



ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

| | |
|---|-----------------------------------|
| LEA Name: Osceola School District Osceola STEM Academy | |
| Mailing Address (Street, P.O. Box, City/Zip) 2750 West Semmes, Osceola, AR 72370 | Starting Date August 2014 |
| Name, title and phone number of authorized contact person: Michael Cox, Superintendent, 870-563-2561 | Ending Date June 2017 |
| Amount of funds requested: \$1,539,517.51 | Number of schools to be served: 1 |

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on 02/24/2014 (Date).

Signature: Michael H. Cox Date: 02/24/2014

Superintendent of Schools AND

Signature: Jerry Cole Date: 02/24/2014

School Board President

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

State and LEA Allocations

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

Consultation with the Committee of Practitioners

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

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

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

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

rick.green@arkansas.gov

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

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

| SCHOOL NAME | NCES ID# | Grade Span | Priority School | INTERVENTION Model | | | |
|----------------------|-------------------------------|------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| | | | | Turnaround | Restart | Closure | Transformation |
| Osceola High School | 82828 10950 0825 | 9-12 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Osceola STEM Academy | 16029 51319 50006 64 | 5-8 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Osceola STEM Academy

LEA #: 4713705

Context

1. Grade levels (e.g., 9-12): 5th-8th
2. Total Enrollment: 385
3. % Free/Reduced Lunch: 90%
4. % Special Education Students: 15%
5. % English Language Learners: <1%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 1. Spanish
7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served):

Osceola STEM Academy is located in Northeast Arkansas and is considered the industrial hub of South Mississippi County. The district is surrounded by farm land and is bordered by the Mississippi River and Interstate 55. The community experiences intermittent opportunities of growth; however, the school struggles with reaping an increased student enrollment or teacher applications/retention.

As of the 2010 census, there were 7,757 people, 2,950 households, and 1,953 families residing in the city of Osceola, AR. The racial makeup of the city was 42.7% White, 53.9% Black or African-American, 0.10% American Indian, 0.20% Asian, 1.4% Some Other Race, and 1.6% two or more races. The population includes 2.5% Hispanic or Latino. The median income for a household in the city was \$32,163.00 with a per capita income of \$16,327.00. The population of twenty-five years or older includes only 56% of this population have a high school diploma or above. There are 961 single parent households and 314 grandparents raising their grandchildren households.

The Free and Reduced Lunch Status of Osceola STEM Academy is 90% with a graduation rate of 82% in 2012 in the district. The Osceola STEM Academy remains a Priority School with a Math status of Needs Improvement.

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 |
|--------------------------|----------------------------------|--|--------|------------|
| Carroll Smith Elementary | 1 st -4 th | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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 |
|--|--|-------------------|-----------------|--------------|
| Michael Cox Superintendent | 36 Years in education with 20 years' experience as superintendent. | 4 | 4 | 4 |
| Alfred Hogan Assistant Superintendent | 38 Years' experience in education | 1 | 1 | 1 |
| Ellouise Tubbs Principal | 22 Years in education and principal since 2003 | 11 | 22 | 22 |
| | | | | |
| | | | | |

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

The superintendent is formally evaluated on an annual basis by the Osceola School Board. Superintendent evaluations are used to determine contract extensions. In response to ADE supported legislation in the 2013, Osceola School District implemented the pilot principal evaluation system, LEADS-Leadership Excellence and Development System, for the 2013-2014 school year. All evaluators (principals and assistant principals) and teachers have participated in the required training.

Purpose

The purpose of the Arkansas Principal Evaluation System is to:

- Provide a cohesive process that includes clear expectations to guide principal preparation, induction, and continued professional development.
- Guide and sustain excellent leadership performance that ensures the improvement of teaching and learning.
- Assist higher education programs in developing the content and requirements of degree programs that prepare prospective principals.
- Provide a process that includes instruments to be used by reflective practitioners to promote their professional growth.

Introduction to Levels of Performance

The following categories represent the various performance levels in the Arkansas Principal Evaluation System: Exemplary, Proficient, Progressing, and Not Meeting Standards. The purpose of the levels of performance is to advance professional growth of principals to ensure improved student learning.

Exemplary

Principals performing at the exemplary level have made a contribution to the profession both in and outside their school system. Exemplary performance not only meets the requirements for the proficient level but goes beyond and thus creates a model to which other principals can aspire. Principals at the exemplary level have assumed considerable responsibility for their own learning. They routinely share their ideas, mentor other principals, and see their role as agents of system-wide improvement.

Proficient

The proficient principal's performance meets the organization's needs. Attaining the proficient level is challenging and may take years. A principal performing at the proficient level clearly understands the concepts underlying the function of each standard and implements those functions well. Proficiency is a rigorous level of achievement. Principals performing at this level are alert to practices that promote

strong teaching and learning and serve as a resource to everyone in their building. In addition, they are continuously looking for ways to improve their leadership capabilities.

Progressing

Principals with a progressing rating may reference the rubric to understand what they must do in order to become proficient. Although their current performance may be sporadic and only somewhat successful, they are motivated to take the actions necessary to become proficient. To help this person improve, additional reading, mentoring/coaching, and specific leadership trainings may be required. In addition, visitations to the schools of a proficient or exemplary leader may be included in the improvement process. Principals early in their careers are often at the progressing level, but improvement is likely to occur as they gain experience.

Not Meeting Standards

Principals who have not demonstrated the necessary skills to be rated as progressing or proficient are designated as not meeting-standards. When performance is consistently at this level, effective organizations identify and document inadequate performance and prescribe intense intervention. If improvement is not made within a prescribed length of time, a recommendation for non-renewal of employment will result.

Leadership Categories

Levels of leadership performance are divided into three categories: novice, inquiry and intensive.

The Novice Category is for individuals who are new to the district, the principalship, or have transitioned from assistant principal to principal. Principals working under an Alternative Licensure Completion Plan (ALCP) to become fully licensed remain in the novice category until the ALCP is completed.

The Inquiry Category is for principals who model life-long learning and consistently demonstrate progressing, proficient, and/or exemplary performance on standards and functions in the Arkansas Principal Evaluation Rubric.

The Intensive Category is for principals who receive a rating of not- meeting-standards on the Summative Evaluation Rubric according to the following guidelines:

The principal receives not-meeting-standards on two or more functions in Standard Two and/or

The principal receives not-meeting-standards and/or progressing on the majority of functions in any of the standards

The evaluator may also place the principal in the intensive category if he or she receives a rating of not-meeting-standards on any one function critical to ethical behavior, student learning, or safety.

When a principal is placed in the intensive category, the superintendent and principal will develop a Principal Professional Intensive Growth Plan. If progress is made in year one, a principal may remain in the Intensive Category for one additional year; however, if there is limited or no progress in year one, recommendation for non-renewal of employment will occur.

In addition, the Osceola STEM Academy Principal participates in the Arkansas Leadership Academy Master Principal Institute, which was designed to develop leadership skills of principals through three phases of professional development.

Phase I

Phase I of the Master Principal Institute is open to all school principals with at least one year of experience and who have support and permission from their superintendents to participate. Principals from across the state meet during the year in four multi-day sessions for intense study while applying the learning from those sessions in their schools throughout the year.

Phase II

Admission to the second phase of the program requires submission of a portfolio documenting the application of the lessons learned from the first phase and the results of that work to improve student and adult learning in the school.

Phase III

To be admitted to the third phase, principals must complete a rigorous application process that includes evidence of their impact on education at the district, state, and regional levels. These portfolios are evaluated by stakeholders in education from Arkansas as well as from out of state. Scorers received training through the Arkansas Leadership Academy.

After successful completion of all three phases, principals may choose to participate in a rigorous assessment by a team of trained examiners with at least one member from each team being from another state. The rigorous assessment process examines evidence from three primary sources:

- Student Performance: An analysis of student academic achievement data
- Principal Performance: An analysis of a portfolio created by the principal
- School Performance: A site visit to gather evidence

Successful completion of these steps qualifies an individual for Master School Principal status.

ATTACHEMENTS:
LEADS TIMELINE
LEADS EVALUATION RUBRIC

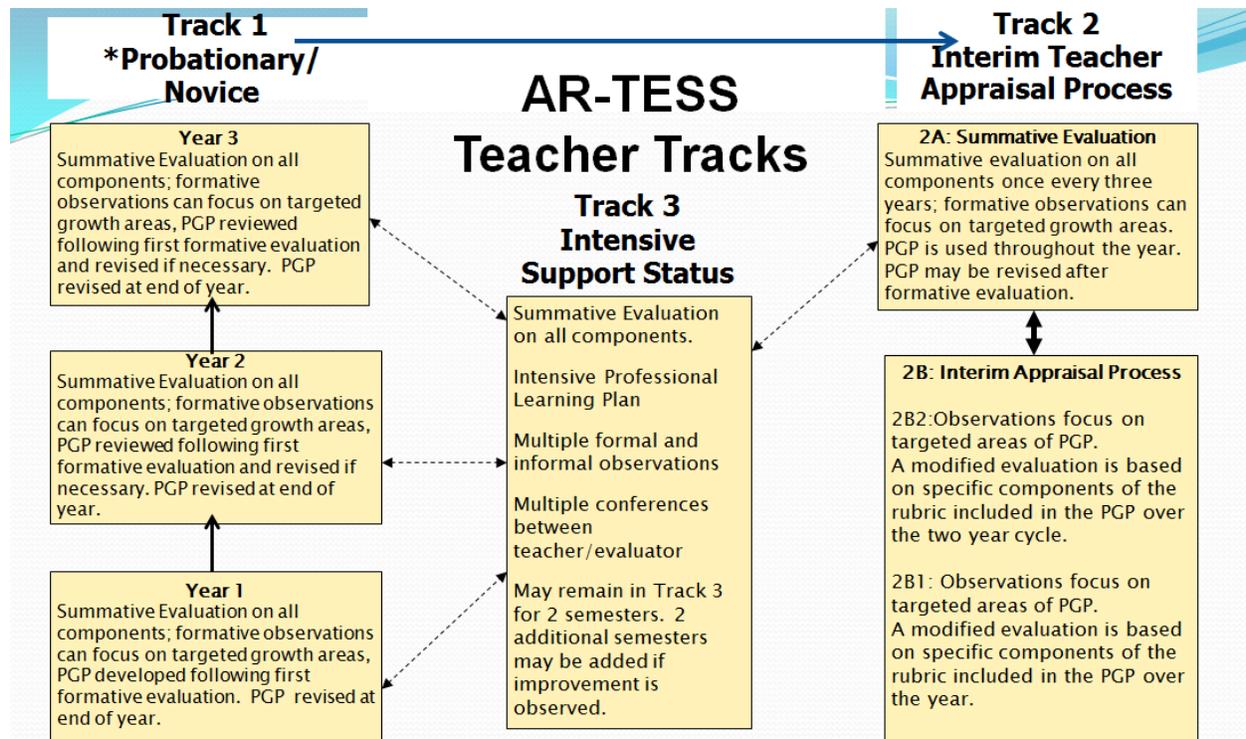
11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

In response to ADE supported legislation, Osceola School District fully participated as a pilot school in 2013-2014 school year in the Arkansas Teacher Excellence and Support System (TESS) . The Osceola School District will continue into full year of implementation in 2014-2015. All evaluators and teachers principals have participated in the required training. The information gained from performance evaluations shall be used in planning professional development and in-service training activities which are designed to improve instruction and professional competence. In addition, using student growth as part of the determination of a teacher's evaluation is a major change for the profession of teaching, but a challenge that Osceola School District embraces. The overall goal of the Teacher Excellence and Support System evaluation process is to improve teaching and learning by objectively measuring how educators are doing, both in their teaching practice as well as in student growth. The new evaluation system will help principals and teachers with constructive feedback on strengths and areas for growth.

