



ARKANSAS DEPARTMENT OF EDUCATION

LEA APPLICATION FOR

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

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Lee County School District	
Mailing Address (Street, P.O. Box, City/Zip)	Starting Date
	May 2014
Name, title and phone number of authorized contact person: Willie Murdock, Superintendent (870) 295-7100	Ending Date
	April 2017
Amount of funds requested:	Number of schools to be served: 3

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

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

Date: _____

Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

State and LEA Allocations

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
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strong Intermediate	50936000673	3-6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: Strong Intermediate LEA #:

Context

- | | |
|--|------------------------------------|
| 1. Grade levels (e.g., 3-6): | 2. Total Enrollment: 243 |
| 3. 100 % Free/Reduced Lunch: | 4. 17% Special Education Students: |
| 5. % English Language Learners: | |
| 6. Home Languages of English Language Learners (list up to 3 most frequent): | |
| 1. Spanish | |
| 2. | |
| 3. | |

Strong faculty and staff reviewed quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from Arkansas Department of Education Department (ADE) and accountability and assessment resources, i.e., School Report Cards, Progress Reports, Scholastic Audit, The Learning Institute, DRA, DSA, Badgers' Reading and Writing Assessment, school survey from parents, students, and teacher self-Assessment documents, along with any additional measures to determine the effectiveness of educational programs. Under the ADE's accountability framework, Strong Intermediate is considered as being in "Academic Distress:" 3.02.1 a classification assigned to any public school district in which 49.5% or less of its students achieve proficient or advanced in math or literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; or 3.02.1.2 Has a Needs Improvement (Priority) school within the

school district that has not made the progress required under the school's Priority Improvement Plan (PIP).

Decisions about the consequences a school will face are based on the school's Progress Report (Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability results and (Annual Measureable objectives(AMO) the level of academic performance required of public schools or school districts on the state-mandated augmented criterion-referenced, or norm-referenced assessments and other indicators as required in the Arkansas Comprehensive Testing, Assessment, and Accountability Program, which shall comply with the Elementary and Secondary Education Act as reauthorized in the No Child Left Behind Act of 2001.

There are four schools in Lee County, Strong Intermediate, Whitten Elementary, Lee High School and a private school. All of the LEA Schools have been in Academic distress for over ten years. Lee High School, Strong Intermediate, Whitten Elementary are all designated Academic Distress Schools under priority One Arkansas Department of Education Code for School Performance.

Data Analyzed

- 2010 Census Data
- The Learning Institute Reading, Math, Language, and writing assessment
- Bader's Reading and Writing inventory
- Diagnostic Reading Assessment (3rd grade)
- Diagnostic Spelling Assessment
- Comprehensive Assessment of Reading (CAR)
- School's Survey of students, parents, and faculty
- Student enrollment and demographic statistics and trends
- Student/teacher attendance data
- Progress Report grades
- Performance data for the school (ADE DATA Center)
- School Accountability Status and subgroup performance data for the school
- Students Behavioral Report
- DIBELS
- Benchmark data
- Scholastic Audit

Major Findings

As revealed in the Strong's Intermediate School's Benchmark data, Strong Intermediate School has consistently struggled to provide an environment conducive to academic success over the past few years. A Scholastic Audit completed in the fall of 2012 shed light on the need for the school to improve in many areas according to state standards of an effective school. Since the fall of 2012, the school continues to decline. It is the faculty and district's that Strong Intermediate does not have the capacity to quickly improve to support student learning without outside resources. The school's performance during the 2012-2013 school year, including findings from reviews conducted in 2011-2012 listed below, confirmed ADE's assessment that the school lacks capacity to turn around quickly to better support student needs.

- Strong Intermediate School has struggled to improve, and its performance during the last few years confirms the ADE's assessment that the school lacks the capacity to turn around quickly to better support student needs.
- A large population of students at Strong Intermediate School remains below grade level in literacy and Math. Last year, only 18% of fifth students were performing on grade level in math, putting the school in the bottom 5% of schools in Arkansas in terms of math proficiency.
 - Strong Intermediate School is not helping students to make adequate progress. The school is in the bottom 10% of 302 schools district in Arkansas in terms of academic growth in reading and the bottom 5% of schools in Arkansas in terms of academic growth in Math. Annual Measureable Objectives measures annual student growth on State ELA and Math tests relative to similar students. If those outcomes persist, students will fall further behind their peers in other schools.
 - The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. On the 2010-2011 Progress Report, Strong Middle School received an overall grade of "F", including "F" grades for Student Progress, Student Performance, and School Environment. Strong Intermediate school was one of several school in Arkansas that received a rating of F. Additionally, in 2010-2011 the school was designated by the State as Persistently Lowest Achieving, which means that Strong Intermediate School was in the bottom 5% of Title I schools in the State in terms of student performance.
- Arkansas School Improvement rates schools using a four-tiered rubric (achieving, not achieving, improving, needs improvement) to measure how well a school is organized to support student achievement.

Strong Intermediate School was rated “need improvement” on its most recent review in 2012-2013, indicating deficiencies in the way that the school is organized to support student learning.

- Safety issues have been a concern at the school. On a faculty, student and parent survey, only 22% of teacher respondents believed that order and discipline are maintained at the school and only 50% of student respondents believed that they were safe in the hallways, bathrooms, and classrooms.

Demand for seats at Strong Intermediate School is low based on the number of children ages 9-12 accounted on U.S. Census. Only 30% of students in grades 3-6 who lived in Lee County chose to attend the school in Lee County School District.

- Leadership had ineffectively engaged the school staff in goal setting. The Principal had not conveyed the school’s dire accountability status to the School Leadership Team (SLT) and the members reported being surprised by the Need Improvement Status. The goals set by the team did not reflect the need for dramatic improvement. The school leadership had not effectively developed and shared a vision for success, and reported that external factors, rather than instruction or curriculum, was the cause of low student achievement.
 - The school's administrator held low expectations for the achievement of students. In teacher and leader focus groups it was consistently stated that external community factors are an insurmountable barrier to high academic achievement. The staff did not view itself as having the capacity to compensate for perceived low student motivation.
 - The formal school leadership was not providing proper supervisory oversight of the staff. There was no effective monitoring and evaluation of the quality of teaching and thus no support system to enable them to continuously improve their instruction. The Principal had not provided clear expectations for the productivity of teacher collaboration time. Common planning time was not effectively used to improve instructional plans or to increase student achievement as there were no clear directives as to the expectations or outcomes of these meetings. There were no feedback mechanisms in place for teachers to help school leaders plan and implement PD offerings that are well matched to the needs of teachers and students.
 - The scholastic Audit report also indicated that technology, culture and climate, curriculum and teachers professional development in implementing a rigorous curriculum is a major issue at Strong Intermediate. Classroom observations from the Scholastic Audit showed teachers barely used technology to integrate students

learning effectively. Students were observed not using technology during the Scholastic Audit in 2012.

- Additionally, the school principal surveyed classroom teachers in August 2013, the perception from the Technology Inventory survey was conducted to survey the equipment and to compare the usage of computers in the classrooms. Due to out-dated materials, the data revealed that teachers lacked proper equipment and tools to successfully implement a 21st Century standards based curriculum.

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

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

There are consistent patterns identified in John Schacter’s report. “The In recent technology research studies, positive findings have been reported related to Impact of

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

Since August of 2013, the new first year principal has monitored student’s behavior in and out of the classroom. The data revealed the need for proactive measures to improve Strong Intermediate students’ behavior. There were a consistent number of students being referred daily for abusive language, threatening, fighting, bullying, inappropriate touching, and being insubordinate. The stress level of dealing with negative students’ behavioral in the classroom has been a major concern of the present administrator effects on academics. The consistent negative classroom behaviors of students have hindered academic growth of students’ at Strong Intermediate. A large population of the repeated offenders are students who have been identified as experiencing some form of organic disability or needs psychological assessment to identify the students psychosocial needs and create a plan of action to address the student’s need. The parents/guardian/grandparents of some of these students are at a lost as to what avenue to venture to seek help for their child(ren). There are several therapeutic foster parents in Strong Intermediate Vincent. These children attend Strong Intermediate with limited assistance from a service provider within the community. The present school administrator is a formal Social Worker.

Root causal data conducted by the PBIS team/School Leadership Team, suggested possible causes for student discipline problems: Many repeated offenders are students who are receiving counseling services or should be receiving counseling services, teachers lack on how to deal with difficult students, students lacked social skills training and coping skills on how to resolve conflicts, anger management, and problem solving skills; parents do not have the proper resources (health, and dental insurance, transportation, etc) for those students who display chronic behavior problem; and chronically disruptive students were also the students not reading on grade level. The leadership team also noticed a correlation between classes with high number of office referrals and classes with higher number of the students not meeting grade level standards. Possible reason attributed to the correlations was classroom instruction lacked rigor, the lessons were not relevant, and the lessons lacked of student engagement.

Strong Intermediate School’s Teacher absenteeism is a major concern. On any given day of the week, there are two or more teachers absent due to personal level or

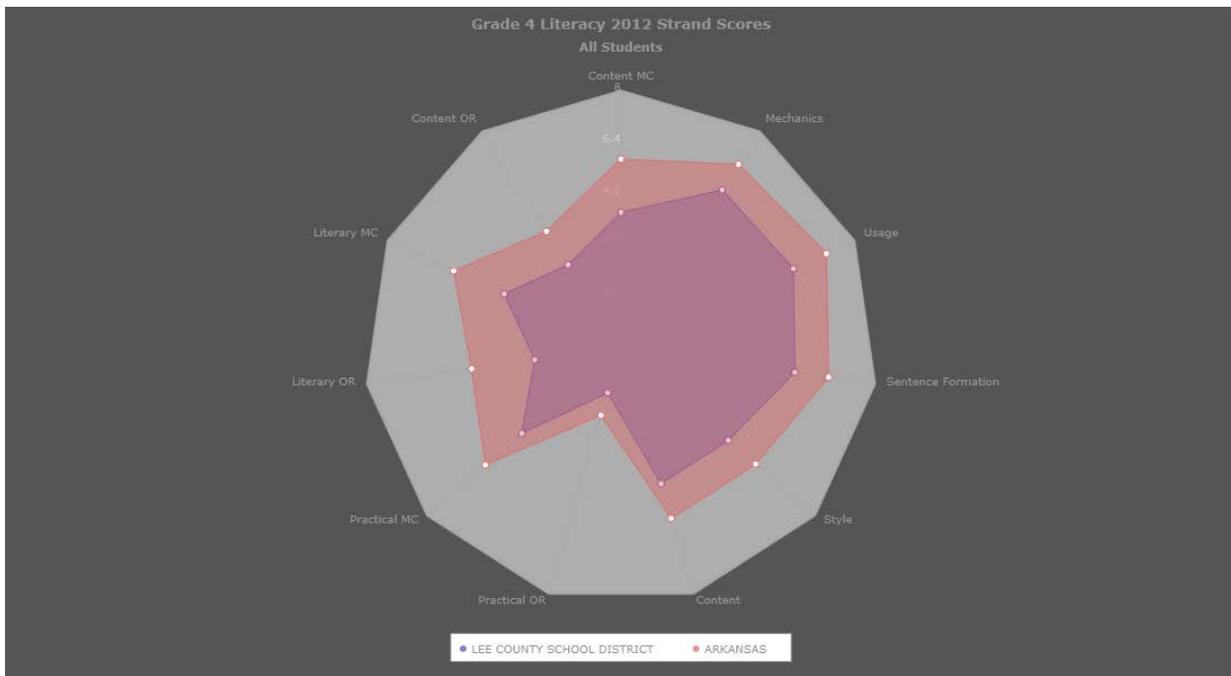
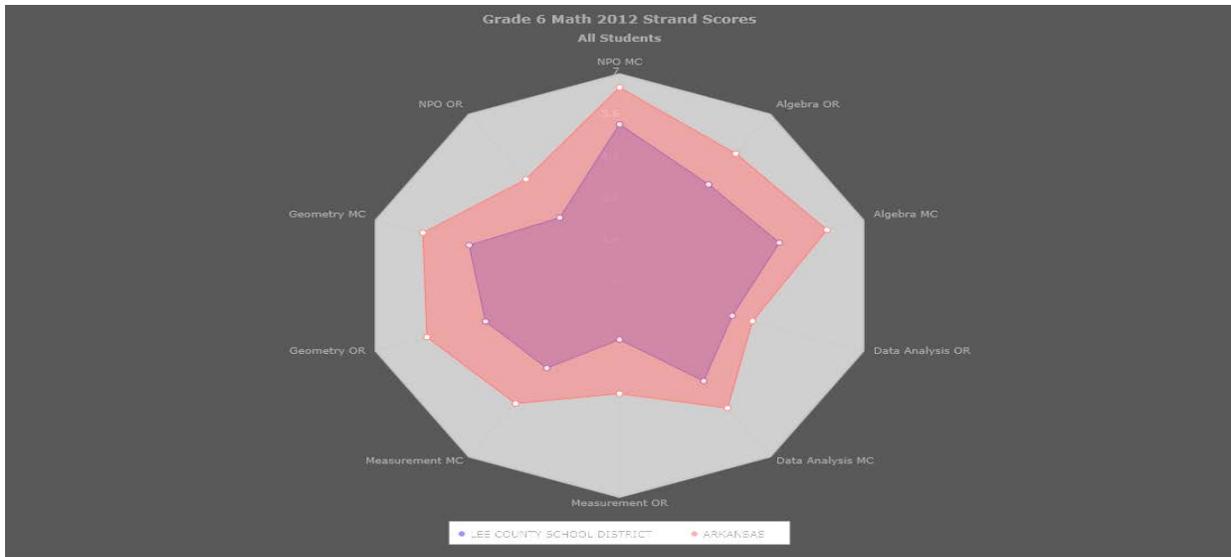
sickness. Half of the teachers at Strong Intermediate have used up their personal and sick leave days by the end of the third semester each school year. Teacher absentee strongly affects students' academic achievement. The district selected to use SubTeach USA to obtain substitute teachers. The data collected from SubTeach USA is as follows; September 30, 2013-December 11, 2013, total of absence/vacancy needing substitute consist of 143. From December 12, 2013-February 24, 2014 vacancy or absence needing a substitute consists of 124.

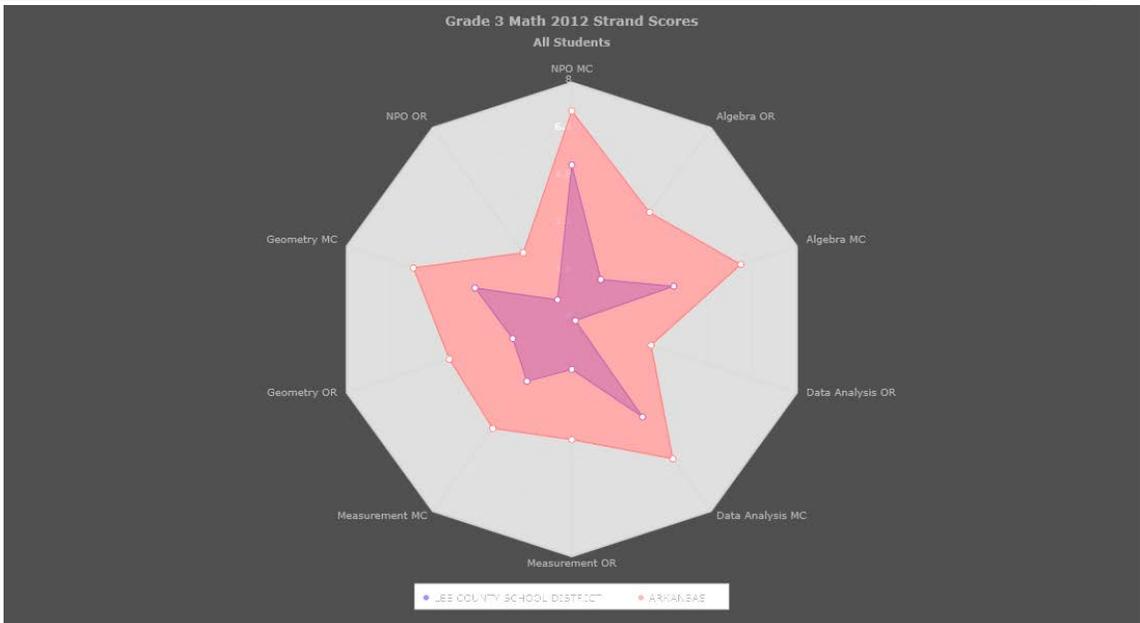
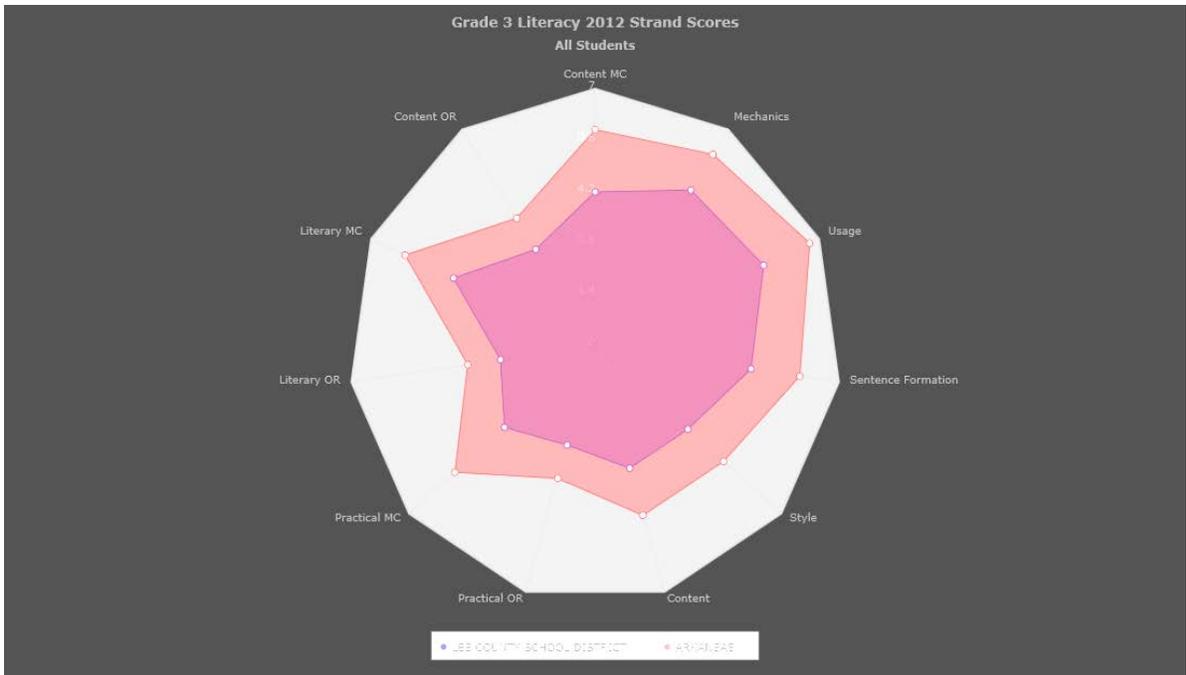
Student's Absentee

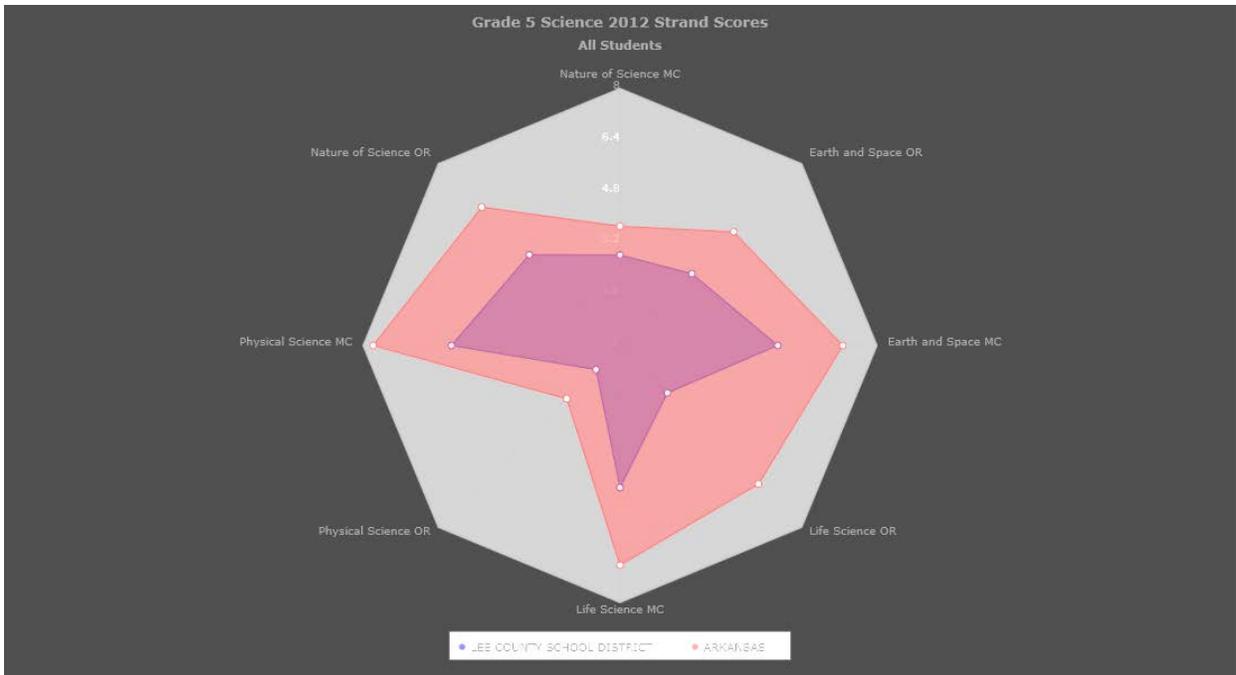
Students at Strong Intermediate school or often signed out of school by their parents after twelve o'clock on a regular basis to attend doctor or dentist appointment. A school nurse was replaced in October due to the formal school nurse quitting to take a job in the local clinic. A review of the number of students seen by the school nurse fluctuate from 12-15 a day. Students who are not being checked out to go to the doctor by their parents are out of the classroom daily to see the nurse. The nurse attends to an average of 60-75 students a week with medical concerns that our present LPN is unable to address.

Fifth grade literacy has not reached over the 53 mark. While fifth grade math has not reached over forty-four percent in the past three years beginning with data reviewed starting in 2009. Fifth grade science is the lowest in all the data reviewed by the school's core team. Starting in 2009, the highest score achieved by Strong fifth grade science students consist of a score of 14.3 in 2011. Combined population of advanced and proficient six grade literacy have not reached the fifty marks in over five years. Data reviewed beginning in 2009 of six grade mathematics, advanced and proficient scores combined showed six graders scoring fifty and above on the state's Augmented Criterion Referenced Achievement.

The lowest of all scores across the curriculum is open response questions depicted by the charts listed below. The chart listed below is a depiction of Strong Intermediate students' scores in open response third through six grades in math and literacy for all students. Science is also depicted in the chart below that show fifth grade science open response. There is a need for teachers at Strong Intermediate to teach students how to write and respond on open response end of year assessments. Professional development in the six traits of writing is a must for all core teachers at Strong Intermediate.







District:LEE COUNTY SCHOOL DISTRICT School:ANNA STRONG INTERMEDIATE SCHOO LEA:3904010 Address:214 S. ALABAMA ST. MARIANNA, AR 72360 Phone:870-295-7140	Superintendent:WILLIE MURDOCK Principal:CAROLYN LOVE Grades:03-06 Enrollment:269 Attendance (3 QTR AVG):94.12 Poverty Rate:100.00
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OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	256	261	98.08	256	262	97.71
Targeted Achievement Gap Group	255	260	98.08	255	261	97.70
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	228	232	98.28	228	233	97.85
Hispanic						
White	21	22	95.45	21	22	95.45
Economically Disadvantaged	255	260	98.08	255	261	97.70
English Language Learners						
Students with Disabilities	42	42	100.00	42	42	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	128	235	54.47	53.67	91.00	104	177	58.76	61.96	93.00
Targeted Achievement Gap Group	128	235	54.47	51.31	91.00	104	177	58.76	60.25	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	407	778	52.31	53.67	91.00	403	696	57.90	61.96	93.00
Targeted Achievement Gap Group	384	743	51.68	51.31	91.00	383	666	57.51	60.25	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	114	213	53.52	53.67		93	161	57.76	62.08	
Hispanic				67.95					79.17	
White	10	15	66.67	41.67					50.00	
Economically Disadvantaged	128	235	54.47	51.55		104	177	58.76	60.56	
English Language Learners										
Students with Disabilities	10	40	25.00	22.62		14	29	48.28	19.64	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	112	235	47.66	56.87	92.00	72	177	40.68	52.90	81.00
Targeted Achievement Gap Group	112	235	47.66	55.42	92.00	72	177	40.68	50.83	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	352	778	45.24	56.87	92.00	287	697	41.18	52.90	81.00
Targeted Achievement Gap Group	328	743	44.15	55.42	92.00	269	667	40.33	50.83	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	99	213	46.48	56.69		63	161	39.13	51.83	
Hispanic				69.70					79.17	
White	9	15	60.00	51.76					58.33	
Economically Disadvantaged	112	235	47.66	55.75		72	177	40.68	51.07	
English Language Learners										
Students with Disabilities	11	40	27.50	35.18		8	29	27.59	31.55	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

Special Educational students are lagging behind all subgroups on the recent Benchmark exam given in April of each year. They are a distance last in all core subjects.

On the district's latest Scholastic Audit completed in 2012, most of the teachers were rated as developing on Standard 3 (Teacher knows the content they teach). A fourth of the teachers were rated as developing on standard 4 (teacher facilitate learning for their students).

