p>Increase student engagement in all classes through professional development provided by the principal and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.</p> <p>Saturday School with parents.</p> <p>Assess grant progress and target next steps</p> <p>Begin extended day for selected students</p>
February	<p>Increase student engagement in all classes through professional development provided by the external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Plan Cram 'n Jam for State assessments preparation.</p> <p>Discipline Plan monitored by committee</p> <p>Saturday School with Parents</p> <p>Continue extended day for selected students</p>
March	<p>District interim assessments</p> <p>deepen collaborative work of teachers within the professional learning communities</p> <p>data instructional and data coach gather assessment data classroom data, interim assessment and correlate with Benchmark Assessment Projection of end of year Assessment based on overall assessments</p> <p>provide professional development session</p> <p>support teachers based on findings from daily facilitative classroom walk-through visits</p> <p>Discipline Plan monitored by committee, data analyzed, adjustments made as needed,</p> <p>Increase student engagement in all classes through professional development provided by the principal and external providers</p> <p>Conclude extended day for selected students</p>
April	<p>Discipline Plan monitored by committee</p> <p>Assess grant progress and Increase student engagement in all classes through professional development provided by the external providers</p>
May	<p>Develop leadership teams for next school year</p> <p>Contract with external providers</p> <p>Review data and plan professional development for next school year, analyze data and use results for planning of curriculum and instruction for the next year.</p>
June	<p>Review the SIG</p> <p>review school data and use results for planning of curriculum and instruction for the next school year</p>

July	<p>Evaluation of the first year of the three year program.</p> <p>Pull in leadership team to examine data and evaluate program. Leadership team meets to analyze this year's data so they can meet with teachers. Professional development will be scheduled for the year.</p>
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2015-2016 School Year

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

Month	Action Steps
August	<p>Implement the teacher/student attendance incentive plan</p> <p>Increase student engagement in all classes through professional development provided by the external providers</p> <p>Develop programs to involve parents</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Review school improvement grant implementation plan with faculty and at public meetings.</p> <p>Implement procedures in teacher handbook</p>
September	<p>Begin weekly classroom observations</p> <p>Begin weekly PLC meetings and Bi- Weekly leadership meetings.</p> <p>Collect data and update the Data Wall for this year</p> <p>Weekly debriefing sessions with the principal by external provider and transition specialists.\</p> <p>Monthly Family Nights (Math, Literacy, Science, and Technology).</p>
October	<p>Provide job-embedded professional development</p> <p>Data review from interim assessments</p> <p>District School Improvement / School Team meet to review SIG implementation</p> <p>Saturday School with Parents</p> <p>Monthly Family Nights (Math, Literacy, Science, and Technology)</p>
November	<p>Discipline Plan monitored by committee, data analyzed</p> <p>Principal continues weekly observation to include reflection</p> <p>Saturday School with Parents</p> <p>Provide job-embedded professional development</p>
December	<p>Principal continues to support, walkthroughs and observations</p> <p>District School Improvement Team meeting to review SIG implementation</p> <p>Data Coach will provide progress monitoring reports</p>

January	<p>Increase student engagement in all classes through professional development provided by the principal and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Begin extended day for selected students</p>
February	<p>Increase student engagement in all classes through professional development provided by the external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Plan Cram 'n Jam for State assessments preparation</p> <p>Discipline Plan monitored by committee</p> <p>Continue extended day for selected students</p>
March	<p>District interim assessments</p> <p>deepen collaborative work of teachers within the professional learning communities</p> <p>data instructional and data coach gather assessment data, classroom data, interim assessment and correlate with Benchmark Assessment; Projection of end of year Assessment based on overall assessments</p> <p>provide professional development session support teachers based on findings from daily facilitative classroom walk-through visits</p> <p>Discipline Plan monitored by committee, data analyzed, adjustments made as needed</p> <p>Increase student engagement in all classes through professional development provided by the principal and external providers</p> <p>Conclude extended day for selected students</p>
April	<p>Discipline Plan monitored by committee</p> <p>Assess grant progress and Increase student engagement in all classes through professional development provided by the external providers</p> <p>target next steps</p>
May	<p>Develop leadership teams</p> <p>Contract with external providers</p> <p>Review data and plan professional development for next school year</p> <p>analyze data and use results for planning of curriculum and instruction for the next year</p> <p>sustaining professional learning communities</p> <p>Discipline Plan monitored by committee</p>
June	<p>District level external provider report and transformation specialist report.</p> <p>Begin planning for 3rd year of program.</p>

July	<p>Evaluation of the second year of the three year program</p> <p>Pull in leadership team to examine data and evaluate program</p> <p>Leadership team meets to analyze this year's data so they can meet with teachers</p> <p>Professional development will be scheduled for the year.</p>
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2016-2017 School Year