Arkansas Teacher Excellence Support System (TESS)

- Provide a transparent and consistent teacher evaluation system for public school districts and public charter schools
- Support teachers' roles in improving students' educational achievements
- Provide an integrated system to improve student learning that links evaluation procedures with curricular standards professional learning activities targeted support to encourage teachers in improving their knowledge and instructional skills
- Educators will take a leading role in influencing their professional development.
- All educators will be using a rubric that offers a detailed picture of practice at four levels of performance. These rubrics set the stage for both deep reflection and the professional dialogue that the education profession seeks.
- Every educator will also consider their students' specific needs and purposely choose one or more challenging goals for improving student growth. They will purposely monitor and analyze the impact of their professional development in relation with student growth.
- Every educator will collect and present evidence and conclusions about their progress towards their goals

Arkansas Teacher Excellence Support System (TESS) includes four Performance Ratings: Distinguished, Proficient, Basic and Unsatisfactory. In addition there are three tracks for evaluation cycle (see below)



*A first year teacher will be considered both a novice and probationary teacher.

**"Probationary teacher" means a teacher who has not completed three (3) successive years of employment in the school district in which the teacher is currently employed. A teacher employed in a school district in Arkansas for three (3) years will complete the probationary period.

*An employing school district may, by a majority vote of its directors, provide for one (1) additional year of probationary status.

*District Policy is required to place all new employees incoming to the district from another district/state on a one-year probationary status.

TESS does not conflict, nor is it meant to replace the Arkansas Teacher Fair Dismissal Act (ATFDA).

Revised 8/22/13



Professional Growth Plans (PGPs)

PGPs are the foundation of all teachers' growth, with additional focus for teachers in the interim appraisal process.

PGPs are an ongoing part of professional learning for teachers.

PGPs are collaboratively developed by teacher and administrator as a result of summative ratings.

Summative Evaluations and Scoring

Summative observation is 75% of class period or at least 45 minutes for block scheduled classes. A post conference and reflective narrative for PGP should follow the observation. The new/continued PGP should be collaboratively developed by teacher and administrator based on summative observation and evidence. Teachers who do not meet the identified threshold of growth cannot receive a "Distinguished" rating. Teachers not meeting the threshold of growth for two consecutive years will be lowered one performance rating.

The evaluation process will be referenced to the work of Charlotte Danielson in order to increase knowledge of the Frameworks for Teaching. Every teacher has received a copy of *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson to be studied during professional learning communities. The Domains to be applied are DOMAIN 1: Planning and Preparation, DOMAIN 2: The Classroom Environment, DOMAIN 3: Instruction and DOMAIN 4: Professional Responsibilities (see below)

| | |
|--|---|
| <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1a Demonstrating Knowledge of Content and Pedagogy • 1b Demonstrating Knowledge of Students • 1c Setting Instructional Outcomes • 1d Demonstrating Knowledge of Resources • 1e Designing Coherent Instruction • 1f Designing Student Assessments | <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2a Creating an Environment of Respect and Rapport • 2b Establishing a Culture for Learning • 2c Managing Classroom Procedures • 2d Managing Student Behavior • 2e Organizing Physical Space |
| <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4a Reflecting on Teaching • 4b Maintaining Accurate Records • 4c Communicating with Families • 4d Participating in the Professional Community • 4e Growing and Developing Professionally • 4f Demonstrating Professionalism | <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • 3a Communicating With Students • 3b Using Questioning and Discussion Techniques • 3c Engaging Students in Learning • 3d Using Assessment in Instruction • 3e Demonstrating Flexibility and Responsiveness |

It is important to note, that the current evaluation process, along with district administration support, coupled with increased building level principal growth, has allowed for appropriate teacher dismissals and resignations. It is important for the school leader to build a staff that is committed to the school's improvement goals and qualified to meet those goals. In the case of Osceola STEM Academy, changes in staff are required, such as releasing, replacing, and reassigning those who are not fully committed to turning around school performance. This process will include bringing in new staff to better meet the goals aligned with student success. As of February 2014, the turnover associated with Osceola STEM Academy includes 5 official resignations and 3 anticipated resignations. Many of these resignations are a result of increased leadership skills as the principal sets high expectations for accountability that identified a lack of commitment to the schools improvement goal. The School Improvement Grant will provide hiring bonuses and retention bonuses to attract qualified applicants, thus building a dedicated and cohesive staff that set high expectations for instruction, with a combined effort focused on improving student performance.

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

The STEM Academy, as it is today, has been reconfiguration over the past several years. In the school year 2002-2003, Osceola School District was granted a Charter which consisted of grades first through eighth. Change took place again in 2010 when the district lost the charter. That year the Osceola Academic Center continued to serve students in grades 1-8. However, at the end of the year, it was decided the Osceola Middle School would close and staff and students would be combined with the Osceola Academic Center. The district began working to get a Charter School in place again. The Osceola Academic Center combined with the Osceola Middle School and became the Osceola STEM Academy. Along with inheriting the Middle School, the STEM Academy also inherited the Priority School Status and the SIG grant. The STEM Academy is in its second year.

Over the past several years the district has utilized the consulting group Generation Ready, formally known as JBHM Consultants. Renaissance Learning also partners with the district. Several technology programs established to enhance instruction and provide intervention to the students include, AR Reading, Renaissance Learning, and Classworks. The STEM Academy also uses TLI and MAP testing to track students. The Discovery Zone, which aids students in using manipulative, games and electronics to provided intervention and enrichment in the core subjects. A hands-on Science Lab and a Math Lab support instruction as well. Students in grades five and six are introduced foreign language and keyboarding classes. The STEM provides kindles, WiIs, computers, and books in the hands of students that have otherwise not had them.

PLCs have had a tremendous impact on instructional strategies and lesson planning. During PLC meetings the teachers are working with either a consultant, academic coaches, and or the principal.

In addition to the current reform efforts, the previous SIG opportunity has allowed for the following improvements over the past five years which include:

- Increasing Literacy EOC scores by 26% and Mathematic EOC scores by 15%.
- Increased capacity in instructional leadership by hiring a new principal in December of 2012 and providing support for improved performance.
- Hiring instructional coaches to facilitate classroom instruction.
- Providing professional development through JBHM and Renaissance Learning to enhance classroom instruction.
- Purchased technology to support math and literacy.
- Utilized a community liaison to support parental and community communication efforts.
- Recruited the efforts of Arkansas Northeastern College to provide a Career Coach to facilitate transition to college and careers.
- Saturday ACT Academy and Saturday enrichment provided four hours of academic remediation/enrichment for students in grades 9-12.

- Participated in High Schools that Work through SREB, including MDC and LDC.
- The school has provided environmental changes such as cleanliness and the maintenance of the school.
- A new technology director was hired, along with an Instructional Technology Coordinator to address integration of technology and ensure it is always working.
- Through a low interest loan, energy efficient upgrades have been made to provide lighting and heating/air components.
- The district voluntarily reassessed the Free and Reduced Lunch percentages for a base year in order to determine an increase from 89% to 90% which resulted in increasing NSLA funds of approximately \$200 per ADM.
- An ALE program, CHOICES, has been implemented for at risk students increasing graduation rates.

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 |
|--|------|------|------|------|------|
| 5 th -8 th Grade Mathematics | 45% | 53% | 49% | 44% | 43% |
| 5 th -8 th Grade Literacy | 67% | 73% | 57% | 49% | 42% |
| 5 th Grade Science | 46% | 13% | 19% | 22% | 9% |
| 7 th Grade Science | 12% | 4% | 14% | 9% | 7% |

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

| 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 |
| Math | 73% | 72% | 70% | 43% | 54% | 57% | 100% | na | Na | 100% | na | Na | 11% | 15% | 4% |
| Literacy | 79% | 75% | 77% | 70% | 74% | 62% | 100% | Na | Na | 100% | Na | Na | 10% | 10% | 7% |
| | | | | | | | | | | | | | | | |

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. |
|----------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Math | | | 41% | 50% | 42% | 48% | | | | |
| Literacy | | | 75% | 62% | 64% | 65% | | | | |
| Science | | | 46% | | 12% | | | | | |
| | | | | | | | | | | |

Test Year: 2012

| Subject | 3rd Gr. | 4th Gr. | 5th Gr. | 6th Gr. | 7th Gr. | 8th Gr. | 9th Gr. | 10th Gr. | 11th Gr. | 12th Gr. |
|----------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Math | | | 55% | 45% | 64% | 45% | | | | |
| Literacy | | | 78% | 59% | 80% | 70% | | | | |
| Science | | | 13% | | 4% | | | | | |
| | | | | | | | | | | |

Test Year: 2011

| Subject | 3rd Gr. | 4th Gr. | 5th Gr. | 6th Gr. | 7th Gr. | 8th Gr. | 9th Gr. | 10th Gr. | 11th Gr. | 12th Gr. |
|----------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Math | | | 51% | 67% | 53% | 26% | | | | |
| Literacy | | | 61% | 63% | 49% | 54% | | | | |
| Science | | | 19% | | 14% | | | | | |
| | | | | | | | | | | |

4. Average daily attendance percentage for the 2013-2014 school year: 95%

5. Mobility rate for the 2013-2014 school year: 10%

6. Graduation rate for all students for the 2012-2013 school year: 82.2%

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

| | All Students |
|-----------|--------------|
| 2012-2013 | 81.6% |
| 2011-2012 | 76.5% |
| 2010-2011 | 56.5% |

Key Questions

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

African American males and special education sub-populations are experiencing the lowest achievement.

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

The district has witnessed tremendous growth in graduation rates from 56% graduation rate in 2010 to an 82% graduation rate in 2013. However, students with disabilities experience the lowest graduation rate, with a 33.3% graduation rate in 2012 and African-American students experience the second lowest graduation rate, with a 79% graduation rate in 2012 according to the 2013 Annual Measurable Objective report.

In analysis of Osceola High School graduation rate, we find the lack of attendance and access tardiness/early checkouts as a major barrier to graduation. The problem of early checkout and tardiness are consistent in the Osceola STEM Academy as well. The SIG will allow an opportunity to address these attendance issues with student enrichment incentives.

Our district policy indicates the requirement for attendance at school in order to receive credit for courses. In addition, we see a direct correlation in student achievement increases when students are present in class on a regular basis. Therefore, an emphasis in this grant will focus on providing student incentives through enrichment opportunities, as well as, extending the counselor/graduation coaches contract to enable them to work additional days in order to help our student's transition into the high school, as well as plan for graduation. Our current situation indicates that our students drop-out due to lack of credits for graduation around 11th grade. The counselor/graduation coach will monitor all of our students in grades 9-12 to ensure they are on track for graduation. In addition, they will identify at risk students and work with the grade level teachers to develop a plan of action to address their specific needs. A community/parent liaison has been hired with NSLA funds to help out will poor attendance and tardiness as well. These employees will be responsible for making sure our parents understand the importance of their children attending school every day.

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

Students in Osceola STEM Academy are experiencing lowest achievement in Mathematics.

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

The main factors associated with Osceola STEM Academy are related to cultural issues due to student demographics, particularly economically disadvantaged students. The student population is primarily African American, with most students from low income backgrounds. In addition to the problems inherent in addressing the needs of large numbers of high poverty students, there remains a culture of low expectations or contentment for mediocrity for many students. These low expectations are manifested in high absentee rates, low graduation rates and a mind-set that does not stress the importance of education.

In 2009, a model was introduced to confront the culture of low expectations, which was applied in order to build our capacity in instructional leaders and teachers to deliver effective and rigorous instruction to ALL students. However, the shortage of highly qualified teachers willing to locate to the area continues to preclude the decision to use the Turnaround Model as it requires replacing fifty percent of the teachers. In addition, closure is not an option, as there is no other middle school in the district. Therefore, the Transformation Model will be used to reinforce the already positive components of the district, while introducing new strategies to embrace high expectations for students, teachers, and administrators. Osceola STEM Academy recognizes our need to seek additional outside providers to partner with us as we build the necessary capacity to ensure sustainability.

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?

As previously described in the demographics of the community, it is illustrated that the level of poverty in the community remains one of the greatest barriers to increased student achievement. Research continues to support that poverty often breeds a culture of low expectations, which can only be addressed with intense intervention.

Our selected strategies will continue to build on the previous processes of building a culture and climate of high expectations. This will include creating a network of dedicated teachers who have specific training in working with students of poverty.

All stakeholders will be informed and supported in order to improve the professional practice of instructional leaders and teachers thus resulting in higher student achievement. The model will confront the culture of accepting mediocrity by setting high expectations for all stakeholders, as well as students. In creating this culture and climate, one of the first things to ensure is consistent policies and procedures are in

place and implemented. Students and teachers must anticipate each day to be an important opportunity for learning; therefore, attendance incentives are another important component of this grant. There must be a qualified teacher present and in the classroom with clear expectations addressed to differentiate instruction to meet the needs of all students. Administrators, students and parents must have high expectations for behavior and achievement.

Furthermore, Osceola School District has a high turnover rate in regards to teachers in areas of shortage. The model selected for this grant will allow the district to recruit and retain quality teachers, which is a vital component to increasing student achievement. Principals have the administration support and skills needed to make positive changes that include recommendations that focus on having quality staff in crucial academic areas. In addition, the funds received from this grant will ensure that an ongoing partnership with our external providers to provide quality professional development and support services. Providing this type of intensive and continuous job-embedded professional development for our administrators and our teachers is not feasible with district funds.

While selecting an external partner, it was determined that Generation Ready would be the best fit in order to continue the relationship previously built with JBHM.

In review of our district plans, it was evident that changing the course of support services, professional development and classroom instruction would be detrimental to both the staff and the students.

The LEA will continue to use our external partners to build capacity with all stakeholders. These programs will help us bring about a systemic change in the school district that will lead toward the goal of improved student achievement and rigorous classroom instruction.

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

The Arkansas Department of Education conducted a Scholastic Audit at Osceola Middle School in February, 2009. At that time, the areas of deficiencies and recommendations for improvement were as follows:

Standard -1 – Curriculum- Performance Rating 2

FINDINGS:

All seven indicators listed under this standard were assigned a rating of 2 which indicates limited development and implementation. There is evidence of some curriculum development but it is not robust nor is it being delivered to the appropriate level of rigor.

RECOMMENDATION:

This low level of development and implementation led to the recommendation to develop a full curriculum in the core areas aligned with the Arkansas Curriculum Frameworks. A formal curriculum committee was recommended with adequate representation from each grade level/content area to annually review, implement, and evaluate the impact of the school curriculum across all curricular areas. Pacing guides and curriculum maps should be developed. Teachers should participate in collaborative meetings that focus on horizontal and vertical development and alignment of the curriculum. Student Learning Expectations should be deconstructed into specific learning objectives aligned to the level of thinking required by the verbiage in the Arkansas Curriculum Frameworks. Classroom instruction should reflect a rigorous curriculum. Teachers should use research-based instructional strategies to deliver the curriculum to promote student achievement.

Standard 2: Classroom Evaluation/Assessment-Performance Rating 1-2

FINDINGS:

Scholastic Audit findings for classroom/evaluation/assessment indicate that most classroom assessments are textbook-based and not intentionally aligned to the Arkansas Academic Content Standards. Most assessments are not rigorous or authentic and reflect the lowest levels of Bloom’s Revised Taxonomy. There is no evidence of teacher collaboration to develop standards-based assessments and no

evidence of school leadership review or feedback to teachers about classroom assessments. Most rubrics used are pre-published, and many teacher-created rubrics lack descriptors. Data analysis is not conducted by staff and is not used to identify curricular gaps or to modify instructional and assessment practices.

RECOMMENDATIONS:

Recommendations for classroom/evaluation/assessment focus on the use of data analysis to determine and address the instructional need of all students. Teacher training and assistance should be used to help teachers disaggregate data to identify gaps in the curriculum and modify instruction throughout the year. School and district leadership should provide teachers with training on creating and using a variety of standards-based instructional/assessment strategies to address student learning styles. The local school board should develop and implement a testing policy that includes frequent use of assessments to modify instruction and improve student performance as well as procedures for administering state-wide tests.

Standard 3: Instruction-Performance Rating 1-2

FINDINGS:

The Scholastic Audit findings for instruction indicate that most instruction is in whole group teacher centered lecture format and does not intentionally address various learning styles of IEP's, is not aligned with higher-order level of thinking by the AR Student Learning Expectations (SLEs) and is seldom informed by the results of ongoing assessment. While most teachers write SLEs in lesson plans and on their boards, the expectations are not communicated to learners in student friendly terms. Criterion-referenced feedback is seldom provided to students on homework or classwork. School leadership has not used formal evaluation to improve instruction. Instruction is monitored informally by JBHM Education Group, and teachers are provided with limited feedback. Teachers have not been trained to conduct root cause analyses of assessment data in order to modify instructional time, support, and strategies for struggling students.

RECOMMENDATIONS:

Scholastic Audit recommendations for instruction focus on teacher training, collaboration, and teacher evaluation to improve the use of rigorous, research-based instructional strategies targeted to student needs. In addition to overview training, research based instructional strategies should receive in-depth study during grade-level and faculty meetings. To promote and monitor implementation, school leaders should use job embedded professional development such as model lessons and focused classroom walkthroughs, and data from the walkthroughs should be shared with teachers for action planning. To increase rigor in lesson design and delivery, the deconstruction of Arkansas Student Learning Expectations should help teachers identify the levels of thinking required to achieve proficiency. Teacher training and documented collaborative meetings, including school leaders, should focus on identifying root causes of poor performance and how to modify instructional strategies, time and support.

Standard 4 School Culture- Performance Rating 1-2

FINDINGS:

Scholastic Audit findings related to the middle school culture reveal some deficiencies in creating and maintaining a safe, orderly and equitable learning environment. There is no evidence that the mission statement or learning environment data drive decision-making about behavior and academics. There is no evidence that all stakeholders collaborate to positively impact the learning environment. School leadership does not demonstrate commitment to high academic and behavioral expectations for all students, and there are inconsistent expectations for positive student behavior among stakeholders. Most teachers indicate the most important factors contributing to student failure are outside the school environment. There is limited evidence that the concept of diversity is used in the classroom, and school leadership provides limited opportunities for teachers to share innovative learning strategies. No immediate methods of communication exist between the alternative learning environment classrooms and the main office. Teachers do not consistently update Grade Speed with current data. Student success is shared on a limited basis with community and business partners.

RECOMMENDATIONS:

Recommendations for school culture focus on creating a learning environment conducive to success of all students. Leadership should use school mission and vision statements and school climate and behavior data to guide decision-making and include all stakeholders in planning for improvement in student learning and behavior. Teachers should extend student progress data beyond grade reporting on the district website, and the school should increase the rate of parent/teacher conferences and assemblies to recognize student accomplishments. School leadership should regularly monitor Grade Speed and other forms of communication with families and community members. The district should provide an effective two-way communication system in all buildings on the middle school site to enhance a safe environment.

Standard 5: Student, Family and Community Support – Performance Rating 1-2

FINDINGS:

Scholastic Audit findings on student, family and community support show that there is limited collaboration among school leadership, support programs, supplemental service providers and classroom teachers to eliminate gaps and overlaps in delivery of services. Student Academic Improvement Plans (AIPs) do not exist, and there is minimal use of differentiated instructional strategies to meet student learning needs.