An assessment in August 2013 of Strong Intermediate students using Bader's, DRA, DSA and sampling of students' handwriting demonstrated the need for a school improvement model. Fifth and six grade students were administered Bader's reading and writing inventory, from that inventory, the data showed the limited knowledge of reading comprehension and basic reading foundation six grade students have under control. CARS (Comprehension Assessment of Reading Strategies) assessment assessed Strong Intermediate students' knowledge of the sixteen core comprehension strategies. The summary of CARS assessment depicts the average students in Strong Intermediate School is comprehending on second grade level.

Finally there are staff development needs at Strong. Teachers need to know how to disaggregated data to effectively drive instruction. Properly implementation of a model classroom instruction, and behavioral management is also a need of the school. A review of reports from our outside provider depicts a strong need for culture and climate changes inside the school community among teachers and students.

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

Lee County School District Social Characteristics

One fourth of Marianna (Lee County School District) household are headed by single females, representing 24% of Marianna, Arkansas population
Total population for Marianna, Arkansas- 4,204
30.7% of the female headed household has never been married
Three hundred and eighty-nine children under the age of eighteen are being raised by their grandparents. This represents 86.6% of Lee county School

District children under eighteen being raised by their grandparents. These children are attending school at Strong Intermediate and Whitten Elementary in Lee County.

Ten percent of 9th graders in Lee County obtain their high school diploma. 9th-12th grade, no diploma represents 21.6 % of Lee County Population 37.4% of the Lee County 18 year old or older receive their high school diploma or equivalency.

18.1% some college, o no degree

6.4% of Lee County Population has obtained a Bachelor degree

Graduate or professional degrees represent 2.0% of Lee County Population

Associate degree is represented by 3.5% of Lee County population

Housing Characteristics

37.2 % of housing units in Marianna, Arkansas are rental units.

12.4 of Marianna Population have no telephone service available

60.7 Lee County population own their own home

Economic Characteristics

30.9 % of Lee County population income is below the poverty level.

35.2% of Lee County population is unemployed

2010-2011 U.S. Census report depict the county as having 8.6% unemployment rate in Lee County

Strong Intermediate School is located in Marianna Arkansas. Strong is the feeder school for Lee High School seventh grade class. Strong also receive students from Whitten Elementary second grade class. Five percent of Strong students are considered highly mobile. Strong is located in the Delta of Lee County. There are limited job opportunities for families to work. Families move in and out of Marianna on a regular basis. Children in Strong Intermediate live with one parent household or with other relatives or siblings. The school community consists of a population of 54.8% African Americans and a 42.8% white population,

Strong Intermediate is located in a high-poverty area of the city of Marianna, Arkansas. Thirty seven percent of the housing units in the area are government housing. According to the American Community Survey 2010-2011 of the US Census Bureau, the area has an estimated unemployment rate of 11.8%. Lee County unemployment rate is the third lowest in the state of Arkansas. Median household income from 2008-2012 is \$26,089 Among families with children under the age of eighteen 43.5% have income below the poverty level; that number rises to 49% for families with preschool children. The free and reduced meal rate has been over 90% for the past several years.

The neighborhood around Strong Intermediate is educationally poor. A fourth of the adults twenty-five years or over have not completed high school and only eight percent have a bachelor's degree or higher. The one-year stability rate in the neighborhood is eighty-two percent (that is 82% lived in the same place a year ago). The students' mobility rate at Strong has been 27% or higher for the past ten years. Some of the causes of students' high mobility rate are due to parents moving to locate jobs. Another reason for Strong having a high student mobility rate is due to Students' moving to other parts of the state to live with other relatives due to family hardship.

There are students at Strong Intermediate School who come to school hungry on any given day. These students are observed in the cafeteria during morning breakfast eating several plates of food. Hungry and poverty in this delta town is something that shocking and stunning. Some students come to school improperly/inadequately dress due to the families limit resources to provide shoes and clothing. Students come to school with no coats, shoes with holes, and jeans or pants that are torn and ripped. Students are checked out of school early to attend to doctor or dentist appointments. Students who need medical screening do not always receive medical assistance due to parent's lack of transportation or their lack of interest in getting the necessary help for their children.

Strong Intermediate is a Title one low performing school. Strong has been designated as a high priority school according to Arkansas Department of Education Standards. School data taken from Arkansas Data Center shows the school performance data as being spotty to say the least. A review of Strong's ESEA report enclosed shows the school is achieving in literacy but needs improvement in math.

In additional to student academic needs and the needs of a high- poverty community, there are student behavioral needs at Strong. On a collection of students behavioral forms collected from classroom since the beginning of the 2013-2014 school years, 30% of the students show disrespect to the classroom teacher. There are an average of ninety-five discipline referral to the school principal on a monthly basis that has to do with inappropriate touching, profanity, fighting, bullying, and being insubordinate towards an adult. Three percent of the office referrals are related to students threatening or hitting certified staff. One fifth(40 of the 242 Students) of Strong students are receiving

counseling services from an outside agency. Starting with data collected in August 2014, three students reported attempting suicide due to being bullied by their peers. One student is presently on a suicide watch according to the parent and outside counseling provider. Three years ago, a student did commit suicide due her home environment and peer bullying.

Prior to school year 2013-2014, the district did not provide an alternative educational setting for elementary students. Alternative Learning environment was opened for students in grade 7-12 to offer an alternative setting for secondary students experiencing difficulties with anger management, bullying, chronic disruption, and other serious disciplinary problems. Beginning with the 2013-2014 school year, the new principal created a way to monitor and assess behavior problems Strong students displayed. Following the district’s policy, the principal decided to follow the district policy and only address discipline that is chronic and the district’s policy gave directive to the principal to address. A review of Strong Intermediate Behavioral report shows the number and percentage of students referred to the school principal by gender and grade level. Consistent with academic and demographic data, students with chronic medical problems and high mobility rate were referred to the school principal for chronic behavior problems. More importantly, more male students received out-of-school suspensions for physical aggression, bullying, and lacking impulse control. Also included is the discipline data by type and by incidents such as fighting, bullying, and other serious disciplines. Other serious discipline are state offenses that included incidents of sexual assault toward other students, physical aggression, and bullying. Our data was a wakeup call for faculty and staff. A change must occur. According to research article published by United Stated Department of Education, children who do not read by end of third grade often fail to catch up and more likely to drop out of school, take drugs, or go to prison. Target analysis and conversation with stakeholders and faculty recognized that there is a school-wide discipline plan in place; however, implementation does not appear to have a significant or lasting the experience and tools impact on deterring inappropriate student behaviors.

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

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

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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.

The new building administrator was hired in July 2013 with experience in educational leaders as an intern in the Dollarway School District. Twelve years of working with struggling students as a Reading Interventionist in the Dollarway School District where she interned at the high school one year and a year at the elementary level while a student at Harding University in Searcy. The principal have held director positions in several non-profit in the state and has held the position of director of the Dumas Family Investment Center. These skills have provided our new principal with excellent leadership capacity as well as the knowledge of working with a board and community leaders. Which are some of the ingredients needed to building an effective school community.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal	Certified Pk-12 Building Level Administrator Formal Literacy Coach, Special Education Early Childhood Interventionist, Certified as Curriculum Program Administrator and Pk-12 Reading Specialist, and elementary 1-6	Seven months	0 Hired July 2013	0 Hired July 2013

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

The school leader is evaluated by the district superintendent. Administrators in Lee County School District are evaluated by the superintendent of schools. The frequency of evaluation is dependent upon whether the administrator is on the probationary or career track. Probationary administrators will have three (3) formal observations and two (2) informal observations annually. Career administrators will have one (1) formal and one (1) informal observation annually. Each administrator will participate in a summative evaluation. Additional informal observations are encouraged for both probationary and career administrators. Novice administrators are assigned a mentor as identified in the Arkansas Competency Based Administrator Mentor Model. The superintendent conducts regular building walk through, classroom walkthroughs and focus walks and may begin the evaluation process of any administrator. Evaluations are conducted based on criteria established in the Lee County School District Personnel Manual which is reviewed annually by the administration and the Personnel Policies Committee. The Lee County School District will implement the Charlotte Danielson Model beginning with the 2014-2015 school year. The superintendent is working with one building level administrator in the Lee County School District this year to pilot implementing the Charlotte Danielson Model.

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

1. Be based on classroom observations.
2. Use instruments which:
 - A. Promote open constructive communication.
 - B. Recognize diverse teaching styles.
 - C. Provide specific feedback.
 - D. Define a prescription for growth

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

Teachers in Lee County School District are evaluated by the building administrator. The frequency of evaluation is dependent upon whether the teacher is probationary or career track. Probationary teachers are evaluated four times within a school year. Receiving one informal evaluation and three formal evaluations. Beginning teachers are also assigned a Pathwise Mentor. Career teachers are evaluated twice annually, one informal and one formal evaluation administered yearly. The principal conducts regular classroom walkthroughs and may begin the evaluation process of any teacher. Evaluations are conducted based on criteria established in the Lee County School District Personnel Manual, which is reviewed annually by the administration and the Personnel Policies Committee. The Lee School District will implement Charlotte Danielson for effective teaching beginning with the 2014-2015 school year. The building principal is working with one teacher in each building in the Lee County School District year in implementing the Charlotte Danielson model for effective teachers.

The district teacher evaluation process is based on four domains: Planning and Preparation, Classroom Environment, Instruction, and Personal/Professional Responsibilities. The administrator observing the teacher uses the Core Teaching Competencies Checklist. The checklist must be completed on each teacher being evaluated during the school year. The evaluation process is slightly different for probationary teachers, although all evaluations are based on the four domains. Data from a wide variety of sources is collected. The teacher prepares a professional development plan which is reviewed by the administrator in the pre-evaluation conference. The administrator must complete all observations, the Core Teaching Competencies Checklist, the summative Evaluation, and the review of the Professional Development Plan conference with the teacher about the evaluation in the post-conference. These documents are submitted to the Superintendent of school by April 1 of each year.

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

The past five years, teachers of Strong Intermediate have embarked on implementation of Comprehensive literacy through the help of a Reading First Grant. Books and other supplies were purchased to assist teachers in successful implementation of comprehensive literacy. Learning Forward a consultant team of professional has worked within the district for the past three years provided directions for the school and district leader. Prior to Learning Forward, the district had American Choices and several other external providers. Teachers have been provided with research based strategies through modeling from Cheryl Krehbiel with Learning Forward and Great River Service Cooperative math and literacy specialist in Helena. However, with all of the assistance provided to Strong Intermediate School, the achievement gap persisted.

Several of the teachers have received training in how to implement CGI (Cognitive Guided Instruction) a research base math instruction. Math teachers recently travel to Louisville Kentucky to a CGI workshop. Literacy teachers attended Arkansas Literacy conference on a yearly basis. Literacy and Math Instructional facilitators have been hired to assist teachers with implementation of classroom instruction. The school recently hired a math intervention and a literacy intervention. The literacy intervention decided to request a move to the high school which was granted by the superintendent and the district's board of directors. Many outside professionals have tried to assist teachers by providing workshops on effective teaching and data analysis. Mathematics and literacy classes have focused on accountable talk and students working in small groups. The coaches assist with safety net and guide the lesson studies around TLI(The Learning Institute) and student work. The coaches utilize the results from TLI exams to work with individual students on students results. The results are shared and next steps designed to help the teacher move forward.

The 2012-2013 school year the superintendent and board of directors removed the principal of Strong Intermediate. A new principal was hired July 2013 to begin the new school year. The Principal demonstrated instructional leadership by visiting classrooms and talking to student each day. Discipline has become the focus, and next steps need to be developed to help the principal and Leadership team to conduct classroom walk throughs and focus walks to guide instruction.

State end of year test results are analyzed and school targets set based on formative and summative data. The gaps are analyzed and strategies for improvement are analyzed and implemented. Again, the TLI data has a strong focus on the day-to-day curriculum within the school.

Challenges relating to turnover in superintendent and the lack of the formal principal involvement made it difficult to analyze what has worked.

Teacher were also asked to teach in a departmentalize setting to maximize the need for individual teachers in grade five and six. Presently, Strong have three fifth grades and

three six grade teacher. Each teacher is responsible for teaching all math and literacy to all classrooms in their grade. One teacher teaches both science and social studies to all classes in their assigned grade. Third and fourth grade is semi-departmentalized.

Teachers have common planning time, whereby teachers can meet in their grade level PLCs to discuss students' data and strategies for success. Up until 2012, the school did not have a curriculum in place. The school is presently using the Gate Model adopted through help from Mrs. Peggy Woolsey, Educational Consultant with ADE. The curriculum units encompass all core subjects. The curriculum units are place on the schools' "F" drive making them assessable for teachers.

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

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

Subject	2013	2012	2011	2010	2009
Reading/Language/English			32	36.5	38.7
Mathematics			55.36	53.2	43.7
Science			9.1	14.3	4.2
Social Studies					
Writing					

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

Test Year:

Subject	White, nonHispanic			Black, nonHispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English						51,2									17.9
Mathematics															
Science															
Social Studies															

- b. 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: 2010

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	35	51	35	39						
Mathematics	60	51	40	53						
Science			4.2							
Social Studies										
Writing										
Other										

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	34	44	51	45						
Mathematics	38	51	35	55						
Science			9							
Social Studies										
Writing										
Other										

Test Year: **2012**

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	44	57	38	44						
Mathematics	34	43	30	42						
Science			16							
Social Studies										
Writing										
Other										

- c. Average daily attendance percentage for the 2013-2014 school year: **83%**
- d. Mobility rate for the 2013-2014 school year: **27%**
- e. Graduation rate for all students for the 2012-2013 school year:

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

	All Students
2013	
2012	
2011	

Key Questions

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

Special Education students demonstrate significantly lower academic achievement than all other sub-groups in all subject areas during all three years. African American students scores are lower than the scores for White students in literacy.

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

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

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

Based on analysis of data, the school is experiencing the lowest achievement in science, mathematics and open response (writing). The school has been designated by the state as achieving in literacy, but needing improvement in mathematic. The school's Benchmark data suggest the school lowest areas that need improvement is fifth grade science and mathematic.

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

In considering the school's demographic one should consider the school's locality and the need for teachers support from a provider that services teacher in the classroom through modeling and providing the teacher with model concrete lessons based on Marzona's strategies for effective classroom instruction. Teachers at Strong have had lot of training that has not been utilized in the classroom. This information was gathered through classroom walkthroughs and students' performance on standardized assessments.

A large population of Strong students lives in poverty. The school is presently 100 percent free/reduced meals. This demographic crosses all race and ethnicity, but since the school is also predominantly African American, we seek a provider that can help us close the achievement gap as well as address the needs of the low-socio-economic population of the school.

Another student demographic to be taken into account is the high percentage (17%) of Special Education Students. Any chosen provider should have the capability to implement a model for creating a unified system reform that fully includes students with disabilities. Providers should well be versed in including students with disabilities within the various initiatives and the model and accompanying professional development programs should accommodate diverse students' needs. All external providers should be qualified to assist staff in making decisions that affect special education programs.

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

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

The entire school population has extremely low science scores and has difficulty with writing across the curriculum. We seek an external partner with strong safety nets/interventions for students in literacy and math. We also seek a service provider that can assist the Science and Social Studies teachers. Science is tested in fifth grade. Science is where both literacy and math can be easily integrated and students learn problem solving skills that carryover into the math content. Social studies can encompass infusing high order thinking skills and literacy/comprehension strategies that will correlate with the literacy teacher.

It is imperative Strong six graders enter seventh grade ready to go forward and succeed in high school in completing Smart Core and graduating.

This will be a major improvement goal for the future, and the provider will need to have the ability to provide intervention in all core subjects.

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

The school is located in a high-poverty community with limited educational resources for teachers and students. Students who attend Strong are from low social economic background with limited English language that is not due to ethnicity but locality and the home environment. Students come to school with very basic knowledge of how a noun and verb is connected in a complete sentence to convey a complete thought. The selected external provider needs to have knowledge of how to motivate students from low social economic backgrounds. They must have an understanding of working with students living in serve poverty. Many students come to school unprepared for learning. A large population of Strong student body suffers from some type of organic learning disability. Some of Strong students move more than once a year school year out of state and then return to Strong in mid year or the end of the school year. The enrollment have harbor around 240-253 for the past several year.

Strong decline is due to students transferring in and out of the school to attend surrounding schools, Kipp and Forrest City School District. Eighty-percent of Strong students receive food packs on Friday so they will have something to eat on the weekend. Strong students need an external provider that includes their needs in the curriculum design. Provide for intervention to reach all students using research based strategies and materials. We are also seeking an external provider that will assist us in making additional achievement advances in order to attract students to Strong Intermediate as their school of choice.

The LEA present external provider, Learning Forward will need to modify their memorandum of understanding with the district to attain the specific needs of the district and its student population. Learning Forward has focused their attention on leadership, only. Since all four newly hired principals are well diverse in curriculum and instruction and have a profound knowledge of school culture and climate, there is not a need for the current external provider to utilize all of their efforts in leadership. It is evidence from reviewing the school's data that teachers need in-class hands on experience from our external provider, Learning Forward.

Step 3 Reviews of ADE Scholastic Audit and other School Data

LEA (Leadership) and/or school "Recommendations" identified for implementation; Implementation progress; Timeline of prioritized "Recommendations" and the Evaluation process.

1 A. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit): Discuss the specific findings that led to the “Recommendations”;

<p>Standard1-Academic Performance-Curriculum</p> <p><u>Curriculum</u> 1.1a Curriculum is aligned with Arkansas Academic Content Standards and Students Learning Expectations 1.1b District initiates facilitates discussion among Schools regarding curriculum standards 1.1c District initiates facilitates discussions to eliminate unnecessary overlaps 1.1d Evidence of vertical communication, intentional focus on key curriculum transition points 1.1e School curriculum provides specific links to continuing education 1.1f Systematic process for monitoring, evaluating and reviewing curriculum 1.1g Curriculum provides access to an academic core</p>	<p>Standard 4- Learning Environment-School Culture</p> <p><u>School Culture</u> 4.1b Leadership creates experiences that all children can learn 4.1c Teachers hold high expectations for all students 4.1d Teachers, staff involved in decisions-making process regarding teaching and learning 4.1e Teacher accept their role in student success 4.1f School assign staff-opportunities for all students 4.1g Teachers communicate regularly with families 4.1h Evidence that the teachers and staff care 4.1i Multiple communication strategies .. to all stakeholders 4.1j Evidence that student achievement is highly valued 4.1k The school/district provides support..needs of all students</p>	<p>Standard 7-Efficiency-Leadership</p> <p><u>Leadership</u> 7.1a Leadership has developed and sustained a shared vision 7.1b Leadership decision focused on student academic data 7.1c All administrators have a growth plan 7.1d Evidence that the leadership team disaggregate data 7.1e Leadership ensures all instructional staff..access to curriculum related materials 7.1f Leadership ensures that time is protected..instructional issues 7.1g Leadership plans and allocates resources 7.1h School/district leadership provides policy and resource infrastructure 7.1i Process for the development and the implementation of the local school board of education policy 7.1j Local school board or education/school have intentional focus on student academic performance 7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard2-Academic Performance-Classroom Evaluation/Assessment</p> <p><u>Classroom Evaluation/Evaluation</u> 2.1a Classroom assessments frequent, rigorous, aligned with Arkansas’ Academic Core Content Standards 2.1b Teachers collaborate in the design of authentic assessment 2.1c Students can articulate what is required to be proficient 2.1d Test scores are used to identify curriculum gaps 2.1e Assessment designed to provide feedback on student learning for instructional purpose 2.1f Performance standards communicated, evident in classrooms, observable in student work 2.1g ACTAAP coordinated by school and district leadership 2.1h Samples of student work are analyzed</p>	<p>Standard 5-Learning Environment-Student, family and Community Support</p> <p><u>Student, Family and Community Support</u> 5.1a Families and the community are active partners 5.1b All students have access to all the curriculum 5.1c Reduce barriers to learning 5.1d Students are provided opportunities to receive additional assistance 5.1e School maintains an accurate student record system</p>	<p>Standard 8-Efficiency-School Organization and Fiscal Resources</p> <p><u>Organization of the School</u> 8.1a School is organized.. use of all available resources 8.1b All students have access to all the curriculum 8.1c Staff are allocated based upon the learning needs of all students 8.1d Staff make efficient use of instructional time 8.1e Staff..planning vertically and horizontally across content areas 8.1f Schedule aligned with the school’s mission <u>Resources Allocation and Integration</u> 8.2a Clearly defined process provided equitable and consistent use of fiscal resources 8.2b Budget reflects decisions directed by an assessment of need 8.2c District and local school board of education analyze funding and other resource requests 8.2d Resources are allocated and integrated to address student needs.</p>
<p>Standard 3-Academic Performance-Instruction</p> <p><u>Instruction</u> 3.1a Evidence that effective and varied instructional strategies are used in all classrooms 3.1b Instructional strategies and learning activities are aligned 3.1c Instructional strategies/activities are consistently monitored..diverse student population 3.1d Teachers demonstrate content knowledge 3.1e Evidence that teachers incorporate the use of technology 3.1f Instructional resources are sufficient to deliver the curriculum 3.1g Teachers examine and discuss student work 3.1h Homework is frequent and monitored, tied to instruction practice</p>	<p>Standard 6- Learning Environment-Professional Growth, Development, and Evaluation</p> <p><u>Professional Development</u> 6.1a Support for the long-term professional growth of the individual staff members 6.1b The school has an intentional plan for building instructional capacity 6.1c Staff development priorities..alignment..goals for student performance 6.1d Plans for school improvement directly connect goals for student learning 6.1e Professional development is on-going and job embedded 5.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u> 6.2a Clearly defined evaluation process</p>	<p>Standard 9-Efficiency-Comprehensive and Effective Planning</p> <p><u>Defining the school vision, mission, Beliefs</u> 9.1a Collaborative process used to develop the vision, beliefs, mission <u>Development of the Profile</u> 9.2a Planning process involves collecting, managing and analyzing data 9.2b Use data for school improvement planning <u>Defining Desired Results for Student Learning</u> 9.3a School and district plans reflect learning research, expectation for student learning 9.3b Analyze their student’s unique learning needs 9.3c Results for student learning are defined <u>Analyzing Instructional and Organization Effectiveness</u> 9.4a Strengths and limitation are identified</p>

<p>LEGEND</p> <p>Green 4 –Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black-Limited development or partial implementation</p> <p>Red 1 Little or no development and implementation</p>	<p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceed standards set in statue</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>9.4b Goals for building, strengthening capacity Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement</p>
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Standard 1-Academic Performance-Curriculum

Standards 1 Curriculum Performance Ratings 1.1a-1.1f Performance Rating (1)

Summary of recommendations: District leadership must ensure that a curriculum is developed for grades kindergarten through twelfth grade in all content. Establish a committee that includes all stakeholders, including teachers, instructional coaches, administrators, and parents. The develop curriculum must include all element of the common core. A common format for curriculum mapping must be developed to be used across all grade levels. Instruction must extend from bell-bell. School leadership should ensure that strategies to engage learners are being utilized in the classroom. Instruction must be monitored on a weekly basis through teacher observations. Specific, written, and/or face to face feedback must be provided to teachers within 24 hours. Professional development must be provided on effective questioning; research based instructional strategies, and integrating technology effectively into lessons. Collaboration between feeder and receiving schools of Anna Strong Intermediate school must be built.

Standard 1 Academic Performance-Curriculum (School’s Progress)

The district has adopted the curriculum used at Conway, Gates’ model for effective instruction which consists of common Core and various higher order thinking questions embedded in the units.

Comprehensive/Balanced Literacy is being implemented which consist of differentiation of instruction. A Literacy Coach has been hired to support the teachers in the implementation and facilitation of instruction.

Mrs. Poole Whitten Elementary principal and Strong Intermediate are collaborating and discussing ways to align the curriculum. Teachers have common planning time to work in PLC discussing the curriculum and data, making changes in the curriculum when necessary. Teachers have been provided professional development on rubric stars, a program that helps with designing rubrics. The principal monitor and discuss the use of scoring guides/rubrics in PLCs. Data concerning the effective use of rubrics/scoring guide is collected during CWTs. The Literacy and Math Coach along with the

principal work with teachers on effective formative assessments. The suggestive resources sited in the scholastic audit are appropriate and will be utilized as needed. The principal and Coaches are utilizing PLCs to introduce many concepts to teachers. We are also pushing in the classroom for three days per teachers to provide hands-on professional development. The principal and coaches has modeled research based instructional strategies. The district Administrative (A Team) meets twice a month to discuss curriculum and any problems the team are experiencing in their individual schools or positions. The team consist of the Instructional facilitators, Superintendent, (All District administrators), school principals, external providers, school social worker, and sometimes the school book keepers.

Standard 2: Academic Performance Classroom Evaluation/Assessment

Performance Rating 2.1g (3)

Performance Rating 2.1a-2.1h (1)

Summary/Recommendation: Classroom/Evaluation/Assessment

Rubrics for scoring students work must be designed and implement to guide students to achieve proficient or higher levels of work, not to determine a grade. Create a new scoring give that have rigor and grade-level appropriate criteria. Teachers should allow students to provide reflection and review of their work for correctness before submitting the work for a grade.

Professional development must be provided on creating and implementing rubrics/scoring guides that are require rigor and grade appropriate products. Rubrics and scoring guides should be collaborative develop in PLCs. The school principal needs to set the expectations that all teachers will implement formative assessment throughout their class instruction, and use the results to change their instruction and practices. Provide teachers with professional development on the different types of formative assessment (i.e., graphic organizers, questionings strategies, comprehension checks, and observation performance) must be provided to all teachers. School leadership must monitor to ensure that formative assessment through classroom observations and the review of the lesson plans.