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

2016-2017 School Year	
August	<p>Implement the teacher/student attendance incentive plan</p> <p>Increase student engagement in all classes through professional development provided by the external providers.</p> <p>Develop programs to involve parents</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Review school improvement grant implementation plan with faculty and at public meetings.</p> <p>Implement procedures in teacher handbook</p> <p>Provide job-embedded professional development</p>
September	<p>Begin weekly classroom observations</p> <p>Collect data and update the Data Wall for this year.</p> <p>Weekly debriefing sessions with the principal by external provider and transition specialists</p> <p>Monthly Family Nights (Math, Literacy, Science, and Technology)</p> <p>Provide job-embedded professional development</p>
October	<p>Provide job-embedded professional development</p> <p>Data review from interim assessments</p> <p>District School Improvement / School Team meet to review SIG implementation</p> <p>Saturday School with Parents, Monthly Family Nights (Math, Literacy, Science, and Technology)</p>
November	<p>Discipline Plan monitored by committee, data analyzed,</p> <p>Principal continues weekly observation to include reflection</p> <p>Saturday School with Parents</p> <p>Provide job-embedded professional development,</p>
December	<p>Principal continues to support walkthroughs and observations</p> <p>District School Improvement Team meeting to review SIG implementation</p> <p>Data Coach will provide progress monitoring reports</p>

January	<p>Increase student engagement in all classes through professional development provided by the principal and external providers</p> <p>Provide job-embedded professional development</p> <p>Provide structured time for leadership team to work together with school community</p> <p>Assess grant progress and target next steps</p> <p>Begin extended day for selected students</p>
February	<p>Increase student engagement in all classes through professional development provided by the external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Plan Cram ‘n Jam for State assessments preparation</p> <p>Discipline Plan monitored by committee</p> <p>Continue extended day for selected students</p>
March	<p>District interim assessments</p> <p>deepen collaborative work of teachers within the professional learning communities</p> <p>instructional and data coach gather assessment data, classroom data, interim assessment and correlate with Benchmark Assessment;</p> <p>Projection of end of year Assessment based on overall assessments</p> <p>provide professional development session support teachers based on findings from daily facilitative classroom walk-through visits.</p> <p>Discipline Plan monitored by committee, data analyzed, adjustments made as needed,</p> <p>Increase student engagement in all classes through professional development provided by the principal and external providers</p> <p>Conclude extended day for selected students</p>
April	<p>Discipline Plan monitored by committee</p> <p>Assess grant progress and Increase student engagement in all classes through professional development provided by the external providers</p> <p>Target Next Steps</p>
May	<p>Assess grant progress and target next steps.</p> <p>Discipline Plan monitored by committee</p>

June	District level external provider report and transformation specialist report. Begin planning for the next year of program and the components that will be sustained
July	Evaluation of the third year of the three year program Pull in leadership team to examine data and evaluate entire program.



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
7/8/2013	Leadership Team	Yolanda Prim	Administrator
		Andrea Mixon	Counselor
		Arnold Robinson	Administrator
		Freddie Harris	Counselor
1/6/2014	Leadership Team	Robin Porter	Teacher
		Joyce Wilkes	Teacher
		James Jones	Teacher
		Delores Hawkins	Teacher
1/6/2014	Leadership Team	Yolanda Prim	Administrator
		Booker Mays	Dean
		Vernice Meadows	Teacher
		Reggie Nalls	Teacher
1/2014	Leadership Team	Yolanda Prim	Administrator
		Virginia Jones	Teacher
		Jennifer Irons	Teacher
		Robin Porter	Teacher
1/28/2014	District Team	Yolanda Prim	Administrator
		June Haynie	Asst. Supt.

		Donna Hobbs	Director of Sp. Programs
1/28/2014	Leadership Team	Booker Mays	Dean
		Vernice Meadows	Teacher
		Reggie Nalls	Teacher
		Yolanda Prim	Administrator
2/17/2014	Faculty Meeting	All Staff members	All Staff

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

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

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

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

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

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

## SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Robert Morehead Middle Priority School

Total 3-Year Budget **\$902,814.50**

### Pre-Implementation:

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

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

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

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

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

TURNAROUND MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> 1. Developing teacher and school leader effectiveness				
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Make staff replacements				
<input type="checkbox"/> Support required, recommended and diagnostic strategies				

<input type="checkbox"/> Change and sustain decision making policies and mechanisms				
<input type="checkbox"/> Change and sustain operational practices				
<input type="checkbox"/> Implement local evaluations of teachers and principal				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 2. Reforming instructional programs				
<input type="checkbox"/> Develop data collection and analysis processes				
<input type="checkbox"/> Use data to drive decision making				
<input type="checkbox"/> Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				

<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 3. Increasing learning team and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				

Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 5. LEA-activities designed to support implementation of the turnaround model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
Total for Transformation Model				

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

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

<input type="checkbox"/>				
	Total			

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
X Select a new principal				
X Assign effective teachers and leaders to lowest achieving schools				
X Recruit, place and retain staff				
X Select new staff				
X Replace staff deemed ineffective				
Negotiate collective bargaining agreements				
Support for staff being reassigned				
Retaining surplus staff				
X Create partnerships to support transformation model (Community meetings, partner meetings)	\$5,000.00	\$2,500.00	\$2,000.00	\$2,000.00
X Change decision-making policies and mechanisms around infusion of human capital				