RECOMMENDATIONS:

Recommendations for student, family and community support focus on collaboration among leadership, classroom and supplemental teachers, and parents to ensure that timely assistance is provided to all students. School leadership, classroom and supplemental teachers should review tutoring and remediation services to ensure that program resources are being used to effectively to eliminate barriers to learning. A

process should be in place for timely development of student Academic Improvement Plans (AIPs) for teachers and parents to complete prescriptive AIPs with specific interventions for students who score below proficient within 30 days of receiving the results of the Augmented Benchmark Tests.

Standard 6: Professional Growth, Development, and Evaluation – Perf. Rating 1-2

FINDINGS:

Scholastic Audit findings related to professional growth, development and evaluation show that professional development opportunities and priorities do not intentionally reflect the needs of faculty, staff or students, and the Individual Professional Development Growth Plans are not intentionally tied to the ACSIP. A survey of professional development needs was not conducted for the 2008-2009 ACSIP. The ACSIP also does not address instructional leadership training for school administration or teachers. While job-embedded professional development is provided by JBHM Education Group, the use of strategies promoted by the consultant is not apparent in all classrooms. School leadership is following the JBHM Education Group Essential Practices Survey protocol for observation, feedback, and conferences with classroom teachers. The level of follow-up and support provided to teachers and evaluation of the effectiveness of the professional development does not ensure improved instructional practice and higher student achievement. The district evaluation policy has not been implemented as of mid-year 2008-09 at the middle school, and there is no evidence that the policy has impact on student achievement.

RECOMMENDATIONS:

Recommendations for professional growth, development and evaluation focus on teacher evaluation and training targeted toward dealing with children of poverty, higher order thinking strategies, developing a more rigorous curriculum, and leadership capacity-building. The evaluation process should be used to identify common areas in staff growth related to student learning needs, and the Individual Professional Development Growth Plans should be aligned with the school improvement plan. The school improvement plan should include job-embedded training in the use of integrated technology.

Standard 7: Leadership – Performance Rating 1-2

FINDINGS:

Scholastic Audit findings on leadership show that school leadership does not use the mission statement to guide decision-making, and while yearly and quarterly data are reviewed by the school, there is little evidence to show the continuous use of student performance data throughout the year to guide teaching and learning. A representative leadership team has not been established to focus on improved teaching and learning. Classroom discipline in many classrooms is a barrier to learning, some classrooms are dysfunctional due to lack of classroom management skills, and leadership action has

not been taken. No formal staff evaluations have begun. The principal has limited knowledge of district and state policies for school operations, has provided limited effort to maximize time for learning, has not ensured sufficient resource to support learning goals, and has not provided the quality support, feedback, and modeling to classroom teachers to change inadequate instructional practices. The principal does not have an understanding of how to lead the development, implementation, or evaluation of a school improvement plan.

RECOMMENDATIONS

Recommendations for leadership focus on improving the use of data, the learning environment, and instructional leadership. Leadership should acquire professional development on the effective use of data and begin to ensure its use to guide long and short-term planning and daily activities within the building. A representative building leadership team should be established and provided with professional development to create a learning environment that focuses on respect and safety to enhance student learning. The principal should gain a strong understanding and begin implementing the policies, procedures, and regulations needed to manage a school building. She should seek professional development to improve her skills as an instructional leader and change agent, focusing on staff evaluations, the use of student Academic Improvement Plans, and a positive learning environment with high expectations for students and teachers.

Standard 8: School Organization and Fiscal Resources – Performance Rating 1-2

FINDINGS:

Scholastic Audit findings on school organization and fiscal resources reveal that the classroom budget given to teachers is insufficient to support effective instruction and school improvement. There is no evidence of a standing committee and minimal teacher involvement for allocation of resources at the middle school. There is evidence that revenue from categorical funds is allocated to support student needs, but there is no criteria for the evaluation of these expenditures. Expenditures at the school level are not always guided by the ACSIP. School resources are not used to support teacher collaboration and team planning. Teachers and administrators are not utilizing their common planning time consistently and effectively, and there is no evidence that departmental meetings are intentionally planned to improve instruction. There is no evidence that the master schedule is arranged to accommodate learning styles and developmental needs of students or that individual class time includes a variety of research-based classroom practices to maximize learning. Few teachers attempt to maximize instructional time by practicing bell-to-bell instruction, and classroom instruction is interrupted by people entering classrooms for various reasons.

RECOMMENDATIONS:

Recommendations for school organization and fiscal resources focus on the addition of a policy that addresses the use of discretionary funding throughout the district to maximize impact on students, the involvement of all stakeholders in a needs assessment survey based on school improvement goals each year prior to the

development of the budget, and the protection of instructional time with a policy developed to ensure the instructional day is utilized to its fullest extent.

Standard 9: Comprehensive and Effective Planning – Performance Rating 1-2

FINDINGS:

Scholastic Audit findings on comprehensive and effective planning show that teachers have little understanding of the data analysis process to determine the root causes. Data provided in the ACSIP is confusing, contradictory, and not connected to actions identified in the plan. Multiple types of data are not used to guide the ACSIP goals. The goals and actions are not purposely designed to improve targeted student subpopulations. ACSIP actions involve mainly purchased programs and remediation through tutoring and summer school, and very few ACSIP actions are directed toward improvement of student learning in the regular classroom. All ACSIP actions are not aligned with the goals and interventions.

Goals are generally defined and not all are stated in measurable terms. The ACSIP contains no benchmarks for learning, limited research for interventions, and teachers are unclear on how to implement the stated goals. The ACSIP includes limited resources, varying timelines. Funding sources listed and school leadership support are inadequate for implementation. There is limited analysis of data to evaluate the extent to which ACSIP goals have been met.

RECOMMENDATIONS:

Recommendations for comprehensive and effective planning include the formation of a school-based team including all stakeholders to develop the school ACSIP, the use of trend analysis data to develop clear, concise, measurable goals, and the evaluation of the effectiveness of the ACSIP components by the school leadership so that the plan can be revised accordingly. Once data is disaggregated for subpopulation, grade level and content area for the most current three years by the school ACSIP team, the root cause analysis process should be used with each type of data, drawing correlations among data to establish or strengthen goals. Goals should include each identified population area for improvement in the areas of math, literacy, and other areas to be determined by the data. Research-based interventions and clearly defined action steps should be established. Each content area team should develop an implementation map to monitor and report progress. The school leadership should use the implementation map to help evaluate the effectiveness

OVERALL IMPLEMENTATION:

Due to district reconfiguration of grades 1-8, all areas of the Scholastic Audit from Osceola Middle School have been addressed. The district has completely reprioritized the focus of the 5th – 8th grade students by combining the Osceola Middle School and Osceola Academic Center students in the LEA of Osceola STEM Academy. The former performing principal of Osceola Academic Center was transferred to Osceola Middle School to address the critical issues of the Scholastic Audit. Under the instructional leadership of Ellouise Tubbs, the Osceola Middle School made growth as most improved middle school in math and 2nd most improved in literacy.

Timelines

The Scholastic Audit was performed in February 2009 and timelines for implementation have been ongoing since that time. The ASCIP serves as the plan of action for district performance; therefore, timelines are created each year to meet appropriate goals.

Evaluation

The administration and school leadership team reviewed the recommendations and began a plan to address the recommendations. Changes within the administration of Osceola School District since this time include the hiring of a new superintendent and assistant superintendent, as well as making a strategic change with reassigning a consistently effective principal.

At this point, the change of leadership has created a unique opportunity to address and eliminate the findings of the 2009 Scholastic Audit. The principal reflected in the Osceola Middle School Scholastic audit was reassigned and is no longer employed in the district. In evaluation of the audit, the district is in a position to utilize the findings and address needs efficiently and appropriately.

Generation Ready specialists are present to support the school's focus on the ACSIP, including all identified strategies for school improvement and to ensure any corrective actions set forth by the Scholastic Audit are maintained.

Weekly work reports from Generation Ready are provided to the superintendent and principal to serve as evidence of school performance process. These reports document the school's ongoing activities toward improvement and describe issues with implementation and ensuring fidelity of the process. The work report creates an opportunity for discussion and allows facilitation of feedback to the superintendent to ensure accountability. Reports are made to the school board upon request.

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

The Superintendent will monitor professional development and external service providers for Osceola STEM Academy through work reports and District/Campus Leadership Team participation to ensure that all offerings are consistent with the goals addressed in the SIG application. The LEA will provide continuous school improvement efforts at the building level. The Superintendent and the district leadership staff will monitor and provide support that set expectations for the building level administrators and staff to readily implement the selected model of transformation,

The LEA will commit to the following as it leads to school improvement:

- support the Osceola STEM Academy principal in all efforts to be the instructional leader of the campus.
- provide support tools that value and protect the time of the Osceola STEM Academy principal by supporting the need to be in classrooms to ensure quality instruction is going on daily.
- fully monitor and support all efforts outlined in the transformation model of the School Improvement Grant.
- facilitate and support all efforts to ensure faculty and staff participate in high-quality, job-embedded professional development that is aligned to student success
- fully monitor the implementation of teacher evaluations as it relates to board policies and TESS, In addition, to supporting decisions to place a teacher on a Professional Growth Plans.
- facilitate and support recruiting and retaining quality teachers in high stakes areas.
- support efforts for high expectations including policies to increase attendance rates for teachers and students.
- support personnel in place to help with attendance efforts and graduation requirements.
- fully monitor and support efforts for data analysis to determine instructional approaches.

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

School for providing continuous school improvement.

Osceola School District in support of Osceola STEM Academy is aware of the roles and responsibilities of the instructional leaders and the importance of providing continuous support either locally or in partnership with external providers. An important factor in this support is to ensure the principal has sufficient time in the classrooms to ensure quality instruction is taking place. The approaches of this transformation include ensuring the principal is equipped with the necessary components to provide students with quality instruction through:

- The role of the math interventionist will be a beneficial component as a result of the School Improvement Grant, as teachers and students will be provided with quality literacy strategies that can be utilized in the classroom daily.
- In addition, the early start enrichment tutors and coordinator will have the responsibility to ensure quality data driven instruction and appropriate materials and supplies are being provided in an extended day. This instruction may be in the form of enrichment opportunities as requested by student's needs and interests, such as book clubs, scholarship essay writing workshops, literacy remediation and math tutoring.
- Principals will be responsible for recruiting quality staff through signing bonuses and retention pay in areas designated as critical academic licensure shortage areas.
- In collaboration with the leadership team, the superintendent will be responsible for providing quality professional development that is aligned with the goals of the School Improvement Grant. These include additional training provided by Generation Ready.
- The District Test Coordinator will be responsible for implementing Measures of Academic Progress (MAP) and the professional development for data analysis which includes 3 workshops: Stepping Stones to Using Data, Growth and Goals, and Climbing the Data Ladder.
- The Instructional Technology Coordinator and Technology Director will ensure technology is available for MAP testing and classroom instruction.
- The principal will coordinate student enrichment incentives to increase student attendance and decrease student behavioral issues in order to promote student performance.

ATTACHMENTS: Math Interventionist Job Description, ADE Critical Shortage Areas, NWEA Professional Development

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).

ACT SCORES:

The Five Year Trends for ACT scores continue to support the previous description of plateaued scores with a minimal progress in Reading and English.

SEE ATTACHMENT FOR ADDITIONAL ACT DATA

Table 1: Five Year Trends - Average ACT Scores

| Grad Year | Total Tested | | English | | Mathematics | | Reading | | Science | | Composite | |
|-------------|--------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | School | State | School | State | School | State | School | State | School | State | School | State |
| 2009 | 57 | 22,523 | 15.1 | 20.6 | 16.7 | 20.1 | 16.2 | 21.0 | 16.7 | 20.2 | 16.3 | 20.6 |
| 2010 | 33 | 24,578 | 16.1 | 20.1 | 17.1 | 19.9 | 16.5 | 20.6 | 17.4 | 20.2 | 16.8 | 20.3 |
| 2011 | 58 | 27,020 | 16.1 | 19.6 | 16.6 | 19.7 | 16.8 | 20.2 | 17.3 | 19.8 | 16.8 | 19.9 |
| 2012 | 68 | 26,058 | 15.9 | 20.0 | 16.9 | 20.0 | 17.5 | 20.6 | 17.0 | 20.1 | 16.9 | 20.3 |
| 2013 | 62 | 25,875 | 14.9 | 19.9 | 16.9 | 19.9 | 16.4 | 20.5 | 16.9 | 20.1 | 16.4 | 20.2 |

1. 5th Grade Math Results:

% of students scoring proficient/advanced
 Combined:(2011)53%(2012)55% (2013) 40%
 African American:(2011)50%(2012)51%(2013)31%
 Caucasian:(2011)75% (2012)66% (2013)82%
 Economic Dis.(2011)37% (2012)58% (2013)41%

6th Grade Math Results:

% of students scoring proficient/advanced
 Combined:(2011)67% (2012)45% (2013)49%
 African American:(2011)65% (2012)43% (2013)45%
 Caucasian:(2011)70% (2012)52% (2013)68%
 Hispanic: (2011) 0% (2012) 0% (2013)100%
 Economic Dis.(2011)56% (2012)45% (2013)50%

7th Grade Math Results:

% of students scoring proficient/advanced
 Combined:(2011)54% (2012)64% (2013)41%
 African American:(2011)49% (2012)63% (2013)41%
 Caucasian:(2011)72% (2012)73% (2013)43%
 Hispanic: (2011) 0% (2012) 0% (2013)50%
 Economic Dis.(2011)54% (2012)67% (2013)43%

8th Grade Math Results:

% of students scoring proficient/advanced
 Combined:(2011)26% (2012)44% (2013)52%
 African American:(2011)21% (2012)37% (2013)43%
 Caucasian:(2011)60% (2012)63% (2013)57%
 Hispanic: (2011) 0% (2012) 0% (2013)50%
 Economic Dis.(2011)15% (2012)44% (2013)47%

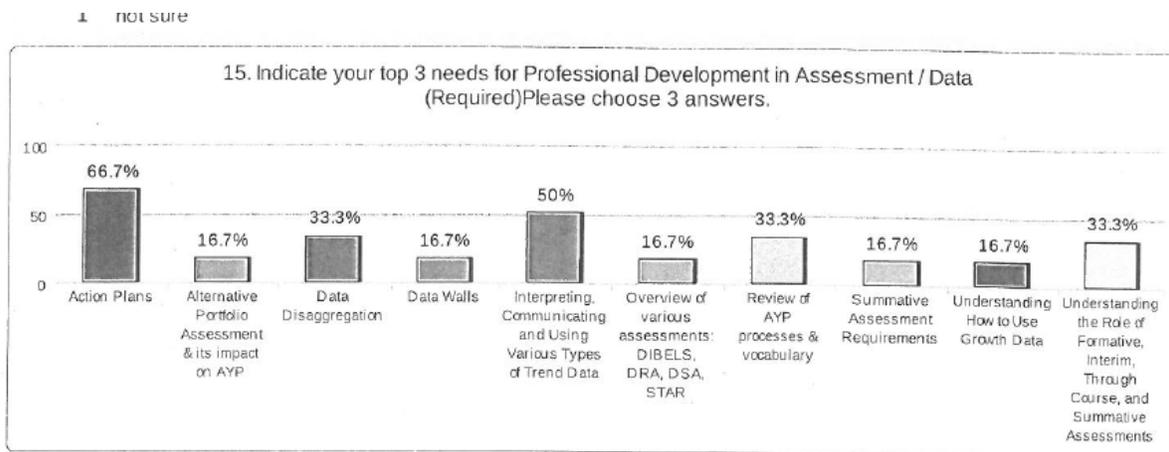
PROFESSIONAL DEVELOPMENT:

In analysis of our Professional Development needs survey conducted by Crowley's Ridge Educational Coop, we find that 50% of our teachers are interested in learning more about interpreting and communicating various types of data.



CRESC Osceola - Feb 25, 2013

Survey: Arkansas PD Needs Survey 2012-2013



15. Indicate your top 3 needs for Professional Development in Assessment / Data (Required) Please choose 3 answers.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

The Arkansas Department of Education will use the following to evaluate LEA's capacity or lack of capacity to serve all schools. Please answer each question.

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? **Yes, the hiring of a new superintendent for the 2010-2011 school year has created a new level of interest, excitement, and higher expectations for the academic success of all students.**
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.
All stakeholders have been involved in discussions through Building Communities meetings, school board meetings, leadership team discussions and local building level discussion. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? **Yes, the LEA provides full support for all school improvement efforts.**
3. Is there evidence that the LEA has required specific school improvement initiatives of all schools?
Yes, the district mirrors all appropriate efforts across all building levels. The LEA has used Generation Ready support specialists in all schools, including using 1003a grant funds for additional professional development.
4. Examine the LEA's staff organizational model to include the experience and expertise of the staff. **The LEA analyzes the schools organization model to adjust as needed to meet the needs of all students.**
5. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school. **The LEA participates in all efforts to recruit quality teachers. Osceola School District has advertised for teaching vacancies, participated in job fairs, utilized website and social media in order to hire qualified applicants. In addition, the district has utilized Teach for America staff members who have demonstrated an energetic approach to teaching and a depth of content knowledge.**
6. Review the history of the LEA's use of state and federal funds. **All LEA federal funds are coordinated effectively in response to selected interventions in this model and the ACSIP.**
7. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. **All LEA federal funds will continue to be coordinated effectively in response to selected interventions in this model and the ACSIP. Osceola School District will use non-allocated Title I and NSLA funds to supplement 1003g funding.**
8. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

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

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

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

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

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

Transformation

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:

The Teacher Fair Dismissal Act would prevent the non-renewal or dismissal of teachers and/or principals. State Statutes and dollars strongly support the Transformation of any schools that are consistently low performing. There are a few barriers in the amount of time that schools can ask teachers to use their planning period for conference, meetings with the principals and work with the consultants. Since the law is written where if the teacher is directly planning for instruction, this time can be used. Much of the work with Generation Ready consultants and teachers does include actual classroom instructional planning/lesson planning, differentiated instruction for struggling learners etc.

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

No existing policy would hinder implementation of the transformation model.
Osceola School District vision and mission statements support the transformation model and increased student achievement

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

None exist at this time

Turnaround

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

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

The Teacher Fair Dismissal Act requires that teachers be notified on or before May 1 for non-renewal or dismissal. Due process is required. Furthermore, the shortage of teachers willing to teach in the Delta would hinder the ability to hire an additional 50% of teachers.

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

Osceola School District Board Policy follows the Arkansas Teacher Fair Dismissal Act, which only allows a district to terminate a teacher for just cause. Dismissing 50% of the staff would not be a lawful.

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

None exist at this time.

Restart

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

Charter Schools

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

A state statute limits the number of charter schools in Arkansas. Although this option remains as a conversion charter school, it is the belief of the leadership team that the restart model is not the best option for Osceola STEM Academy.

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

There are no barriers at this time. Currently, all 5th-8th-grade students in the district attend the Osceola STEM Academy, which is a conversion charter school.

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

None exist at this time.

Education Management Organizations

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

We are not aware of any statutes or policies that specifically address or interfere with district contracts with Education Management Organizations. except for the limitation on charters.

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

No district policies are present that address contracts with Education Management Organizations.

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

None exist at this time.

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:

There are no other middle schools in the area; therefore, the State Board would have to approve the closing of the middle schools. Students would have to attend another school district.

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

No district

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

None

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

There are no available higher achieving schools with the capacity to

Step 2: Develop Profiles of Available Partners

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

Transformation

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

| External partners available to assist with transformation and brief description of services they provide and their track record of success. | | | | |
|---|----------|-------------|---------------------------------------|--|
| Partner Organization | Lead Y/N | Support Y/N | Services Provided | Experience (Types of Schools and Results) |
| Generation Ready | Y | Y | Job-embedded professional development | Provides professional development for curriculum support in developing capacity for teachers. Provides support for sustainability for instructional leaders. |
| Northwest Evaluation Assessments | N | Y | Job-embedded professional development | Provides adaptive formative assessments for data. Provides professional development for curriculum support and data analysis. |
| Crowley's Ridge Educational Coop | N | Y | Job-embedded professional development | Provides curriculum support to build capacity for teachers, |
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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 | Y | Y | Job-embedded professional development | Provides professional development for curriculum support in developing capacity for teachers. Provides support for sustainability for instructional leaders. |
| Northwest Evaluation Assessments | N | Y | Job-embedded professional development | Provides adaptive formative assessments for data. Provides professional development for curriculum support and data analysis. |
| Crowley's Ridge Educational Coop | N | Y | Job-embedded professional development | Provides curriculum support to build capacity for teachers, |
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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 | | | | |
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| 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 | | | | |
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Step 3: Determine Best-Fit Model and Partners

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

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

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

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

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

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

The Transformation Model

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

Osceola School District will utilize Generation Ready to provide job embedded support and professional development to build continued capacity for the

current leadership. The current principal has been at Osceola STEM Academy for less than two years and has made positive changes; therefore, no changes in leadership are anticipated. School Improvement Specialist will focus on building capacity within the school leadership team, by equipping instructional leaders with the necessary strategies to create a positive school culture that leads to accountability for student success.

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

Osceola School District will support the leader in providing an opportunity to grow teacher capacity through TESS evaluations. In addition, the principal will be provided with job-embedded guidance to identify ineffective practices and correct these practices through modeling, professional development and professional learning communities, all guided by Generation Ready specialists.

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

Osceola STEM Academy has embraced the support of Generation Ready as it specialist analyze ineffective practices and details plans of corrective actions. The LEA will assist the chosen provider, Generation Ready, in continuing their proven record of transforming low performing schools.

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

The transformation will lead to changed that are focused on student success, rather than adult preferences. Policies will need to be changed in regards to teacher incentives, retention and attendance policies. The Personal Policy Committee and leadership staff will be included in developing and adopting these new policies. Staffing and scheduling decisions will be made in regards to student achievement and a conducive learning environment.

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 principal will be considered the instructional leader with limited interaction with day-to-day disciplinarian action. The principal will have high expectations to be present in the classrooms on daily basis. In addition, it is imperative that the principal set high expectations for all staff, with frequent monitoring to assure the fidelity of all implementations. The principal will receive continuous training and updates on classroom walkthroughs, observations and evaluations. Sustainability will result from ongoing support to improve professional practices by confronting the climate of low expectations.

The Turnaround Model

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

NA

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?

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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?

NA

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?

NA

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?

NA

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?

NA

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.

NA

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?

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

School Closure Model

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

NA

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

Step 4: Define Roles and Develop Contracts

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

| GROUP/PARTNER | ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL |
|------------------------------|---|
| State Education Agency | Arkansas Department of Education will continue to monitor and assist with ACSIP and serve as needed. The School Improvement Director will continue to provide guidance and support. |
| Local Education Agency | The district will provide all necessary support for Osceola STEM Academy. The LEA will partner with the School Improvement External Provider. The LEA will implement all necessary policies. |
| Internal Partner (LEA staff) | The LEA staff will support all SIG activities and ensure the success of Osceola STEM Academy in partnership with the external provider. |
| Lead Partner | No outside management requested. |
| Support Partner | Generation Ready will serve as a support partner for professional development. In addition, Generation Ready specialist will provide instructional leader mentorship, teacher coaching, data analysis and instructional modeling. |
| Support Partner | Crowley’s Ridge Educational Cooperative will provide technical assistance for technology and professional development to staff members. In addition, Osceola STEM Academy will utilize Northwest Evaluation Association (NWEA) in partnership with Arkansas Public School Resource Center (APSRC) for assistance with data collection, analysis and interpretation. |
| Principal | The principal will provide leadership for SIG implementation and serve as the instructional leader of the school while working in cooperation with the external provider to ensure teacher accountability and student success. |
| | The school staff will serve as a leadership team in |

| | |
|-----------------------|---|
| School Staff | regards to supporting all SIG activities, ACSIP planning and implementation, participating in appropriate professional development and collaborating in creating a climate of success for students. |
| Parents and Community | Partnerships have been developed to support student learning through guest speakers, entrepreneurship classes and support for the overall academic program of the school. |

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

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

Specialists will provide on-site, job embedded consultation and professional development as determined by evaluations and needs assessments.

The services provided will be a continuation of the previous work as provided by JBHM through Generation Ready and will include the following various support areas:

School Improvement Support

- Support, in association with the school staff needs.
- Ensuring the teachers' effective use and delivery of essential curriculum.
- Protecting instructional time.
- Monitoring the school's efforts to provide a safe and orderly environment that is conducive to learning.
- Assessing student achievement daily, weekly, monthly, and yearly.
- Promoting professional practice to ensure the instructional team members build their capacity for student success.
- Conduct focused faculty meetings and grade meetings when appropriate.
- Strengthen the instructional leadership at the school by:
 - Mentoring, monitoring and advising the local school administration in implementing a supervision plan that provides students with a guaranteed essential curriculum that is linked to appropriate assessment.
 - Advising and directing on needed procedural modifications discovered.
 - Observing classrooms and providing post observation conferencing with teachers and administrators.
 - Coaching and mentoring building administrators in classroom observation and conferencing.

Monitor and evaluate the successful implementation of school's plans to include the following:

- Implementation of the district attendance plan.
- Implementation of staff performance expectations.
- Participation in the development of teacher and staff professional improvement plans.
- Planning and conducting professional development activities.
- Monitoring the instructional program to ensure standards and supporting materials form the basis of the instructional program.
- Provide weekly work reports to the Superintendent and reports to the School Board as requested.

Special Education Support

Specialist(s) will coach and mentor district staff in the following activities:

- Provide job-embedded professional development on topics of need, as requested by district staff
- Review placement and services for students with disabilities
- Provide training for staff in strategies for effectively including students with disabilities in the least restrictive environment
- Increase instructional competency of teachers in teaching standards/objectives and monitoring academic growth for students with disabilities
- Schedule meetings with school administrators, special education teachers and general education teachers when appropriate
- Provide work reports to the Superintendent and the Special Education Director

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

As previously described, Osceola STEM Academy has participated with Generation Ready through the JBHM partnership since 2008. Instructional leadership growth is evident; however, sustainability measures are still needed.

The Generation Ready job-embedded consultants will serve to build leadership capabilities and teacher effectiveness through mentoring to discuss ideas and challenges. Supported by integrated management tools, the consultants will partner with the instructional leaders in context of their daily routine, modeling best practices and guiding their practices forward. They also act as facilitators in working group discussions and productive interaction with other leaders and teachers.

Since school change starts at the top, the external provider will work directly with the principal over the next three years. The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated.

In the case of administration and school boards, the specialists leading the engagement will work directly with leadership at the school district to help resolve any issues and implement procedures that improve their working relationships with the school.

Organizational charts will be developed to clearly outline responsibilities of current support staff, along with additional staff added through the SIG. Data desegregation teams will follow a protocol for analysis of data and action steps to address interim needs.

Step 5: Forge Working Relationships

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

The LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. It will work closely with the district to ensure all monies available to the schools are closely aligned with the work of the school and the external provider and lead partner. The money spent will be closely monitored and used judiciously and the activities will be closely monitored ensure they are implemented with fidelity and efficacy.

The principal will work closely with the external provider to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement.

They will work together with the consultants to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job embedded professional development provided on a daily basis.

The school will work closely with lead teams inside the school to ensure every staff member clearly understands their role and is receiving benefits of the job embedded professional development. All faculty will be held to a high standard of implementing all areas of the consultants work reports and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure high student academic success is achieved. All teachers teach reading, writing and math and will plan for the needs of individual students.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

| Name | Role | Name | Role |
|-----------------|-----------------------------|----------------|--------------------------------|
| Michael Cox | Superintendent | Alfred Hogan | Assistant Superintendent |
| Shantele Raper | Assessment Coordinator | Toshiba Pugh | Math Coach |
| Ellouise Tubbs | Principal | Roy Pugh | Dean of Students |
| Keena Graham | Counselor | Jennifer Lewis | Career Development Facilitator |
| Phillip Cook | Teacher/Leadership Team | Kathi Jamison | Generation Ready Consultant |
| Terri Davis | Generation Ready Consultant | Sandra Landry | Special Education Supervisor |
| Melissa Calvert | Community Liaison | | |

Meetings

| Location | Date | Location | Date |
|----------------------------------|------------|--|------------|
| Arkansas Department of Education | 01/28/2014 | Osceola School District administration | |
| Osceola School District | | | |
| North Elementary | 02/04/2014 | Osceola School District administration | 02/24/2014 |
| | | | |

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.

This is a crucial time for Osceola STEM Academy to replace ineffective teachers with a committed staff that can be retained for more than one year. According to studies conducted by the Center for Child and Family Policy at Duke University, sign on bonus and retention programs were effective in reducing turnover rates. In addition, this research suggested that these salary differentials were an effective strategy for improving the quality of education in high-poverty schools. The initial funds from the SIG will help the district build teacher capacity at a time when the educational process is introducing new components for all teachers. For example, new teachers, as well as veteran teachers, are in the novice arena of TESS, Common Core State Standards and ultimately the PARCC assessment. This provides an opportune time to train all

teachers and set clear expectations for instructional procedures. The attrition rate should reduce saving the district cost for reoccurring professional development needs.

Furthermore, the district will commit to sustaining these expectations by building capacity among its leadership and staff. At the end of the grant period, building level leadership will have developed the leadership skills necessary to effectively continue improvement efforts. In addition, instructional leaders and teachers will be seasoned in the process of utilizing data to drive instruction and ultimately increase student achievement.

Throughout the grant period, the math interventionist will provide teachers and student's literacy knowledge and skills, and deliver support to incorporate improvement practices. This new knowledge and skill attainment will result in permanent changes in the design and delivery of literacy instruction.

The ADE Project Manager will allow for appropriate monitoring to ensure the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

As instructional capacity is achieved the need for additional support through service providers will be reduced. Therefore, the administration feels the district will be able to sustain the salary of the math interventionist and the early start extended day at the end of the grant period.

ATTACHMENT:

RESEARCH

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

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

Goal 1: To meet Annual Measurable Objective in LITERACY and MATH.

| Objective | Measurable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|---|---|---|---------------------|--|---|
| <p>To increase student performance in Literacy (reading and writing).</p> <p>To increase student performance in Algebra I, Geometry and Algebra II.</p> | <p>At least 10% annual growth in percentage of students performing at proficiency or advanced on literacy state assessment.</p> <p>At least 10% annual growth in percentage of students performing at proficiency or advanced on math state assessment.</p> <p>Student participation in early start enrichment.</p> | <p>Continuous demonstration of growth on MAP and TLI formative assessments.</p> <p>Results of Literacy, Algebra I, Geometry and Algebra II state assessments.</p> | <p>August 2014</p> | <p>June 2015 June 2016 June 2017</p> | <p>Building level instructional leader-Principal</p> <p>Math interventionist</p> <p>Generation Ready Specialist</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: School leaders and staff provide a school culture and climate conducive to learning.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|---|---|--|---------------------|-------------------------------------|--|
| Principal, building level instructional leaders and staff demonstrate high expectations for learning, discipline, attendance (teacher and students) and graduation. | <p>Student engagement reflects the teacher's high expectations in the classroom.</p> <p>Reduce teacher attrition rate by 20%.</p> <p>Increase student attendance rate by 5% each year.</p> <p>Decrease student early check out and tardies by 20% each year.</p> <p>Decrease student discipline referrals by 10% each year.</p> <p>Maintain a graduation rate that meets AMO.</p> | <p>Principal classroom observations and walkthroughs.</p> <p>Generation Ready work reports.</p> <p>Employment records.</p> <p>Attendance reports.</p> <p>Graduation Data</p> | August 2014 | June 2015 June 2016 June 2017 | <p>Building level instructional leader-Principal</p> <p>Literacy & Math Coach</p> <p>Graduation Coach</p> <p>Teachers</p> <p>Attendance Clerk</p> <p>Generation Ready Specialist</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 3: Student achievement is monitored in order to identify needs and adjust instruction to improve student learning.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|--|---|---|---------------------|--|---|
| <p>Building leaders and teachers ensure that student progress is monitored frequently, using assessment strategies that promote student achievement.</p> | <p>MAP assessment data is used to differentiate classroom instruction and guide response to intervention classrooms.</p> <p>Data analysis procedures are implemented to monitor student learning.</p> <p>Effectively allocate resources, including technology, for monitoring student progress.</p> | <p>Differentiation of instruction is documented in lesson plans and evident through classroom observations.</p> <p>Data collection records are present with analysis, implementation and reflective practices in place.</p> | <p>July 2014</p> | <p>June 2015 June 2016 June 2017</p> | <p>Principal</p> <p>Literacy & Math Coach</p> <p>Teachers</p> <p>District Test Coordinator</p> <p>Generation Ready Specialist</p> |

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

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

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

Osceola School District will design and implement interventions by employing a variety of strategies centered on best practices to ensure that students not achieving at a proficient level on math and literacy state assessments will show improvement in the coming school year.

It is our intention to extend our services with our current required external provider, Generation Ready. They have proven to be successful for principal mentorship and sustaining professional learning communities.

Generation Ready school design using the 6 essential practices designed precepts that are in collaboration to be for student success. Each of these practices work together to elements create a learning environment that is differentiated to serve individuals student need and the strategies to meet these needs.

The essential practices initiated by Generation Ready include:

- 1)The school must use a research-based curriculum, aligned with district, state and national standards and taught with fidelity to all students.
- 2) The school environment and culture must be safe, secure and orderly so that learning can happen.
- 3) Both the amount and quality of instructional time must be increased for all students, particularly in reading, math and writing, including substantial time for guided practice of acquired skills.
- 4) Student achievement must be monitored constantly and consistently, using technology to both assess and analyze the data.
- 5) School policies and procedures must support the ongoing implementation of educational best practices - not just on professional development days, but every day of the school year.

Our relationship with Generation Ready supports the above ideas and lends additional support the above ideas and the instructional leadership, building sustainable professional learning communities, and engaging the communities' success.

Performance expectations with quarterly benchmarks will be evaluated and reviewed by the superintendent and ADE Project Manager for effectiveness.

Other resources aligned with the intervention include:

- piloting the teacher attendance incentive program to review effectiveness on student performance in correlation with teacher attendance. The district will maintain effective records on this pilot attendance policy and share the results with the Arkansas Department of Education for possible adoption for other schools experiencing teacher attendance problems.
- Utilizing teacher sign-on and retention bonuses to recruit quality teachers. The district will maintain effective records on this pilot attendance policy and share the results with the Arkansas Department of Education for possible adoption for other schools experiencing teacher attendance problems.
- Data analysis with map testing
- utilize an experienced math interventionist

The superintendent plans to recommend to the school board to modify its practices and policies concerning teacher attendance. At the present time, a retiring teacher with 50 days of sick leave will tend to use all of their sick days before ending their contract. The recommended policy will include unlimited number of sick days will be allowed for the district to pay $\frac{1}{4}$ of their daily salary will be paid for all unused sick days. This modification of our present policy will be an incentive for teachers to be present in the classroom. This is another step in the administration demonstrating the commitment to the priority of quality teachers in the classroom daily.

Sustainability

Currently the district is paying SubTeach approximately \$115,000.00 per year to supply substitutes. The district anticipates savings realized by this new attendance policy will be used to sustain the incentive program in the future, NSLA and Title I, budgets will be adjusted to maintain the math interventionist, early start program and Map testing.

The district will review the effectiveness of the student enrichment incentive and sustain any successful initiatives with Title I and additional grant opportunities.

Since student and teacher attendance is a high priority, the successful implementation will be sustained.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

SECTION B, PART 5:

ADE Timeline

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

ADE REVIEW PROCESS:

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

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

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

May 2014– June 2014 Pre-implementation

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

| Pre-implementation | |
|--------------------|---|
| May | <p>Meet with School Leadership team (including Project Manager if designated at this time)</p> <p>Communicate the award of the SIG with faculty/staff and stakeholders. including utilizing media to share goals of the SIG.</p> <p>Review specific grant requirements with those represented in roles of responsibility.</p> <p>Develop professional development plans to include offerings made possible with SIG.</p> <p>Advertise the grant funded position of math interventionist, early start instructors and early start coordinator.</p> <p>Begin to purchase technology to administer MAP</p> |
| June | <p>Initial meeting with Generation Ready to outline goals of the grant and finalize any action plans for meeting goals of this grant.</p> <p>Finalize professional development schedule for 2014-2015 school year.</p> <p>Schedule MAP data analysis training.</p> <p>Continue to purchase needed technology.</p> <p>Outline clear criteria for teacher for teacher attendance incentives and communicate criteria with PPC and faculty and staff.</p> <p>Continue hiring process if needed.</p> <p>Plan for freshman transition</p> |

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 | <p>Community liaison and leadership team will plan a parent meeting to describe the benefits of the SIG. Finalize hiring decisions and purchasing decisions for the first semester.</p> <p>Finalize Freshman Transition in a joint effort between Osceola STEM Academy (rising 9th Grade students) and Osceola High School.</p> <p>Provide professional development in MAP data analysis</p> <p>Plans for early start will be finalized and materials will be purchased as needed.</p> |
| August | <p>Implement a Freshman Transition program in early August.</p> <p>Generation Ready will provide professional development on Common Core Literacy in Technical Subjects and Common Core Literacy.</p> <p>In collaboration with leadership team, the Math interventionist will finalize plan of action for the upcoming year.</p> <p>Skills learned for data analysis professional development will be disseminated to staff through PLCs.</p> <p>Administer MAP assessment. Implement the data analysis process. This data will be immediately utilized to drive instructional practices.</p> <p>The principal and mentoring teachers will share expectations for student attendance, behavior and their personal investment in the learning process. The community liaison will ensure parents and community are aware of the criteria for student enrichment incentives.</p> <p>Implement Early Start literacy enrichment.</p> |
| September | <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p> |
| October | <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> |

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| | <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives.</p> |
| November | <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p> |
| December | <p>Plan professional development for NWEA data analysis.</p> <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives</p> |
| January | <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p> |
| February | <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p> |
| March | <p>Plan professional development for NWEA data analysis.</p> <p>Continue Early Start literacy enrichment.</p> |

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| | <p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives</p> |
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| June | <p>Follow up meeting with Generation Ready to review goals of the grant and finalize any action plans for meeting goals of this grant.</p> <p>Finalize professional development schedule for 2015-2016 school year.</p> <p>Schedule MAP data analysis training for year 2 and all new teachers.</p> <p>Purchase and update needed technology.</p> <p>Review criteria for teacher for teacher attendance incentives and communicate criteria with PPC and faculty and staff.</p> <p>Continue hiring process if needed.</p> <p>Plan for freshman transition</p> |
| July | <p>Community liaison and leadership team will plan a parent meeting to describe the benefits of the SIG.</p> |

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| | <p>Finalize hiring decisions and purchasing decisions for the first semester.</p> <p>Finalize Freshman Transition in a joint effort between Osceola STEM Academy (rising 9th Grade students) and Osceola High School.</p> <p>Provide professional development in MAP data analysis</p> <p>Plans for early start will be finalized and materials will be purchased as needed.</p> |
|--|---|

2015-2016 School Year

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

| 2015-2016 School Year | |
|-----------------------|---|
| July | Professional Development needs continued |
| August | <p>Implement a Freshman Transition program in early August.</p> <p>Generation Ready will provide professional development on Common Core Literacy in Technical Subjects and Common Core Literacy or as designated by review of professional development needs. In collaboration with leadership team, the Math interventionist will finalize plan of action for the upcoming year.</p> <p>Review of data analysis process will be disseminated to staff through PLCs.</p> <p>Administer MAP assessment. Implement the data analysis process. This data will be immediately utilized to drive instructional practices.</p> <p>The principal and mentoring teachers will review expectations for student attendance, behavior and their personal investment in the learning process. The community liaison will ensure parents and community are aware of the criteria for student enrichment incentives.</p> <p>Implement Early Start literacy enrichment.</p> |
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| October | <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives.</p> |

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| December | <p>Plan professional development for NWEA data analysis.</p> <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives</p> |
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| February | <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p> |
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| June | <p>Follow up meeting with Generation Ready to review goals of the grant and finalize any action plans for meeting goals of this grant.</p> <p>Finalize professional development schedule for 2016-2017 school year.</p> <p>Schedule MAP data analysis training for year 3 and all new teachers.</p> <p>Purchase and update needed technology.</p> <p>Review criteria for teacher for teacher attendance incentives and communicate criteria with PPC and faculty and staff.</p> <p>Continue hiring process if needed.</p> <p>Plan for freshman transition</p> |
| July | <p>Community liaison and leadership team will plan a parent meeting to describe the benefits of the SIG.</p> <p>Finalize hiring decisions and purchasing decisions for the first semester.</p> <p>Finalize Freshman Transition in a joint effort between Osceola STEM Academy (rising 9th Grade students) and Osceola High School.</p> <p>Provide professional development in MAP data analysis</p> <p>Plans for early start will be finalized and materials will be purchased as needed.</p> |

2016-2017 School Year

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

| 2016-2017 School Year | |
|-----------------------|---|
| July | Professional Development needs continued |
| August | <p>Implement a Freshman Transition program in early August.</p> <p>Generation Ready will provide professional development on Common Core Literacy in Technical Subjects and Common Core Literacy or as designated by review of professional development needs. In collaboration with leadership team, the Math interventionist will finalize plan of action for the upcoming year.</p> <p>Review of data analysis process will be disseminated to staff through PLCs.</p> <p>Administer MAP assessment. Implement the data analysis process. This data will be immediately utilized to drive instructional practices.</p> <p>The principal and mentoring teachers will review expectations for student attendance, behavior and their personal investment in the learning process. The community liaison will ensure parents and community are aware of the criteria for student enrichment incentives.</p> <p>Implement Early Start literacy enrichment.</p> |
| September | <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p> |
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| | <p>Review classroom walkthrough data to ensure SIG goals are being met. Review MAP assessment data. Implement the data analysis process.</p> |
| March | <p>Plan professional development for NWEA data analysis. Continue Early Start literacy enrichment. Review SIG goals in PLC meeting. Continue Common Core Literacy in Technical Subjects professional development with Generation Ready. Review classroom walkthrough data to ensure SIG goals are being met. Administer MAP assessment. Implement the data analysis process. Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives. Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives</p> |
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| June | <p>Follow up meeting with Generation Ready to review goals of the grant and finalize any action plans for meeting goals of this grant. Finalize professional development schedule for 2016-2017 school year.</p> |

| | |
|------|---|
| | <p>Schedule MAP data analysis training for year 4 and all new teachers.</p> <p>Purchase and update needed technology.</p> <p>Review criteria for teacher for teacher attendance incentives and communicate criteria with PPC and faculty and staff.</p> <p>Continue hiring process if needed.</p> <p>Plan for freshman transition.</p> <p>Review plan for sustainability.</p> |
| July | |

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

| Date | Department | Attendees | |
|------------|------------------------------|---|--|
| | | Name | Position |
| 09/03/2013 | Campus Leadership Team | Ellouise Tubbs | Principal |
| | | Toshiba Pugh | Math Coach |
| | | Pam Clark | ADE |
| | | Joe Fisher | Ark Leadership Academy |
| 10/29/2013 | District Leadership Team | Michael Cox, | Superintendent |
| | | Alfred Hogan | Assistant Superintendent |
| | | Shantele Raper, | Instructional Technology Director |
| | | Ellouise Tubbs, Stefanie Smithey Sandra Landry Christel Smith Kim Reece Toni Arnold Jennifer Lewis Jody Baugus | Principal Principal Principal Assistant Principal Parent Coordinator Science Coach Career and Technical Technology Director |
| 01/15/2014 | Campus Leadership Team | Ellouise Tubbs | Principal |
| | | Toshiba Pugh | Math Coach |
| | | Pam Clark | ADE |
| | | Joe Fisher | Ark Leadership Academy |
| 1/15/2014 | Building Communities Meeting | Mike Cox | Superintendent |
| | | Alfred Hogan | Assistant Superintendent |
| | | Gregory Brown | Community Leader |
| | | Sandra Collins Bryant Whitted Kim Reece Joe Guy | Community Leader Community Leader Parent Coordinator Dept of Human Serv. |

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|------------|----------------------|---|--|
| | | Tamika Jenkins Shantele Raper Melissa Calvert | Great River Economic Development Instructional Technology Community Liaison |
| 02/10/2014 | Osceola School Board | James Baker Sylvester Belcher Randy Carney Terry Cole Michael Ephlin Shannon Sullivan Denise Williams Michael Cox Alfred Hogan Jeanette Walker Sandra Brand | School Board School Board School Board Pres. School Board School Board School Board School Board Superintendent Asst Superintendent Recorder Osceola Times |
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C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each priority school it commits to serve.

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

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

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: Osceola School District

Priority School Osceola STEM Academy

Total 3-Year Budget \$1,539,517.51

Pre-Implementation:

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

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

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

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

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

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

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

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|--------------------------|--|--|--|--|
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| | Subtotal | | | |
| <input type="checkbox"/> | 5. LEA-activities designed to support implementation of the turnaround model | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| | Subtotal | | | |
| | Total for Transformation Model | | | |

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

| Restart Model | YEAR 1 | | YEAR 2 | YEAR 3 |
|--------------------------|---|--|--------|--------|
| | Pre-imp | | | |
| <input type="checkbox"/> | Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process | | | |

| | | | | |
|---|--|--|--|--|
| <input type="checkbox"/> Enroll, within the grades it serves, any former student who wishes to attend the school. | | | | |
| <input type="checkbox"/> LEA-activities designed to support implementation of the restart model | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | | | | |
| Total | | | | |

| TRANSFORMATION MODEL | Pre - Imp | YEAR 1 | YEAR 2 | YEAR 3 |
|--|-------------|--------------|--------------|--------------|
| <input type="checkbox"/> Select a new principal | | | | |
| <input checked="" type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools | | | | |
| <input checked="" type="checkbox"/> Recruit, place and retain staff | \$2,000.00 | \$48,000.00 | \$26,000.00 | \$50,000.00 |
| <input checked="" type="checkbox"/> Select new staff-Math interventionist | | \$68,394.00 | \$69,150.00 | \$69,367.51 |
| <input type="checkbox"/> Replace staff deemed ineffective | | | | |
| <input type="checkbox"/> Negotiate collective bargaining agreements | | | | |
| <input type="checkbox"/> Support for staff being reassigned | | | | |
| <input type="checkbox"/> Retaining surplus staff | | | | |
| <input type="checkbox"/> Create partnerships to support transformation model | | | | |
| <input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital | | | | |
| <input type="checkbox"/> Adopt a new governance structure | | | | |
| <input checked="" type="checkbox"/> High-quality, job-embedded professional development | | \$29,600.00 | \$29,600.00 | \$29,600.00 |
| <input checked="" type="checkbox"/> Implementing data collection and analysis structures | | \$1,200.00 | \$1,800.00 | \$2,400.00 |
| <input checked="" type="checkbox"/> Increase learning team (extended day, week, year) | \$2,250.00 | \$25,200.00 | \$27,450.00 | \$27,450.00 |
| <input type="checkbox"/> Student supports | | | | |
| Additional options Any required and permissible activities under transformational of new school model | | | | |
| <input checked="" type="checkbox"/> Materials & Supplies for Early Start & Literacy | \$5,000.00 | \$13,356.00 | \$26,000.00 | \$35,700.00 |
| <input checked="" type="checkbox"/> Less than 15% for Technology to support Literacy & Data Collection | \$25,000.00 | \$35,000.00 | \$60,000.00 | \$60,000.00 |
| <input checked="" type="checkbox"/> Student Enrichment Incentive | | \$35,000.00 | \$50,000.00 | \$55,000.00 |
| LEA-activities designed to support implementation of the transformation model | | \$100,000.00 | \$100,000.00 | \$100,000.00 |
| ADE SUPPORT | | | | |

| | | | | |
|-------------------------------------|-------------|--------------|--------------|--------------|
| Teacher Staff Incentive | | \$70,000.00 | \$70,000.00 | \$70,000.00 |
| Less than 10% for external provider | \$15,000.00 | \$45,000.00 | \$60,000.00 | \$60,000.00 |
| Total | \$49,250.00 | \$470,750.00 | \$520,000.00 | \$559,517.51 |

Priority:

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

| Activity | Explanation | Amount |
|----------|-------------|--------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Total | | |

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized
- Must address an extended school day or year
- Must limit external provider support at 10% of the amount of grant monies awarded
- Must limit technology and technology professional development at 15% of the grant monies awarded

The 3 year budget reflects funds awarded from this School Improvement Grant and will be used to recruit and retain highly qualified and dedicated instructional staff, provide teacher and student attendance incentives, provide technology supported assessments and appropriate support services.

- Hire a 1.0 FTE math interventionist to serve grades 5-8. The salary and benefits for the position will be funded under the SIG for three years.
- Add 10 additional days to a graduation coach for summer freshman transition for drop out prevention.
- Recruit, place and retain quality staff by utilizing SIG funds to advertise for high-need teaching positions. This includes costs associated with attending career fairs, creating marketing materials and paying sign-on and retention bonuses. Positions listed on the ADE as teacher shortage areas will receive a 1st year sign on bonus of \$4,000, a 2nd year retention bonus of \$2,000 and a 3rd year retention bonus of \$4,000 .
- Extending the school day with early-start tutoring and enrichment starting at 7:00 am- 8:00 am. 3 teachers will be paid \$30 an hour for 5 days a week to provide before school mathematics tutoring and enrichment. An early start facilitator will be paid \$250 a week to ensure appropriate mathematics instruction is taking place.
- Implementing data collection and analysis through a partnership with Northwest Evaluation Assessment for MAP testing, which includes ongoing professional development.

- Extending the partnership with Generation Ready to provide additional professional development. This may include bringing in additional specialists in the areas of mathematics, special education, struggling learners or literacy in technical areas.
- In addition, 10% of funds will be spent to utilize Generation Ready as an external provider to provide support for the instructional leadership of the Osceola STEM Academy.
- Also included in the budget is 15% of funds for a computer lab, SmartBoards, classroom computers and necessary equipment to implement Northwest Evaluation Assessment MAP testing.
- Attendance incentives for teachers and staff will be rewarded each quarter throughout the school year with 0 absentees receiving \$500 per quarter, 1 absentee receiving \$250 per quarter. Stipends will be budgeted over the three years of the grant.
- Attendance and behavior enrichment opportunity for students (See incentive rubric)
- Materials and Supplies will purchased for data record keeping, classroom libraries (including digital subscriptions), early start enrichment supplies, freshman transition supplies and supplies needed for the facilitation of the math interventionist.

D. ASSURANCES

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

By the signature of the Superintendent of Osceola 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

Michael H. Cox

Michael H. Cox
Superintendent's Printed Name

Date

2/28/14

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.

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

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

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

Reading Research Links

National Reading Panel
Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

Council of Chief State School Officers
Adolescent Literacy toolkit available at
http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at
http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)
Adolescent Literacy toolkit available at
<http://www.arcc.edvantia.org/resources.php?toolkit=63>

The National Center for Education Evaluation and Regional Assistance
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices
available at
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by
Donna Alvermann, University of Georgia, available at
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>