Standard 2 Academic Performance-Classroom(School's Progress)

Data analysis is ongoing, we reviewed the data during in-services in August and discuss the various points in the data that pinpointed the school overall weakness. Teachers are analyzing samples of students work in PLCs. Other areas of standard 2 are ongoing. The teachers and the literacy coach are working with teachers to formulate assessments tied to classroom instruction. Common Core State Standards are being used by teachers to formulate rigor instruction. Display of students work using a rubric has been introduced to teachers and the requirement to post students work with a rubric. Reteach, retry, redesign, reconstruct is all a part of the vocabulary teachers hear from the administrator in order to impress upon teachers the importance of reaching and teaching all students. High order question skills are part of PLCs discussion. The school principal has introduced thick and thin questioning techniques and Socratic Questioning.

Standard 3 Summary and Finding: Instruction

Performance Rating: 3.1g-3.1h (2)

Recommendation: There is evidence that homework is frequent and monitored and tied to instructional practice. Student work is reviewed during the Professional Learning Community Meetings using the “Look at Student Work” protocol. Teachers do not always utilize strategies that are discussed to make changes in instruction. (3.16)

Some teachers provide parents with a monthly syllabus that identifies topics of study and contains a homework component. Some homework components are unclear. For example, a homework assignment states “compare/contrast” with no guidance on what the students are supposed to do.(3.1h)

Performance Standard Rating: 3.1a-3.1f (1)

Summary of Recommendation:

School leadership and teachers must create an environment where student-centered discussions are highly valued in the learning process. Effective discussion strategies must be immediately implemented to give students an opportunity to build their critical thinking and language skills. Teachers must use essential questions that will springboard discussions motivate students to achieve higher levels of learning. Professional development must be provided to ensure teachers maximize the implementation of questioning, wait time, and discuss strategies. School leadership must monitor effective questioning strategies using observations. Available technology resources must be fully employed as instructional tools to maximize active student engagement in learning. Daily student engagement with technology must be a priority. Teachers must integrate student use of the SMART Boards and computer technology in lessons, projects, and assessments. School leadership must

provide professional development and systematically monitor the use and effectiveness of technology for improving student achievement as part of frequent observation.

Standard 3- Academic Performance- Instruction (School's Progress)

This is an ongoing process. CWTs are ongoing. Support from the principal math and literacy coaches is ongoing and consistent. Professional development is an ongoing process. Not all teachers have SMART Boards in their classroom. Those that do have SMART Boards in their classroom, the SMART Boards do not work. The district did not buy a maintenance agreement with the SMART Boards nor software. The district hired a new principal at the beginning of the 2013-2014 school. Technology is a priority of the new principal. The principal created a survey in August to ascertain technology needs. Teachers responded lack of access to the internet, lack of computers in the classroom for students use and lack of working SMART Boards and software associated with the SMART Board. Training in Technology associated with Edline, grade book, etc. were offered in August to classroom teachers. The new principal plan to seek the assistance from GRSC in building teachers' knowledge on how to integrate the use of technology across the curriculum beginning with the 2014-2015 school year.

Standard 4: Learning Environment: School Culture
Performance Rating: 4.1a, 4.1g, 4.1i (2)

Performance Rating: 1 4.1b-4.1k Rating (1)

Recommendation: School leadership must hold teachers accountable for using effective research-based instructional strategies. School leadership must conduct classroom observations and provide teachers timely and specific, meaningful written or oral feedback on their instructional practices. Data from observations must be used to monitor the effectiveness and improve student engagement and learning. Students must have high expectation for all students. The school's positive behavior interventions and supports process must be fully implemented to decrease the number of office referrals and to reduce the amount of time that is being lost in the instructional day due to student behavioral issues. Professional Development to provide all teachers with the structure required for the Positive Behavior Interventions and Support process should be revisited. School leadership must hold teachers responsible for managing classroom behaviors.

Standard 4- Learning Environment- School Culture (School Progress)

Programs are in place to support a safe learning environment. Teachers are working to construct unilateral consequences and infraction. A form has been constructed to monitor student behavior (number of times the students served in ISS or detention, category one form is used for classroom teachers to document students negative behavior. After the student receives three infractions on the form, they move to a category two form. Once at category two, the student is referred to the office. District policy dictates the principal handle category two offenses, bullying, fighting, habitual talking and disturbing the classroom, profanity, sexual assault, drugs, etc., Parents are being notified of the student's infraction immediately. Students are serving their punishment for their infraction the day of the infraction. A Leadership Team is in place. The leadership team meets twice a month. The literacy, math, and science committee have been formed. The third grade is utilizing school-home link. A US Department of education program designed to involve K-3 parents' in the education of their children. The School-Home Link provides pre-constructed homework worksheets that correlate with a school's literacy curriculum. It is the core belief of the principal that all children can learn if given instruction on their level. Based on evidence collected by the external provider, the new principal is holding teachers accountable for implementing research-based instructional strategies. The new principal has also modeled research-based instructional strategies. Part of the school PIP plan includes Classroom walk-throughs which are made daily by the principal and the instructional facilitators. The district also complete focus walks monthly. Teachers are provided immediate feedback and given an assignment by the school principal that involves taking Charlotte Danielson model for effective classroom instruction and grade the district's feedback based on their classroom instruction observed by the district administrative team. The teacher and principal meets and compare the domain of the focus walk and discuss and compare scores and evidence gathered.

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

I have a meeting scheduled for Wednesday with six grade parents. During the meeting, I will discuss students' performance on the Benchmark exam and other areas of concerns. I am seeking the parents support in the involvement of educating their child (ren). Next week I will meet with fifth grade parents to discuss areas of concern and fifth grade data. The district hired a math and reading interventionist to work with at-risk students in the area of math and literacy. We are working on setting up RTI. Response to Intervention (RTI) forms, instruction, and a populated list of at-risk six graders have been identified an assigned a time to meet with the interventionists for

instruction based on their needs assessment. All students have data sheets on file.

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

Based on the school's needs assessment constructed through review of Benchmark data, we are beginning the process of professional development based on the needs assessment that showed a need for embedded professional development in teaching comprehension, writing, and problem solving in math. We will monitor further need for professional development based on ongoing classroom data connected to the students' learning.

Professional Growth and Evaluation

Based on last year's teachers' summative evaluation, professional growth plans are being considered. The teachers have a clear focus of the principal's expectation and tools used to evaluate the implementation and facilitation of instruction. We previously had Mr. Stanley Paul ADE Math Specialist and Mrs. Susan Womble assigned to Anna Strong to assist the school through providing professional development and working with at-risk teachers. Through CWTs or the principal's checklist, an identified need for further work to help change teachers behavior will be identified. Once identified, the ADE specialist worked with the building principal in making sure teachers are provided the help they need to expand their knowledge. If there is not improvement made by the teacher who receives the extra help, a growth plan will be formulated to further outline the needs of the teacher.

Standard 7-Efficiency- Leadership

The principal is certified in curriculum and instruction, Curriculum Program Administration and reading so, I feel confidence in my ability to demonstrate leadership skills in academic performance, learning environment, and efficiency.

During back to school in-service, the teachers worked in grade level groups with the literacy coach, Learning Forward Coach, and the principal for two hour disaggregating grade level Benchmark data that they transposed onto data analysis sheets. We will continue to work in our PLCs disaggregating data and utilizing the data to make inform decision concerning the school's curriculum. The school has developed a sustained and shared vision among stakeholders.

Standard 8- Efficiency- School Organization and Fiscal Resources

Para-Professionals have been trained to work with at-risk students. Teacher has a daily schedule outlining when various instruction should take place. Again, two interventionists were hired by the district to work with at-risk students in math and literacy. The school's activity and curriculum schedule are fully aligned with the school's mission and goals.

Standard 9 Efficiency-Comprehensive and Effective Planning

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

Teachers are required to bring students' data to PLCs for discussion, review, and improving learning. Through the collecting of ongoing data, collecting goals, and objectives are formulated. An ACSIP committee has been formed to sustain the commitment made by the school to continue to improve students' achievement

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1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level.

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

The district will establish a Superintendent's Advisory Council (SAC). The council will consist of: Superintendent, Principal, Sig Team Members (5 teachers), SIG Site Coordinator, Community Involvement Partners (representative)

The SAC Council will meet twice monthly to discuss implementation and any barriers that may be impeding the efforts to implement the SIG Plan. Barriers will be identified by the Professional Learning communities (PLC), principal and teachers. Recommendation for policy changes to reduce barriers will be presented to the Board of Directors by the superintended as requested by the SAC Council.

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).

Summer Leadership Academy: The superintendent will approve the principal to attend the Summer Leadership Academy. The focus will center on effective and instructional leadership for building level administrations.

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

Spring of 2013, Lee county adopted the Gates Model for Instruction with assistance from Peggy Woolsey, ADE Consultant. The district will continue to partnership with Mrs. Woolsey but with flexibility that allows the teachers and Curriculum Coordinator to tweak the curriculum to the need of the student population as well as encompasses more writing into the curriculum units. The curriculum has been a help in teaching modeling effective classroom instruction in grades 3-6.

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

Marianna, Arkansas, Lee County is unique in its locality. Marianna is located twenty-five miles from Forrest City, forty-five miles from Tennessee, and twenty-five miles from Helena/West Helena. The town is centrally located, making it accessible for parent travel to doctor or dentist appointment provided they have transportation. Many of the students who transfer to Lee County School District are coming from surrounding schools within a forty-five mile radius of Marianna. Making Strong Intermediate School a hub for students who are sometime kicked out of school due to chronic negative behavioral problems or disagreement with school officials. Students who are removed from varied therapeutic family homes are often brought to Lee County and enrolled in one of the three schools in Lee County. Lee County School district over several years has experienced a lower decline in student enrollment. The enrollment count in October that is submitted to ADE is different throughout the years and constantly changing with the influx of new students who transfer in or leave the community. Strong has a high student mobility rate due to students moving into a home with their grandparents or other relatives. Teachers in Strong Intermediate travel forty to ninety miles one way each day to work in the Lee County School District. The students of Strong Intermediate have economic, social, and physical barriers that hinder their education. The faculty and staff are strong minded individual that is determined to reach and teach to the needs of Strong Intermediate student population. This is evidence of the long drive to Strong a lot of our teachers take. The community organization Men of Action volunteer to help the district at Strong Intermediate School through all mean possible. They are often seen helping in the cafeteria during lunch or breakfast duty. The district hiring of a new principal has made significant changes in the school culture and climate. The new principal brings with her experience in curriculum, content literacy, background in Social Work, and a strong foundation of how nonprofits and community action groups work collaboratively within the school to help bring about changes that carry over into the community.

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each priority school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

In addition to the needs assessment, which included an analysis of the disaggregated ACTAAP student data, there are a variety of other data that is used regularly. Student data include the Interim Assessments in Literacy, Math, and Science; the Diagnostic Reading Assessment (DRA), students writing samples, and (DSA) Diagnostic Spelling Assessment. Other non-student data about the school's current and past improvement efforts included in the consultant reports from Learning Forward the past three years. The district has also viewed discipline and parent involvement data and quarterly ACSIP review data, along with classroom walk through the data. All data reviewed led the stakeholders to the conclusion that significant turnaround efforts need to be taken to bring Strong Intermediate to the point where the school can be a school of choice for Marianna community.

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?

The Lee County School District has tried transferring or reassigning teachers within the district. The LEA has tried restructuring grade levels by transforming Strong Middle School into an intermediate school, housing grades 3-6 and shifting grade 7-8 grade to the high school. There has been a constant change in leadership at Strong Intermediate over the past five years, with four principals leading the school during that time. There has also been a constant change of superintendents in Lee County School District. The present superintendent has been in the present position one year. There has been a constant change of service provider within the past ten years. The change process is never easy, especially in a public school where there are stakeholders. The goal is always to improve the school to the point that it is a school of choice for all students. The Strong Intermediate School has been involved in significant school improvement efforts for ten years and is still failing to meet expected goals for student achievement. The district, school, and the school's partners feel that there is a need for the intensive intervention of the Turnaround Model through the help of an external provider.

2. **Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.** The district office staff is capable and committed to supporting the turnaround efforts. The staff is experienced, and it possesses the expertise to advise and assist the school's principal and teachers throughout the implementation and beyond with a best practice school model for effective schools.
3. **Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?** LEA has had several school improvement specialist provided through Arkansas Department of Education. Presently, Mr. Jack Hansen has been assigned the school improvement specialist for Lee County School District serving Strong Intermediate School. He has only been on the job for one month. The previous school improvement specialist was helpful in assisting the district in constructing their PIP plans and inform the school concerning formulating their

goals of the school ACSIP Plan. The district has not employed a school improvement specialist on the owner.

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

5. All of the schools in Lee County have been initiated with specific school improvement initiatives. New principals were hired for all three schools in the Lee County School District. The restructuring of all schools in the Lee County School District, shifted Whitten Elementary from a PK-5th to a Pk-2. The Strong Middle School was restricted to house 3-6 and renamed as an Intermediate School. Seven through eight graders recently housed at Strong was shifted to the high school. The school also utilized their reduction in force policy.

6. **Examine the LEA's staff organizational model to include the experience and expertise of the staff.** The superintendent is a product of Lee County School District. She has held teaching and building level positions in the district. The superintendent is supervised by the district school board that is comprised of former teachers and students from Lee County. The board is committed to changes within the district that provide for the academic needs of the students of Lee County School District. The district administrative staff consists one a curriculum director who has served as an assistant principal, literacy coach and classroom teacher in the Lee County School District. The school, LEA Supervisor supervises the school nurse and lend her knowledge of special education law assist the school principal in providing services to needy students.

7. **Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school.** Significant efforts will be made to recruit new staff for Strong Intermediate School. Through visiting teacher job fair, college recruiting officers, and advertising in the state newspaper, Arkansas Democratic Gazette. Using the state's formula for teachers' incentives, a significant sign-on bonus will be offered to eligible teachers.

Details about the bonus plan will be widely disseminated both within and outside the school system. District policies restricting voluntary teacher transfers will be waived for teacher requesting a transfer to Strong, who meets the eligibility requirements for the sign-on bonus. A selection process mirrors that of the rehire process spelled out above will be used in selecting new staff.

A significant retention bonus will be offered to teachers at Strong who are rehired and who meet specific growth and evaluative criteria. Details of this bonus plan will be developed and simulated to teachers and the District Lee County Education Association.

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

The district has used its federal funding to fund :
Title I Support personnel, materials and supplies and purchased services. NSLA funds support salaries and fringe benefits, science, math, literacy, art and music.

Professional development dollars are also budgeted for Lee County School District.

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

Listed below are resources the LEA plan to allocate to sustain and assist with implementation of the turnaround model. The ACSIP Plan will reflect funds that are available and allocated to the school will be utilized to support the instructional programs and the model as outlined.

LEA Plan to allocate resources	Model(s)	Alignment with SIG
Federal Resources		
Title I, Part A - Regular and stimulus funds (schoolwides or targeted assistance programs)	Turnaround, Transformation,	<ul style="list-style-type: none"> Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards.
1003(a) Statewide System of Support – AYP funds	Turnaround, Transformation,	<ul style="list-style-type: none"> Assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model.
Title II, Part A	Turnaround, Transformation	<ul style="list-style-type: none"> Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.
Title II, Part D - Ed Tech	Turnaround, Transformation,	<ul style="list-style-type: none"> Provide staff online job-embedded professional development. Promote the continuous use of student data through electronic means.
Title III, Part A - LEP	Turnaround, Transformation,	<ul style="list-style-type: none">
State Resources (suggested resources may include, but are not limited to, the following)		

TITLE II A	Turnaround, Transformation	<ul style="list-style-type: none"> • Identify and reward school leaders, teachers and other staff who have increased student achievement and graduation rates. • Recruit, place and retain staff with the necessary skills using financial incentives and increased opportunities for promotion and career growth. • Provide high-quality job-embedded professional development designed to assist educators in implementing the intervention model.
Professional Development – 2% of state general revenue for professional development	Turnaround, Transformation,	<ul style="list-style-type: none"> • Provide staff with high-quality job embedded professional development designed to assist them in implementing the intervention model.
Family and community (School Health funding and Grant)	Turnaround, Transformation,	

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

Unacceptable scores in student achievement and staff not maintaining a high level of expectations for self and students are the largest and the most critical barriers the school faces. The school’s climate and culture is not aligned to make the setting conducive to learning. Strong Intermediate School is faced with excessive teacher absentee and chronic student’s behavior problems. All schools in the LEA are in academic distress.

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

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

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

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

Transformation

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

The major barrier to any model of school intervention centers on the removal of staff who are not performing. Additional statutes need to be developed to address more rapid removal of staff in state directed schools. Other supports include State statutes requiring that teachers have at least 40 minutes of preparation time per day. State statutes also provide for a maximum class size and teacher load. This can support transformation in some ways or add barriers in other ways, however it would tend to be more supportive in nature in creating the transformed school.

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

There are no district policies that directly address transformation at this time, nor do any district policies limit, or create barriers to transformation. Some district policies address issues that pertain to the elements of effective schools and are revised as needed to address the school improvement needs of the schools. One example is the transfer policy, which might be put into action to change the staffing at the school.

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

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

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiative 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 selected intervention is the Turnaround Model which requires replacing at least 50% of the staff. Two of the greatest needs of Strong Intermediate are to improve low student achievement and to improve the quality of instruction. Replacing at least half the staff will allow the school to recruit and retain high quality teachers and instructional support staff. Financial incentives for both staff chosen to retain staff and for newly-recruited staff should provide motivation to improve student achievement. This motivation coupled with team-building efforts before the start of the next academic year should provide the renewal this school needs. Lee County School District (LCSD) does not foresee obstacles in implementing the Turnaround model, for the school(s) for which this application seeks 1003(g) School Improvement Grant Support. Where district or school specific issues emerge, the LCSD will coordinate within it region as well as engage external stakeholders as applicable so that policies and place will

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

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

Currently, the only way to replace half the staff at a school is to reassign this staff to other buildings within the school district. This tends to transfer the problem from one

school to another school that is performing at a higher level. There are currently no statutes that support the removal of teachers in a turnaround school through a process other than the one set forth in the Arkansas Teachers Fair Dismissal Law. It is not possible to remove fifty percent of the staff using this process, so the alternative is to transfer low performing staff to other schools. However, the district's policy on Reduction In Force does give credibility to the possibility of addressing the turnaround model sense the policy reads: The LEA Policy Code:GBKA Adopted:05-28-02 Revised: 06-20-06 reads: The school Board acknowledge its authority to conduct a reduction in force (RIF) when a decrease in enrollment or other reason(s) make a reduction necessary or desirable. The word other reasons provide credence for possible reasoning being the need to reinstall teachers based on certain criteria.

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

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

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Great River Service Cooperative			Professional Development, Technology support	Provides districts with technology support and professional development aimed at meeting individual needs of the school(Public Schools)
Learning Forward			Consulting firm that provides schools in academic distress training in effective leadership.	All of Learning Forward personnel have extensive background in effective school turnaround and professional backgrounds that a surmountable.
Lee County Health Department			Public Health	Arkansas Public health department are a part of all the communities in Arkansas providing clinical and community health services
(Local clinic)			Public Health clinic that provides medical services to the	

			Lee County community	
Community partners	n	Y	Varied forms of support from parents and community	Research supports parental and community involvement in schools
Office of Educational Policy	N	Y	Technical assistance for performance pay component	Experience in development and implementation of Differential Pay for performance plans in Arkansas public schools
Lee county School District Office				
Department of Human Service	N	Y	Public Social Service agency	The local DHS office provide service to needy families and their children in the community,

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)
Learning	No	Y		

Forward			Consultation	
Counseling Provider	No	Y	Counseling/parental support	
Great River Service Cooperative	No	Y	Professional development	
Health Clinic	No	Y	Coordination of Health Service	
Department of Human Service	No	Y		

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: Turnaround Model

B. Second Best Fit: Transformation

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

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

The Transformation Model

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

The current principal, Linda Davis was hired in the position of school principal July 2013 at the start of the 2013-2014 school year. Prior to this assignment, she served as the Special Education Reading Specialist for five years at Dollarway School District in Pine Bluff. As a Special Ed Reading Specialist in a school located in a Title 1 elementary school serving a high needy population (greater than 95% of Dollarway students were eligible for free or reduced priced lunches). Mrs. Davis completed her undergraduate teaching preparation at the University of Arkansas at Pine Bluff and her Master in School Administration and Curriculum Program Administration from Harding University in Searcy Arkansas. She has also successfully completed the rigorous professional development program through workshops and online courses. Mrs. Davis received a second Master from Grand Canyon University in Curriculum and Instruction with an emphasis on reading. Since Mrs. Davis hiring as Strong Intermediate School principal, Mrs. Davis is making strides to become an effective instructional leader. Under her leadership, the school has adopted a strong focus on the quality of instruction by implementing ninety minutes of teacher collaboration time with the instructional facilitators twice a month. Other instructional enhancements includes implementing/activating the school leadership team and activating and promoting a culture of learning for all students. Based on these accomplishments, the district supports retaining Mrs. Davis as principal of Strong Intermediate. To further her development as an instructional leader, the school district will continue to provide a mentor to Mrs. Davis during the 2014-2015 school year, along with support from consultants and GRSC.

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

LCD will approve the teacher hiring processes at the site level to ensure the process aligns with appropriate an intervention strategy as outlined. The goal will be to create a cadre of highly-effective teachers for Strong Intermediate, who will have high expectations for students, the ability to raise performance of low-achieving students, a high commitment to the turnaround and the ability to work collaboratively with other educators. The district staff will align their efforts to support the implementation of the turnaround model. The district curriculum coordinator will work closely with providers to ensure consistency with district

initatives and provide support as needed for full implementation of activities as outlined in this grant.

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

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

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

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

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

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

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

The LEA will support Strong Intermediate full implementation of the Single School Culture Model by fully insuring the school incorporate all three components of the program: Academics, Behavior, and Climate.

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

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

When the district receives approval of the SIG application, the district leadership team will examine every aspects of Strong plan to determine the specific

practices or policies that are needed to implement the intervention fully and effectively. The school's current leadership team will review the completed and approved application for the needed changes within a week of receiving the information from the district. Some changes may require immediate action.

The principal and leadership team will examine the grant for designated needed changes, exam the findings of the current school leadership team, and review requirements made by the district in response to the application. The district superintendent will activate the Superintendent advisory council to assist with the need of policy changes to implement the turnaround model.

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?

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

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

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

Year 1-year additional interventionist will be supported full time with 1003(g) SIP funds and one math specialist will be funded through Title I funds: Additional interventionist will be funded by the district. We believe that this

should be sustainable with Title I and district funds taking the place of 1003(g) Funds in year 4 and beyond.

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

The superintendent will set up an advisory council that direct and assist the school and the superintendent in ensuring the SIG grant is implemented with fidelity and provide the support to eliminate any barriers the school face.

The Turnaround Model

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

The LEA will attend teacher job fairs and college recruiting office to solicit highly qualified teachers to work in Lee County Schools. The LEA will advertise in the Arkansas Democratic Gazette for new teachers and support staff. The Gazette covers all of Arkansas. Immediately upon approval of the grant, the superintendent will contact school recruitment officers to inquire about forming a relationship with the LEA to recruit graduating educational major to Lee County School District. The Superintendent will provide the university will pamphlets concerning sign on bonus and teachers deferential pay in hopes of recruiting highly qualified teachers who achieved in their academic efforts in obtaining certification in education.

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

The current principal, Linda Davis was hired in the position of school principal July 2013 at the start of the 2013-2014 school year. Prior to this assignment, she served as the Special Educaiton Reading Specialist for five years at Dollarway School District in Pine Bluff. As a Special Ed Reading Specialist in a school located in a Tile 1 elementary school serving a high need populatioon (grater than 95% of Dollarway students were eligible for free or reduced priced lunches). Mrs.Davis completed her undergraduate teaching preparation at the Univeristy of Arkansas at Pine Bluff and her Masters' in School Administration and Curriculum Program Administration from Harding Univeristy in Searcy Arkansas. She has also successfully completed regorous pffessional development program through workshops and online courses. Mrs. Davis received a second Master from Grand Canyon University in Curriculum and

Instruction with an emphasis on reading. Since Mrs. Davis hiring as Strong Intermediate School principal, Mrs. Davis is making strides to become an effective instructional leader. Under her leadership, the school has adopted a strong focus on the quality of instruction by implementing ninety minutes of teacher collaboration time with the instructional facilitators twice a month. Other instructional enhancements include implementing/activating the school leadership team and activities and promoting a culture of learning for all students. Based on these accomplishments, the district supports retaining Mrs. Davis as principal of Strong Intermediate. To further her development as an instructional leader, the school district will continue to provide a mentor to Mrs. Davis during the 2014-2015 school year, along with support from consultants and GRSC.

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

Significant efforts will be made to recruit new staff for Strong Intermediate School. Through visiting teachers job fair, college recruiting officers, and advertising in the state newspaper, Arkansas Democratic Gazette.

- Using the state's formula for teachers' incentives, a significant sign-on bonus will be offered to eligible teachers.

Details about this bonus plan will be widely disseminated both within and outside the school system. District policies restricting voluntary teacher transfers will be waived for teacher requesting a transfer to Strong, who meets the eligibility requirements for the sign-on bonus. A selection process mirror that of the rehire process spelled out above will be used in selection new staff.

- A significant retention bonus will be offered to teachers at Strong who are rehired and who meet specific growth and evaluative criteria. Details of this bonus plan are included.

Finally, under the SIG grant, Strong Intermediate will implement an incentive pay system which will provide annual bonuses for all staff when specific growth criteria are met. Three levels of bonuses will be offered under this plan:

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

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

Strong Intermediate currently has 20 teachers of core and non-core academic subjects, and 8 non-instructional staff members. Based on the total of 28 staff members, no more than 14 of these individuals may be rehired at Strong for the 2014-2015 school year. To be eligible to reapply, instructional staff must have been rated proficient on their most recent evaluation, as well as, have met the status of meeting growth on their most recent improvement plan if one has been implemented. Or the teacher must have received nothing less than a three in all areas of their most recent summative evaluation. Non-certified staff must have received an acceptable rating in the areas of their most evaluations. In order to determine which staff member are to be rehired, the principal with partnership with district staff, will implement the following selection process. All eligible staff wishing to remain in Strong Intermediate school will:

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

Using the entirety of the input above, the principal will make offers to hire no more than 14 members of the staff. The offers will include a requirement that the recommended staff members sign a letter of commitment to actively support and participate in Strong SIG's turnaround plan.

5. **How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?**
6. The language in the teacher contractual agreement will be adjusted to read: I am willing to work collaboratively across grade levels and use best practice in teaching and managing my classroom to reach and teach all students. If there is limited progress in my student's academic achievement using end of year data, there will not be a bonus provided to me. Those teachers that remain in the school will receive bonus pay based on the 2013-2014 benchmark data in hopes teacher will want to return and work towards the goal of the turnaround model.
7. **What supports will be provided to staff selected for re-assignment to other schools?**

IF there is staff that has been chosen for re-assignment, they will receive on-going professional development to prepare the staff for the new model of a turnaround school. The school's instructional facilitator will be held responsible for providing the transfer teacher the necessary support the teacher will need to be successful.

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

There are negative budgetary implications of retaining additional staff. This action of retaining surplus staff has caused school districts across the state to be designated in fiscal distress. Lee County does not wish to become designated by the state of Arkansas as being a school that is in fiscal distress.

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

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

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

Specific employees will be involved in the process of providing adequate resource and support to Strong Intermediate School. District level Curriculum Coordinator, Superintendent, LEA Supervisor, district Parent Coordinator, gifted and talent coordinator, Professional Learning Communities and School Leadership will support the school in various ways, such as, conducting walk-throughs with follow up feedback sessions, modeling classroom instructional strategies, providing job-embedded professional learning to leaders, teachers,

and support staff, and monitoring collaborative and vertical team meetings. The LEA will meet monthly with school level administrators as an effort to build leader's capacity as the instructional leader and aid in sustainability of required strategies for the Turnaround Model.

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

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

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

The LEA will support Strong Intermediate full implementation of the Single School Culure Model by fully insuring the school incorporate all three components of the program: Academics, Behavior, and Climate.

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

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

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

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

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

Site-leveling hiring.

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

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

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

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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
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State Education Agency	An ADE staff member is assigned to assist the school with any school improvement matters, including assisting in the writing the school improvement plan.
Local Education Agency Superintendent of Schools	The Lee County School District will assist with monitoring the interventions the school implements through district walk-through. The superintendent is assigned to supervise the school and to evaluate the principal. The curriculum, staff is also available to assist the schools.
Internal Partner (LEA staff) Director of Curriculum	The curriculum Director will provide for membership as part of the school core planning team.
Lead Partner Learning Forward	Learning Forward will be responsible to provide their comprehensive school design, technical support services. This consultant will be on site weekly.
Support Partner Learning Forward	Learning Forward will continue to provide support to the school through weekly visits. Modeling research based strategies, and supporting the principal in her efforts to change the climate and culture of the school.
Principal	The principal will ensure the chosen model is implemented with fidelity. Through monitoring daily implementation based on a protocol. Mrs. Davis is expected to provide leadership and to implement all necessary activities.
School Staff	All staff will be committed to working together to change the projector of the school for the past ten years. Through implementing the chosen curriculum, planning with colleagues, monitoring, adjusting instruction to reach all students. They will sign a letter of commitment upon signing their contracts.
Parents and Community	The parents and community are expected to support the activities of the school. Sit in on meetings and provide guidance on ways to increase parent involvement in the school.

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

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

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

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

The intervention partner and the Lee County School District will be expected to provide high quality, job embedded professional development to the entire staff at Strong Intermediate School, as well as to provide focused school-wide professional development as needed. The intervention partner will focus on Social Studies, Science in addition to Math and Literacy, providing specific assistance to the teachers in that program. The intervention partner will make recommendations to the principal on how to improve the culture of the school, and work with the leadership team to improve the overall culture of the school.

The intervention partner will work with the principal in the area of leadership, assisting with the leadership team, in establishing the Response To Intervention Committee process, and in conducting Professional Learning Community activities.

The District Literacy and Math Facilitators, gifted and talent director, parent director, school Social Worker/Human Resource personnel, Dean of Students and principal will meet monthly with the curriculum director to discuss progress and suggestions that either individual may wish to communicate. Any area of concern or priority issue should be discussed in these meetings. At the end of each year, the intervention partner, the Curriculum Director, and the Director of School Improvement will complete a Program Evaluation of the progress made toward the goals established in the Turnaround Model for Strong Intermediate School. A report of this evaluation will be forwarded to the Superintendent and presented to the school board.

Once notified of the approval of the SIG grant, the LEA and its team will meet with the community partners to forge the relationship on building the capacity to open the school based health clinic.

Lead Partner performance expectation: Learning Forward

1. Onsite, job-embedded professional development and support will be provided for 291 days during the 2014-2015 school year for Common Core implementation and full utilization of research based practices necessary for school improvement to occur.

School Improvement Support:

- 1) Leadership Support for the principal and school leadership team- (School Improvement Specialist) 90 days
- 2) Job embedded professional development and support for Literacy teachers for 80 days
- 3) Job embedded professional development and support for Math teachers 40 Days
- 4) Job embedded professional development and support for Special Education teachers 35 days
- 5) Job embedded professional development and support for Science and Social Studies teachers 46 days

II. Great Rivers Education Cooperative

- 1) Professional Development and support on identified needs
- 2) Technology Support and integration personnel

III. Office of Education Policy

- 1) Development of Differential Pay for Performance Component
- 2) Training for district leadership and Strong Intermediate Staff on Differential Pay for Performance

Benchmarks outlined by quarter for each Lead and Supporting partner as listed below.

1st Quarter Benchmarks

I. Lead Partner Performance expectations: Learning Forward Consulting

Leadership Support

- * 25% of the technical assistance completed
 - * Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
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- * Data from interim assessments analyzed and data walls created
 - * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum with agendas and minutes
 - * Technical assistance in effective instructional leadership practices provided to building administrator
 - * Technical assistance provided in the correct and complete implementation of Classroom Walk-Through to include daily walk-throughs
 - * Action plans created for specific areas of improvement based on identified teacher and student needs
 - * Weekly PLCs with agendas and minutes
 - * Assisted with initial staff training on appraisal system and performance pay component completed with agendas and minutes of training sessions
 - * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus maintained
 - * Discipline committee created and school plan developed
 - * Planned parental involvement/engagement sessions
 - * Completed New Teacher Orientation for teachers new to Lee County
 - * Assessed the needs of basic supplies needed for mathematics and literacy instruction and placed order

Literacy/Mathematics/Science/Social Studies Support

- * 25% of the technical assistance completed
 - * Evaluated present literacy and mathematics curriculum and determined degree of vertical and horizontal alignment.
 - * Identified curriculum gaps and overlaps in present curriculum and determined approach to ensure vertical and horizontal alignment
 - * Strategically used the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
 - * Analyzed instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices in use
 - * Monitored and supported student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year.
 - * Assessed current use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
 - * Introduced learning activities that require students to complete assessment tasks that mirror Common Core State Standards
 - * Established classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
 - * Modeled High Yield strategies in classrooms and PLCs; share useful strategies as needed by teachers with emphasis on needed skills/concepts
 - * Evaluated classroom assessments for rigor
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- * Assisted teachers and Literacy and Math Coaches in using Common Core and supplementary resources to create assessments
 - * Provided teachers with performance feedback after classroom observations and modeled strategies they incorporate in the classroom
 - * Analyzed student data from formative assessments including both teacher-created and district-created tests; provided instruction on planning for reteaching and remediation according to data
 - * Train first cohort of students and teachers in student-led conference process
 - * Classroom Libraries - Completed elements: inventories of current novels; novel lists compiled and ordered per grade level based Common Core State Standards

Special Education Support

- * 25% of the technical assistance completed
- * Established processes and procedures for special services teachers to support benchmark readiness for special services students
- * Established processes and procedures for timely and accurate completion of assessments for special services students
- * IEP committee convened to conduct a review of IEPs to determine appropriate placement, necessary revisions made, modifications provided to teachers

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted Lee County School District Technology Coordinator as requested with technical assistance needs at Strong Intermediate School
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

- * Initial Strong Intermediate staff meeting conducted to review components of Differential Pay for Performance component of SIG based on student achievement and administrator/ teacher evaluations
 - * Timelines for collection of student and teacher data established with Lee County School District Superintendent
 - * Provide technical assistance in creating teacher report cards.
 - * Develop year end growth goals with school staff
-

2nd Quarter Benchmarks

I. Lead Partner Performance expectations: Learning Forward

Leadership Support

- * 50% of the technical assistance completed
- * Assisted with implementation of the Arkansas Smart Accountability Plan and ACSIP
- * Data from interim assessments analyzed and data walls updated
- * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum with agendas and minutes
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
- * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
- * Weekly PLCs with agendas and minutes
- * Continue staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
- * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
- * Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine
- * Technology walkthroughs conducted to assess technology integration in lesson delivery

Literacy/Mathematics/Science/Social Studies Support

- * 50% of the technical assistance completed
 - * Assisted teachers in the development of lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning in every classroom
 - * Monitored strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
 - * Provided job-embedded professional development (modeling in classrooms and one- on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices
 - * Provided varied student-centered instructional practices and individualized student plans to promote mastery learning in each classroom
 - * Facilitated professional development and coaching to address use of high yield instructional strategies, techniques addressing various learning styles, higher-order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
 - * Provided feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror Common Core State Standards
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- * Monitored classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
 - * Student-Led Conferences held and additional students/teachers trained

Special Education Support

- * 50% of the technical assistance completed
- * Monitored processes and procedures for special services teachers to support benchmark readiness for special services students
- * Monitored processes and procedures for timely and accurate completion of assessments for special services students
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special services students
- *

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Integration and Professional Development

- * Assisted Lee County Technology Coordinator as requested with Technical assistance needs at Strong Intermediate
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

- * Collected student and teacher data available to prepare for calculating Differential Pay for Performance once student test scores arrive

3rd Quarter Benchmarks

I. Lead Partner Performance expectations: Learning Forward Leadership Support

- * 75% of the technical assistance completed
 - * Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
 - * Data from interim assessments analyzed and data walls updated
 - * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
 - * Technical assistance in effective instructional leadership practices provided to building administrator
 - * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
 - * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
 - * Weekly PLCs with agendas and minutes
-

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- * Continued staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
 - * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
 - * Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine
 - *

Literacy/Mathematics/Science/Social Studies Support

- * 75% of the technical assistance completed
- * Monitored the use of instructional calendars, lesson plans, and individual student plans
- * Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research based practices
- * Monitored strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
- * Facilitated professional development to include PLCs and provided job-embedded coaching to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, and multiple intelligences, and effectiveness of data disaggregation
- * Provided feedback and additional instruction to teachers as teachers used authentic assessments and rubrics to complete assessment tasks that mirror Common Core State Standards
- * Provided techniques for electronically sharing of lesson plans, curriculum maps, total instructional alignment documents, and sample strategies
- * Student-Led Conferences held and additional students/teachers trained

Special Education Support

- * 75% of the technical assistance completed
- * Monitored and supported special services teachers in the implementation of processes and procedures for special services teachers to support benchmark readiness for special services students.
- * Monitored and supported special services teachers in the implementation of processes and procedures for timely and accurate completion of assessments for special services students.
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special needs students.

II. Supporting Partner Performance Expectations: Great Rivers Education

Cooperative

Support for Technology Integration and Professional Development

- * Assisted Lee County School District Technology Coordinator as requested with Needs at Strong Intermediate School
- * Supported teachers integrating technology to enhance instruction
- * Technology: additional applications researched; lessons designed using new applications

III. Supporting Partner Performance Expectations: Office of Education Policy Differential Pay for Performance

- * Meet with Superintendent and School Leadership to review final process in calculating Differential Pay for Performance.
- * Analyze and disseminate mid-year data to teachers
- * Conducted meeting with all Strong Intermediate staff regarding Differential Pay for Performance Component and year end process

4th Quarter Benchmarks

I. Lead Partner Performance expectations: Learning Forward

Leadership Support

- * 100% of the technical assistance completed
- * Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
- * Data from interim assessments analyzed and data walls updated
- * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
- * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
- * Weekly PLCs with agendas and minutes
- * Continue staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
- * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
- * Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine

Literacy/Mathematics/Science/Social Studies Support

- * 100% of the technical assistance completed
-

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- * Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research based practices
 - * Evaluated strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
 - * Provided one-on-one feedback to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
 - * Paralleled data analysis, authentic assessments, and rubric application to hone assessment tasks that mirror Common Core Standards.
 - * Evaluated effectiveness of techniques for electronically sharing of lesson plans, curriculum maps, total instructional alignment documents, and sample strategies and determined next steps in the process.
 - * Student-Led Conferences held and additional students trained

Special Education Support

- * 100% of the technical assistance completed
- * Monitored and supported special services teachers in the implementation of processes and procedures for special services teachers to support benchmark readiness for special services students.
- * Monitored and supported special services teachers in the implementation of processes and procedures for timely and accurate completion of portfolio assessments for special services students.
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special needs students.
- * Specialists will provide job-embedded professional development, demonstration lessons, resource evaluation and opportunities for continuous reflection, discussion, and processing of new learning throughout the 2014-2015 school year.

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted Lee School District Technology Coordinator as requested with needs at Strong Intermediate School
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

- * Compute year end growth and bonus amounts based on selected measures.
 - * Complete evaluation of effectiveness of the program.
 - * Teacher report cards delivered as soon as assessment data from state is available
-

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

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

The intervention partner, Learning Forward will be expected to be in regular communication with the school principal and the state's Improvement specialist and will meet monthly with the Curriculum Director. The daily reports written by the principal will be reviewed as they are received and updates on progress will be discussed in the meetings. At the end of each year, a joint program evaluation will be conducted by the district Curriculum Director,

SIG coordinator and/other representative of the external partner, and the district administrators. The report of this evaluation will be forwarded to the superintendent of school and presented to the school board.

Sign-in sheets from meeting and all professional development trainings will be kept on file in the principal's office. All meetings among partners mentioned in the SIG application will consist of a sign-in sheet for verification of the meeting or activity.

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

The SIG sit Coordinator will be the lead in this implementation at the central office, and will act as the source of information concerning direction from the State. The lead partner and the SIG site coordinator will have regular communication and will have established meeting dates each month in order to discuss implementation issues. We already have a good working relationship with the team of Learning Forward that will be assigned to Lee County School District. Cheryl Kerhbeil has worked with the school district for three years and a good relationship has already been forged with her. There will be some changes in the structure of the support provided by the intervention partner but these changes will also strengthen the working relationship. The principal is very committed to this undertaking and has already acknowledged that a good relationship has been developed with the Mrs. Kerhbiel. The principal strongly recommended that we stay with Learning Forward as our lead partner because of this strong relationship. The overall Lee Count Community is committed to Strong Intermediate School a mileage was passed in October, but there is a need to strengthen parent and community involvement in the school.

Lee County already receives lots of state support through improvement specialist and curriculum consultants. The staff at Strong Intermediate have built a relationship with state specialist and look forward to the continue support.

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

We plan to increase the number of night programs where parents are invited to the school to interact with faculty and to observe the learning activities that are taking place at the school.

Next year, in addition to the two parent conference days, the school will conduct an Open House, a Math Night, a Literacy Night, and will conduct home visits. The principal will also mail or email a monthly news letter to parents. Parents have a Parent Center available at the school and are welcome to use school computers to access general information or Edline in order to check their student's grades and assignments. The office of Education Policy will provide explanations and clarification to leadership and staff on development and implementation of the Differential Pay for Performance Component of the SIG.

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

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

**Step 6: Intervention Models Needs Assessment Review Committee
Committee Members**

Name	Role
Linda Davis,	Principal
Michelle Branch	, Curriculum Director
Patricia	Math Instructional Facilitators
Kiesha McGruder, Literacy Instructional Facilitators	Literacy Instructional Facilitators
Lori Ginn	LEA Supervisor
Willie Branch	Teacher

Lois Paschal	Teacher
Kesha Gardner	Teacher
Charles Robinson	Teacher
Theodore Shumpet	Counselor
Kim Edwards	School Human Service Worker
Willie Murdock, Superintendent	
Layfette Smith	Parent Coordinator
Jonny Jones	Gifted and Talented coordinator

Meetings

Location	Date		Location	Date
Central Office	4/5/2014			
Central Office	4/19/2014			
Strong Intermediate School	4/21/2014			
Strong Intermediate School	4/24/2014			

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

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

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

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

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

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

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

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

SECTION B, PART 3:

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

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

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

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal.	Implementation Date	Completion Date	Person Responsible
Reading Naturally Literacy classes will be scheduled for students who are no more than two years below grade level	A 10% increase in proficiency Rate on ACTAAP literacy assessments for assigned students	Growth recorded on interim assessments. Annual analysis of proficiency levels based on ACTAAP testing	June 2014	Annually	
The literacy instructional facilitator will administer the DRA and Fluency checklist to students at least twice per year to set prescriptive learning goals for the students and to monitor growth.	Each student will make at least one year of growth each year.	Recorded growth on pre- to post assessments. Annual analysis of growth.	June 2014 and	annually	
Teachers will implement the Workshop Model, following district curriculum maps and implementing high-yield strategies.	1.3Classroom walkthrough and focus walk data will be collected and analyzed.	Classroom walkthroughs logged in the Teachscape website. Focus Walk analysis as part of daily or weekly report.	August 2014	annually	
A summer enrichment class will be held in literacy, allowing students to continue reading and participating in interesting learning activities.	A pre- and post-test will be administered during the summer enrichment program.	Results of post assessment.	July 2014	Annually	
The Response to Intervention Committee will have regular meetings no less than monthly and keep records on interventions and students' response to the interventions.	Meeting minutes will include the interventions being implemented for each student served and responses to the interventions will be maintained as well	Meeting minutes and intervention attempts.	Monthly reports to Dir. Sep. Ed		

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

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

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

Objective	Measureable Objectives	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Utilize Scholastic Math SMI for students who are no more than two years below grade level	A 10% increase in proficiency rate on ACTAAP Math assessments for assigned students.	Growth recorded on interim quarterly assessments. Analysis of annual proficiency rates on ACTAAP tests.	June 2014 and	annually	
The Math instructional facilitator will use data from the Interim Pre-test to set prescriptive learning goals for the students who are below proficient and will monitor growth during interim assessments.	All students will show at least on year of growth in one year.	Written analysis of interim assessment along with written analysis of growth on quarterly assessments.	May 2014	Annually	
Teachers will implement the Workshop Model, following district curriculum maps and implementing high-yield strategies	Classroom walkthrough and focus walk data will be collected and analyzed.	Classroom walkthrough and focus walk data will be collected and analyzed quarterly and annually will be submitted to the Administrative Director of Secondary Education	June 2014	and annually thereafter	
A summer enrichment programs will be held to allow students to do interesting math learning activities.	A pre- and post-test will be administered during the summer enrichment program.	A pre- and post-test will be administered during the summer enrichment program. A report of gains made during the summer program will be forwarded to the Administrative Director of Secondary Education	July 2014	and annually.	
The Response to Intervention Committee with have regular meetings no less than monthly and keep records on Math and behavior intervention	Meeting minutes will include the interventions being implemented for each student served and responses to the interventions will be maintained as well.	Meeting minutes will be maintained and will include the interventions being implemented for each student served and responses to the interventions will be maintained as well.	Monthly reports to Dir. Special Education		

Teacher incentives will be paid to all teachers if there is a 10% growth goal is met	Ten percent growth in Literacy and Math	2.6 Reaching 10% annual goal based on analysis of ACTAAP	August 2014		
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School Improvement Grant - Section 1003(g) LEA Goals and Objectives					
Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.					
Goal					
Ensure that all faculty and staff is provided with rigorous, differentiated, on-going professional development experiences that deepen teachers' skill level and translate into improve student achievement levels.					
Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Provide for on-going job embedded professional development	Develop a professional development plan that aligns school documents, turnaround plan, school behavior plan, et	Professional development plan Session agendas PLCS agendas	9/2014	On-going	Math, literacy instructional facilitator and principal
Technology integration training that advances teachers knowledge on how to integrate technology	Organize technology professional development sessions that focus on the meaningful integration of various platforms (laptops) into content, specialty, and support are daily instruction.	Lesson plans, session agenda, and CWTs	9/2014	On-going	Building Principal

Literacy training for all core teachers	Provide training in content-area literacy instructional skills to ensure all teachers are supporting students reading, writing, speaking, and listening development	Session agenda, teacher implementation, CWTs, Focus walks, improvement in students test scores, and teacher observations formal and informal	10/2014	On-going	Building principal and Literacy Coach
Provide teachers with tools and the knowledge to utilize data	Collaborate through faculty trainings, Professional Learning Community, and individual training session to provide specific professional development around data collection, analysis, and data-driven decision making utilizing Rick Stiggin's model of unpacking standards.	PLC notes Training sign-in sheets	9/2014	On-going	Literacy/Math facilitator Building Principal

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

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

Goal Provide for students and the community through school based resources

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Establish a School based Health Clinic	The number of students and community members that utilize the resource of a clinic. Recruit a RN Advanced nurse/Nurse Practitioner	Announcement and recruitment of applicant, hiring of applicant, list of referrals from and to the SBHC	10/2014	12/2014	Building Principal, Superintendent and School Partners
Organize school based health clinic around community partners resources	The number of partners members that agree to work collaboratively with Lee County School District School Based Clinic	Partners sign in sheet and established memorandum of understanding	9/2014	10/2014	Building Level Principals
Construct a parent center that offer parent the opportunity for training in using the internet, resume writing, faxing and keyboarding	Parent utilizing the resources available to them through school resource	Parent sign-in sheet from the parent room. Meeting and training offered through the school	10/2014	10/2014	District parent coordinator and school level parent facilitator
Early Riser training to establish parents involvement in their students behavior plan	Reduce the number of students with chronic behavior sent to the principal office	Classroom referrals	9/2014	9/2015 ongoing	Dean of Student and counselors, classroom teachers

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

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

Goal: The school leadership and staff provide a foundation consistent with best practices in modifying school's climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrator and staff will demonstrate high expectations for learning, discipline and attendance.	Consistently implement policies and procedures for student behavior as outlined in teacher and student handbook.	Agenda and minutes reflecting training of staff, teachers and students on policies and procedure as outlined in the teacher and student handbooks.	August 2014	May 2015	Building Principal
	Insure students and teachers are implementing the school chosen behavior model.	Individual Growth Plan that document training and support provided to individual teachers as needs are determined.	August 2014	On-going	Building Principal
	Increase students attendance rate by 3% over the previous year.	State Attendance Rate for 2014-2015and 2015-2016	August 2014		District Test Coordinator
	Decrease the percentage of discipline referrals by 10% over 2014-2015	Teacher category forms that documents parent contact and notification	August 2014	Building Level Principal and Dean of Student	
	At least 10% annual growth in the percentage of students	CWT data indicates an increase level of management to include the use of high		Building level	

	scoring proficient or advanced on the end of year state assessment Increase teacher attendance rate by 7 percentage points for 2014-2015	yield strategies and technology. Monthly Teachers Attendance Report	August 2014 August 2014	8/2016	Principal
Establish a Single School culture model based on an established protocol.	Reduce students behavior and lesson the need for students to be sent to the principal office	Students office referrals, good behavior rewards, on-time-on every time awards, clean sweep award given to classroom with no behavior problems	8/2014	ongoing	Building principal, Leadership Team, Dean of Student
Establish a workable environment consistent with mastery-approach to goal orientation to improve teachers' skill level.	Training on Efficacy with the Efficacy Institute to establish desirable outcomes of a situation	Sign in sheet, teachers turnaround attitude established from external providers reports, teacher of the month, Professional Growth Plans	8/204	On-going towards the gestalt	Building Leadership
Prepare students for college readiness	Students increase in assessment performance, student talk concerning being promoted to the next grade.	Minute from student council meetings, student TLI data, end of year benchmarks, parental involvement	9/2014	On-going	Building Principal, parents,

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

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

Goal To increase students proficiency in literacy and math through providing teachers with professional development target at increasing teachers knowledge in technology, and implementation of best practices for instruction/assessment including the use data to analyze students data

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Increase teachers knowledge on effective math strategies and integration of technology</p> <p>To fully implement professional development strategies for improvement of technology integration</p>	<p>Increase in students' performance on standardize assessments</p>	<p>TLI intern assessment and End of Year assessments</p> <p>Incorporate use of Interactive Board into classroom instruction which will include, math resources-visual Learning animations and electronic manipulative; investigation into number, data and space games activities Provided district-level coaching support for math content area teachers (2 days a week)</p>			

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

Goal retrain, rehire and recruit highly qualified staff for Strong Intermediate School

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress	Implementation Date	Target Completion Date	Person Responsible
<p>Start the 2014-2015 school year off 100% staffed with highly qualified and trained individuals prepared to implement strategic research-based strategies, and will be provided feedback and support throughout the 2014-2015 school year</p>	<ul style="list-style-type: none"> ▪ Hire and retain high performing qualified staff using some or all of the following tools: ▪ Early recruitment and interview of Qualified candidates ▪ Central office pre-screen candidates using Haberman PreScreener ▪ Contract with Teach For America ▪ Provide Contingency contract for strongest teacher candidates ▪ Provide signing bonus ▪ Provide retention bonus for returning teachers ▪ Develop Performance Based Incentive Plan ▪ Develop year-long recognition plan for teachers and employees to support positive working environment ▪ Strengthen Teacher of the year program 	<p>Employment Interview Employment Recommendation Vacancy posted in state newspaper Signed contracts Walk-through and formal observations Follow-up conferences</p>	<p>April 2014 to June 2014</p>	<p>August 2014</p>	<p>Superintendent Principal Board of Directors</p>

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

Goal Strong Intermediate School shall increase parent and community involvement by establishing a parent advisory council that will collaborate with community resources and business in order to support the instructional program of the school

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress	Implementation Date	Target Completion Date	Person Responsible
By June 2015 parent and community involvement shall increase by 10%	<ul style="list-style-type: none"> ▪ Provide curriculum nights for parents ▪ Provide partners workshops ▪ Provide quarterly parent/teacher meeting opportunities. ▪ Develop and Implement DADS Day on Campus Program ▪ Develop and Implement PTO Program ▪ Strenghten volunteer program ▪ Research and Link Community service agencies to the School Site Based Clinic 	Quarterly reports for attendance for : <ul style="list-style-type: none"> ▪ Curriculum night ▪ Parenting partners Schedule meetings: Dads Day on Campus Volunteer Attendance PTO Meeting Agendas and Minutes	9/2014	On-going	Parent Coordinator and principal District Social worker Dean of Student School Climate Committee

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 The students of Strong Intermediate school will experience Positive Behavior Interventions and Supports that focus upon recognizing and rewarding students for excellence in attendances, behavior, and academic performance. This program along with the items listed in the School Single Culture Model will support and extend learning and academically advanced and students who demonstrate good behavior.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress	Implementation Date	Target Completion Date	Person Responsible
<p>By September Strong Intermediate will develop school-wide PBIS Program that recognizes and rewards students for excellence in attendance, behavior, and academic performance as well as supporting academic advancement and college and career readiness</p>	<ul style="list-style-type: none"> ▪ Growth and Extension of present PBIS Program including emphasis on character education. ▪ Planning and implementing AVID to coincide with PBIS ▪ Planning of experiential learning opportunities and celebration activities 	<p>Agenda and minutes of PBIS Committee Lessons plan demonstrating inclusion of character education Student recognition day Observation Walk-throughs Attendance lists</p>	<p>9/2014</p>	<p>On-going through -out the school year</p>	<p>PBIS Committee Student Council</p>

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

Goal : Strong Intermediate will improve 21st century available for instructional use by replacing outdated, disabled, and malfunction interactive boards with newer board attached to a service agreement.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress	Implementation Date	Target Completion Date	Person Responsible
By September 2014 Strong Intermediate School will ensure every classroom is retooled or upgraded to a new interactive board.	<ul style="list-style-type: none"> ▪ Assessment of each classroom is order to determine needed hardware to connect devices ▪ Instillation of devices ▪ Training on use of devices 	Walk-through visits Administrator and peer-walk through and formal observation PLC minutes PD Sign-in Sheet Lesson Plans	8/2014 receipt of order 8/2014 completely set-up of classroom without a Whiteboard	10/2014	District technology personnel and principal

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

Goal Strong Intermediate will provide additional learning opportunities outside the regular school day and school year for students who have not demonstrated adequate growth and/or proficiency in reading and math.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress	Implementation Date	Target Completion Date	Person Responsible
By September 2013 Strong will identify up to 20 students per grade level that are in need of tutorial services in reading and/or math. These students will be afforded the opportunity to attend tutoring after school to improve deficient skills	<ul style="list-style-type: none"> ▪ Review of available data to group students ▪ Creation of tutoring schedule ▪ Determination of tools and materials to be used in program ▪ Communication with parents and homes ▪ Resolution of transportation issues ▪ Implementation, review and adjustment of program parameters 	Review of Pre and Post measurement data from assessments administered in program By-monthly observation by after school administrator Meeting agendas and minutes Lesson plans	October 2014	March 2014	District After School Coordinator and principal Transportation Director
Strong intermediate will provide a summer 2014 technology camp to prepare students for upcoming PARRC Assessments. Students who do not met proficiency on end of year benchmark will be offer summer school	<ul style="list-style-type: none"> ▪ Create timeline and schedule of program to mirror a technology camp that provides for summer fund and refreshments 	Pre and post observation of students manipulating keyboard and software. Pre and post measurement data from assessments administered in program.	May 2014 program design, staffing, and material determination will be completed July 2014 is program end of implementation.	July 2014	After /summer School Coordinator

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 By the end of 2014-2015 school year the students of Strong Intermediate shall demonstrate a 10% increase in performance as compared to the 2013-2014 school year due to maintained focus upon literacy skills as well emphasizing targeted instruction in math during the 2014-2015 school year.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress	Implementation Date	Target Completion Date	Person Responsible
<p>Increase student achievement in math in grades 3-6 to 70% by the end of the 2015 school year or an academic growth equal to two and a half years by June 2015</p>	<ul style="list-style-type: none"> ▪ Implement target math instruction to occur daily and to be embedded in the regular school day focusing upon common core math standard. ▪ Develop a targeted math instruction calendar 	<p>Monitoring visits by partner organization Walk-through visits by district administrator Administrator and peer walk-through PLCs Lesson Plans</p>	<p>July 2014 establish partnership August 2014 initial math training</p>	<p>On-going</p>	<p>Principal Math Instructional facilitator</p>
	<ul style="list-style-type: none"> ▪ Provide the following research-based professional development during the summer of 2014, Scholastic SMI and Envision Math training during teacher institute 	<ul style="list-style-type: none"> ▪ Walk-throughs by district leadership team ▪ PLC minutes ▪ PD Sign-in sheet ▪ Lesson Planning 	<p>July 2014</p>	<p>August 2014</p>	<p>Math coach and principal</p>

SECTION B, PART 4: DESCRIPTIVE INFORMATION: Proposed Activities

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

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

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

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

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

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

Strong Intermediate Proposed Activities

Efficacy training for strong faculty, staff and parents. Strong teachers lack self-motivation to obtain life-long learning skills that are necessary to foster positive interaction with students and parents and grow academically. The Efficacy School Turnaround Process is a comprehensive school reform process that engages the entire school, or a cluster of schools working together, in the collective effort to accelerate all students to academic proficiency and strong character. The ESTP is designed to help you "move the needle" on student motivation and performance in your schools. It includes an initial needs assessment; specialized training for school leaders, faculty

members, and parents; subsequent execution support; and Efficacy products for students and parents.

ESTP approach is practical, easy to use, and has proven results. Through workshops, coaching, and training, we engage all the stakeholders in the school community in our results-driven package for school turnaround: *Mission, Mindset, and Method*. The package builds consensus around a **Mission** of academic proficiency and strong character for all students, and establishes a healthy **Mindset** to support it—that is, a *belief* in the capacity of students (and their teachers) to learn to achieve at high standards, backed by a data-driven **Method** of self-directed improvement.

Audience: Principals, School Leadership Teams, Whole Faculties, and Parents & Families

Program Elements:

Needs Assessment

Leadership Team Training

Efficacy Training for Faculty and Staff (maximum 40 participants per group)

Parent & Family Training

Execution Support

Teaching Efficacy to Students

Products to Reinforce Efficacy Ideas and Strategies

Performance Pay

Providing bonuses and incentive pay for faculty and staff and our turnaround principals based on criteria set by the LEA and stakeholders. Providing incentives to those teachers selective to stay and the new hired teachers, we are hoping to strengthen our teaching staff and build a new professional learning community that is committed and prepared to undertake the challenges of a turnaround model. Strong Intermediate recently hired four new principal beginning with the 2013-2014 school year. We wish to provide our turnaround principals with an incentive to stay. Lee County characteristic data cited in this grant depict the need for some form of incentives to recruit and retain highly trained certified teachers and administrators through some form of incentive. Since only 6.4% of the Lee County population have obtained a bachelor degree. Graduate degrees obtained by Lee County population are registered at 2.0%, according to the 2010 U.S Census. Currently ninety percent of Strong Intermediate staff is commuting across county lines to work at Strong Intermediate School. When the newly hired principal and teachers of Strong Intermediate are presented with a job that pay them less than what they are paid by Lee County School District, sometimes the teacher or administrator will take the lesser paying job due to the cost of commuting or staying in Marianna. The state of Arkansas takes into consideration the geographic isolation of a school district when

considering whether to consolidate a school or not. It should also take in consideration problems faced by isolated rural areas such as Marianna (Lee County). Recruitment of certified staff to an academically isolated rural area is very difficult for an LEA located in an isolated rural setting without some form of incentive. The firing of teachers is difficult for school board members in an isolated LEA when there are limited resources in retaining and recruiting of highly qualified teachers. Presently, Strong Intermediate School principal crosses five county line before reaching Lee County School District.

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

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

Provide ongoing job-embedded professional development

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

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

Job embedded professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers asked to do in the classroom so that the skills are knowledge gained from such learning can be immediately transferred to classroom instructional practices. The professional development will occur on a regular basis (daily, or weekly); It will be aligned with academic standards, school curricula, and school improvement goals; It will involves educators working together collaboratively and will be facilitated by school instructional leaders or school-based instructional facilitators or mentors; The job embedded professional learning will actively engage the teachers rather than passive learning by participants; and it will focus on understanding what and how students work and achievement data

collaboratively planning testing, and adjusting instructional strategies, formative assessment, and material based on such data.

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

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

Through this grant, the goal is to provide professional development that continues to improve the quality of instruction. The job-embedded professional development will include:

- Positive Behavior Intervention and Support (PBIS)
- A Framework for Understanding Poverty
- The writing Process
- Close Reading
- The Gradual Release of Responsibility(Fisher, D.& Frey,N. 2008)
- Learning Focus Lesson Plans
- Marzano's High Yield Strategies
- Using Technology to enhance student's writing

- Positive family/parent engagement

The school will implement a **Single School Culture Model** as the framework for analyzing student work and developing action plans in professional learning communities. Teachers meet in grade level teams, called learning teams, for ninety minutes weekly. Team discussion topics are limited to the common core standards, instructional strategies and student work. Team meetings are facilitated by a trained learning team facilitator (instructional facilitator) who maintains the focus of the meeting on continuous improvement. The team utilizes three research-based protocols to analyze student work and create action plans. The Data-Feedback-Strategy, from Jeff Howard's Efficacy Institute, guides team members through an item analysis with an emphasis on the content and skills required to respond to test items. Student products are analyzed with diagnostic rubrics via the Standards in Practice protocol from ADE. Teams will utilize Rick Stiggin's Assessment Literacy Unpacking process to determine the content and skills that are associated with a standard course of study goal

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

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

development. District-wide data highlights that schools that implement SSC produce a higher rate of growth in students than those that do not.

Strong Intermediate will adopt two afternoons each month for professional development 2nd and 4th Wednesdays.

Technology Integration

Teachers will receive training in implementation of writing across the curriculum utilizing. (Historical data show Strong students' are struggling with writing across all content areas with an average of 25% of the six graders passing writing. Teachers will work closely with their grade experienced co-teacher and the district gifted and talent coordinator to ensure students are highly engaged in the different genres of writing (e.g., persuasive writing, narrative, etc.) and write across the content areas. As a result of our efforts, we hope to obtain a 12% increase in students end of year Benchmark Writing our first year of implementation. We realize this might be a small increase, but we are dedicated to increasing students writing over the three years of the grant and beyond. We will continue to improve students writing through increasing students' vocabulary through a variety of leveled books, planning lessons that are relevant and meaningful, and ensuring that the lesson allow students to read and write across all content areas. The New NAEP has added a word processing component, which could possibly impact writing performance as an Arkansas move toward PARRCH a computer based administration of common core math, reading and writing assessments, preparing a proactive writing instruction with technology an in impetus could be advantageous to our students who are not usually ahead of the technology curve. This report hopefully justifies financing a Technology teacher and a computer lab to teach keyboarding. Many schools throughout Arkansas teach keyboarding at the elementary level to prepare for the 2014-2015 school year where students are required to take high-stake test on the computer instead of paper and pencil. Teaching keyboarding could also assist the students with special needs as many of them have difficulty with handwriting, which in turn negatively impacts their expressive writing and overall achievement performance. We will seek the assistance from the Great Rivers Service Cooperative in fulfilling our obligation to ensure all core teachers at Strong Intermediate knows how to integrate technology into the curriculum. Teachers will be held accountable for utilizing technology in lesson design in lesson design and delivery of Common Core State Standards. Therefore, they will need support to fully integrate technology to enhance instructional delivery. Common Core State Standards full implementationis stalted for 2014-2015.

Adopt a New Governance Structure

To foster the turnaround process, Strong Intermediate will use several governance structures. The Leadership Team comprised of the principal, curriculum Coordinator, and Learning Team Facilitators, and other academic support staff will meet weekly to discuss administrative and supervisory issues.

The school improvement team will meet monthly to monitor implementation of the School Improvement Plan and make adjustments to plan as needed. The Disciplinary Team will meet monthly to monitor implementation of PBIS, to review school-wide behavior norming, recommend or propose services and interventions to impact discipline, and plan staff development based on current needs. The Intervention Support Team, composed of the school counselor, social worker, mental health clinician, and administration and teacher representatives will meet monthly to discuss progress of and plan for specific students need of additional academic, social, and/or behavior support.

The principal will also schedule and facilitate regularly scheduled faculty meetings for effective communication to faculty and staff of important information and initiatives. Finally, the school will seek to increase parent and family engagement by holding quarterly PTA meetings, scheduling family oriented activities, programs, and training.

Monthly instructional coordination meetings chaired by the principal will be used to review, discuss, analyze data, strategies, and progress. Members of the school instructional team will attend the meetings, in addition to the Curriculum Director, Coaches, LEA Supervisor, and a Title One representative. This process increases the level of accountability of all parties. Data benchmarks, common formative assessments, DIBELS, DRA, DSA, Classroom Walkthroughs, and observations will drive the conversations to ensure immediate action is being taken to make instructional adjustments.

Implement a vertically-aligned instructional/Student Service program

Requested Positions:

Dean of Student
One Technology teacher (serve the entire school)
Literacy Interventionist

The reading and math interventionist will provide interventions and enrichment opportunities for each grade level during their rotation. They would also be able to provide follow up support in the classroom on days the literary lab is not in session. The reading teachers will teach intervention groups using Research based strategies.

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

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

Strong Intermediate will utilize daily formative assessments to identify students who have not mastered the lesson objective and modify instruction to address the individual student needs. Common formative assessments will be used either weekly or bi-weekly in Literacy and Math to differentiate instruction to meet student needs. Ensure staff understand and effectively use formative assessment as a means of guiding instruction and gauging student progress, building in an adequate system for monitoring instruction, emphasizing ongoing coaching and feedback strategies to ensure improvement in instruction. Benchmark data, Dibels, The Learning Institute test data will also be used to monitor student achievement. Teachers and instructional facilitators will receive training utilizing Rick Staging's method of unpacking the standards and analyzing data.

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

Zhao and Frank (2003) suggested that successful technology implementation is not strongly impacted by the large-scale professional development. In their study, teacher-to-teacher interaction had a strong positive impact on teacher use of technology, while training provided by the district did not. The authors asserted that the positive, informal help that teachers provide to each other – long with pressure to keep up- leads to the survival of a technology initiative.

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

Chronic Behavior Addressed through Early Riser Program

An average of all repeated offenders sent to the principal office are those that have chronic behavior problems. These students enter the principal office on a regular basis. Some have attempted suicide and have deep rooted problems beyond the capacity of the school counselor. Counselors at Strong Intermediat need a program and training on how to defuse students negative behavior against themselves whether real or make believe. We are purposing using the Early Risers “Skills for Success” to work with students and their families to provide resources that will allow the parent to become a vital parent of the conversation about their children phycological health. Early Riser has three parts: summer camp, school year friendship groups, and school support. The summer camp will consist of 24 hours each of social-emotional skills training, reading enrichment and motivation, and creative activities, all supported by behaviorial management protocols to build and support social, emotional,problem solving, and peer friendship. The family focus component has two parts: family night with parent education (caled Parents Excited About Kids, or PEAK) and family support. At family night held at the school five times a year during the evening, children participate in fun

activities while their parents meet in small groups for parenting-focus education and skills training. Research conducted by August, G.J., Hektner, J.M., & Bloquist, M.L. (2001). *An integrated components preventive intervention for aggressive elementary school children: The Early Riser Program*. *Journal of Consulting and Clinical Psychology*, 69(4).614-626 shows as a result of the program academic competence improved over time for the intervention group. The intervention group also had significantly higher academic competence than the control group at the end of the year. There was no significant overall program impact on behavioral self-regulation, and both groups improved over time. However, subgroup analyses by severity showed that among children who were severely aggressive at baseline, the intervention group improved, while the control group stayed the same. Both the intervention and control groups improved over time on social competence.

Summer Camp for Teachers on Writing

Based on the review of Strong Benchmark open response data, there is a great need for a writing camp held at Strong Intermediate school for teachers in grade K-6. Teachers will attend a week of training comprised of best practices associated with research obtained from What Works Clearing House on *Teaching Elementary School Students to Be Effective Writers*. The work cited four recommendations for teaching children how to write:

- Provide daily time for students to write
- Teach students to use the writing process for a variety of purposes.
 - 2a. Teach the writing process
 - 2b. Teach students to write for a
- Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
- Create an engaged community of writers

We will ask Great River Education Cooperative to assist us with training. The school's principal is a certified Reading Specialist and Curriculum Program Administrator, who will assist Great River in implementing a writing camp for teachers that will be offered during the summer. Teachers are offered a stipend for attending the writing workshop.

Provide Extended Learning Time

After School Tutorial and Summer School

The Strong Intermediate school will provide after-school tutoring three times a week beginning in September 2014-March 2015 with ninety minutes per session for instruction. Summer school will be offered six weeks beginning in June

2015. Students will attend summer school four days a week for six weeks, during summer school, we plan to create “technology camp” for six weeks to prepare our students for the upcoming PARCC Assessment. Students will receive training from a certified keyboard teacher.

An After school Coordinator will be hired to facilitate the after school program and to coordinate efforts with the parents, any outside providers, transportation and the classroom teacher. The program will target 3-6 students who are performing below grade level. This tutorial will allow the targeted students an opportunity for curriculum enrichment and to preview upcoming curriculum content before it is delivered to their class. The school will provide pacing guides to tutoring company to correlate the curriculum.

Strong Intermediate School presently offers after school tutoring. Funds from the SIG grant will help provide for the LEA to provide assistance to more students. The 2014-2015 after school program started in late November. The LEA after school program am only serving a small population (60 students). There is a need to reach out and serve additional students. The SIG will provide opportunities to include more students needing academic support and enrichment. The extended day would include ninety minutes of instruction an sixty minutes of enrichment activities. The students will receive a snack, and there will be bus transportation provided for those who qualify. The ratio would be 10:1 with there being a paraprofessional assisting the classroom teacher. The focus will be on the core subjects ELA, math, and writing. The teacher will use a balanced literacy approach to teaching language arts, including mini-lessons, guided reading instruction, independent and shared reading and writing, and journaling. Math instruction will focus on the use Scholastic Math program and Common Core GPS frameworks.

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

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

Provide appropriate community service and support

There is a positive association between parental involvement and the academic performance (Grolnick & Slowiaczek, 1994; Hill & Tyson, 2009; Niles & Marcellino, 2010). However, parent-teacher collaboration is hampered by “critical interpersonal and child-based stress points that keeps parents and teachers at odds.”(Niles &

Marcelleno, 2010, P. 297). Niles and Marcellino (2010) contend “achieving productive relationships between teachers and parents remains elusive” (p.297). Training mired in traditional canon has been ineffective at fostering cooperative and productive relationships between teachers and parents Niles & Marcellino, 2010). Bill Simmer, a parent-relations consultant, contends that cultural shifts occurring over the past three decades have had a great influence on how parents perceived educational instructions (Keller, 2008). Simmer suggests parent and educators establish an engagement contract that stipulates exactly what parent and educators can expect from each other (Keller, 2008). Further, Stevens and Tollafied (2003) recommend a communication approach based on “sharing information, model, modeling, and reinforcing changes and techniques” (p.524). To create collaborative relationships, parents and teachers must engage in positive communication and cooperation.

Strong plan to solicit the help of Kids for the Future or other counseling services in the community that goes into the home and work with parents and their children. We will seek professional development for staff on how to communicate effectively with teachers and also assist us in providing parent workshops for supporting their children.

The utilization of a service provider will provide more in-depth training to staff on building relationships with parents through home visits and positive communication. The service provider will also provide training for parent on how to successfully partner with the school and advocate for their child. Involvement will be encouraged further through school family events, celebrations, school/home communications, conferences, and family community workshops. Staff members of core subjects will be required to utilize the communication protocol informing parents of student progress in academics (common core) and behavior on a bi-weekly basis.

Additionally, we plan to offer opportunities for students to have a leadership role via student council, and parents to have a voice via PTO, in addition to parent academies, focus groups, and committees wherein climate is nurtured through shared emphasis on academics, parental and community involvement, and school discipline issues.

The plan will enroll all groups within the school community as champions for climate which will promote a nurturing community, encouraging faculty to say and do what promotes a healthy climate. *The aim is to increase all stake holders’ sense of connectedness to the school and their collective sense of responsibility for learning,*

student behavior and performance, all of which should result in student achievement increases. (Cohen, J, McCabe, E.M., Michelli, N. M. & Pickeral, T., 2009).

Provide and ongoing mechanism for community and family engagement while partnering to provide social-emotional and community-oriented services and supports.

Strong data depicts 1/5 of Strong students are receiving some form of counseling services from an outside counseling agency. Strong school's nurse treats/counselor 60-75 students weekly. The district has a high percentage of students living in poverty in single females as head of households. Students facing daily life struggles do not focus on learning, tend to have chronic absentee rates, and are often involved in the school disciplinary process. Parents are unable to access community support within reasonable distance of their homes and schools often pulling students out of school to travel to public and non-profit providers. Strong cannot expect to make significant achievement gains unless partnerships are created to address these social and emotional issues. Utilizing SIG fundings, the district would like to enter into a memorandum of understanding with Lee county comprehensive Health Clinic to provide a responsive and effective (seamless, integrated) delivery of services to family and K-12 Students at Lee County School District by a variety of service providers (Public and non-profit) to ensure that all students are healthy, in school and learning.

Researchers have examined the impact on School Based Health Clinics across a number of health and education domains. Their findings includes; **Access to care:** Children with the greatest unmet need, including uninsured students, benefit most from SBHC(Wade, T.J., Mansour, M.E., J.J., Huentelman, T., Line, k. & Keller, k.N., 2008). Access and utilization patterns of school-based health centers at urban and rural elementary and middle schools. *Public Health Reports*, 123, 739-750. SBHC appear to have a significant ability to reduce health care access disparities among African American disabled students. Strong Intermediate School and community data depicts Lee County School District as one of the lowest poverty stricken schools in Arkansas. **Clinical Services:** School-based health centers facilitate immunization services for adolescents with greater efficiency than community health clinics(Federico, S,G, et al., 2010 Addressing adolescent immunization disparities: A retrospective analysis of School-based health center immunization delivery. *American Journal of Public Health*, 100, 1630-1634. Children with asthma benefit greatly from school-based health center, as evidenced by fewer emergency room visits and reduced activity restriction. Children with asthma served also have improved attendance in school. Research has also shown SBHC to be effective in working with adolescents who demonstrate depressive symptoms, use substance, and engage in sexual activity Anyon, Yolanda; Moore. M.: Hprevitz, E: wjotaler, K: Stpmde. S: & Sjo;ds, J.P. (October 2013). "Health risks, race, and adolescents' use

of school-based health centers: Policy and service recommendations” The Journal of Behavioral Health Services & Research 40(4):457-468.

A scholarly article written in Journal of School Health, November 2004, vol.74.no.9 written by Sara Peterson Gierstanger, Gorette Amaral, Mona Mansour, Susan Russell Walters entitled: School-Based Health Centers(SBHC)and Academic Performance gives credibility for the need of SBHC:

The findings in the scholarly article included; Meeting the Needs of Underserved Populations, in the USA, children from minority unsecured, and low-income backgrounds have the lowest likelihood of having a quality medical home. One solution to this problem has been for SBHC to provide a link to medical services in the community. This is often done through SBHC sponsoring organization. The Lee County School District Plan to organize the SBHC in a way that all community resources are linked. Adolescents as a group frequently have unmet physical and mental health needs. Few adolescents receive routine preventive health care, and teens from disadvantaged backgrounds are at the highest risk of not having regular health maintenance visits. Adolescents also tend to engage in health behaviors that place them at risk for the leading causes of morbidity and mortality. More than 70% of the students in schools that contain SBHC are of minority ethnic or racial background. Minority children in the USA face higher risks of suboptimal health status, poor access to medical and dental care, and less frequent receipt of prescriptions and other essential health services, as compared with white children.

Increased accessibility and continuity of health care on the school campus makes the SBHC an ideal setting for the diminishing and eventual elimination of these health disparities. Families from racial or ethnic minority backgrounds also face a wide range of barriers to health care access related to being UN-or underinsured, including transportation, cost of visits, and inability to take time off work for health care appointments. The research showed even when minority families are eligible for Medicaid; they may find it difficult to identify a provider who is willing to accept additional Medicaid patients because of the program’s historically limited reimbursement of health services. The article review health promotion and illness prevention and found the majority of SBHCs in the USA currently provide these necessary services including comprehensive health assessments (97%), vision, and hearing and other screening services (83%), and immunizations (85%). Students from disadvantaged backgrounds in school with SBHC are frequently found to have increased access to health care, including mental health services. Across all age-groups, general health examinations are among the most common reason for visiting an SBHC. Because of their increased accessibility to youth, SBHCs have been a valuable location for improving immunization rates, especially in adolescents.

In 2000 report by Surgeon General, dental caries was identified as the most common chronic disease of childhood, with >80% of children affected by late adolescence. A particular risk for dental disease are children from low-income or minority backgrounds or those with special health care needs, mostly because of lack of access to and/or funding for qualified professionals. Possibly most significant, however, is the impact that oral health problems have on school time, with students missing an estimated 52 million

hours of school per year because of oral and dental disease. SBHCs are ideal setting to meet the oral health care needs of school-aged children. In a recently study, approximately 22% of U.S. children lacked dental insurance. Even among children with Medicaid insurance, use of dental care services is poor. Students with asthma are also served through SBHCs. It is estimated that approximately 10% of children in the USA suffer from asthma. Nearly 60% of school-aged children with asthma report asthma-related school absence amounting to >10 million missed school days each year. Racial and ethnic disparities in asthma care for children are significant, with African American children experiencing the highest over-all rates of asthma-related care visits (including outpatient, emergency room, and hospitalization), asthma attack, and poorer compliance with asthma medications, among other indicators. SBHCs have documented significant improvements in health outcomes for children with asthma. One longitudinal study of children with asthma in 6 elementary schools in Bronx, New York, found that children with asthma in schools with an SBHC missed fewer days of school per year than those in a non-SBHC school (18.2 vs 21.3, respectively). Other studies have found lower reported rates of daily rescue medication use and lower asthma-related medication use. Our nation children have problems with obesity. Approximately one-third of school-aged youth in the USA are overweight, and the rates are even higher among minority youth. Lee County SBHC will bridge a potential gap in the offering of counseling services to combat the problem of obesity some of our children are facing.

Strong Intermediate house a community based intervention program that serve severely in cognitive children. Our SBHC staff will monitor medications, review medical records and assist in the implementation of students individualized education plans as well as serving on the individual education plans development committee. From Strong need assessments it was determined that students are being bullied and several have stated they have tried suicide. According to the research cited in the SBHC article, about one-third of these adolescents have ever obtained treatment. Minority or impoverished students are at high risk of psychiatric disorders, but are less likely to receive the care they need because of increased barriers to access, including lack of health insurance and underinsurance for mental health services.

Furthermore, adolescents whose families are on public assistance or without means for paying for health services have been found to be two-thirds more likely than those who are privately insured to seek mental health services from SBHC, as it is likely these students would not have any alternative access to care. Studies have shown improvement in youth's mental health outcomes related to SBHCs, including a significant decline in depression among students who received SBHC mental health services and reduced likelihood of suicide ideation among students attending schools with SBHC. The importance of early identification of mental and behavioral health issues in younger age-groups supports the need for services in elementary and middle schools as well. Research shows that use of SBHC mental health services by these groups has increased significantly in recent years. Given the strong evidence to support the need for mental health care in SBHCs, it is encouraging that approximately 75% of current SBHCs offer mental health services on site.

Finally, schools have been under increasing pressure to demonstrate the impact of their program on students' educational outcomes. A recent longitudinal studying urban district of Seattle, Washington, found that that low-to-moderate use of SBHC services was related to one-third lower likelihood of dropping out of high school; this association was higher for youth who were at higher risk for dropout. This literature supports the idea that SBHC can play an important role in improving the educational success or out nation's youth, including critical retention in school attendance. Positive correlations have also been found between SBHCs and the school environments in which they operate. In a study of public schools in a large northeastern city, students and parents perceptions of the school learning environment, particularly academic expectations, communication, and school engagement, as compared with schools without SBHC.

SBHC Financing and Sustainability

A financial study in SBHCs in Oregon found that the median start-up costs ranged from \$49,750 to 128, 250, depending primarily on the state of the space where the SBHC would be housed. Median annual operations costs ranged from 90,750 to \$208,500; the variation was mostly based on the scope of services and hours. However, fully expanded SBHCs operating year round in Oregon had annual operating budgets exceeding \$400,000. In Colorado, SBHC operate on an average annual revenue of proximately \$287,00 (including \$233,00 in cash and \$54,00 from in-kind support), with wide variation based on size and scope of the SBHC. According to the study cited throughout this report, most SBHCs finance their operation s through a diverse portfolio of funding sources. According to NASBHC's 2008 national census of SBHCs, clinic reported following the nonpatient billing revenue sources: state government (76% of SBHCs), private foundations (50%), sponsoring organizations (49%), school or school district (46%), and federal government (39%). Furthermore, the majority of SBHCs bill public insurance programs, including Medicaid (81%) and SCHIP (68%), private insurance (59%), and student or families directly (38%). Lee County School District SBHCs will seek all funding source available to the district to sustain the SBHCs after funding of the SIG are depleted.

This unified network will deliver an array of services from multiple providers with cultural sensitivity and relevance. The Systems of care guiding principles include the following:

- The focus and management of supports and resources are built on multi-agency/partner collaboration and grounded in a strong local community base.
- Family and youth involvement is integrated into all aspects of service and supports planning and delivery, with all being family driven and youth focused.
- The services and supports provided in the system of care should be driven by the needs of the community's children and families, using a strength-based approach.

- The services offered, the agencies/partners participating, and the programs/supports generating are responsive to the cultural and context and characteristics of the community being served.
- Coordinated mechanisms for managing, coordinating, funding and evaluating services are essential for success.
- To enhance the likelihood of positive outcomes, the systems of care approach needs to promote early identification and intervention of and for children and youth with multiple needs.
- Partner agencies, providers and organizations should provide a seamless system of services and supports for children and families.

The Lee County Schools Service Network (LCSSN) Leadership Team has articulated the mission as providing integrated, timely services, on-site for students and families. The Long-term goal is to have a systemic approach to meeting the needs of all students. This program focuses on five results that are deemed necessary to determine whether this program focuses on five results that are deemed necessary to determine whether this program will lead to systematic changes in identifying and providing for the needs of students and families. Each result is measurable, doable, and understandable, essential components for the effective implementation and evaluation of this project.

1. Fewer Student Absences

Students being present in the classroom on a consistent basis directly affect student learning. Other issues or absences are based, at times, on faulty assumptions. The role of the community school coordinator is to make sure that SSSN partners address the social and emotional reason for the absences and see that an appropriate plan of action is implemented. The key is making sure that the interventions are understood and agreed upon by everyone involved. In addition, the coordinated efforts allows the community school coordinator to be sure that interventions happen and that there is accountability for achieving the defined results by the student, the family, the school, and the community.

2. Coordination of Services for Students and Their Families

One problem with meeting the needs of students and families with multiple issues is that often there is little coordination or communication between the school and the service providers. This can lead to gaps or overlaps in services. It is important for students having multiple needs to have a focused approach based on meeting the most important needs first and being sure that all intervention support and enhance each other. Avoiding the “silo” approach to services is a critical component of this project. Integrating services for the benefit of the student makes better use of limited resources, make sure that

interventions build on each other, and parties understood their role in helping the student and his family.

3. Students receiving appropriate services in a timely basis

When students' needs are identified, it is critical that their needs be addressed as soon as possible so any negative impact on student learning can be minimized. The community school coordinator and site team clinician will be in the school meeting with staff and the principal so that identified needs can be addressed as soon as possible. This sends an important message to the student, his/her family, and the teacher that issues impacting student learning are important, that needs of the student are at the center of everything that is done, and that it is important to be as pro-active as possible.

4. School Site as the source of coordinated services

Families whose students have identified needs often find it difficult, for a variety of reasons, to access services. Sometimes it does not know where to go for the appropriate services and other times it is being able to get to the source of the services. Often families whose students have multiple needs are not adept at using the "system" to advocate for the necessary services or know how to coordinate a multitude of resources that may be suggested.

The community school coordinator and site team clinician will work to provide the necessary student and family interventions at the school site so that issues of access or transportation are eliminated. Students and families are more likely to follow-through with recommendations when they are accessible and in an environment that is known to them. In addition, the community school coordinator and the site team clinician can monitor when services are being accessed, based on the student individual plan and troubleshoot if there are reasons that the student and family are not accessing the services needed. Having services on-site also leads to increased communication among the school and service providers. This is an integral part of making sure each student's plan is being addressed and if the plan is not working making necessary adjustments.

5. Schools and community services cooperating for students and their families

Developing an individual plan for each student that defines the roles of the school, cooperating agencies, the student, and his/her family brings an accountability that is often lacking. The site team clinician and community school coordinator will coordinate the necessary resources and make sure that everyone knows what their role is and what their expectations are. The community school coordinator will have the opportunity to build bridges and make connections that have not previously been made. Providing opportunities for

schools and community resources to talk to each other about the needs of each school will encourage problem solving and the development of more pro-active solutions to meeting the needs of the students and families at each site.

The district will establish and provide facilities for the LCSSN support personnel on the site of Strong Intermediate School campus and purchase service in the amount of \$75,000 per year which includes a community School Coordinator, Site Team Coordinator, and Parent Partner provided as a minimum by LCSSN.

Community School Coordinator: Will ensure the connection of health and human services within the school to supports student achievement and complete medicaid billing.

Site Team Clinician: Will provide clinical services, prevention groups and Early Impact Services to students and families.

Parent Partner: Will provide facilitation, advocacy and support for parents for cross-system service access, working with school staff to ensure that there is coordination, integration, and consistency of the Family Centered Plan and IEP for students with an IEP.

School's Culture

Strong Intermediate schools have a toxic, negative culture which affects the students learning process and teacher growth. A few of the teachers are unwilling to change and their tone has been oppositional and acerbic. *According to Peterson and Deal, 98. These are the types of places where nobody prefers to be. They are "places where negativity dominates conversations, interactions, and planning; where the only stories recounted are of failure.*

There is an old saying among anthropologists that fish would be the last creatures to discover water (Kluckhohn, 1949, as cited in Finnan, 2000) even though it is the most ubiquitous and influential aspect of a fish's existence. So it is with school culture and teaching. Just as water surrounds and envelopes fish shaping their perspectives and determining their courses of action, culture surrounds and envelopes teachers forming their perspectives and influencing their decisions and actions. Teachers work within a cultural context that influences every aspect of their pedagogy, yet this pervasive element of schools is elusive and difficult to define. Culture influences all aspects of schools, including such things as how the staff dresses (Peterson & Deal, 1998), what staff talk about in the teachers' lounge (Kottler, 1997), how teachers decorate their classrooms, their emphasis on certain aspects of the curriculum, and teachers' willingness to change (Hargreaves, 1997b). As Donahoe (1997) states, "If culture changes, everything changes" (p. 245). School culture has been described as being similar to the air we breathe. No one notices it

unless it becomes foul (Freiberg, 1998). The culture of a school can be a positive influence on learning or it can seriously inhibit the functioning of the school. In any working environment, employees and clientele prefer to be in a situation that is appealing and invitational. Hanson and Childs (1998) describe a school with a positive school climate as “a place where students and teachers like to be” (p. 15). It is a place that has a climate of support and encouragement (Hanson and Childs, 1998), where physical comfort levels are optimal (such as heating, cooling, and lighting – Freiberg, 1998), and, as Peterson and Deal (1998) describe:

- *Where staff have a shared sense of purpose, where they pour their hearts into teaching;*
- *Where the underlying norms are of collegiality, improvement, and hard work;*
- *Where rituals and traditions celebrate student accomplishment, teacher innovation, and parental commitment;*
- *Where the informal network of storytellers, heroes, and heroines provides a social web of information, support, and history;*
- *Where success, joy, and humor abound (p.29).*

Peterson and Deal further point out that a school with a positive school culture is a place with a “shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn” (p. 29). Schools that are conducted in a culture exhibiting these positive qualities have teachers and staff members who are willing to take risks and enact reforms.

Through two models Single School Culture and AVID, Strong Intermediate plan to change the culture of the school and motivate students to become life-long learners and college ready and provide the school educators with knowledge on how to become nurturing effective teachers sharing the school’s beliefs, values, and goals for school success.

Single School Culture is not a program, but a way of organizing and running a school. It begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice.

A Single School Culture results in consistency of both adult and student practices, related to behavior, academic achievement and climate. The processes are designed to develop the knowledge and skills of adults and students simultaneously. The school’s Scholastic Audit completed in 2012 reflects an inappropriate school culture. Which brings about a need for change within the Strong school community so that the intervention model is effective.

Single School Culture for Behavior

Behavior is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School

Culture for Behavior process is empower the staff to uniformly address behavior issues that in turn create an ethos of fairness on a campus.

Single School Culture for Academics

Single School Culture for Academics is a research-based process that utilizes the most effective practices from the Efficacy Initiative, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- Articulation of academic targets-unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/assessment to standards
- Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Single School Culture for Climate

Climate refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos, of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure.

In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture for Climate include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
- Recognizes and values the contributions of all: staff, students and parents
- Promotes an atmosphere that encourages positive relationships among all stakeholder groups

The Single School Culture is the perfect model for Strong Intermediate School when a review of the school's Scholastic Audit is reviewed.

Strong Intermediate School plan to address the student's focus/culture of learning through the implementation of AVID (Advancement Via Determination).AVID will help Strong Intermediate School close the achievement gap by helping our students prepared for college readiness. A review of data about Strong Intermediate behavior data and Scholastic Audit shows a great need to motivate our students to learn and become lifelong learners. ADVID is a school wide transformation effort focused on

leadership, systems, instruction, culture, and designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. The social characteristic of Lee County from the 2010-2011 census depicts only eight percent of the Lee County population have obtained a bachelor degree or higher. Avid-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The avid college readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students in a global society.

AVID impacts:

Leadership

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

Systems

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

Instruction

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

Culture

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

School-wide Discipline Plan

Maintaining a safe and orderly school climate is a priority for students. The high rate of students with out-of-school and in-school-suspensions was therefore a concern, as it impacts direct student learning and attendance rates. According to the research conducted by French and Gerstle (1991) *Structuring School for Success: A focus on discipline and attendance*, there is a substantial correlation between reducing disciplinary problems, especially suspensions, and reducing achievement gaps.

As stated in the grant, Strong Intermediate principal see an average of 77-91 students monthly for behavior problems.

A full-time School Social Worker, and a PBIS support personnel is needed so that students are afforded opportunities to wrap around services that would address behavior management, mental health services, and academic guidance. The team will work closely with community agencies in helping families seek medical, behavioral, and mental health assistance. The school's social worker will also work with the school counselor and external assistance providers by conducting weekly counseling meetings, parental out-reach services, and developing and implementing (SSP) Student Success Plan) for every student in grades 3-5. A book study will be conducted with male students in grades 3-6 part of achieving the targeted goals in the areas of Character Development, College & Career Readiness, Behavior Prevention-Intervention, Mentoring, and Academic Achievement. The consultant will also work with the district's Parent Coordinator to help parents become full partners in their children's education. The school will work with partners with community agencies and organizations to offer courses, family events and activities that will equip families with new or additional skills, knowledge, confidence and resources. Workshops will be held in Strong Intermediate School, houses of worship, businesses and other community locations. *School violence reflects a failure of community in schools. Children with conduct problems perceive environmental events as more threatening and lack social-cognitive and behavioral skills to mediate conflict.* (Lochman, White, Wayland, 1991) *"The goodness of fit between children's needs, skills, and expectations and the schools' response is critical to perceptions of affiliation and community at school."* (Noddings, 1988)

"Schools may serve as either risk factors potentiating problems of violence between children, or protective factors, promoting adaptive adjustments among children at risk." (Morrison, Furlong, Morrison, 1994)

"Community can be defined as the relational bond between individuals that allow them to forge shared values and ideals in pursuit of a meaningful common goal." (Sergiovanni, 1994). LEA in collaboration with Strong Intermediate School plan to work with the community and provide students in Lee County School District with a nurturing and protective place to receive an education.

The Strong Intermediate School Single School Culture Initiatives

Program Title	Capsule Description	What we hope to accomplish through implementation
Bully Prevention	Bullying prevent will continue with the counselor and outside resources providing intervention training to staff and the administrator. The training will consist of	A school that is conducive to learning and the removal of fear some students face at Strong Intermediate to the level of suicide

	reporting, investigating, and documenting incidents. Staff will receive coaching on school-wide implementation models, including classroom practices and strategies for gaining parental support.	
Character Education MASTER (Motivating, Academics, Self-esteem, Teamwork, Etiquettes and responsibility in our afterschool program.	The school counselor will implement a character education program through the involvement of community leaders coming into the school and speaking to students concerning good character and jobs. Students who show exemplifying one or more of the character traits will be awarded a certificate and monthly recognition. We plan to implement a program written by the school's principal called MASTER (Motivating, Academics, Self-esteem, Teamwork, Etiquettes and responsibility in our after school program.	The master will help students take pride in them self, school and community which builds character.
Early Risers Target Chronic students behavior through soliciting their parent involvement	"Skills for Success" a year- long program that aims to reduce aggressive behavior through student and parent engagement.	Target students who exhibit aggressive behaviors and are at risk for more serious antisocial behavior. The objective is to promote positive social-emotional development of our students.
Efficacy Training	According to Albert Bandura, self-efficacy is the "belief in one's capabilities to organize and execute the courses of action required to manage prospective situations.	With teacher and parent efficacy training, Strong Intermediate hopes to build teachers and parents ability to succeed in working with our student to become successful.
AVID	AVID is a college readiness program design to prepare students through college readiness through assisting the school leadership in establishing a school culture that insist and focus their attention to student achievement.	We hope to achieve through the implementation of AVID, students who are college ready and understand the importance of academic achievement.
School-Wide discipline Plan that Involves conflict resolution training.	Continue to develop and solicit school leadership and parents in the development of a school wide discipline plan that is effective and uses the latest finding in action research that defines who to defuse student's negative behavior.	We hope to accomplish through community partners assisting the school in providing students, parents, and staff with conflict resolution training.
	PBIS and AVID are well correlated so programs stacking is not an issue. PBIS is an effective practice, intervention, and systems change strategies that the school is presently utilizing.	Utilizing PBIS will further assist the school in developing a continuum of scientifically-based behavior and academic intervention support. Use the school's data to make decision and solve problems. Arrangement of the environment to prevent the development and occurrence of

		problem behavior.
Safe School Initiative	We wish to develop this program with the local police department to help young people examine their roles as aggressors or bystanders and help them develop problem-solving skills and new ways of thinking about how they might respond to conflict in each role, as victims, aggressors, and bystanders.	We want our students to do the right thing when it comes to others. By helping them to understand the role of a victim, bystander and an aggressor in a conflict.

Collaborative Planning

Teachers presently share common planning time throughout each grade Levels. Collaborative planning is provided for teachers to meet twice a week to develop lesson plans, review student work, implement strategies, and engage in job embedded professional learning. Strong Intermediate would like to pilot a bi-weekly early release pilot. During the 2014-2015 school years, Strong will pilot an agreement with the Resources and paraprofessional staff to provide a 2 ½ hour bi-weekly collaboration period 3-6. This will occur on Friday afternoon's beginning in September. Students will be released early (support staff will be available to provide instructional support and enrichment during this time for select students). The primary focus of the collaboration period is to provide professional learning team time with the opportunity to develop common assessments, analyze student work, review and discuss data, and collaborate on instructional improvements. Based on the results of this pilot, a determination as to whether to modify it and/or make it a permanent part of the calendar will be made in partnership between the school administrator and the school's Leadership team. Parent and student's input will be a part of this process.

Upon reviewing the literature, researchers Yvonne Goddard, Roger Goddard and Megan Taschannen-Moran(2007) reported "a paucity of research investigating the extent to which teachers' collaborative school improvement practices is related to student achievement." Additional support for collaboration is found in a 2008 practice guide from the U.S. Education Department. The guide, turning Around Chronically low-performing schools" (IEs. edgov/nice/wee/practice guides), cites teacher collaboration as a frequent approach to improving instruction in 35 chronically low-performing schools that achieved dramatic turnarounds(substantial gains in student achievement within three years)/

Teacher Institute: The school is proposing that SIG funds resulting from this application be used to fund a four-day teacher institute each summer in August. This will provide teachers time to collaborate on the most recent assessment data, develop and expand the availability of common core assessments, work together on unit plans and lessons that integrate readings, writing, and mathematics with other core and non-core instruction, and work as a team to identify individual students who continue to fall behind developing individualized

educational plans to address each student's academic gap throughout the coming school year.

Differential Pay for Performance

A reward system with financial incentives has been recommended by the School Leadership team for implementation upon approval of the School Improvement Grant. Other strategies designed to recruit, place, and retain teachers at Strong Intermediate School will be provided as well. Specifically, leadership training will be provided to develop teachers' leaders. This experience will not only assist faculty and staff in performing at the highest level, but it will also ensure them opportunities for promotions and career growth. Recognition opportunities will also be increased and initiated to celebrate the accomplishments and successes of the faculty, staff, students, school, and community.

To retain and attract highly qualified teachers, and certified staff and leadership, the sign on, bonuses will be offered in partial payments. Bonuses will be given at the beginning of the school year and the remainder at the end of the school year. Staff members receiving sign-on bonuses must show effectiveness in order to be eligible to receive the second portion of the sign-on award for each year, but not to receive three a three year period, a staff member will continue to earn the additional school improvement goals incentive. As a requirement of employment, all Strong Intermediate teachers would be required to work extended hours to allow for collaborative planning time, job embedded professional learning, and parent and student conferencing.

Teachers would receive stipends for participating in professional learning opportunities and staff sessions held on off-contract days or after school hours.

The need of incentive pay is something that is greatly needed in Lee County School District. The Lee County School district data depict 6.4 % of the community population have obtained a bachelor degree or higher. This makes it impossible for the LEA to attract certified employees from the community. Eighty percent of Strong Intermediate staff travels forty-ninety miles daily to work at Lee County School District. There is not a four year college that offers Bachelor degrees in education within the community. Teacher candidate either attend college at Jonesboro or the University of Arkansas at Pine Bluff, which are both over an hour drive from Lee County. Due to the factors cited in the 2010 U.S., Census, Marianna (Lee county) t is geographically isolated from potential qualified certified educational staff. Which consequently explains the high teachers and leadership turn -over rate in the district? It's apparent that teachers and leadership accept employment in Lee County to obtain experience whereby, it assists them in successfully securing much higher jobs and or lowering the expense of commuting to Lee County when they secure the

employment in another district closer to their home. The phenomenon of district geographic isolation is not unknown phenomenon to the state department of education because provisions are made for district that are considered geographically isolated from nearby school district to be consolidated. Provision/waivers are made for districts that are deemed geographically isolated are given consideration or waiver concerning consolidation of nearby school when that geographically isolated school district fall below state school population requirements for consolidation.

According to research, a bonus payment to teachers can improve student academic performance but only when it is given upfront, on the condition that part of the money must be returned if student performance fails to improve, research at the University of Chicago showed that students gained as much as 10 percentile increases in their scores compared to students with similar backgrounds, if their teacher received a bonus at the beginning of the year, with condition attached. There was not gain for students when teachers were offered the bonus at the end of the school year, the research found. This was the first experimental study to demonstrate that teacher merit pay can have a significant impact on student performance in the U.S. according to John List and author of the study. The Study Enhancing the Efficacy of Teacher Incentive through Loss Aversion. A Field Experiment published by the National Bureau of Economic Research, reflects the findings of other studies in psychology and behavioral economics. The results of the experiment are consistent with over 30 years of psychological and economic research on the power of loss aversion to motivate behavior. Students whose teachers in the "loss" treatment of the experiment showed large and significant gains in their math test scores, author of the study, Homer J. Livingston Professor I Economic at Chicago.

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

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

and on-going data will help the reading specialist /interventionist and classroom teacher make informed decisions concerning students' academic placement.

Addressing the need of Struggling Math Students

We are posing utilizing Scholastic SMI Math inventory to address the needs of for a universal screener that will provide teachers' knowledge of students' ability in math. Students will be assessed utilizing Scholastic SMI Presently the school uses various literacy assessments, but do not have a math assessment component to assess students' growth and pinpoint problems the students might be having.

SCHOLASTIC MATH INVENTORY (SMI) is a Formative Assessment that Helps Teachers Make Good Decisions in the Classroom This universal screener and formative assessment shifts the paradigm from pinpointing what student **do not know** to defining what students know and can do. The key shift makes the difference in keeping students successful in core instructions and meeting the Common Core State Standards. With up-to-the-minute reports and scientifically-designed data tools SMI helps teachers differentiate math instruction and accelerate growth through Algebra I.

With SMI, educators can:

Support an RTI Framework

- Reporting on a developmental scale, Scholastic Math Inventory supports universal screening for all instructional levels.
- Assessing in a computer-adaptive environment supports growth monitoring.

Receive an Accurate, Native Quantile Score

- Assessing students directly on a proven scale provides a highly accurate score.
- Assessing on Scholastic Math Inventory provides a native Quantile score, not a derived score from a correspondence table.

College and Career Readiness Goals

- Set a quantifiable trajectory to and through Algebra 1 – the gatekeeper to College and Career Readiness.
- With forecast tools, instructional interventions can be targeted, personalized, and effective.

Demonstrate Accountability

- With 9 reports that provide clear actionable data, Scholastic Math Inventory keeps all educators focused on outcomes.
- With 4 bilingual school-to-home letters, Scholastic Math Inventory helps educators communicate learning goals to parents and guardians.

Screen Math Learners

- Reporting on the developmental scale of The Quantile Framework for Mathematics, Scholastic Math Inventory accurately assesses students on all levels
- With a high concurrency rate, SMI can support 700 simultaneous users

Make Instructional Decisions

- With rank order reporting of students, SMI helps educators make RTI placement and small group placements
- Personalized instructional recommendations based on students' Quantile measures help educators differentiate instruction

Benchmark Progress and Report Growth

- Administered 3-5 times a year, Scholastic Math Inventory tracks student growth to goals
- Nine robust and scalable reports demonstrate the effects of instruction and intervention

WE also proposed to use

enVisionMATH, published by Pearson Education, Inc., is a core curriculum for students in kindergarten through grade 6. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Differentiated instruction and ongoing assessment are used to meet the needs of students at all ability levels. Department of Education's What Works Clearinghouse Grants Top Ratings to Pearson's *enVision MATH K-6 Research*.

Technology- Smart Boards

The district purchased smart board three years ago and many of the Smart Boards are inoperable. The district failed to purchase a maintenance plan/agreement. Strong plan to revisit the classroom that need Smart board and purchase smart Board classroom without Smart Boards and request repair services on those that needs repairs. Having a Smart Board in every classroom will help with technology integration. Teachers need the latest technology to enhance students' learning and provide a well rounded curriculum and instruction units that utilizes technology to provide for whole class participation. The school leader do not have up-to-date technology, SIGs funds will be use to purchase a laptop for the school administrator.

Reading Specialist/Interventionist

With SIG grant funds we are proposing to hire one literacy interventionist to address the needs of at-risk students. The interventionist will be someone that is knowledgeable of the latest research associated with working with at-risk students. The interventionist will not be assigned to a class roster but would assist students in the classroom, small groups and one-on-one as needed to develop solid literacy skills. A review of strong's data depicts a need for an interventionist. Literacy, Math and writing data show a need for an interventionist in math in literacy. Data from end of year benchmark in fifth grade math depicts fifth graders scoring 18% nationally on end of year math benchmark exam. The interventionist will implement the support structure needed to ensure full implementation of grant activities aimed at improving students' achievement. The math and literacy interventionist will also provide intervention to students who are referred to RTI. The Interventionists will have the responsibility of coordinating the RTI team.

Site –Coordinator

As a requirement of the SIG grant a site-coordinator is needed to help ensure benchmarks and goals are implemented as planned. The site Coordinator will oversee activities and report progress relative to meeting the established goals and objectives of the SIG grant. Monthly updates of the School Improvement Grant will be provided to Lee County School District Board of Directors and the superintendent advisory council. In addition to general oversight, the role of the Site Coordinator will include assisting the facilitation and communicating among all stakeholders and monitoring implementation. This person will ensure implementation of School Improvement Grant activities with fidelity and integrity.

Key Boarding Teacher

The LEA plan to hire a keyboarding teacher to start the process of teaching students at Strong Intermediate school keyboarding over the summer and continue Strong's students training in keyboarding beginning with the 2014-2015 school year. With the upcoming PARCC Assessment students in Lee County are unprepared to take a computerized assessment. The Strong Intermediate School needs training on how to manipulate elements of the PARCC assessment. The students in Lee County school district have limited access to computer after they leave school. All students at Strong are scheduled for the math lab. However, they have not been trained in utilizing the latest option that has been demonstrated in the PARCC assessment. During the 2014-2015 school year, the keyboarding teacher will teach students in grades 3-6 the aspects of keyboarding keeping in mind what students will be asked to manipulate on a computer during the PARCC assessment students will be asked to take beginning with the 2014-2015 school year.

Dean of Student

A review of behavior referrals from classroom teachers show a strong need for a full time Dean of Student to assist with discipline and PBIS. The Dean of students will handle all behavioral referrals and work closely with the counselors to coordinate efforts to improve the students' behavior. The Dean of Student will be responsible for collecting and maintaining data on student's referrals and action taken to deter the students' negative behavior. Parents contact logs will be used to document the Dean of Student contact with parents of disruptive students.

After School Coordinator

The after school coordinator will supervise the teachers who are employed to work after school with at-risk students. The after school coordinator will collect on the implementation and student performance data; pre and post test, monitor classroom implementation of after school curriculum, ensure transportation and snacks are provided for all students who stay for after school tutoring. The after school coordinator will keep accurate documentation of student progress. This information will be shared with the school principal and leadership team.

External Provider:

Presently, the LEA County school district has a contract with Learning Forward. A consultation with Learning Forward team will need to be made in order to make adjustments to the external provider MOU to address the need of the district's turnaround model. Learning Forward memorandum of understanding with the district only addresses working with the school's leader and instructional facilitators. The district has chosen to implement activities within the SIG grants around the Arkansas Standards and Indicators for School Improvement. Learning Forward has been a part of Lee County School District tapestry for three year. It is with hopes that Learning Forward and LEA can work out their difference and continue with services. If this is not possible, the LEA will seek a new external provider that can meet the needs of Strong Intermediate School Turnaround Model. The school turnaround models call for an external provider that has the capacity to provide teachers with in classroom modeling. The district is interested in having an external provider that supports the school in job embedded professional development in social studies, science, math, literacy, and parental involvement.

Align other resources with interventions

The district will continue to be responsible for the contractual agreement with Learning Forward. The district will utilize funds to hire a Reading Specialist/Interventionist and a keyboard teacher. After school and summer school activities will continue to be the financial responsibility of the district. The SIG funds will provide sign on bonus to the newly hired certified staff and provide for a coordinator of afterschool and summer activities. Recently the district was awarded funds from a 1003(a) grant. These funds will help to support the curriculum, teacher and paraprofessional professional development. The district presently have a literacy and math facilitator as well as a

math interventionist to help provide for teacher development and struggling math students.

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);

The language in the teacher contractual agreement will be adjusted to read: I am willing to work collaboratively across grade levels and use best practice in teaching and managing my classroom to reach and teach all students. If there is limited progress in my student's academic achievement using end of year data, there will not be a bonus provided to me. Those teachers that remain in the school will receive bonus pay based on the 2014-2015 benchmark data in hopes teacher will want to return and work towards the goal of the turnaround model.

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

Sustain the reforms after the funding period ends.

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

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

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

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

The district receives Title I, Title II, and Title IV findings. The district will continued to seek community support as a mean of maximizing community assess. These partners coupled with federal funding will allow the district to continue many aspects of the intervention model beyond the funding period. The district will reallocate existing federal funds to sustain the elements of the programs that positively impacts student’s achievement. The district will work to secure funding from corporation, state, federal sources to establish a local community foundation to continue the support for the community project that connects family and the community with needed resources. The school’s ACSIP Plan will continue to be aligned with the need of the school’s improvement needs tied to the school performance data on end of year assessments

and federal category spending regulations. The LEA will utilize local, federal, and state funding to financially sustain the intervention model once all SIG funds are depleted. Listed below are some of the various funds that will be coordinated to sustain the grant.

LEA Plan to allocate resources	Model(s)	Alignment with SIG
Federal Resources		
Title I, Part A - Regular and stimulus funds (school wide or targeted assistance programs)	Turnaround, Transformation,	<ul style="list-style-type: none"> • Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards. Stipends for teachers attending professional development.
1003(a) Statewide System of Support – AYP funds	Turnaround, Transformation,	<ul style="list-style-type: none"> • Assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model.
Title II, Part A	Turnaround, Transformation	<ul style="list-style-type: none"> • Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model. Registration and travel for teachers to attend national conferences and workshops. Salary for instructional facilitators to provide ongoing professional development and coaching.
Title II, Part D - Ed Tech	Turnaround, Transformation,	<ul style="list-style-type: none"> • Provide staff online job-embedded professional development. • Promote the continuous use of student data through electronic means.
Title III, Part A - LEP (do not receive this funding)	Turnaround, Transformation,	<ul style="list-style-type: none"> •
State Resources (suggested resources may include, but are not limited to, the following)		

Title I, Title II	Turnaround, Transformation	<ul style="list-style-type: none"> • Identify and reward school leaders, teachers and other staff who have increased student achievement and graduation rates. • Recruit, place and retain staff with the necessary skills using financial incentives and increased opportunities for promotion and career growth. • Provide high-quality job-embedded professional development designed to assist educators in implementing the intervention model.
Professional Development – 2% of state general revenue for professional development	Turnaround, Transformation,	<ul style="list-style-type: none"> • Provide staff with high-quality job embedded professional development designed to assist them in implementing the intervention model.
Family and community (School Health funding and Grant)	Turnaround, Transformation,	Apply for the grants with Health and Human Services to continue SBHC

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.

YEAR ONE TIMELINE	
May	<ul style="list-style-type: none"> • Select service provider based on written criteria. • Meeting community stakeholders and school leadership team to plan for summer enrichment program. • Review, benchmark data and plan for the upcoming school year. This will consist of reviewing the data for professional development that is needed. • Begin the selection of teachers and students for a summer enrichment program. • Order any materials that are needed in order for teachers to facilitate summer enrichment program. • Advertise for a RN Advanced Nurse, Math and Literacy Interventionist, Keyboard Teacher, • Recruit and hire new staff needed to implement the turnaround model selected by the LEA. Interview and select fifty percent of the current staff that will remain with LEA. • Hire a site coordinator. Math and literacy Intervention • Arrange for staff training on AVID, Data Analysis, and Single School Culture, Pearson' Envision Math, and Scholastic SMI
June	<ul style="list-style-type: none"> • Order, Smart board software, • Meet with the district level team to formulate plans for the upcoming school year associated with district walk-throughs, teacher professional development. • Monitor implementation of summer enrichment programs designed to enhance students' academically. • Arrange for facility and staff PD on and off site training. Continue meeting with community partners to establish a campus based resource hub for Strong Community. Meet with Sig Site Coordinator if one has been hired to begin the process of setting up the on-site clinic.

2014-

2015 School Year

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

2014-2015 School Year	
July	<ul style="list-style-type: none">• Establish necessary training needed by reviewing recent school data.• Arrange training for the upcoming school year for instructional and non-instructional staff.• Contact service providers to assist with PD on working with parents and students with behavior.• Arrange for Instructional facilitators to attend conference on data analysis.• Meet with SIG site Coordinator to establish a blueprint for monitoring of data and reporting.• Meeting with the school's clinician, Lee County's Comprehensive Clinic, health department, DHS, and other community leaders to establish protocols.• Revise Teacher and student hand book to reflect new policies• Meet with Superintendent to establish job description for clinician and other newly hired staff for the clinic• Contract with office of Education Policy for specified technical assistance services• Contract with Great Rivers Education Cooperative for Technology Integration Team, and School Leadership Team to prepare for implementation• Form Superintendent Advisory Council (SAC)• Order Reading Naturally• Order Scholastic SMI Universal Math Screener• Order EnvisionMath• Visit a School Based clinic in Arkansas to arrange for PD on operation and etc of a school based health clinic• Plan for Efficacy Training <p>Meet with school's leadership team to plan for teacher's institute</p>
August	<ul style="list-style-type: none">• Orientation to the Design, Develop Professional Learning Communities (PLCs), Introduce Principles of PLCs,• Discuss planning for teachers meetings, reinstate Leadership team,• Establish classroom visit protocol,• Conduct screeners for at-risk students• Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.• Implement first 30 days and rituals and routines.• Establish schedules and strategies that provide increased learning time for all students.• Meet with interventionist, paraprofessionals and instructional facilitators to establish routines and monitoring requirement of the SIG Grant,• Establish list of students who needs immediate interventions and the protocol use to establish the students schedule for interventions.

	<ul style="list-style-type: none"> • Meet with the District’s Administrators, Site Coordinators School Leadership team, and state specialty support team to meet and review goals, objectives and planned activities to include establish benchmarks and timelines and to review established roles and responsibilities of team members • Create content level data team to review data across grade levels(Team will meet weekly to review CWT, informative assessments, • Established PLCs and monthly • Establish processes and procedures for timely and accurate completion of resource students out of class assessments by the resource teacher • School leadership team meeting to develop review behavior plan for the upcoming school year • Provide Teachers’ training on RTI model Assign committees for effective implement of the turnaround model • Train the interventionist to use a literacy program to provide strategic support/intervention or student at risk • Arrange training for AVID, Early Riser, and other programs that need dates for implementation towards the intervention model • Back to school thirty day calendar developed with leadership team • Scholastic Math SMI assessment • New Technology integration training
<p>September</p>	<ul style="list-style-type: none"> • Professional Learning Communities Revisited, • Begin PD, Weekly leadership team meetings, focus walk data, • Classroom Walk Through (CWT) Classroom visits daily, protocol for focus walks, develop safety nets from data, establish vertical alignment meetings. • Meet with core team members to establish protocol for teachers’ vertical alignment meetings • Provide teachers training on Differential Pay for Performance Plan with staff • Create action plans for specific areas in need of improvement based on identified teacher and student needs • Meet with the school and district parent coordinator to construct a calendar of parent involvement activities • Technology integration support provided to teachers • Weekly leadership Team meetings continue • Evaluate classroom assessments for rigor and introduce learning activities that require students to complete task that mirror common core assessments through establishing a protocol for students to evaluate their work. • Monitor processes and procedures for special service teacher to support benchmark readiness for special services students • Review the special education delivery model for inclusion to ensure implementation in the regular classroom setting. • Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Implement strategic use of district curriculum resources and pacing in all areas/subjects • Assess current use and model effective practice in high yield strategies, techniques addressing various styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects. • Establish RTI Team to monitor intervention model for struggling students. • Monitor and support student-centered instruction and development of individualize student plans to promote mastery ongoing throughout the year. • Repair or replace technology that needs replacing • Evaluate present literacy and mathematic curriculum for vertical and horizontal alignment, identify curriculum

	<p>gaps and overlaps and establish an approach to ensure alignment is in place</p> <ul style="list-style-type: none"> • Analyze multiple form of data to make instructional decisions • Principal and instructional facilitators to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers-ongoing throughout the year • Meet with SIG site coordinator • Schedule monthly professional development devoted to Common Core Implementation • Schedule monthly high-yield strategies professional development • Monitor struggling student data from RTI • Early Risers • Parent Community Involvement • PBIS • AVID training
October	<ul style="list-style-type: none"> • Deepen collaborative work in PLCs, build science/social studies teachers in content literacy. • Standards based instruction-deeper, PD(working with students in poverty), Leadership Meetings, classroom visits, Focus Walks. • Leadership Team Meeting • SAC Meeting • PLCs meeting • Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design an delivery, multiple forms of data analysis, and research-based practices • Revision of ACSIP' • Data from TLI intern assessment analyzed and data walls updated • Weekly Leadership Team meetings continue • District school improvement Team meeting to review SIG implementation. • Discipline plan monitored by committee, data analyzed, adjustments made as needed • Provide teacher immediate feedback and additional support to teachers in the use of authentic assessments and rubrics that mirrors Common Core State Standards • Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Provide Professional development utilizing Marzano's high-yield strategies • Monitor Struggling student data • Meeting with RTI Team to review students' referred to RTI • School based clinic opening • Parent Involvement
November	<ul style="list-style-type: none"> • Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. • PLCs weekly meetings • Weekly leadership meeting continue

	<ul style="list-style-type: none"> • District school leadership improvement team meeting to review SIG Implementation. The Site Coordinator will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Principals and instructional facilitators continue weekly observation to include reflection conferences with teachers • Discipline plan monitored by committee, data analyzed, adjustments made as needed • Continue review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Technology integration support provided to teachers • RTI meetings
December	<ul style="list-style-type: none"> • Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. • PLCs weekly meetings • Weekly leadership meeting continue • District school leadership improvement team meeting to review SIG Implementation. The Site Coordinator will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Principals and instructional facilitators continue weekly observation to include reflection conferences with teachers • Discipline plan monitored by committee, data analyzed, adjustments made as needed • Continue review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Technology integration support provided to teachers RTI meetings
January	<ul style="list-style-type: none"> • Update data wall, reassess PLC topics, development of timeline for quality review, • Continue PD, weekly leadership meetings, • Principal classroom visits daily & District Focus Walks, • Provide staff ongoing, high--quality, job--embedded professional development (e.g., regarding subject--specific pedagogy, instruction that reflects a deeper understanding of the community served by the school program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. • District school improvement team meeting to review SIG Implementation • Data from intern assessment review and update data wall • Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Discipline plan monitored by committee, data analysis • Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum • Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy
February	<ul style="list-style-type: none"> • Update data wall, reassess PLC topics, development of timeline for quality review, • Continue PD, weekly leadership meetings, • Principal classroom visits daily & District Focus Walks, • Provide staff ongoing, high--quality, job--embedded professional development (e.g., regarding subject--

	<p>specific pedagogy, instruction that reflects a deeper understanding of the community served by the school program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <ul style="list-style-type: none"> • District school improvement team meeting to review SIG Implementation • Data from intern assessment review and update data wall • Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Discipline plan monitored by committee, data analysis • Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum • Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy
March	<ul style="list-style-type: none"> • Update data wall, reassess PLC topics, development of timeline for quality review, • Continue PD, weekly leadership meetings, • Principal classroom visits daily & District Focus Walks, • Provide staff ongoing, high--quality, job--embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. <ul style="list-style-type: none"> • District school improvement team meeting to review SIG Implementation • Data from intern assessment review and update data wall • Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Discipline plan monitored by committee, data analysis • Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum
April	<ul style="list-style-type: none"> • Update data wall, reassess PLC topics, development of timeline for quality review, • Continue PD, weekly leadership meetings, • Principal classroom visits daily & District Focus Walks, • Provide staff ongoing, high--quality, job--embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

	<ul style="list-style-type: none"> • District school improvement team meeting to review SIG Implementation • Data from intern assessment review and update data wall • Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Discipline plan monitored by committee, data analysis • Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum
<p>May</p>	<ul style="list-style-type: none"> • Arrange for summer school enrichment. Review and collect data associated with the intervention model. • Meet with Site Coordinator to review and collect data Update data wall, reassess PLC topics, development of timeline for quality review, • Continue PD, weekly leadership meetings, • Principal classroom visits daily & District Focus Walks, • Provide staff ongoing, high--quality, job--embedded professional development (e.g., regarding subject--specific pedagogy, instruction that reflects a deeper understanding of the community served by the school program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. • District school improvement team meeting to review SIG Implementation • Data from intern assessment review and update data wall • Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Discipline plan monitored by committee, data analysis • Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum • •
<p>June</p>	<ul style="list-style-type: none"> • Meet with the school leadership team to establish upcoming goals and objectives. District school Improvement Team meeting to review SIG Implementation. The site coordinator will provide progress monitor reports to the goals, objectives, benchmarks and activities • Analyze any available data from Benchmark, student behavior, and other problems area of the school. • Office of Education Policy to compute year end growth and bonus amounts • Select staff for summer school • Review data to determine which students needs extra assistance through summer school enrichments programs

July	

2015-2015 School Year

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

2015-2015 School Year	
July	
August	
September	<ul style="list-style-type: none"> • Professional Learning Communities Revisited, • Begin PD, Weekly leadership team meetings, focus walk data, • Classroom Walk Through (CWT) Classroom visits daily, protocol for focus walks, develop safety nets from data, establish vertical alignment meetings. • Meet with core team members to establish protocol for teachers' vertical alignment meetings • Provide teachers training on Differential Pay for Performance Plan with staff • Create action plans for specific areas in need of improvement based on identified teacher and student needs • Meet with the school and district parent coordinator to construct a calendar of parent involvement activities • Technology integration support provided to teachers • Weekly leadership Team meetings continue • Evaluate classroom assessments for rigor and introduce learning activities that require students to complete task that mirror common core assessments through establishing a protocol for students to evaluate their work. • Monitor processes and procedures for special service teacher to support benchmark readiness for special services students • Review the special education delivery model for inclusion to ensure implementation in the regular classroom

	<ul style="list-style-type: none"> setting. • Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Implement strategic use of district curriculum resources and pacing in all areas/subjects • Assess current use and model effective practice in high yield strategies, techniques addressing various styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects. • Establish RTI Team to monitor intervention model for struggling students. • Monitor and support student-centered instruction and development of individualize student plans to promote mastery ongoing throughout the year. • Repair or replace technology that needs replacing • Evaluate present literacy and mathematic curriculum for vertical and horizontal alignment, identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place • Analyze multiple form of data to make instructional decisions • Principal and instructional facilitators to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers-ongoing throughout the year • Meet with SIG site coordinator • Schedule monthly professional development devoted to Common Core Implementation • Schedule monthly high-yield strategies professional development • Monitor struggling student data from RTI
<p>October</p>	<ul style="list-style-type: none"> • Deepen collaborative work in PLCs, build science/social studies teachers in content literacy. • Standards based instruction-deeper, PD(working with students in poverty), Leadership Meetings, classroom visits, Focus Walks. • Leadership Team Meeting • SAC Meeting • PLCs meeting • Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design an delivery, multiple forms of data analysis, and research-based practices • Revision of ACSIP' • Data from TLI intern assessment analyzed and data walls updated • Weekly Leadership Team meetings continue • District school improvement Team meeting to review SIG implementation. • Discipline plan monitored by committee, data analyzed, adjustments made as needed • Provide teacher immediate feedback and additional support to teachers in the use of authentic assessments and rubrics that mirrors Common Core State Standards • Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Provide Professional development utilizing Marzano's high-yield strategies • Monitor Struggling student data • Meeting with RTI Team to review students' referred to RTI

November	<ul style="list-style-type: none"> • Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. • PLCs weekly meetings • Weekly leadership meeting continue • District school leadership improvement team meeting to review SIG Implementation. The Site Coordinator will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Principals and instructional facilitators continue weekly observation to include reflection conferences with teachers • Discipline plan monitored by committee, data analyzed, adjustments made as needed • Continue review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Technology integration support provided to teachers • RTI meetings
December	<ul style="list-style-type: none"> • Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. • PLCs weekly meetings • Weekly leadership meeting continue • District school leadership improvement team meeting to review SIG Implementation. The Site Coordinator will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Principals and instructional facilitators continue weekly observation to include reflection conferences with teachers • Discipline plan monitored by committee, data analyzed, adjustments made as needed • Continue review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Technology integration support provided to teachers RTI meetings
January	<ul style="list-style-type: none"> • Update data wall, reassess PLC topics, development of timeline for quality review, • Continue PD, weekly leadership meetings, • Principal classroom visits daily & District Focus Walks, • Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. • District school improvement team meeting to review SIG Implementation • Data from intern assessment review and update data wall • Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Discipline plan monitored by committee, data analysis • Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum • Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy

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2014-2015

June	<ul style="list-style-type: none"> • Meet with the school leadership team to establish upcoming goals and objectives. District school Improvement Team meeting to review SIG Implementation. The site coordinator will provide progress monitor reports to the goals, objectives, benchmarks and activities • Analyze any available data from Benchmark • Office of Education Policy to compute year end growth and bonus amounts • Select staff for summer school • Review data to determine which students needs extra assistance through summer school enrichments programs
July	

2016 School Year

July	<ul style="list-style-type: none"> • Establish necessary training needed by reviewing recent school data. • Arrange training for the upcoming school year for instructional and non-instructional staff. • Contact service providers to assist with PD on working with parents and students with behavior. • Arrange for Instructional facilitators to attend conference on data analysis. • Meet with SIG site Coordinator to establish a blueprint for monitoring of data and reporting. • Meeting with the school's clinician, Lee County's Comprehensive Clinic, health department, DHS, and other community leaders to establish protocols. • Revise Teacher and student hand book to reflect any new policies
August	<ul style="list-style-type: none"> • Orientation to the Design, Develop Professional Learning Communities (PLCs), Introduce Principles of PLCs, • Discuss planning for teachers meetings, reinstate Leadership team, • Establish classroom visit protocol, • Conduct screeners for at-risk students • Implement first 30 days and rituals and routines. • Establish schedules and strategies that provide increased learning time for all students.

	<ul style="list-style-type: none"> • Meet with interventionist, paraprofessionals and instructional facilitators to establish routines and monitoring requirement of the SIG Grant, • Establish list of students who needs immediate interventions and the protocol use to establish the students schedule for interventions. • Meet with the District's Administrators, Site Coordinators School Leadership team, and state specialty support team to meet and review goals, objectives and planned activities to include establish benchmarks and timelines and to review established roles and responsibilities of team members • Create content level data team to review data across grade levels(Team will meet weekly to review CWT, informative and summative assessments, behavior reports, and teacher absentees. • Established PLCs and monthly • Back to school thirty day calendar developed with leadership team
September	<ul style="list-style-type: none"> • Professional Learning Communities Revisited, • Begin PD, Weekly leadership team meetings, focus walk data, • Classroom Walk Through (CWT) Classroom visits daily, protocol for focus walks, develop safety nets from data, establish vertical alignment meetings. • Meet with core team members to establish protocol for teachers' vertical alignment meetings • Provide teachers training on Differential Pay for Performance Plan with staff • Create action plans for specific areas in need of improvement based on identified teacher and student needs • Meet with the school and district parent coordinator to construct a calendar of parent involvement activities • Technology integration support provided to teachers • Weekly leadership Team meetings continue • Evaluate classroom assessments for rigor and introduce learning activities that require students to complete task that mirror common core assessments through establishing a protocol for students to evaluate their work. • Monitor processes and procedures for special service teacher to support benchmark readiness for special services students • Review the special education delivery model for inclusion to ensure implementation in the regular classroom setting. • Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Implement strategic use of district curriculum resources and pacing in all areas/subjects • Assess current use and model effective practice in high yield strategies, techniques addressing various styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects. • Establish RTI Team to monitor intervention model for struggling students. • Monitor and support student-centered instruction and development of individualize student plans to promote mastery ongoing throughout the year. • Repair or replace technology that needs replacing • Evaluate present literacy and mathematic curriculum for vertical and horizontal alignment, identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place • Analyze multiple form of data to make instructional decisions • Principal and instructional facilitators to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers-ongoing throughout the year

2014-2015

	<ul style="list-style-type: none">• Meet with SIG site coordinator• Schedule monthly professional development devoted to Common Core Implementation• Schedule monthly high-yield strategies professional development• Monitor struggling student data from RTI
October	<ul style="list-style-type: none">• Deepen collaborative work in PLCs, build science/social studies teachers in content literacy.• Standards based instruction-deeper, PD(working with students in poverty), Leadership Meetings, classroom visits, Focus Walks.• Leadership Team Meeting• SAC Meeting• PLCs meeting• Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design an delivery, multiple forms of data analysis, and research-based practices• Revision of ACSIP'• Data from TLI intern assessment analyzed and data walls updated• Weekly Leadership Team meetings continue• District school improvement Team meeting to review SIG implementation.• Discipline plan monitored by committee, data analyzed, adjustments made as needed• Provide teacher immediate feedback and additional support to teachers in the use of authentic assessments and rubrics that mirrors Common Core State Standards• Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction• Provide Professional development utilizing Marzano's high-yield strategies• Monitor Struggling student data• Meeting with RTI Team to review students' referred to RTI
November	<ul style="list-style-type: none">• Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.• PLCs weekly meetings• Weekly leadership meeting continue• District school leadership improvement team meeting to review SIG Implementation. The Site Coordinator will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities• Principals and instructional facilitators continue weekly observation to include reflection conferences with teachers• Discipline plan monitored by committee, data analyzed, adjustments made as needed• Continue review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting• Technology integration support provided to teachers• RTI meetings
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June	<ul style="list-style-type: none"> • Gather data for effectiveness of the intervention model over a three year span • Meet with superintendent to review ways to continue the intervention model using district resources. • Review end of year Benchmark data with school leadership team • Complete an assessment of students needs in technology, curriculum, and other areas that might need addressing. • Summer school for at-risk students • Plan for the upcoming school year, PD, open house, school calendar, etc.
July	<ul style="list-style-type: none"> • Continue working on reports that needs to be filed with ADE concerning the effectiveness of the school's intervention model. •

2014-2015

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
2/21/2014 2/24/2014	School Leadership Team	Lois Paschal	3 rd grade teacher
		K. Gardner	4 th Grade teacher
		Willie Branch	5 th grade teacher
		M. Bradshaw	Art teacher
		Linda Davis	Principal
2/11/2014	Whitten elementary	Brenda Poole	Principal
2/24/204	Transportation	Titus Howell	Director
2/11/2014	Special Education	Lori Ginn	LEA Supervisor
2/11/2014	Technology	Willie Marshall	Technology Director
2//11/2014	Curriculum	Michelle Branch	Curriculum Director
2/24/2014	Faculty		

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

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

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

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Priority School

Total 3-Year Budget \$

Pre-Implementation:

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

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

- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

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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			
X	1. Developing teacher and school leader effectiveness (training) (Efficacy Training)	½ 52,320 26,160			
X	Travel and lodging	4,400			
X	Single School Culture model training	½ 15,660 7830			
X	Early Risers	½ 7,000 3,500			

X	Food and light refreshment for Early Risers Training	1,210.35			
X	Family Advocate (Early Riser)	1,041.54			
	Dean of Student	58,208		59,688	60,425
	Select a new principal (Differential pay for principal)	10,000		10,000	10,000
X	Make staff replacements (Recruitment of new teachers)	4,170		4170	4170
X	Haberman Screening	560.00			
	Support required, recommended and diagnostic strategies				
	Change and sustain decision making policies and mechanisms				
	Change and sustain operational practices				
	Implement local evaluations of teachers and principal				
Additional options (specify) Any of the required and permissible activities					
	Supplies, furniture, and other medical equipment needed to operate the clinic	75,000		75,000	50,000
	Site Coordinator for school based clinic	1/3 of 29,104 9701.33		9701.33	9701.33
	Advanced RN Nurse or Licensed Practitioner	1/3 of 139,650 46,550		1/3 of 144,347.25 48,115.75	1/3 of 141,046.50 47,015.50
	District After School Coordinator	1/3 of 12,698.38 4,232.13		1/3 of 12,698.38 4,232.13	1/4 of 12,698.38 4,232.12
X	District SIG Site Coordinator	1/3 of 29,104 14,552		1/3 29,844 14,922	1/3 of 30,212 15,106
x	District Summer School Coordinator	1/3 of			

		2,466.		822	822
		822			
Subtotal		267,937.35		226,651.33	201,471.95
	<input type="checkbox"/>	3. Reforming instructional programs Common Core Materials			
	<input type="checkbox"/>	Develop data collection and analysis processes			
	<input checked="" type="checkbox"/>	Use data to drive decision making			
Additional options (specify) Any of the required and permissible activities	<input type="checkbox"/>	Align curriculum vertically and horizontally			
	<input type="checkbox"/>	Scholastic SMI	2,799	1,650	1,650
	<input type="checkbox"/>	EvisonMath	10,002.16		
Subtotal	<input type="checkbox"/>	Reading Naturally	5,264.91	1,125	1,125
	<input checked="" type="checkbox"/>	3. Increasing learning team and creating community-oriented			

	<input type="checkbox"/>	schools				
	<input checked="" type="checkbox"/>	Increase learning time (extended day, week, or year) (after school teachers)	10,425.12		10,425.12	10,425.12
	<input checked="" type="checkbox"/>	Summer writing Camp	9,316.00		9,316.00	9,316.00
	<input checked="" type="checkbox"/>	Materials and supplies for Writing Summer Camp	1,892.23		1,892.23	1,892.23
	<input type="checkbox"/>	Develop community partnerships that support the model				
	<input type="checkbox"/>	Technology Personnel				
Additional options (specify) Any of the required and permissible activities	<input checked="" type="checkbox"/>	Implement parent and community involvement strategies for ongoing engagement and support Computers, fax machine, copier for the parent center	13,889.11			
	<input type="checkbox"/>					
	<input type="checkbox"/>					
Subtotal	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>	4. Flexibility and Sustain Support				
	<input type="checkbox"/>	Implement a comprehensive approach to school transformation				
Additional	<input checked="" type="checkbox"/>	Ongoing, intensive professional development and technical assistance from the LEA and the SEA	1/3 Of 100,000			

options (specify) Any of the required and permissible activities			33,333.33			
	<input type="checkbox"/>					
	<input checked="" type="checkbox"/>	External Provider will be paid by the district				
	<input checked="" type="checkbox"/>	8 days teachers training off-contract stipend	11,200			
Subtotal	<input type="checkbox"/>	SMART Boards/computer	19,200			
	<input type="checkbox"/>	5. LEA-activities designed to support implementation of the turnaround model				
	<input checked="" type="checkbox"/>	Differential performance pay component	174500		174,500	174,500
	<input type="checkbox"/>	Contracted amount with office of education policy	22,000		22,000	22,000
Subtotal	<input type="checkbox"/>	AVID	26,900		14,600	8,000
Total for Turnaround Model			610,552.07		460,267.33	428,488.07

Priority: Lee County School District Strong Intermediate School

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
Licensed Nurse Practitioner/Advance RN (if we are	Starting based salary year 1: \$100,000 Fringe benefits(state and federal taxes)39,650; year 2: \$100,500(state and federal taxes)39,848.25; year 3: 101,000 (state and federal fringe) 40,046.50	141,680.75 The cost is being split three ways between the three LEA Schools, each school will contribute 140,348.25 for the total 3 year of the grant
Supplies for site based clinic-prescreening	1,365,000 is the cost cited by United State Department of Health Human Service to run a school based health clinic for 3 years. Again the cost will be shared between the three LEA School sites. Each school will contribute 200,000	200,000
Coordinated Site Team MemberTeam Coordinator	A site team coordinator is needed to help run the school based clinic and complete medical billing as needed. We would like for the person to have certification as a Social Worker to assist with students psychosocial needs.	29,1003.00
Incentive Turnaround Principal	With gains in student achievement, the school principal will be provided performance based pay. The principal job is no longer regarded as performers of largely managerial duties. Skill set required in analyzing data to drive successful instruction, developing public relations systems to ensure the community is informed of school goals and achievements, researching education trends and best practices, and facilitating continuous improvement by enabling staff to participate in communities of learning.	\$30,000
Reading Interventionist	A Reading Interventionist/Reading Specialist is needed to help provide research based strategies to struggling readers in grades 3-6.	178,321.00 (District will fund from NSLA funds)

Teachers Stipend for professional development off –contract(Teacher Institute/AVID Training	Teachers will receive training in data analysis over four day off . AVID training consists of four days of training off contract, a total of 8 days.	11,200
Technology Teacher/Summer camp	The technology teacher will be paid off contract fee to work with Strong students during the summer to enhance their knowledge of keyboarding and component of PARRC Assessment modules students should be familiar with prior to taking the Benchmark assessment beginning with the 2014-2015 school year	2,340
Dean of Student	The School’s discipline reports for the past six months dictate a need for the school to have a full time dean.	178,321.00
Teachers for extended Day	Technology teacher for technology camp	2,400
After School	Adding a teacher to assist the district in reaching more students in after school	31,275.36
AVID Training	Teachers and Dean of student will receive four days of training and materials in AVID from a trained AVID personnel	49,5000
After School site coordinator	This is a district level coordinator. The chosen person will monitor the effectiveness of strategies, implementation of curriculum, and ensure students are given snack and transportation to home when after school activities have ended	12,698.37
Scholastic SMI	A way to assess student progress in math skills retain an assessment is needed. The SMI assessment will be used as a universal screener for math	6,099.00
Envision Math	The math interventionist need researched based math materials and manipulative to asses struggling math students. This program will also be utilized by the resources teacher	10,002.16

Efficacy Training	Efficacy training will be offered to our leadership team and parents	26,160
Travel and Lodging	Travel and lodging expenses of the Efficacy trainer	4,400
Single School Culture	Training for the leadership team to attend a four day workshop in Louisiana on developing a single school culture model	7,830
Recruitment of new teachers into the district	Advertisement, travel and lodging for the school superintendent to travel to location to attend job fairs, etc.	12,510.00
District SIG Coordinator	This person will monitor the implementation of the grant from the perspective of the district responsibility. He/she will work with the superintendent and district leadership team to manage, oversee, and monitor the implementation of the school improvement grant. Work closely with the principal and the central office staff to support day-to-day needs of the school, discuss progress, and identify and overcome barriers to implementation.	44,650.00
Fax, copier, computers for the parent center	To make the parent center a center of the community for technology uses for completing job application online, sending and receiving faxes, resume writing	13,899.11
Keyboarding Teacher	The salary of the keyboarding personnel will be paid by the district	178,321.00(District funded)
ADE/SEA Technical Assistance	As a requirement of the grant, we are adding one-third of the salary requested from the LEA for providing technical assistance	33,333.33
SMART Board and computers/maintenance contract for Smart Board and repairs	A SMART Board and several computers are needed in one of our classroom. A maintenance agreement to upkeep the smart board is also needed.	19,200
Differential Performance pay	A certain amount of funds are needed to provide performing teachers pay incentives for three years	523,500.00

Office of Education Policy	The office of Education Policy will monitor, educate, and provide guidance on differential pay.	66,000
District Summer School Coordinator	The District Summer School Coordinator will coordinate the facilitation and implementation of the summer school programs	806.90

Budget Narrative:

Activity	Explanation	Shared cost between schls
RN Advanced/Licensed Practitioner	Year 1: \$100,000 (fringe 39,650) Year 2: 100,000 + 500(raise)(fringe 39,848.25 Year 2: 100500+ 500(raise) (fringe 40,046.50	141,681.25 (Strong Intermediate)
Site Coordinator for School Based Clinic	22,500 (fringe, 6604) shared between the LEA Schools=9,701.33 yearly for Strong 29,103.99	
Scholastic Math	Universal math screener used school-wide initial start up \$2,799, year 2: 1,650 Year 3: 1.650	
Performance/Recruitment Pay	75000 X 19 certified staff=142,500, Certified 2000 x 16=32,000	
After School teachers	2 teachers 2.50 hours a day, 3 days a week @ \$50.00 for 7 months= \$7,577.50 (fringe 2,847.92) Total: 10,425.12	
Incentive Turnaround Principal	Year 1: 10,000 Year 2: 10,000 Year 3: 10,000	
Keyboarding Personnel	Year 1: base salary 39,500 (fringe 18,708), (district will leverage funds) Year 2 :40,000 fringe(19,688) Year 3:40500 fringe(19,925	

Reading Interventionist	Year 1:base salary 39,500 (fringe 18,708), (district will leverage NSLA funds) Year 2 :40,000 fringe(19,688) Year 3:40500 fringe(19,925)
Teachers Stipend for professional development off –contract(Teacher Institute/AVID	8 days training off contract @ 100 day x 4.33 =433 weekly rate of pay for 7,794(fringe 3,406.00) Total cost 11,200
Technology Teacher (summer School stipend) “Technology Camp”	100 day x 3 days =300x 6 weeks =1,800(fringes)
Dean of Student	Year 1:base salary 39,500 (fringe 18,708), Year 2 :40,000 fringe(19,688) Year 3:40500 fringe(19,925)
Clinic cost	Supplies for School Based clinic are based on average cost of operating a clinic for three years. Prices estimation take from Health and Human Service Website (225,000) each school will contribute 225,000 yearly
Parent Advocate Training Efficacy	\$50.00 hr x 5.50 hours x 3.5 days (962.50+Fringes) 1,041.54
AVID Materials	Year one:26,900 Year 2: 14,600 Year3: 8,00 includes materials
Parent Involvement	Printer, 358.99 Fax machine 250 5 computers with desk 12,500 780.12 print supplies total cost 13,889.11
Haberman Screening	30 per teacher @ 19 teachers +560
Replacing non-operative SMART Boards with	1 smart Board, 3,560 2 contracted services to maintain Smart Board 5,000 3 . 10,440 computers
Efficacy Training	1day Training need assessment feedback/planning session with principal\$2,000 4 day training Leadership Training 16,000 5 day whole faculty(based on 40 participant per group) Efficacy training for

	<p>educators 16,000</p> <p>1 day parent workshop(includes consultation with principal and parent leaders \$2,500 4 days ½ Execution support: Technical Assistance 10,000</p> <p>Subtotal for training and support services, per school 47,000 (1/2 cost shared with Whitten Elem.)</p> <p>Products: Student Tools (14 sets) each set 30 books and 1 instructional guide(2,940) Efficacy Journal/folder package for entire school \$5.00 per student (2,100) Poster 14 class posters Each set incl. 4 posters \$20.00 per set (\$280.00) Subtotal for product including shipping and handling \$5,320 Total: \$52.320 shared with Whitten 26,160.00</p>
EnVision Math	10,002.16 Student and teacher edition, classroom manipulative for 3-6 Reading interventionist teacher
Office of Education Policy	Cost figure teacher performance and incentive year 1:22,000 Year 2: 22,000 Year 3: 22,000 Total: 66,000
Single School Culture training	14 teachers attending workshop 4,500 for ten teachers, 3,330 food, lodging, travel \$7830
Reading Naturally	Book, and curriculum year 1: 6650 year 2: access to online product 1,125 year 2: access to online product 1,125 total: 8,900
Writing Camp	\$ 50.00 day for 4 hours \$200 day x 4 days=\$800 per teacher x 9 teachers=7,200 (2,116)=9,316
T-Shirts, Writing materials, food for Summer Writing Camp	Estimated price 1,892.33
Early Risers	\$7,000 year long training with parents and staff on working with problem students(half cost shared with Whitten Campus) 3,500.00
Food for parent meetings and family nights	1,210.35 (used whenever family night is held)

After School District Coordinator	Based salary of \$10,000 (fringe 2,678.38) (seven month monitoring the afterschool program) Cost is shared among the 3 LEA schools @ rate of 4,32.72 yearly
ADE Technical Assistance	\$100,000 split among the three schools \$33,333.33

SECTION E:

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

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

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

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

LEA Application Checklist

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

School Name:

LEA #:

SECTION A, Part 1 General Information

LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served

Selection of Identified Schools

Identification of Intervention Models

SECTION B, PART 1 Needs Assessment

Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities

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

Develop Profiles of Available Partners

Determine Best-Fit Model and Partners

Define Roles and Develop Contracts

Forge Working Relationships

Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

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

Reading Research Links

National Reading Panel Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association Adolescent

Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

The Leader in Me by Stephen R. Covey

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

www.TheLeaderinMeBook.com

Council of Chief State School Officers Adolescent

Literacy toolkit available at

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

Content Area Literacy Guide available at

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

Appalachia Regional Comprehensive Center (ARCC) Adolescent

Literacy toolkit available at

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

The National Center for Education Evaluation and Regional Assistance

Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at

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

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

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

Appendix A
Letters of Support
Principal Professional Growth Plan

**Lee County School District
Professional Growth Plan
2013-2014**

Date: December 20, 2013

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

Educator's Name: Linda Fay Davis SSN:

Assignment: Anna Strong Intermediate Phone: 870-295-7140

Email linda.davis@lcsd.grsc.k12.ar.us Fax 870-295-7134

No. of Years in Current Assignment 1

No. of Years of Educational Experience 10

Type of Licensure: Initial Standard

Areas of Licensure: PreK-12 Building Level Administrator
PreK-12 Reading Specialist
PreK-12 Curriculum Program Administrator
1-6 Elementary Education
Degree in Social Work

License Expiration Date: December 31, 2017

Page 1 of 4

PROFESSIONAL GROWTH PLAN DOCUMENT

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

Rigorously collect and analyzes data on student and school performance; guide teachers in effectively using the data to inform instruction.

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

Using the knowledge gained from reading the text, *DataWise* to assist teachers in making informed decision about data. I plan to attend grade level PLCs, monitor implementation of data disaggregation and reflect with staff on student data in PLC and vertical alignment meeting.

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

Beginning: Even though this goal is retroactive to August of 2013, it is being submitted December 2013.

Ending: June 2014

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

Strong Intermediate is in Academic Stress. Strong Intermediate is achieving in literacy but failing in math and fifth grade science as depicted by the last three years of Benchmark data reviewed with staff. In order for any school in the state of Arkansa to remain open the school must school gains each year in math and literacy to remain off the state's academic distress list. Therefore, it is or urgency that Strong Intermediate staff understand data and how to use it to make informed decision concerning classroom instruction and the bigger picture school climate and culture.

Page 2 of 4

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

Teachers are required to keep a datebook of the latest and ongoing data collected throughout the year on their individual students. The data notebook is brought to PLCs where the data is discussed and plan made to assess areas of weakness in teacher implementation of a standard.

Educator's Signature _____ Date _____

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

F. Was the goal met/completed?

Yes _____ No _____

Evaluatee's Signature Date

Evaluator's Signature Date

Page 3 of 4

Professional Growth Plan Development

In accordance with the Arkansas Department of Education Rules Governing Professional Development, all school districts, schools and certified personnel shall develop and implement a professional development plan. The district and school plan shall be included in the ACSIP, individual plans shall support the district and/or school plans, and teachers, administrators, and classified school employees shall be involved in the design, implementation and evaluation of their respective professional development offerings under the plan.

Each employee must select at least one area in which they must complete a professional growth activity that will enable them to acquire measurable gains in student achievement and identify the instruments that will be used to document the gains, i.e., workshops, conferences, study groups, action research, and

Independent study (reading a book, viewing a video, exploring the internet, an online tutorial, participation in a learning community, attending seminars or training for which no in-service points are awarded.)

Your goal should be verifiable and aligned to Arkansas State Standards. The goal must also impact your overall professional growth and have an effect on student learning. It is recommended that you use the stem: I will... (research, study, learn, apply, etc) so that...(describe what you want to see happening differently with student learning).

Professional Growth Plans are essential to the implementation of each school program, ACSIP plan, all instructional staffs, professional growth, and ultimately to improving student performance.

Professional Growth Plans are characterized by:

1. a career-long learning process,
2. individual reflection and dialogue with colleagues about professional practice
3. development and implementation of a written plan that achieves goals that are consistent with the professional practice standard;
4. reflects the unique learning need identified by the individual and evolves over the school year as it is shared and review with colleagues and,
5. clear expectations, processes, and timelines.

Questions to assist you in documenting your Professional Growth Plan

1. What are your goals and desired outcomes? (Be Clear)
2. What are the most important outcomes to assess and why?
3. How can these important outcomes best be measured?
4. How can evaluation contribute to continuous improvement?
5. What do you see if you are successful?
6. What documentation can you provide to show as evidence of your growth and its effect on student learning?



KIDS for the FUTURE , Inc.

COUNSELING SERVICES

February 28, 2014
Mrs. Willie M. Murdock
Superintendent
Lee County School District
Marianna, AR 72360

Dear Superintendent Murdock:

Kids for the Future, Inc. is excited to support the Lee County School District in their application for the School Improvement Grant. Kids, Inc. is a Rehabilitative Services for Persons for Mental Illness (RSPMI) facility, which provides mental and behavioral health services for children and adolescents throughout Eastern Arkansas. Kids, Inc. has been working with the Lee County School District for many years and continues to see strong and dedicated leadership within all aspects of the district. Lee County School District supports strong health in all aspects for its students by partnering with Kids, Inc.

Kids for the Future of Marianna, Inc. is a Child Health Management Services (CHMS) facility located in Marianna as well, which serves children, ages birth to 5, with developmental delays. KFF of Marianna works very closely with the school districts to provide smooth transitions for our children entering kindergarten. The Lee County School District and KFF of Marianna work together every year to ensure children that need special education services receive them.

Both programs combined, Kids for the Future, Inc. and KFF of Marianna serve over 200 children and employ 60 people. The Kids for the Future systems are economically invested in the area and stand ready to assist the school district and community in any way we can.

Lee County is one of the most impoverished counties in Arkansas, and a grant, such as the School Improvement Grant, is very important to the well being of the education system for the areas in which we serve. Kids, Inc. is honored to work with the Lee County School District in improving the lives of students and families by offering our support as it seeks being awarded the School Improvement Grant.

If you have any questions or need additional information, please do not hesitate in contacting me. Thank you in advance for your consideration in this matter.

Sincerely, 

Bess Heisler Ginty

Chief Executive Officer

KINGDOM CONNECTIONS CHURCH

Matthew 6:10 *Thy kingdom come. Thy will be done in earth, as it is in heaven.*

55 S. Poplar, P.O. Box 387 Marianna, AR 72360

Phone: (870) 298-2701 Fax: (870) 298-2722

February 27, 2014

Mrs. Willie M. Murdock, Superintendent
Lee County School District
Marianna, Arkansas 72360

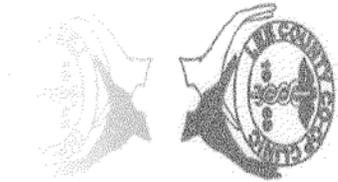
Dear Superintendent Murdock:

Please accept this letter of support for the Lee County School District application for the School Improvement Grant. Kingdom Connections Church has been a strong supporter and community partner of the LCSD. We engage weekly with many of the youth in the Lee County community through outreach programs as apart of our ministry and our civic responsibility. As a faith based entity we are advocates for enriching the lives of youth.

This grant will allow the LCSD to continue to enhance the educational endeavors for every student. Our youth in the Arkansas delta need every opportunity to experience a life of prosperous health, a solid education, and a vigorous lifestyle. The essential elements are to expose our youth to endless opportunities and to indulge our youth in every afforded experience.

Kingdom Connections Church takes pleasure in collaborating with the Lee County School District to pursue this rich endeavor.

**Yours in Christ,
Keith Ross ~ Senior Pastor**



LEE COUNTY COOPERATIVE CLINIC

Post Office Box 669
530 West Atkins Boulevard
Marianna, AR 72360
Phone: 870-295-5225
Fax: 870-295-6900
www.lccc.us.com

February 25, 2014

Mrs. Willie M. Murdock, Superintendent
Lee County School District
Marianna, Arkansas 72360

Dear Superintendent Murdock:

Lee County Cooperative Clinic (LCCC) is pleased to offer this letter of support to the Lee County School District's application for the School Improvement Grant . As a Federally Qualified Health Center, LCCC has been working to serve the health and social needs of patients in our area for forty-five years. We understand, as does the school district that good health, including proper nutrition, leads to better academic performance.

An admirable feature of this grant is the referral of students to local medical and dental providers for follow-up care and checkups. LCCC provides transportation services to our patients and, if this grant is approved we will pick up referred students and transport them to our facility for treatment. Of course, this transport will not take place without signed parental permission forms and a Lee County School District referral. LCCC will also make its health educator, social worker and clinical and professional staff available to serve students.

Operating in the Arkansas delta, one of the poorest areas in the country with its subsequent negative demographics, we have come to realize that collaborations allow the sharing of resources to achieve our goals. Is there a more worthwhile goal than collaborating to improve the lives our children?

We're happy and proud to partner with the Lee county school district in this important and necessary endeavor.

Respectfully,

Clifton Collier, CEO
Lee County Cooperative Clinic

Hughes Satellite Clinic
503 So. Broadway
Post Office Box 663
Hughes, AR 72348
Phone: 870-339-4181
Fax: 870-339-4187 □

Lakeview Satellite Clinic
14066 Highway 44
Mabash, AR 72359
Phone: 870-827-3201
Fax: 870-827-3202 □

Madison Satellite Clinic
302 East MLK Street
Post Office Box 328
Phone: 870-821-0165 □