Adopt a new governance structure				
X High-quality, job-embedded professional development Data Training External provider 10%	\$2,500.00	\$19,500	\$	\$
X Implementing data collection and analysis structures				
X Increase learning time (extended day, week, and/or year) <b>Summer Transition Program</b>		\$11,000.00	\$11,000.00	\$11,000.00
X Student supports (emotional, social, and community-based) Refreshment for parent activities and P/T Conferences/After School		\$4,200.00	\$4,200.00	\$4,200.00
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
X Teacher Incentives		\$18,500.00	\$18,500.00	\$18,500.00
X Student Incentives		\$20,000.00	\$20,000.00	\$20,000.00
X Extended day for Teachers and Librarian		\$35,437.50	\$35,437.50	\$35,437.50
LEA-activities designed to support implementation of the transformation model				
X Recruit, hire, and retain highly qualified staff –				

* State Improvement Director		\$100,000.00	\$100,000.00	\$100,000.00
* Data Coach Salary		\$56,430.47	\$56,930.17	\$57,430.17
* Data Coach Fringes .30%		\$16,929.05	\$17,079.05	\$17,229.05
X Faculty and Staff Summer Retreat		\$36,000.00		
X Leadership Academy for Leadership Team				\$7,000.00
X National Middle School Conference 8 staff in November		10,000.00	\$10,000.00	\$10,000.00
X Technology - iPads for Leadership Team (10)	\$6,870.00			
		\$292,497.02	\$245,146.72	\$260,796.72
Total	<b>\$14,300.00</b>	<b>\$322,521.70</b>	<b>\$275,171.40</b>	<b>\$290,821.40</b>





## 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

The coordination of resources will be critical to the success of the school improvement initiative at Robert F. Morehead School Middle

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

The budget form indicates costs that reflect Year One, Year Two and Year Three of the improvement project for Robert F. Morehead Middle School. A Data Coach will be hired that would otherwise not be hired if not for the SIG funds to assist with data analysis of the program. Purchased Services includes the purchase of intense and relevant training, coaching and technical assistance from which 10% of the SIG 1003g funds will be allocated for Generation Ready to provide some of these services; improvement coaching and mentoring from highly qualified specialists additional days of professional development with consultants using the Data Analysis and the use of data to drive instruction and school improvement, and increased parental involvement (112 days of school which breaks down to 72 days for school improvement, 20 days for math coaching and 20 days for literacy coaching) The data coach and the leadership team will receive data training to ask the right questions collect the right data and convert the information to knowledge to increase student learning and achievement. The professional development will be ongoing and job embedded thus giving us access to effective strategies for program development and processes to increase academic achievement and the effectiveness in teaching and learning. iPads will be purchased for the School Leadership Team. The iPads will be a valuable resource for the team members to keep all needed sig information over the three year period. The members will have fingertip access to all student data for Leadership and PLC meetings. The iPads will also be utilized to share research based articles and strategies with PLC's. The iPads will have educational apps downloads, i.e. cloud on, Live Binders and subject related apps to improve team meetings and interaction.

### ➤ Data Coach

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

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

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

➤ **Extended Day After School Program**

27 teachers x 1 day a week for 1.5 hours a day = 40.5 hours \$35.00 an hour x 1,5 hrs = \$52.50 a day x 27 = \$1,417.00

\$1,417.00 a day x 1 day a week x 25 weeks = \$35,437.50

Summer Transition Program – Year 1 \$11,000 Year 2 \$11,000 Year 3 \$11,000

➤ **High-quality, job embedded professional development:**

High quality-job job-embedded professional development-

Year 1- Pre-Imp \$2,500,

Year 1- \$

Year 2- &30,000.00

Year 3 - \$25,000.00

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

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

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

Year 1, 2, 3 \$20,000.00 - Student Incentives for academics, attendance, and behavior (tshirts, calculators, supplies, books)

➤ **Community and Partner meetings**

**Pre – Imp \$5,000**

Year 1 \$2,500

Year 2 \$2,000

Year 3 \$2,000

➤ **Summer Faculty Retreat**

Year 1 - \$36,000 for 38 staff members lodging, meals and supplies \$600 per person x 3 days to include mileage

➤ **State Improvement Director**

Year 1 \$100,000.00

Year 2 \$100,000.00

Year 3 \$100,000.00

➤ **Teacher Incentives based on student growth**

**Year 1 \$18,500.00**

**Year 2 \$18,500.00**

**Year 3 \$18,500.00**

➤ **Technology:**

iPads for Leadership Team iPads

Total: Year 1 \$6,870.00

Computers \$1,964.00

2 computers \$938.00

STATEMENT OF ASSURANCES

By the signature of the Superintendent of Dollarway School District the LEA assures that it will –

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

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

Superintendent's Signature

Date

Superintendent's Printed Name Dr. Bobby Acklin

SIG ARRA 1003(g) - Revised

November 6, 2013

Arkansas Department of Education – Division of Learning Services

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.



Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline