



# ARKANSAS DEPARTMENT OF EDUCATION

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

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

**LEA APPLICATION REQUIREMENTS**

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

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the**

**schools it will serve with a School Improvement Grant.**

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

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation
Whitten Elementary	50936000679	X				X			
Anna Strong Intermediate		X				X			
Lee High School		X				X			

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

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

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

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

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

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

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

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

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

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

**Example:**

**LEA XX BUDGET**

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

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

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.



SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Lee County School District	
Mailing Address (Street, P.O. Box, City/Zip) 188 Walnut Street, Marianna, AR 72360	Starting Date July 2014
Name, title and phone number of authorized contact person: Willie Murdock, Superintendent	Ending Date July 2017
Amount of funds requested: 4.5 Million	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 **See Scanned Attachment**

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

Date: \_\_\_\_\_  
Date: \_\_\_\_\_

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

## SCHOOL IMPROVEMENT GRANTS

### Purpose of Program

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

### Availability of Funds

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

### State and LEA Allocations

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

### Consultation with the Committee of Practitioners

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

## FY 2014 SUBMISSION INFORMATION

Electronic Submission:

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

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

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

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

Four Capitol Mall, Box 26

Little Rock, AR 72201

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Whitten Elementary	50936000675	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

SECTION B, PART 1:

**B. DESCRIPTIVE INFORMATION: Needs Assessment**

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

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

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

Name of School: Whitten Elementary LEA #: 3904005

Context

1. Grade levels (e.g., K-2):
2. Total Enrollment: **239**
3. 100 % Free/Reduced Lunch:
4. 5.86% Special Education Students:
5. 2.1% English Language Learners:
6. Home Languages of English Language Learners (list up to 3 most frequent):
  1. Spanish
  - 2.
  - 3.

Whitten 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, The Learning Institute, DRA, DSA, 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, Whitten Elementary 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

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

### **List Data Analyzed**

- The Learning Institute Reading, Math, Language, and writing assessment
- Diagnostic Spelling Assessment
- Developmental Reading Assessment
- Student work samples
- Classroom walkthrough data
- School's survey of students, parents, and faculty
- Student enrollment and demographic statistics and trends
- Student and staff attendance data
- Progress report grades
- Teacher evaluation data
- School nurse reports
- Performance data for the school (ADE DATA Center)

- School Accountability Status and subgroup performance data for the school-Priority
- Students Behavioral Report
- DIBELS
- Stride Academy Reports
- IOWA data

### **Major Findings**

Whitten Elementary was a K-2 school up until the 2009-2010 school year. The district reconfigured in an effort increase student achievement. However, this configuration only lasted three years (2009-2010, 2010-2011, & 2011-2012). The 2012-2013 school year, Whitten returned to being a K-2 school. Also during the last five years, Whitten has had three principals, one just hired this school year.

As revealed in the school data, Whitten Elementary 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 2009 confirmed the need for the school to improve in many areas according to state standards of an effective school. Since the fall of 2009, the school continued to decline. It is the faculty and district's that Whitten Elementary 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 review conducted of the Scholastic Audit during the 2009-2010 year listed below, confirmed ADE's assessment that the school lacks capacity to turn around quickly to better support student needs.

- Whitten 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 Whitten remains below grade level in literacy and Math. Last year, only 38% of the students were performing on grade level in literacy and 45% in math, putting the school in the bottom 10% of schools in Arkansas in terms of literacy proficiency.
- Whitten 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.

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- 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, Whitten Elementary School received an overall grade of F, including F grades for Student Progress, Student Performance, and School Environment. Whitten Middle 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 Whitten 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.<sup>1</sup> Whitten Elementary was rated “needs improvement” on its most recent review in 2009, indicating deficiencies in the way that the school is organized to support student learning. This was still the case when the new principal was installed this year.
  - Most Instruction is teacher-centered and textbook-driven, which has led to students inability to problem solve and think critically.
  - Teachers do not recognize and assume responsibility for their role in impacting student learning and achievement.
  - Culture lacking trust and respect between staff and students and staff and parents.
  - Safety issues have been a concern at the school. On a faculty, student and parent survey, only 22% of teacher respondents believed that order and discipline are maintained at the school and only 50% of student respondents believed that they were safe in the hallways, bathrooms, and classrooms.
  - Demand for seats at Whitten Elementary School is low and enrollment numbers fluctuate from week to high mobility rate of students. Only 30% of students in grades K-2 who were zoned to the school chose to attend the school in 2011-12.
  - 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.

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<sup>1</sup> <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf><sup>4</sup> 2010-2011 fifth grade applicants applying to middle school for the 2011-2012 school year.

The school's administrator held low expectations for the achievement of students. In teacher and leader focus groups it was consistently stated that external community factors and lack of parental involvement are an insurmountable barrier to high academic achievement. The staff did not view itself as having the capacity to compensate for perceived low student motivation and believed the lack of district level support impeded them from making the improvements needed.

The former school leadership was not providing proper supervisory oversight of the staff. There was no effective monitoring and evaluation of the quality of teaching and thus no support system to enable them to continuously improve their instruction. No teacher was on an improvement plan and little evidence existed that demonstrated the schools efforts to improve student achievement. The former principal had not provided clear expectations for the productivity of teacher collaboration time. Common planning time was not effectively used to improve instructional plans or to increase student achievement as there were no clear directives as to the expectations or outcomes of these meetings. There are no feedback mechanisms in place for teachers to help school leaders plan and implement PD offerings that are well matched to the needs of teachers and students.

The scholastic Audit report indicated that technology is a major issue at Whitten Elementary. Since the report, Whitten has two computer labs and each classroom now has at least three computers for students. Classroom observations from the Scholastic Audit showed teachers barely used technology to integrate students learning effectively, which is still the case today in some classrooms due to teacher's inability to use technology. Students were observed not using technology during the Scholastic Audit in 2009. Research shows that when students are using technology as a tool of support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher or textbook. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led-lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the student are in the position to define their goals, make decisions, and evaluate their progress.

In order to help at risk-students be successful in school and become successful adults, it is important that teachers are provided with resources, proper training, and proper materials and equipment to help at-risk populations. The at-risk students often come to classrooms already struggling both academically and socially. By using computers, "technology can be less threatening to a student who has already experienced many failures in traditional classroom situations." (Stratham & Torell, 1996). Research has shown that proper teacher training for integration will help create curriculum that is preparing at-risk students for more successful future. It is clear that since the

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introduction of the affordable computer in 1980's, technology has made a big impact in the K-12 classrooms. As technology becomes more readily available in schools, the role of the teacher changes to facilitator "through the thoughtful integration of student - centered methodologies and computer-based technology" (Poole, Sky-Mellvian, Jackson, and Singer, 2006). As a facilitator of knowledge, teachers can help students to become active 21<sup>st</sup> century learners and to seek, find, and assimilate data from various sources (Poole et al, 2006). As an information rich society, schooling does not stop at the K-12 classroom or even the college lecture hall. Today's society continues to educate themselves beyond the classroom walls and today's students must be prepared to self-teach in order to be competitive in the 21<sup>st</sup> 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.

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

### **Lee County School District Characteristics**

One fourth of Marianna, Arkansas where Lee County School District is situated, households are headed by single females, representing 245 of Marianna, Arkansas population—total population for Marianna is 4,204. Thirty point seven percent of the female headed households have never been married and 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's students under eighteen being raised by their grandparents. These children are attending school at Whitten Elementary, Strong Intermediate, and Lee High School, and ten percent of the 9<sup>th</sup> graders in Lee County obtain their high school diploma. The percentage of ninth through twelfth grade students that do not obtain a diploma represents 21.6% of Lee County Population, 37.4% of the Lee County 18 year old or older population receive a high school diploma or equivalency, 18.1% have some or no college, and 6.4% of the population have obtained a Bachelor's degree. Graduate and professional degrees represent 2 % OF Lee County's population and associate degrees are represented by 3.5% of the population.

## **Housing Characteristics**

37.2% of housing units in Marianna, Arkansas are rental units  
12.4% of Marianna population has no telephone service available

## **Economic Characteristics**

Whitten Elementary School is located in Marianna Arkansas and is within a two mile radius of Lee Academy a K-12 private school. Whitten is the feeder school for Anna Strong Intermediate School. Whitten also receive students from Whitten Preschool. Five percent of Whitten students are considered highly mobile. Whitten 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 Whitten Intermediate live with one parent household or with other relatives or siblings. The school community consists of a population of 89% African Americans.

Whitten is located in a high-poverty area of the city of Marianna, Arkansas. Over half the housing units in the area are government housing. According to the American Community Survey 2010-2011 of the US Census Bureau, the area has an estimated unemployment rate of 18.00%. Median household income is \$10,000. Among families with children under the age of eighteen 42% 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 Whitten is educationally poor. A fourth of the adults twenty-five years or over have not completed high school and only twelve 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 Whitten is much higher. It has been 25% 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 Whitten 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. Students also attend the KIPP Delta Chart School. Whitten's foster student population is also contributing to the high mobility rate. Whitten has 11 foster children.

Students from Whitten come to school hungry on any given day. Students are observed in the cafeteria during morning breakfast eating several plates of food. Hunger and poverty in this Delta town is something that is shocking, stunning, and unacceptable. Some students come to school improperly/inadequately dressed due to

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the families limit resources to provide shoes and clothing. Students come to school with no coat, shoes with holes, no socks, and jeans or pants that are torn and ripped.

Whitten Elementary is a Title I low performing school. Whitten 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 Whitten ESEA report enclosed shows the school is not achieving in literacy or math. Combined literacy scores have not reached over the 45% mark over the last five years. While math scores have not reached over 58% in the past five years beginning with data reviewed starting in 2009.

In addition to student academic needs and the needs of a high- poverty community, there are student behavioral needs at Whitten. 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 is an average of 49.8 discipline referral to the school principal or dean of students on a monthly basis that has to do with inappropriate touching, profanity, fighting/physical aggression, bullying, and being insubordinate towards an adult. Eighteen of Whitten's students are receiving counseling services from an outside agency.

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 Whitten students displayed. Following the district's policy located in (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 Whitten Elementary Behavioral report shows the number and percentage of students referred to the school principal by gender, grade level, and teacher. Consistent with academic and demographic data, students with chronic medical problems and Attention Deficit Hyperactivity Disorder rate were referred to the school principal or dean 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 disciplines are state offenses that included incidents of physical aggression and bullying. Our data was a wakeup call for the school leadership team and staff. According to research article published by United States Department of Education, children who do not read by the end of third grade often fail to catch up and more likely to drop out of school, take drugs, or go to prison. Target analysis and conversation with stakeholders and faculty recognized that there is a school-wide discipline plan in place;

however, implementation does not appear to have a significant or lasting the experience and tools impact on deterring inappropriate student behaviors. 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 knowledge or training on how to deal with difficult students, students lack social skills training and coping skills on how to resolve conflicts, anger management, and problem solving skills; parents do not have or do not use the proper resources (state health (ARKIDS First), and dental insurance, transportation, etc) for those students who display chronic behavior problem; and chronically disruptive students were also the students not reading on grade level. The leadership team also noticed a correlation between classes with high number of office referrals and classes with higher number of the students not meeting grade level standards. Possible reason attributed to the correlations was classroom instruction lacked rigor, the lessons were not relevant, inconsistent implementation of rules and classroom procedures by the classroom teacher (classroom management), and the instructional lessons lacked student engagement.

Finally there are staff development needs at Whitten. Teacher turnover rates for the past five years for Whitten have been high. There has been an increase in inexperienced teachers over the past few years: teachers in the 0-3 experience band increased. Six of my fifteen teachers are new this school year. Also, some veteran teachers have limited content knowledge of comprehensive literacy and math.

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

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

Recipient	Grade Span		School(s) Feeder	Grade Span
Whitten Elementary	K-2		Whitten Preschool	PreK
Anna Strong Intermediate	3-6		Whitten Elementary	K-2


**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, a former business owner and director of the non-profit organization American Dream Community Development, was hired in July 2013 with experience in educational leadership as an intern in the Marvell-Elaine School District. The new principal has four years of working with struggling students as a literacy coach in the Helena-West Helena School District at the junior high and high school, three years as a special education teacher, and two years as a regular classroom teacher. Her last year as a third grade teacher she had 15 of her seventeen students proficient or advance and two basic, which she moved from below-basic. All her students showed substantial growth. The new principal is National Board Certified in Reading Language Arts and has completed the Educational Leadership program in Superintendency and has attained a specialist degree from Arkansas State University in Jonesboro. As the literacy coach at Eliza Miller Junior High, the new principal was an integral part of the junior high school meeting the achieving school exit criteria in three years. She has worked on the elementary, junior high, and high school level. The new principal works with youth in her community. These skills have provided the new principal with excellent leadership capacity as well as the knowledge of working with parents, students, and community leaders, which are all components needed to build an effective school. Also, the new principal has passed the TESS Assessment to be able to evaluate teachers.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal	Certified Prek-12 Building Level Administrator Former Literacy Coach, Special Education and regular	Seven months	0 Hired July 2013	0 Hired July 2013

	education teacher, National Board Certified in Reading Language Arts. Principal is also Certified to be a TESS Evaluator.			

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

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

The use of data gathered from these observations will adhere to the standards set in the Fair Dismissal Act and the state codes governing documents. All formal observations will be preceded by a conference between the superintendent and the administrator to be observed so that the administrator can be apprised of the objectives, methods and materials for the teaching learning situation. All required observations will be followed by a post conference. At the post conference the superintendent will share all data collected from the observation with the person being evaluated. At the end of the post conference the person being evaluated will sign the post conference form to acknowledge that he/she is familiar with the

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data. All data gathered from observations must be shared with the person being observed if it is to be used on the evaluation. Upon request, each administrator must have access to all data placed in his personnel file. Each staff member must receive a copy of each evaluation. Criteria for Evaluation Process: The evaluation system will:

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

**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. Novice 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 County School District will implement Charlotte Danielson for effective teaching beginning with the 2014-2015 school year. The building principal is working with one teacher in each building in the Lee County School District this year to pilot implementing the Charlotte Danielson model for effective teachers.

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

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

For the 09-10, 10-11, and 11-12 school years the Lee County School District has had supplemental education services in an effort to help improve student achievement.

2009-2010

The past five years, teachers of Whitten Elementary 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. Prior to Learning Forward a consultant team of professional that has worked within the district for the past three years, Americas Choice Cluster Leader Suzy Page provided direction for the school and district leaders. At the recommendation of

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Suzy Page, the school utilized Math and Literacy Navigator and the 25 Book Campaign as a way to provide intervention to students and improve their math and literacy skills. The school used textbooks to guide instruction and provided a script for teachers who were weak in content knowledge. They were also utilizing *Target Test* as the formative assessment instrument. A social worker was hired to deal with the social issues the students were facing and to be the coordinator for the positive behavior intervention system. Literacy and Math Instructional facilitators were in place to assist teachers with implementation of classroom instruction.

2010-2011

Teachers were provided with research based strategies through modeling from district instructional facilitators and Great River Service Cooperative Specialists, Vicki Smith. Most of the teachers were trained in how to implement CGI (Cognitive Guided Instruction) a research based math instruction. Literacy teachers attended Arkansas Literacy conference on a yearly basis. The school started using *The Learning Institute* to align assessments with instruction and to provide pacing guides for the teachers. Teachers were also introduced to professional learning communities, provided a refresher on ELLA, the school started placing a greater emphasis on site word recognition and grouping students by skill needed. The instructional facilitators and school principal was a part of the *Leadership Academy*. Common Core was implemented for the first time. Building principal changed.

2011-2012

The school utilized NWEA, Northwest Evaluation Association, assessments for interim-formative testing. The consultant company Learning Forward was also hired to assist the principal and instructional facilitators with leadership skills and building accountability systems. The classrooms were fitted three to four computers so teachers could integrate technology in their classrooms. Teachers were retrained in Effective Literacy. The School established a leadership team and teachers were provided time for grade level planning. Diane Bounds and Linda Kellium for Arkansas State University Stem Program assisted the school on how to integrate math and science in the classroom and incorporate technology with the Smart Board.

2012-2013

Under the direction of Learning Forward, a strategic literacy and math plan was developed, but was not implemented. An intervention Matrix was created where the paraprofessionals were used as interventionists in the classroom. No formal training was provided to the paraprofessionals. The school purchased more technology—iPads, Kindles and Kindle Fire. Jeannie Pittman a math specialists from the Great Rivers Coop was brought in to assist teachers with math instruction and Singapore Math was purchased. Susan Ridings the School Improvement Specialist from Arkansas Department of Education was sent to the school to assist with school improvement efforts. The teachers were trained on correctly writing professional growth plans by Dr. Bowers from Arkansas State University and she engaged them in a book study of *Enhancing Professional Practice* by Charlotte

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Danielson. Peer observations were started and the district created Partners in Pride to build school and district morale. The school was introduced to the **Indistar**® is a web-based system implemented by a state education agency, district, or charter school organization for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities.

2013-2014

A new principal was hired, Brenda Poole, a dean of students, and an interventionists to provide math and literacy intervention to at risk students. Many professionals have tried to assist teachers by providing workshops on effective teaching and data analysis. The new principal changed the instructional organization by making sure same grade level teachers had common planning time, whereby teachers can meet in their grade level PLCs to discuss students' data and strategies for success, support staff like Art, Music, and PE teachers received training in ELLA to help provide support in the regular classroom as well as integrate literacy into their content area. Instructional time is protected. The teachers have two days for PLCs, Tuesday and Wednesday, and one day for grade level planning meeting, Thursday. The principal established a teacher procedure manual and gave everyone their job expectations at the beginning of the year. Principal spend 50% or more of her time in the classroom to ensure that quality instruction is taking place consistently. Teachers are provided professional development based on need as well as data from CWTS. The use of the ELLA protocols are being used by the facilitators and teachers to ensure all components are being implemented correctly. Facilitators are required to keep classroom modeling and observation data. The school purchased DIBLEs Burst as a literacy intervention for at risk students and Paraprofessionals received formal training on implementing Burst Intervention. Paraprofessionals were assigned to classrooms and given a schedule to maximize time on task. Teachers were given detailed literacy and math schedules to follow and classroom walkthroughs are frequent with teachers receiving specific feedback. Programs like NWEA and Orchard was eliminated. The staff and principal also went through the TESS evaluation modules whole group in order to discuss what was seen and clarify any misunderstandings. The principal is a certified TESS evaluator. Up until 2012, the school did not have a curriculum in place. The school is presently using the Gates Model adopted through help from Mrs. Peggy Woolsey, Educational Consultant with ADE. The curriculum units encompass all core subjects. The curriculum units are placed on the schools' "F" drive making them assessable for teachers. The leadership team and teachers monitor the curriculum units and make changes and adjustments along the way The Computer labs started using Stride Academy in the computer lab as a recommendation by Learning Forward. Teachers were provided another refresher on comprehensive literacy and the components of ELLA. The Facilitators were trained in Understanding By Design Lesson Plan format (UBD) to better help teachers plan their weekly lessons. Teachers are also being trained on data collection and utilizing data to inform instruction. They are required to keep data notebooks and they were monitored every two weeks at the beginning and then data meetings progressed from that process. Teachers have to bring student work samples to data meetings every two weeks. Teachers have to keep Standards-Based Bulletin Boards up to date as well as word walls.

Weekly lesson plans have to be submitted. All teachers completed a professional growth plan and they are monitored by the principal for progress. Homework guidelines were created and for the first time, the school is implementing the math and literacy strategic plan and frequently monitoring ACSIP goals and the school's Priority Improvement Plan. The leadership team meets twice a month and is included in the schools decision making process. The school also established a parent advisory panel. Next steps are to fully establish extracurricular activities—school choir, art club, and cheerleading. Cheryl Parish became the school's new School Improvement Specialists from ADE, but she only stayed a month and a half. Jack Hansen, who came to the school in January, volunteered to be the School Improvement Specialists for the remainder of the year. Learning Forward consultant reports and any other useful information is shared with teachers in an effort to be transparent. The district hired a full time parent coordinator to assist with family and community involvement.

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

Whitten Elementary was a K-2 school up until the 2009-2010 school year. The district reconfigured in an effort to increase student achievement. However, this configuration only lasted three years (2009-2010, 2010-2011, & 2011-2012). The 2012-2013 school year, Whitten returned to being a K-2 school. Whitten's students consistently struggle with vocabulary, listening, reading comprehension, problem solving, and basic computation fluency. In five years, Whitten has not scored higher than 45% in literacy and 58% in math. All numbers below represent the combined population. Careful assessment of the data and school improvement efforts show that the school has not stayed with any initiative long enough to determine if the initiative works or not. The school is in need of consistency.

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

Subject	2013-14	2012-13	2011-12	2010-11	2009-10	2008-2009
Reading/Language/English		38%	37.75%	45.2%	34.5%	39.1%
Mathematics		45%	44.37%	58.6%	43.7%	51.7%
Science						
Social Studies						
Writing						

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

Test Year: 2011-2013

Whitten Elementary School is a K-2 School and data from the IOWA Assessment does not have data broken down by subpopulations for special education students. The Arkansas Data Center archived data reports was used to make this determination as well as several calls by the Learning Forward consultant to the Arkansas Department of Education to access this information. However, Whitten's math and literacy facilitator who has been at the school during the three years data is requested, reports that no special education student has passed the IOWA assessment during those three years.

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	40%	33.3%	12.5%	45.6 %	37.4 %	35. %	100 %	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	31.25 %	33.3%	20%	46.3 %	24.5 %	32.5 %	100 %	50%	50%	N/A	N/A	N/A	N/A	N/A	N/A
Science															
Social Studies															

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

**Whitten was K-4 only up to the 2011-2012 School Year**

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								
Mathematics	60	51								
Science										
Social Studies										
Writing										
Other										

Test Year: 2011

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

Test Year: **2012-13 These Students were back at Anna Strong Elementary.**

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								
Mathematics	34	43								
Science										
Social Studies										
Writing										
Other										

- d. Average daily attendance percentage for the **2013-2014** school year: 89%
- e. Mobility rate for the **2013-2014** school year: 35%
- f. Graduation rate for all students for the **2012-2013** school year:

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

	All Students
2013	
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. According to the data, White students were lower than African American students' in literacy and

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math; however, the numbers are deceptive because the African American students outnumber the White students seven times. The same holds true for the Hispanic Population. Therefore, we can reasonably conclude that African American students are the lowest performing subpopulation when compared to White students across the state of Arkansas. At Whitten all students are in need of improvement.

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

The students with the lowest graduation rates are those in the African American and 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 literacy; however, they are not meeting their Annual Measurable Objective in literacy or math according to IOWA data and the States achievement Status. They were declared as achieving in literacy in 2011-2012 school year.

**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 models of concrete lessons based on Marzona's strategies for effective classroom instruction. Teachers at Whitten have had a lot of training that has not been utilized in the classroom. This information was gathered through classroom walkthroughs and students' performance on standardized and formative assessments.

A large population of Whitten's students live in poverty. The school is 100 % free/reduced lunch meals. This demographic applies to all races and ethnic groups, but since the school is predominately African American, we seek a provider that can help us close the achievement gap as well as address the needs of the low-socio-economic population of the school. Whitten is Title I school-wide.

Any chosen provider should have the capability to implement a model for creating a unified system of reform that fully includes students with disabilities. Providers should be well versed in including students with

disabilities within the various initiatives and the model and accompanying professional development programs should accommodate diverse students' needs. 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 are not any recreational outlets for students in the community. We are seeking a provider who can assist in implementing after school activities to interest students and provide them with additional extended help in reaching academic goals set by the school and the state of Arkansas.

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

The entire school population has extremely low literacy and math scores and has difficulty with writing across the curriculum. We seek an external partner with strong safety nets/interventions for students in literacy and math.

It is imperative for Whitten's second graders to enter third grade ready to go forward and succeed in intermediate school.

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 to be integrated in literacy and math.

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

The school is located in a high-poverty community with limited educational resources for teachers and students. The school needs effective highly trained classroom teachers who are willing to provide and assist their colleagues in implementing an effective program of instruction directed at assisting needy students. Students who attend Whitten are from low economic background with limited English language that is correctly spoken in the home. Students come to school with very basic knowledge of phonemic awareness, phonics, and how a noun and verb is connected in a complete sentence. The selected external provider needs to have knowledge

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of how to motivate students from low social economic backgrounds. They must have an understanding of working with students living in severe poverty. Many students come to school unprepared for learning. A large population of Whitten's student suffers from some type of organic learning disability. Some of Whitten's students move more than once a school year out of state and then return to Whitten in mid-year or at the end of the school year. The enrollment has harbored around 229-239 this school year. Whitten's 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 Whitten's students receive food packs on Friday so they will have something to eat on the weekend. The students need an external provider that includes their needs in the curriculum design and intervention to reach all students using research based strategies and materials. We are also seeking an external provider that will assist us in making additional achievement advances in order to attract students to Whitten as their school of choice.

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

**9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - LEE COUNTY SCHOOL DISTRICT - WHITTEN ELEMENTARY SCHOOL**

<p><b><u>Standard 1 - Academic Performance - Curriculum</u></b>  <b><u>Curriculum</u></b>          1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.          1.1b District initiates facilitates discussions among schools regarding curriculum standards  <b>1.1c District initiates facilitates discussions to eliminate unnecessary overlaps</b>          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><b><u>Standard 4 - Learning Environment - School Culture</u></b>  <b><u>School Culture</u></b>          4.1a Leadership support for a safe, orderly and equitable learning environment  <b>4.1b Leadership creates experiences that all children can learn</b>          4.1c Teachers hold high expectations for all students          4.1d Teachers, staff involved in decision-making processes regarding teaching and learning  <b>4.1e Teachers accept their role in student success</b>          4.1f School assigns staff...opportunities for all students          4.1g Teachers communicate regularly with families  <b>4.1h Evidence that the teachers and staff care</b>  <b>4.1i Multiple communication strategies...to all stakeholders</b>          4.1j Evidence that student achievement is highly valued          4.1k The school/district provides support...needs of all students</p>	<p><b><u>Standard 7 - Efficiency - Leadership Leadership</u></b>          7.1a Leadership has developed and sustained a shared vision          7.1b Leadership decisions focused on student academic data  <b>7.1c All administrators have a growth plan</b>          7.1d Evidence that the leadership team disaggregates data          7.1e Leadership ensures all instructional staff...access to curriculum related materials  <b>7.1f Leadership ensures that time is protected...instructional issues</b>          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 of education/school have intentional focus on student academic performance  <b>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</b></p>
<p><b><u>Standard 2 - Academic Performance - Classroom Evaluation/Assessment</u></b>  <b><u>Classroom Evaluation/Assessment</u></b>          2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards          2.1b Teachers collaborate in the design of authentic assessment  <b>2.1c Students can articulate what is required to be proficient</b>  <b>2.1d Test scores are used to identify curriculum gaps</b>          2.1e Assessments designed to provide feedback on student learning for instructional purposes          2.1f Performance standards communicated, evident in classrooms, observable in student work          2.1g ACTAAP coordinated by school and district leadership  <b>2.1h Samples of student work are analyzed</b></p>	<p><b><u>Standard 5 - Learning Environment - Student, Family and Community Support</u></b>  <b><u>Student, Family and Community Support</u></b>          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  <b>5.1e School maintains an accurate student record system</b></p>	<p><b><u>Standard 8 - Efficiency - School Organization and Fiscal Resources</u></b>  <b><u>Organization of the School</u></b>          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  <b>8.1d Staff makes efficient use of instructional time</b>          8.1e Staff...planning vertically and horizontally across content areas          8.1f Schedule aligned with the school's mission  <b><u>Resource Allocation and Integration</u></b>          8.2a Clearly defined process provides 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><b><u>Standard 3 - Academic Performance - Instruction</u></b>  <b><u>Instruction</u></b>  <b>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</b>          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</p>	<p><b><u>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation</u></b>  <b><u>Professional Development</u></b>  <b>6.1a Support for the long-term professional growth of the individual staff members</b>  <b>6.1b The school has an intentional plan for building instructional capacity</b>  <b>6.1c Staff development priorities..alignment..goals for student performance</b>  <b>6.1d Plans for school improvement directly connect goals for student learning</b></p>	<p><b><u>Standard 9 - Efficiency - Comprehensive and Effective Planning</u></b>  <b><u>Defining the School Vision, Mission, Beliefs</u></b>          9.1a Collaborative process used to develop the vision, beliefs, mission  <b><u>Development of the Profile</u></b>          9.2a Planning process involves collecting, managing and analyzing data          9.2b Use data for school improvement planning  <b><u>Defining Desired Results for Student Learning</u></b></p>

<p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><b>Professional Growth and Evaluation</b></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p><b>Implementation and Documentation</b></p> <p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Legend</b></p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p> </div>		

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

**Standard 1 Academic Performance-Curriculum**

The schools in Lee County School District did not have a curriculum. Therefore, they adopted the curriculum used at a Conway school in Arkansas, 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 and math Coach has been hired to support the teachers in the implementation and facilitation of instruction.

Mrs. Davis Anna Strong intermediate principal and I are collaborating and discussing ways to align the curriculum and make adjustments as needed to meet the needs of the students, which has not been the case at Whitten in the past. Teachers are no longer using textbooks to drive their instruction as stated in the 2009 Scholastic Audit. Teachers have common planning time to work in PLCs discussing the curriculum and data collected making changes to the curriculum when necessary. The principal is also monitoring alignment of objectives and lesson activities. The instructional facilitators plan with the teachers weekly to ensure implementation of the Common Core curriculum units. The art, music and physical education teachers are being trained in ELLA to help support literacy

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instruction in their content areas. Plans are in place to provide teachers with professional development on rubric stars, a program that helps with designing rubrics. The principal will monitor and discuss the use of scoring guides/rubrics in PLCs. Data concerning the effective use of rubrics/scoring guide is collected during CWTs. The Literacy and Math Coach along with the principal will work with teachers on effective formative assessments. The suggested resources sited in the scholastic audit are appropriate and will be utilized as needed. The principal, coaches, and external support provided by the Great Rivers Cooperative and Learning Forward are utilizing PLCs to introduce many concepts to teachers. We are also pushing in the classroom everyday to provide hands-on professional development for the teachers. The principal and coaches model research-based instructional strategies while the teacher observes and take notes. The next week the principal and coaches observe the teacher implementation of the new strategy and provide immediate feedback. The principal is inspecting what is expected through principal CWT/Principal checklist, formal and informal evaluations, and lesson plans.

### **Standard 2 Academic Performance-Classroom**

The Learning Institute is being utilized as the assessment tool for grades 1 and 2. Formative assessments are given four times a year. The kindergarten teachers, along with instructional facilitators, work together to create formative assessments for kindergarten students. K-2 students are also assessed using a performance task at the end of each Common Core unit. The principal inspects the test for rigor and relevance to the curriculum and students and to determine if students are assessed over what was taught. Students are also provided intervention on the computer program Stride Academy and the program is being assessed to determine alignment with classroom instruction and curriculum units. Weekly focus skills are administered that target essential parts of the curriculum as well as Wednesdays word problem where students have to solve a word problem and explain how they got an answer. All parts of the curriculum are being assessed to determine gaps in the curriculum, which in the past, the school did not use various assessments to determine the gaps in the curriculum. During classroom walkthroughs students are asked what they are learning. PLCs and staff meetings are being utilized for data analysis and discussions are taking place about the various points in the data that pinpointed the schools and students overall strength and weakness. Whitten principal requires teachers to keep data notebooks and they are monitored every two weeks. Conversations about the students' strengths and weaknesses also take place during those data meetings and teachers have to justify next steps for instruction based on data. During PLCs teachers have begun to analyze samples of student work. Other areas of standard 2 are ongoing. The

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principal and the literacy coach will work with teachers to formulate rigorous assessments tied to classroom instruction. Teachers have been introduced to how to unpack Common Core State Standards to formulate rigorous instruction. Displaying of student work on a standards-based bulletin board has been introduced to teachers and the requirement is for them to post students work with a rubric and commentary with written feedback to the students. Assessment are designed now with a variety of different levels of blooms questions, and not just knowledge-based and comprehension. Teachers are also expected to give students feedback on homework and classwork to increase their chances of improving academically and must keep anecdotal notes of student work habits and conversations with students in their data note book. Reteach, retry, redesign, reconstruct is all a part of the vocabulary teachers hears 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 principal and outside consultants assist teachers with implementation of effective research based strategy, utilizing Dufour, Marzano, Pickens, Ruby Pane, etc., Book studies will become a part of the culture and climate of Whitten Elementary. The school as a whole is looking at the deficiencies of the various subpopulation of students and making instructional, resource, and material adjustments as needed.

### **Standard 3- Academic Performance- Instruction**

This is an ongoing process. Teachers are given feedback regularly by the principal on implementation of the curriculum based on weekly lesson plans. Teacher also provide students with weekly word problems that follow the cognitive guided instruction format where students have to solve the problem and develop their own strategy to solve the problem without the assistance of the adult. The teacher analyzes the students word problem to determine the strategy used and to use the students to teach the strategies to the class. Classroom instruction is improved by providing teachers with specific job embed professional development during PLCs and faculty meetings based on classroom walkthrough data as well as through a teacher needs assessment. For example, it was determined that not all teachers had completed ELLA; therefore, a considerable amount of PLC time was devoted to ELLA components and comprehensive literacy. Modification of teaching practices is evident as a result of conversations around student work samples. The classroom libraries as well as teacher professional library has been replenished. The principal and facilitators act as material and human resources. Students are provided homework four days a week and teachers are required to give students feedback and keep anecdotal notes of such practices in their data notebook. As a result of the new curriculum, classrooms are becoming more student-centered, which was not

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the case in the past. Student learning centers are now a part of the classrooms and teachers are learning to include work that is a review and extension of what has been taught. Technology is being integrated in all classrooms. Whitten has two computer labs with 25 computers in one lab and 23 in the other lab. Classroom carts of iPads are available for checkout and all teachers have a cluster of computers in their classroom.

#### **Standard 4- Learning Environment- School Culture**

- This standard is ongoing. Programs are in place to support a safe learning environment. Teachers are working to construct unilateral consequences and infraction. A discipline management form has been constructed to monitor students' behavior of category one offences. A work, attitude, and conduct (WAC) form has been created for counselor referrals, a dean of students has been hired to assist with student behavior and hopefully the grant will help Whitten maintain this position. Parents are being notified of students' infractions immediately. Students are serving their punishment for their infraction the day of the infraction. Staff must also treat students with respect. A Leadership Team is in place. The leadership team meets twice a month. Whitten is utilizing monthly newsletters, marquee, monthly menu, and all call phone system to communicate school events with parents and the community. The district has secured a mileage increase to renovate the school buildings. Behavior expectations and consequences are posted in the room. The Positive Behavior Intervention Support system has been adopted by the district to promote positive student behavior. A teacher procedure manual was developed to address the professional behaviors of the staff at Whitten. A parent survey was given to parents to assess the school-home relations. Results were used to determine needed adjustments. Fair treatment of all students is communicated to the staff. Fifty percent of the parents surveyed indicated that staff respected the students. Staff were given expectations for academic and professional conduct and had to sign saying they received them. Screaming, hollering, and hitting students are not tolerated by the administrator. Teachers have to submit parent contact logs every nine weeks to the principal to ensure teachers are communicating with their parents about positive things and not just negative student behavior. Teachers also meet with parents during parent and teacher conferences to discuss student progress. Each nine weeks, the school hosts an honors program designed to celebrate the students' academic successes. This program includes the Principal's Honor Roll, A-B Honor Roll, and Most Improved Students. Student work is posted in the classrooms, and work scored as "Advanced" is showcased in the hallways of the school with teacher commentary. School library as well as book room has material that is relevant to diverse backgrounds and learners. The curriculum units also

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include diversity based on the schools population. Teacher impact on academic performance is improving and teachers are reflecting more. Teachers are developing as leaders. Reflections are monitored in data notebooks. Teacher and student relations have improved. Some teachers now eat lunch with their students. The principal also models praising staff and as a result, the staff praises each other more. The principal has an open door policy with students, staff, and parents. The principal also provide opportunities for staff team building. To further transform the school culture Whitten plans to utilize the Advancement Via Individual Determination Beginning Program (AVID). AVID incorporates rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness. Whitten's 2009 Scholastic Audit stated that most classroom instructional strategies are teacher-directed. Few teachers utilize student-centered, culturally-responsive instructional strategies, such as cooperative learning, learning centers, and hands-on activities, to meet individual student learning needs. AVID Elementary Beginnings addresses the beginning years of education, when students are emerging as learners. Students are learning to read, learning to write, and learning to learn. The classrooms are designed to promote learning to WICOR (Writing, Inquiry, Collaboration, Organization, Reading). This program is strategy rich for the students and staff. This program will also help Whitten overcome the deficiency cited by the Scholastic Auditors that stated that professional development opportunities are not intentionally focused on improving classroom instructional strategies that challenge and motivate students to high levels of learning.

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

The parents were invited to an open house, Sunday Brunch, and Title I annual public meeting in which they were provided information on the status of the school. During the meeting, I discussed student performance on the IOWA exam and other areas of concerns. I continue to seek the parents support in the involvement of educating their child (ren). We have monthly parent nights at Whitten to engage the parents in their child's education and we have a parent advisory board and a group of parent and community volunteers to help monitor the school. The district hired an interventionist to work with at-risk students in the area of math and literacy. We are working on setting up a response to intervention (RTI). Response to Intervention forms, instruction, and a populated list of students have been identified an assigned a time to meet with the interventionists for instruction based on their needs assessment. This process is informal at this time and plans to fully develop it for next year is in the works. All students have data sheets on file. All students are

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provided equal access to the entire curriculum. In addition to classroom assignments for teaching in the core content areas, every student participates in an alternating wheel of enrichment classes for forty-five minutes per day. Included in the wheel are art, choral music, physical education, library skills, and computer lab. Stride Academy is used for remediation in the computer labs, as well as in classrooms. DIBLES Burst intervention is provided for the lowest performing students in K-2 for 30 minutes a day. As students skills improved, they are moved to a different bursting group. Title I funded afterschool program is also available to all students. Teachers are being trained on using strategies based on students learning modality. Instructional aides work within each classroom to provide targeted support to struggling learners in small-group settings using the DIBLES Burst kits. They were trained on providing burst intervention as well. Data is being used to assess the effectiveness of programs being utilized in the school. Whitten has also developed a choir and dance team and an art club and cheerleader squad is in development to offer additional extracurricular activities.

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

Due to the district's current evaluation tool, the summative evaluation of licensed personnel is based on eight "Essential Teaching Competencies and Minimum Job Expectations." These competencies and expectations were not intentionally focused on student learning goals identified in the ACSIP. However, Whitten's principal made the connection for the staff by collaboratively creating a vision, mission, and core beliefs that was tied to the scholastic audit results and the schools ACSIP Plan. All documents were reviewed as a staff team in order for the staff to see the connection between the documents. In the past, most staff members did not utilize the summative evaluation to determine their individual growth needs. Under the leadership of a new principal, professional staff members receive copies of the evaluation plan during orientation sessions prior to the beginning of school and the evaluation tool is discussed. Teachers develop professional growth plans based on their summative evaluation results. School and district leadership provide fiscal resources for licensed staff members to participate in professional development activities related to their areas of responsibility. The local school board has adopted a staff development policy that establishes goals, strategies and procedures, guidelines, evaluation, and maintenance of the school's staff development plan. In the past, the policy did not ensure that the allocation of fiscal resources wer appropriate and equitable and the former school leadership seldom evaluated the impact of professional development activities on student achievement or instruction.

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This year, a needs assessment was done by the principal and teachers received professional development based on their needs. District and school leadership have begun to develop a process to systematically support the staff's long-term professional growth needs. In the past, the focus of staff development has changed from year-to-year and did not intentionally reflect improvement of instructional capacity to meet student learning needs as identified in the ACSIP. There is more follow-up and support for successful implementation of newly-acquired information. Opportunities exist for some staff members to participate in professional development activities that support the development and enhancement of leadership skills and capacity building. The principal keeps the focus on student data and lets that process drive professional development needs for teachers, which was not the case before new leadership took over. More emphasis is being placed on teacher content knowledge and instructional practices. Teachers are now provided the opportunity to reflect, discuss, and process new learning. The principal and leadership team uses a protocol to assess implementation of new training and lack of understanding that may be occurring. The principal and instructional facilitators provide teachers with immediate feedback. Implementation of any new skills is the expectation.

Based on the school's need assessment constructed through review of IOWA, TLI, and weekly focus skill data, we are beginning the process of professional development based on the need assessment that showed a need for embedded professional development in teaching listening, comprehension, vocabulary, writing, fact fluency 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 have been developed. The teachers have a clear focus of the principal's expectation and tools used to evaluate the implementation and facilitation of instruction. We have Great Rivers Educational Cooperative math and literacy specialist to assist the school through providing professional development and working with at-risk teachers. Through CWTs, the principal's checklist, and informal and formal evaluations I recognize the need for further work to help change teachers behavior. Once identified, the external providers, school teacher and building leadership, and the Great Rivers Cooperative specialists will make 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.

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### **Standard 7-Efficiency- Leadership**

The principal is certified in PreK-12 Building Administration, PreK-4 Special Education and Regular Education, and National Board Certified in Reading Language Arts so, I feel confident 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 principal and literacy coach for two hour disaggregating grade level IOWA data that they transposed into student and teacher needs, which according to the 2009 Scholastic Audit Report, academic performance of individual students was seldom used to inform decision-making regarding interventions and actions for school improvement. We will continue to work in our PLCs disaggregating data and utilizing the data to make informed decision concerning the school's curriculum. The school has developed a sustained and shared vision among stakeholders. Whitten's motto is "Students First". Collaboratively, the Whitten's staff created the core beliefs, mission, vision, and revisit them at every meeting to help gauge progress toward the schools goal. The district's curriculum director and principal ensure that all staff has access to curriculum materials and resources. Support from external providers is being provided to teachers on how to utilize the curriculum documents and transpose them into daily lesson plans. The school's leadership team that meets bi-weekly monitors implementation of the written, taught, and tested curriculum. Results of these observations lead to modifications in instructional and organizational practices that promote and sustain continuous school improvement. Organizational practices are monitored. A teacher procedure manual was created to ensure that students and staff are supported in a positive learning environment.

### **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, one interventionist was 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. The art, PE, and music teachers are being trained in ELLA and are assigned to grade levels to support students in the classroom. In the past, the budget did not support all of the identified needs of the school. Presently, the principal keeps the focus on using allocated resources to focus on supporting the improvement of student learning and achievement. A process to measure the effectiveness in meeting the goals of the ACSIP has been developed by the external provider Learning Forward. The school takes advantage of some external resources such as grants from 1003ga and local fundraisers. The school schedule

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reflects a block of three hours in the morning for uninterrupted instruction in core content subjects and ninety minutes of uninterrupted math time in the afternoon. The current needs of special education students have been made a priority and the principal is reviewing an intervention model such as *Math 180* and *Reading Intensive Phonics* by Horizon to provide structured intervention that will support the Common Core State Standards. *Sparks* for the PE classroom is also being considered as a way to integrate literacy across the curriculum. All grade level teachers have common planning time to meet and collaborate with each other based on the needs of the student. They meet two days a week for PLCs and once a week to plan collaboratively. Instructional aides are employed to provide Point-In-Time Remediation and are being trained to address students' specific learning needs. They attended the DIBLES Burst training with the teachers and have schedules to provide intervention.

### **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. Teachers also plan collaboratively with the facilitators every Thursday. External support from Great Rivers Educational Cooperative as well as individuals from the Arkansas State University Stem Department assist with teacher planning and follow-up by observing in the classrooms to monitor implementation of lesson plans.

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

### **Standard of Implementation 2009**

#### **Findings: Standard 1 : Curriculum**

**1.1a-** The implemented curriculum is aligned with the Arkansas Curriculum Frameworks in all grades. The kindergarten through second-grade teachers collaboratively developed curriculum documents for math, literacy, and science and pacing guides tailored to Whitten Elementary School. A Total Instruction Alignment document from the Northwest Arkansas Education Services Cooperative serves as the guide and reference. Grades three and four are using a Total Instruction Alignment document created by the Great Rivers Education Services Cooperative. These curriculum documents have not been adjusted to meet the learning needs of students at Whitten Elementary School. Most teachers are aware

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of the Arkansas Academic Content Standards and utilize curriculum maps to pace student learning expectations. The implemented curriculum does not always intentionally promote mastery of student learning. The written curriculum is age and developmentally appropriate. The implemented curriculum is not consistently age and developmentally appropriate. Most lessons are textbook-driven. Student Learning Expectations and objectives are posted in most rooms. The posted objectives do not consistently reflect the lesson being taught. There are few curricular connections made within or between content areas.

1.1b- Weekly grade-level team meetings are held to discuss horizontal alignment of the curriculum. There are minimal opportunities provided by the district/school for teachers from different schools to meet regarding vertical alignment of the curriculum. Fourth- and fifth-grade teachers from Whitten Elementary and Anna Whitten Elementary School met in October to discuss vertical curriculum alignment.

1.1c-There is minimal district-initiated collaboration and discussion between Whitten Elementary School and Anna Strong School to eliminate overlaps and close gaps in the curriculum. Fourth- and fifth-grade teachers from Whitten Elementary and Anna Strong Middle School met in October to discuss vertical curriculum alignment.

1.1d-The district facilitates few opportunities for vertical communications within and among schools to address transition points in all subject areas. There is limited intentional discussion between fourth-grade teachers from the elementary school and fifth-grade teachers at the middle school. Students are semi-departmentalized in third and fourth grades in preparation for transitioning to middle school. There is no systematic process in place to monitor the effectiveness of the curriculum at key transition points between grade configurations. Fourth grade students transitioning from Whitten Elementary School to Anna Strong Middle School participate in a middle school orientation session, meet the teachers, and learn about the differences between elementary and middle school expectations for student achievement. Middle school policies and procedures are discussed. During a tour of the campus, students visit classrooms, gymnasium, labs, and the cafeteria. The middle school counselor meets with fourth grade students to help them choose the elective class they will take.

1.1e-The school curriculum provides connections to continuing education and career options. Some teachers incorporate discussions of careers within the context of content-area lessons. Twice a month, the counselor visits the kindergarten through fourth-grade social studies classes and teaches lessons that focus on career awareness. Students learn about jobs that are available in the area, talk about future career choices, and learn vocabulary words associated with specific vocations. Students explore college choices and discuss the courses that will best prepare them for college. The curriculum includes limited opportunities for application of skills, knowledge, and processes that prepare students to be self-sufficient, productive citizens

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1.1f-The district has a curriculum policy and school leadership has implemented procedures to address curriculum issues. The curriculum is monitored and adjusted to address areas of concern. There is an established curriculum committee. Two instructional facilitators work with teachers in weekly grade-level meetings to monitor, review, and revise the curriculum. No formal process has been adopted to systematically evaluate the effectiveness of the curriculum.

1.1g- The written curriculum is designed to provide all students with access to an academic core that is aligned to the Arkansas Academic Content Standards. The implemented curriculum is not always challenging and seldom elicits higher-order thinking and problem-solving skills that result in high academic performance. Student Learning Expectations and lesson objectives, based on the Arkansas Academic Content Standards, are posted in most classrooms. Few teachers refer to the objective throughout the lesson and most students cannot state what they should know and be able to do as a result of classroom instruction.

**Standard 1 Leadership Recommendations:**

The instructional facilitators should continue to provide professional development in the creation of comprehensive curriculum documents that are aligned with the Arkansas Academic Content Standards. There should be a school-wide format for the curriculum that supports student learning at high levels, incorporates research-based instructional strategies, and provides opportunities for cross-curricular and multicultural connections. Third and fourth grade teachers should develop curriculum documents for all subjects tailored to Whitten Elementary School. All kindergarten through fourth-grade curriculum documents should be rigorous and relevant, providing students with real-world experiences. Curriculum documents should include concepts such as enduring understandings, essential questions, task analysis, key vocabulary, instructional strategies, methods of assessment, materials and resources, and evaluation procedures. Each of these concepts should be fully defined for all grade levels and content areas.

The district should provide time for horizontal and vertical articulation of the curriculum. Teachers within a grade should compare the curriculum maps in all subject areas, looking for opportunities to make cross-curricular connections (horizontal articulation). When possible, sequencing of content-area topics should be adjusted so that students experience the related curriculum in the different subjects during the same time period. For example, if fourth graders are studying the geography of Africa in social studies, their reading class could be studying the biography of Nelson Mandela. In addition, the district should implement a systematic process for sequential grades to compare curriculum with the purpose of eliminating gaps and overlaps (vertical articulation). For example, grades three and four should not both have mastery of the multiplication tables as a curriculum goal.

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

## **Standard 2 Findings: Classroom Evaluation/Assessment**

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

2.1b- Quarterly assessments in literacy and mathematics were collaboratively designed by the curriculum facilitators and teachers in kindergarten through second grade. Common tests on specific topics in mathematics were collaboratively developed and are administered approximately three times each quarter. Grade-level team meetings are seldom used to collaboratively design authentic assessment tasks. Most classroom assessments utilize multiple choice or matching questions that do not require student demonstrations of what they know and are able to do at higher levels of learning. Open response items are seldom included on classroom assessments. Teachers do not consistently provide students with a variety of choices in the forms of assessments. There is no established process for school leadership to review and provide feedback on teacher-created classroom assessments.

2.1c- Most students cannot verbalize the objective being taught in the classroom. Few students understand what rubrics are or their function in classroom instruction. Progress reports are the primary source of information for parents and students to determine the proficiency level of students' classroom work. Rubrics posted in some classrooms generally identify the number of questions that need to be correctly answered for students to score at one of the identified levels. Most

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rubrics are not task-specific and do not reflect the requirements of quality work for different subject areas. Students are not taught to systematically evaluate and reflect upon their own work for the purpose of improving individual learning.

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

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

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

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

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

### **LEADERSHIP RECOMMENDATIONS:**

Teachers and facilitators should collaboratively create classroom assessments that are standards-based, rigorous, and authentic. Currently the majority of classroom assessments are formatted as practice for the Benchmark exams' multiple choice sections. Students are not required to show their work as a step in responding to multiple choice and matching-type fill-in-the-blank questions. While the ACTAAP short answer questions are multiple choice, they are more rigorous and authentic than those used in Whitten Elementary School classroom assessments. Students should be required to show their work and/or justify their answers so that teachers can modify instruction in order to correct students' misunderstandings. Assessment tasks should require students to use higher-order thinking and problem-solving skills rather than low-level recall. Open-ended and open-response assessment items should be a regular part of classroom instruction and assessment and not reserved for infrequent formal testing. Daily classroom questioning should also be conducted at higher-order thinking skill levels. In order for teachers to guarantee the success of each student, questions should be addressed to specific students rather than to the whole group. All students should have equal participation in lessons. Students should be asked to justify their answers, whether they are correct or incorrect. School leadership should establish procedures for monitoring the effective use of classroom assessment techniques requiring higher-order thinking and problem-solving skills from all students.

Students should understand and be able to articulate the curriculum goals for each lesson throughout the school day. This information should be posted in student-friendly language and verbally stated to students as the lesson begins. The teacher's expectations for what the student will know and be able to do should be

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

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

### **Findings Standard 3: Instruction**

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

3.1b- Not all instructional strategies are aligned to the district curriculum. Few learning activities require students to complete assessment tasks similar to those on the state assessments. These assessment tasks lack open-response questioning

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and do not demonstrate rigorous levels of student work similar to the expectations of state-level Benchmark exams.

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

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

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

3.1f- Most classroom instruction is textbook-based. A variety of instructional resources is provided in most content areas to support implementation of the written curriculum. Few teachers consistently access the available resources to expand the use of instructional resources beyond the adopted textbook series. The majority of instructional resources do not reflect diversity. Not all instructional resources are age or developmentally appropriate. The media center provides students and teachers with some instructional resources that support the implementation of the school's written curriculum.

3.1g- District and school leadership have not provided training to teachers in procedures for analyzing student work. Teachers meet with the principal and instructional facilitators on a weekly basis to discuss academic concerns. This time is not intentionally utilized to analyze student work that will lead to the modification of instructional practices. Some teachers review student work for the purpose of

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determining mastery and creating a checklist that indicates which students will receive re-teaching or reinforcement of particular skills.

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

### **LEADERSHIP RECOMMENDATIONS:**

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

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

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

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

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

#### **Findings Standard 4: School Culture**

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

4.1b- School leadership and staff do not consistently demonstrate a belief that all children can learn at high levels. School leadership does not intentionally create experiences that foster this belief or motivate staff to produce continuous improvement in student learning. The school has not established vision or belief statements that guide all decision-making that impacts teaching and learning. A leadership team and grade-level teams have been established. The focus of these team meetings is not always based on issues related to continuous improvement in instructional practice and student learning.

4.1c- Few teachers communicate high academic expectations for all students. Assignments do not consistently require higher-order thinking and problem-solving skills. Classroom instructional strategies used by most teachers

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focus on lower levels of Bloom's Taxonomy that do not engage all students throughout the lesson. Behavioral expectations are posted in many classrooms and are communicated to students. Consequences for inappropriate behavior are not consistently applied to all students. Many teachers shout directions and corrections at students. Some teachers make comments and assign consequences that demean students.

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

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

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

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

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

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

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

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

**Leadership Recommendation:**

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

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

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

### **Findings Standard 5: Student, Family, and Community Support**

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

5.1b- All students are provided equal access to all of the curriculum. In addition to classroom assignments for teaching in the core content areas, every student participates in an alternating wheel of enrichment classes for one hour per day. Included in the wheel are art, choral music, physical education, library skills, and computer lab. Orchard software is used for remediation in the computer labs, as well as in classrooms. All grade levels are scheduled a 30-minute period for physical activity during the day. Reading Recovery is provided for the lowest performing students in first grade. Students who score below basic on the quarterly district literacy assessments are assigned to small literacy intervention groups which meet with the Reading Recovery teachers every afternoon for 20-30 minutes. In previous years, this supplementary instruction has been in place by October. As of December 9, 2009, it was yet to be implemented. The after-school program provides intervention for students who score below 65 percent on both literacy and math

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

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

5.1d- A variety of programs support student learning through supplemental instruction beyond the initial classroom instruction. Instructional aides work part-time within each classroom to provide targeted support to struggling learners in small-group settings. Literacy and mathematics remedial and supplementary instruction is provided using Orchard software in two computer labs which are utilized by every student once a week during a regularly scheduled pullout time. Some students also have access to this software in their classroom. The Reading Recovery program provides supplementary instruction to the most struggling readers. A literacy intervention pullout program provides small group supplemental instruction to students based on the Dynamic Indicators of Basic Early

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Literacy Skills and Developmental Reading Assessments. The after-school program is offered to students scoring below 65 percent on both the math and literacy district quarterly assessments. Supplementary services are sometimes evaluated. Data are seldom used to evaluate the effectiveness of programs and modify them to meet the identified needs of students. There are no extracurricular programs offered in the school.

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

#### **LEADERSHIP RECOMMENDATION:**

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

A Student Services Team should be formed to coordinate efforts to remove barriers to learning for at-risk students. Members of this team should include, but not be

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

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

### **Findings Standard 6: Professional Growth, Development, and Evaluation**

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

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

6.1c- Decisions regarding professional development offerings are seldom based on analyzed student achievement data and are not consistently aligned with the identified student learning needs. The formal teacher evaluation process is not

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utilized to identify needed professional development. Professional development opportunities do not always address individual professional growth needs of staff members.

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

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

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

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

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

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leadership seldom evaluates the impact of professional development activities on student achievement or instruction.

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

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

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

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

### **LEADERSHIP RECOMMENDATIONS:**

School leadership must consistently implement the district personnel evaluation system to improve effective teaching practices and student achievement. In addition to the five evaluative observations required for probationary teachers and the two required for non-probationary teachers, the principal should consistently and regularly observe classroom instruction and look for the use of standards-based lessons, high-yield instructional strategies, learning activities that require students to

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

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

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

### **Findings Standard 7: Leadership**

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

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

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

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

7.1e- School leadership ensures that all staff has access to curriculum materials, including the Arkansas Academic Content Standards. School leadership utilizes external professional resources, such as curriculum documents developed by the Northwest and Great Rivers Education Service Cooperatives, to collaboratively develop the written curriculum. Staff members have received limited training on ways to use the curriculum documents. Instructional facilitators meet weekly with

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grade-level teams to address curriculum issues. A leadership team has been established at the school. These team members meet weekly with the America's Choice cluster leader to determine progress toward the implementation of directives outlined the previous week.

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

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

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

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and school leadership allocate limited resources for facilities and equipment to support the learning environment.

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

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

7.1K- The principal is a second-year administrator. This is the first year that the two schools, Whitten Elementary School and Strong Elementary School, have been combined. The schools were combined to maximize financial efficiency. Some divisions among the staff exist. For example, ACSIP action steps are a mixture, rather than a blending of the two plans; teachers from each school continue to seek instructional guidance from their previous learning facilitator, rather than according to the facilitators' current content assignments; and inequalities in access to technology exist along previous school lines. The principal's Individual Professional Growth Plan focuses on building culture. She is utilizing team-building strategies suggested by Arkansas Leadership Academy and America's Choice to create a supportive and healthy environment that is conducive to teaching and learning. Faculty/staff development meetings are held on Tuesdays and Thursdays, as necessary, and focus on school improvement strategies identified in collaboration with the America's Choice cluster leader. The principal does not consistently implement policy or established procedures. Most staff members view the instructional facilitators as the instructional leaders of the school. A school leadership team has been established. These team members meet weekly with the America's Choice cluster leader to determine progress toward the implementation of directives outlined the previous week. Weekly grade-level meetings serve as the forum for sharing information with teachers. The principal, along with America's Choice cluster leader, conducts some Classroom Walkthroughs as a means of identifying trends in instructional practice and providing questions that encourage teachers to reflect on their practice. The principal completes summative evaluations of staff annually. As of December 9, 2009, the principal had conducted approximately ten informal or formal observations. She provides little specific feedback to teachers to impact teaching and learning. School leadership and staff

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are aware of their Year 5 School Improvement Status. There is little sense of urgency to improve students' academic achievement in order to reverse this trend.

### **LEADERSHIP RECOMMENDATIONS:**

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

In order to unify the staff at Whitten Elementary School, school leadership should facilitate a plan to create partnerships among staff members across grade levels. This plan should include the creation of content-area vertical teams. Each team should consist of one teacher from each grade level, kindergarten through fourth grade. Each vertical team should be assigned as either literacy or mathematics, which will serve as the primary focus of teaming sessions. School leadership should designate one staff meeting per month as a time for vertical teams to share ideas and resources.

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

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

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

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

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

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

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

8.1e- School leadership encourages teacher collaboration. The master schedule provides opportunities for common planning during the regular school day. This time is not always utilized for that purpose. Staff members discuss academic concerns and issues during weekly grade-level team meetings. Few of these meetings focus on the goals and objectives of the ACSIP. There are limited procedures to monitor the effectiveness of collaborative efforts to impact student

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learning. Each teacher maintains individual lesson plans in a variety of formats at different stages of alignment with frameworks and standards. There is an implemented procedure for collecting and reviewing lesson plans on a weekly basis.

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

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

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

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

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

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## **LEADERSHIP RECOMMENDATIONS:**

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

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

The school should be organized to meet the academic needs of students. A planned and systematic staff development program should be fully funded that addresses student academic needs. Licensed staff and instructional aides should be trained together in analyzing test data that indicate areas of improvement needed to increase student achievement. District leadership should allocate fiscal resources to provide training to instructional aides in how to address specific learning needs of students. After being trained, staff should be assigned specific times for collaboration and sharing of resources to improve student learning. Discussions during these collaboration and resource sharing meetings should be focused on the goals and objectives of the school's improvement plan. The school leadership team should lead the school in ensuring that resources are best utilized to address the academic needs and direction of the school. Leadership should assign instructional aides academic responsibilities that ensure that they assist students with their specific learning needs. Instructional aides should not be used to perform disciplinary or supervisory duties during instructional time, which take them away from their primary responsibility to assist students with their learning needs. Instructional aides should work with and under the direct supervision of licensed staff.

School leadership should require a uniform method of maintaining lesson plans in a specified format. Lesson plans should reflect alignment with Arkansas Academic

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

### **Findings Standard 9: Comprehensive and Effective Planning**

9.1a- A belief statement is included in the ACSIP that is from the 2007-2008 ACSIP document. No vision or mission statements are in the ACSIP. The current mission statement, posted in most classrooms and common areas, was developed by the school leadership team at Whitten Elementary School during the 2008-2009 school year as part of Stage 1 implementation of America's Choice. The mission statement has not been revised to reflect the changing dynamics of the school following the merger of Whitten Elementary and Strong Elementary Schools.

9.2a- There is no formal, systematic process to incorporate data from all test results into a comprehensive data analysis program. The school conducts numerous assessments throughout the grade levels at different intervals during the school year. Kindergarten through second-grade students are assessed quarterly using an instrument developed by Whitten Elementary School teachers. Students in third and fourth grades complete quarterly Target Tests, provided by the Great Rivers Education Services Cooperative, in mathematics and literacy. The ACSIP provides school-level data that are disaggregated by sub-populations as mandated by No Child Left Behind legislation. Data are collected using a combination of locally-created assessments, commercially-prepared tests, and state-mandated criterion-referenced exams. These data are not analyzed to the classroom and individual student level.

9.2b- There is no formal, systematic process for incorporating data from all test results into a comprehensive school improvement planning program. The implications of data analysis are not fully reflected in the objectives of the ACSIP. School-wide learning needs are identified and reported in the ACSIP at the kindergarten through fourth-grade levels in the Supporting Data sections of the ACSIP. Benchmark goals for kindergarten through second grade are included in the ACSIP. Benchmark statements do not identify goals for third- and fourth-grade

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students beyond the Adequate Yearly Progress targets for the overall population. Benchmark goals are not expressed at the classroom, sub-population or student levels.

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

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

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

9.4a- School leadership collected approximately 189 surveys in October, 2009, to measure stakeholders' perceptions of school-wide strengths and limitations. Student achievement data are collected, analyzed and reported in the ACSIP at the school and sub-population levels required by legislation. This analysis is not intentionally utilized to verify perceived strengths and limitations of the organization and the instruction provided by teachers.

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

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

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

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

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

9.6a- Many action steps in the ACSIP have been implemented. The school's leadership team and grade-level professional learning communities lead the initiation of interventions and actions in the plan. District and school leadership provide fiscal resources to support the implementation of programs included in the

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ACSIP. Most faculty members are aware of the ACSIP. Classified staff members were not included in the ACSIP process and have little knowledge of the ACSIP.

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

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

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

#### **LEADERSHIP RECOMMENDATIONS:**

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

School leadership should conduct a comprehensive review of current educational research literature to determine the research-based, best-practice instructional strategies that will meet the academic and behavioral needs of all students at

Whitten Elementary School. Based on the results of this literature review, specific action steps should be identified and incorporated into the ACSIP that intentionally target identified student learning needs as determined through an analysis of student achievement results.

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

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

**School Deficiency and Next Steps**

1. Deficiency	Non-instructional activities, such as lining up for bathroom breaks and pull-out classes, the miss use of instructional aides, and repeated corrections to inappropriate behavior without application of consequences, consume almost one hour of instructional time out of each school day.
Next Steps	School leadership and staff should collaboratively design an assertive discipline plan that clearly defines no more than five school-wide behavioral expectations and is supported by an escalating set of consequences. All school leadership and staff must be held accountable to equitably and consistently enforce these expectations and consequences to all students.
District Action Steps to Overcoming	Get with New Building Leadership and Discuss Audit, School Schedule, Instructional Time Expectations, and Positioning of Classroom Rules and Expectations and Consequences for not

Obstacles	Following Rules. Building Leadership will monitor instructional and non-instructional time.
Timeline/Person Responsible	August 2013 Building Principal

<b>2. Deficiency</b>	<b>Most instruction is teacher-centered and textbook-driven.</b>
Next Steps	School leadership should require teachers to use multiple research-based, high-yield instructional strategies. Strategies and practices to consider include the use of graphic organizers, manipulatives already provided with math curriculum materials, structured cooperative learning groups where specific tasks and roles are assigned to each student, ask-pause-call questioning strategy, think-pair-share, compare and contrast, and guided and independent activities that support the learning objective.
District Action Steps to Overcoming Obstacles	The curriculum director and some staff members reviewed the curriculum to be adopted and in August 2013 the District adopted the Conway Curriculum that was worked on by Peggy Woosley and ADE Consultant. All teachers are implementing the document and the Building Leadership is monitoring the fidelity of the implementation. The curriculum has a plethora of interactive internet resources as well as articles and supplemental books for the teachers to reference. Curriculum will be monitored for appropriate vertical and horizontal alignment.
Timeline/Person Responsible	August 2013- On-Going, Building Principal

<b>3. Deficiency</b>	<b>Some staff do not treat students with mutual respect.</b>
Next Steps	Staff should model appropriate behavior for all students, such as speaking in a calm tone that commands respect. Staff should refrain from shouting, using demeaning comments, or assigning consequences that humiliate students.
District Action Steps to Overcoming Obstacles	July 2013- New Building Leadership and Superintendent went through the 2009 Scholastic Audit and it was determined that a teacher procedure manual needed to be put in place, gone over with the teachers, and signature acknowledging receipt of document. August 12, 2013- Teachers signed for procedure manual and principal went over expectation with teachers. Code of ethics was also included. A change of culture does not happen overnight;

	therefore, this is an on-going action
Timeline/Person Responsible	July-2013-on-going, Building Leadership will monitor student and staff relations as well as staff to staff relations.

<b>4. Deficiency</b>	<b>Teachers do not recognize and assume responsibility for their role in impacting student learning and achievement.</b>
Next Steps	School leadership and staff should collaboratively develop a set of at least six high-level questions that require all educators at Whitten Elementary School to daily reflect on their instructional practices. Reflection should result in modifications to instructional practices that will positively impact student learning and achievement.
District Action Steps to Overcoming Obstacles	August 2014, teachers were given expectations and job responsibilities that they had to sign for. Teacher responsibilities were gone over with the teachers. Teachers are required to keep data notebooks that are inclusive of their reflections on PLCs. Data conversations are taking place as well as reviewing student work. Principal is monitoring adjustment of instruction, materials, and resources based on student work.
Timeline/Person Responsible	August 2014-On-going

<b>5. Deficiency</b>	<b>Instructional technology resources are not equitably distributed across all grade levels.</b>
Next Steps	District and school leadership must move and install technology resources from Strong Elementary School to Whitten Elementary School immediately.
District Action Steps to Overcoming Obstacles	All classrooms have at least 3 to 4 computers in their classrooms, access to iPads (2 carts) and two computer labs on campus one with 23 computers and one with 25 computers. Most rooms have working SmartBoards. Classrooms are being assessed to determine who needs a new Smart Board projector.
Timeline/Person Responsible	July 2013- Mr. Marshall, Tech Coordinator

**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. More

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 superintendent as requested by the SAC Council. The Site Coordinator will prepare monthly reports that will be made to the Board of Education documenting progress of school improvement initiatives.

**Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).**

**Summer Leadership Academy:** The superintendent will approve the principal to attend the Arkansas Leadership Academy. The focus will center on effective and instructional leadership for building level administrations that will result in successful student outcomes and capacity building among staff.

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 Whitten Elementary School as well as participating in various stakeholders meetings.

Spring of 2013, Lee county adopted the Gates Model for Instruction with assistance from Peggy Woolsey. The district will continue to partner with Mrs. Woolsey, but with flexibility that allows the principal, teachers, instructional facilitators, and Curriculum Coordinator to tweak the curriculum to meet the needs of the student population as well as encompass more writing into the curriculum units. The curriculum has helped in teaching effective classroom instruction in grades K-2. The staff will be trained on how to improve practices in the use of vertically and horizontally aligned

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district-developed curriculum maps/guides and in the utilization of differentiated teaching strategies informed by analysis of data to meet the unique needs of the student population.

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

Marianna, Arkansas, Lee County is unique in locality. Marianna is located twenty-five miles from Forrest City, forty-five miles from Tennessee, and twenty-five miles from Helena/West Helena. The town is centrally located, making it accessible for parents to travel to the doctor or dentist appointment provided they have transportation. Many of the students who transfer to Lee County School District are coming from surrounding schools within a forty-five miles radius of Marianna. Making Whitten Elementary 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 their families are placed in therapeutic foster homes in Lee County and enrolled in one of the three schools in Lee County. Lee County has numerous therapeutic foster families because traditional employment is a shortage for the residence of Lee County. Lee County School District over several years has experienced a low decline in student enrollment. The enrollment count in October that is submitted to ADE is different throughout the year and constantly changing with the influx of new students who transfer in or leave the community. Whitten has a high student mobility rate due to students moving into home with their grandparents or other relatives. Some teachers working in Whitten Elementary travel thirty to ninety miles one way each day to work in the Lee County School District. The students of Whitten Elementary School have economic, social, and physical barriers that hinder their education. Most of the faculty and staff at Whitten are strong minded individuals that are determined to reach and teach to the needs of Whitten student population. This is evidence by the long drive to Marianna a lot of our teachers take. The community organization Men of Action volunteer to help the school in Whitten Elementary School every day to monitor the hallways assist the students off the bus. They are often seen helping in the cafeteria during lunch or breakfast duty. The district hiring of a new principal have made significant changes in the school culture and climate. The new principal brings with her experience in curriculum, content literacy, understanding of how K-12 systems work in school and a foundation of how non-profit and business owners work collaborative with the school to help bring about changes that carry over into the community.

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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 IOWA student data, there is a variety of other data that is used regularly. Student data includes the TLI Interim Assessments in Literacy Math, and Qualls; 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 data. All data reviewed led the stakeholders to the conclusion that significant turnaround efforts need to be taken to bring Whitten Elementary to the point where the school can be a school of choice for the Marianna community.

#### External Provider Reports

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

#### Certified Staff Attendance Data

In analyzing data this year on teacher Attendance from August 2013 until January 2014, 23 Certified employees were absent from instruction an average of 7.65 days each out of a total of 100 days. Because well trained substitutes are in high demand in every school and because of the knowledge level required to be able to teach the Common Core Standards, a limited pool of qualified substitute teachers exists for Whitten Elementary.

#### Lesson Plans

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

#### Classroom Walkthroughs

Classroom Walkthroughs collected by administration, district leadership and Learning Forward indicate that questioning is primarily at the lower and middle level of Bloom's

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Taxonomy, students do not have knowledge of the rubrics, they are not widely used, students are not aware of how they are used to assess their learning, and student engagement is at the well managed or compliant based on command level.

SECTION B, PART 2:

**B. DESCRIPTIVE INFORMATION: LEA Capacity**

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives?
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.
6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school.
7. Review the history of the LEA's use of state and federal funds.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

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

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

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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.

10. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives?

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

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

One hundred percent of my staff and leadership team agreed to the changes in policy and practices necessary in order to implement the requirements in the grant.

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

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

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LEA has had several school improvement specialists from ADE this year. Cheryl Parish replaced the old school improvement specialist last year and she was working with Whitten for about two months. Then, Mr. Jack Hansen was assigned as the school improvement specialist in January 2014 for Lee County School District serving Whitten Elementary and Anna Strong Intermediate. 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.

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

All of the schools in Lee County have been required to implement specific school improvement initiatives. New principals were hired for all three schools in the Lee County School District. The restructuring of all schools in the Lee County School District, shifted Whitten Elementary from a K-4<sup>th</sup> to a K-2. Strong Middle School was restructured to house 3-6 and renamed as an Intermediate School. Seven through eighth graders recently housed at Strong was shifted to the high school. The school also utilized their reduction in force policy. However, some staff was called back.

**14. 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 consist one a curriculum director who has served as an assistant principal, literacy coach and classroom teacher in the Lee County School District. The school LEA special education supervisor, a former special education teacher, has been with the district for eight years in this capacity, and the GT coordinator is a product of the Lee County School district and ensures compliance with gifted and talented regulations.

**15. 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 Whitten Elementary School. Through visiting education job fairs, college recruiting officers, and advertising in the state newspaper, Arkansas Democratic Gazette. Using the Office of Education Policy (OEP) to help construct the formula for teachers' performance pay, the district is exploring ways to offer a sign-on bonus to eligible teachers. Lee County School District certified salary scale is the lowest in the Delta area. It is hard to attract qualified people to poverty stricken areas rife with problems and low pay.

16. If it is feasible for the district to offer sign on bonuses, 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 Whitten 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 of new staff.

A retention bonus for staff already in place is also an option the district is exploring for teachers at Whitten who are rehired and who meet specific growth and evaluation criteria. Details of this bonus plan will be developed by the OEP and simulated to teachers and the Lee County Education Association. Information meetings about the performance pay with the staff will be held on Whitten's Campus.

17.

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

Lee County School District have primarily used state funds for salaries, transportation and operation cost. Federal funds have primarily been used to technology, field lessons for students, instructional supplies, after school and summer school programs, and in some cases salaries.

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

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

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

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

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

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

## Transformation

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

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

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

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

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

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

SIG ARRA 1003(g) – Revised November 6, 2014 Arkansas Department of Education

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## Turnaround

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

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

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

The selected intervention is the Turnaround Model which requires replacing at least 50% of the staff. Two of the greatest needs of Whitten Elementary are to improve low student achievement and to improve the quality of instruction. Replacing at least half the staff will allow the school to recruit and retain higher quality teachers and instructional support staff. In the event that it is difficult to release 50% of the staff due to a depleted applicant pool, the LEA would like to reserve the right to modify the turnaround model because Lee County is such a depressed area and there is no motivation for people to move to the area. Financial incentives for both staff chosen to return and for newly-recruited staff should provide motivation to improve student achievement. This motivation coupled with team-building efforts before the start of the next academic year should provide the renewal this school needs. Lee County School District (LCSD) does not foresee obstacles in implementing the Turnaround Model, for the school(s) for which this application seeks 1003(g) School Improvement Grant Support. Where district or school specific issues emerge, LCSD will coordinate within its region as well as engage external stakeholders as applicable so that policies will be in place.

The U.S. Department of Education School Improvement Grant, under section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant Application. LEAs must include representatives of collective bargaining units and recognized parent

groups in the consultation around the LEA's school Improvement Grant Application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

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

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

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

#### Education Management Organizations

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

We are not aware of any statutes or policies that specifically address or interfere with district contracts with EMOs except for the limitations with charters.

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

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

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

None Exists

Step 2: Develop Profiles of Available Partners

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

Transformation

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

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

				practices, helping to design professional development plan, and monitoring school progress.
Health Department	N	Y	Health Screenings On-site and a consortium of social and health related services	Work with the schools in LCSD to provide on-site health and medical screenings for the students and parents of LCSD. On-stop service provider.
(Local Clinic)	N	Y	Work in conjunction with the school-based health service program	Provide medical screening to parents and students and health education information.
Parent Teacher Organization & Community Partners	N	Y	Bus, car, and Hall monitors, assist with non-academic support for teachers and staff, coordinate fundraiser efforts, make collaborative educational decisions with the school and learn parenting skills that will increase student achievement.	Research Supports parental and community involvement in schools.
Kid for the Future, INC. and Mid-South Counseling Services	N	Y	Counseling services for students and support for parents	Provide counseling service to students identified in need of services and those having emotional and behavior conduct disorders.
Office of Educational Policy	N	Y	Technical Assistance	Experience in development and implementation of

				Differential Pay for Performance Plans (Public School)

### Turnaround

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
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Great River Service Cooperative	N	Y	Consulting, Job Embedded Professional development, School Improvement Specialists	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools)
Learning Forward	N	Y	Consolation	Work with administrator in Improving teacher practices resulting in increases in student achievement and proficiency rates on IOWA assessment,

				providing “push-in” model for direct support of teaching practices, helping to design professional development plan, and monitoring school progress.
Health Department	N	Y	Health Screenings On-site and a consortium of social and health related services	Work with the schools in LCSD to provide on-site health and medical screenings for the students and parents of LCSD. On-stop service provider.
(Local Clinic)			Work in conjunction with the school-based health service program	Provide medical screening to parents and students and health education information.
Parent Teacher Organization & Community Partners	N	Y	Bus, car, and Hall monitors, assist with non-academic support for teachers and staff, coordinate fundraiser efforts, make collaborative educational decisions with the school and learn parenting skills that will increase student achievement.	Research Supports parental and community involvement in schools.
Kid for the Future, INC. and Mid-South Counseling Services	N	Y	Counseling services for students and support for parents	Provide counseling service to students identified in need of services and those having emotional and behavior conduct disorders.

Office of Educational Policy	N	Y	Technical Assistance	Experience in development and implementation of Differential Pay for Performance Plans (Public School)

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

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

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

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

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: Closure

D. Fourth Best Fit: Restart

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

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### **The Transformation Model**

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

The current principal, Brenda Poole 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 Literacy Coach/Instructional Facilitator for four years at Helena-West Helena School District in Helena-West Helena, AR ( three years at Eliza Miller Junior High and one year at Central High School) in Title I schools serving students with more than 80 % of the student population eligible for free and reduced priced lunch . Mrs.Poole completed her undergraduate teaching preparation at Arkansas State University in Jonesboro, a Masters in Early Childhood Special Education, Certification in PK-8 & 7-12 Building Level Administration and obtained her Educational Specialists Degree in Educational Leadership the Superintendency track. She is also National Board Certified in Reading Language Arts. Since Mrs. Pooles hiring as Whitten Elementary School principal, Mrs. Poole is making strides to become an effective instructional leader. Under her leadership, the school has adopted a strong focus on the qualityof instruction by implementing comprehensive integrated literacy and math Common Core curriculum, protected instructional time, twice weekly PLCs, team planning every Thursday, establishment of a collaborative leadership team, and true data driven instruction that goes beyond the numbers. Other instructional enhancements includes implementing/activating and promoting a culture of learning for all students and staff. Based on these accomplishments, the district supports retaining Mrs.Poole as princiapl of Whitten Elementary. To further her development as in instructional leader, the school district will continue to provide a mentor to Mrs.Poole during the 2014-2015 school year, along with support from consultants and Great Rivers educational Cooperative, and ensure enrollment in the Arkansas Leadership Academy.

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

LCSD will provide the new administrators with greater operational flexibility by supporting the principal in making necessary changes to ensure that highly qualified

staff are hired and assigned to Whitten, approve the teacher hiring processes at the site level to ensure the process aligns with appropriate intervention strategies as outlined and allow the principal to have decision making Authority relative to staff assignment. The goal will be to create a cadre of highly-effective teachers for Whitten Elementary, who will have high expectations for students, the ability to raise performance of low-achieving students, a high commitment to the turnaround and the ability to work collaboratively with other educators. Support will be provided to the principal in implementation of the Arkansas Fair Teacher Dismissal Act.

**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 Whitten Elementary 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 Whitten Elementary School's leader, teachers, and support staff.

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

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

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

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

The LEA will support Whitten Elementary fully in implementing the Single School Culture Model by fully ensuring that 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 Whitten Elementary 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 Whitten's plan to determine the specific practices or policies that are needed to implement the intervention fully and effectively. The school's current leadership team should review the completed and approved application for the needed changes within a week of receiving the information from the district. Some changes may require immediate action.

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

**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 continue to build the Technology infrastructure of Whitten Elementary 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 21<sup>st</sup> century classrooms( Smart Board, Promethean boards, projectors, student response systems, 21<sup>st</sup> century carts, then we will be able to sustain this level of technology with existing funds from local, state, and other federal funding sources.

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

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

Instructional facilitators 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.

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### **The Turnaround Model**

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

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

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

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

2 The current principal, Brenda Poole 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 Literacy Coach/Instructional Facilitator for four years at Helena-West Helena School District in Helena-West Helena, AR ( three years at Eliza Miller Junior High and one year at Central High School) in Title I schools serving students with more than 80 % of the student population eligible for free and reduced priced lunch . Mrs.Poole completed her undergraduate teaching preparation at Arkansas State University in Jonesboro, a Masters in Early Childhood Special Education, Certification in PK-8 & 7-12 Building Level Administration and obtained her Educational Specialists Degree in Educational Leadership the Superintendency track. She is also National Board Certified in Reading Language Arts. Since Mrs. Pooles hiring as Whitten Elementary School principal, Mrs. Poole is making strides to become an effective instructional leader. Under her leadership, the school has adopted a strong focus on the qualityof instruction by implementing comprehensive integrated literacy and math Common Core curriculum, protected instructional time, twice weekly PLCs, team planning every Thursday, establishment of a collaborative leadership team, and true data driven instruction that goes beyond the numbers. Other instructional enhancements includes implementing/activating and promoting a culture of learning for all students and staff. Based on these accomplishments, the district supports retaining Mrs.Poole as princiapl of Whitten Elementary. To further her development as in instructional leader, the school district will continue to provide a mentor to Mrs.Poole during the 2014-2015 school year, along with support from consultants and Great Rivers educational Cooperative, and ensure enrollment in the Arkansas Leadership Academy.

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

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

- A sign-on bonus is under considered to 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 Whitten who meets the eligibility requirements for the sign-on bonus. A selection process mirror that of the rehire process spelled out above will be used in selection new staff.
- A retention bonus is under consideration for teachers at Whitten who are rehired and who meet specific growth and evaluative criteria.

Finally, under the SIG grant, Whitten Elementary will work with the Office of Education Policy to implement an incentive Differential Performance Pay system which will provide annual incentive pay for all staff when specific growth criteria are met. Incentives will be whole school incentive initiative.

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

Whitten Elementary currently has 15 teachers of core and non-core academic subjects, 5 certified support staff members, and a computer lab tech, and five paraprofessionals. Based on the total of 20 certified staff members, no more than 10 of these individual may be rehired at Whitten for the 2014-2015 school year. To be eligible to reapply, instructional staff must have been rated proficient on their most recent evaluation, as well as, have met the status of meeting growth on their most recent improvement plan if one has been implemented. Or the teacher must have received nothing less than a three in all areas of their most recent summative evaluation. Non-certified staff must have received acceptable rating in areas of their most recent evaluation. In order to determine which staff member are to be rehired, the principal with partner with district staff and will implement the following selection process. All eligible staff wishing to remain at Whitten Elementary School will:

- Write a response to the prompts, why Whitten Elementary 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 10 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 Whitten's SIG's turnaround plan. One hundred percent of Whitten's instructional staff is on board with the policy changes and best practices necessary to mobilize change and have signed their agreement. We want to be able to keep the best and brightest in front of our children.

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

**Lee County School District does not participate in collective bargaining.**

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

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

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

There are negative budgetary implications of retaining additional staff. This action of retaining surplus staff has caused school districts across the state to be designated in fiscal distress. Other grant opportunities and funding sources will have to be sought out.

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

The Lee County School District, Local Education Agency (LEA), has the capacity to provide adequate resources and related support to Whitten Elementary 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 Whitten Elementary school's leader, teachers, and support staff.

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

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

Lee County School District is designated as a Title I School-Wide District with 100% of the student population qualifying and receiving free/reduced lunch. The school utilizes specialist from Great River Service Cooperatives to assist with PD. The district supports the school by providing instructional coaches and a

district level curriculum director. Whitten receives Title I funds which is primarily used for technology, instructional supplies and materials, after school and summer school, and salaries. 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 Whitten is located in a rural setting with limited educational providers, the school is left with utilizing assistance twenty-five miles away, the regions service cooperative for Lee County. Whitten Elementary will use their regular Title I funds as well as local flexible funds to sustain the program once the funding period has ended. We will continue to seek additional grant funding opportunities. The LEA will support Whitten Elementary with spending the funding to provide pervasive coaching and support to build sustainability among the faculty to maintain best practices and strategies after the grant funding period.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Step 4: Define Roles and Develop Contracts**

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	An ADE staff member is assigned to assist the school with any school improvement matters including assisting in the writing the school improvement plan.
Local Education Agency Superintendent of Schools	Lee County School District with assist with monitoring the interventions the school implement through district walk-through. The superintendent is assigned to supervise the school and to evaluate the principal. The curriculum staff is also available to assist the schools.

<p>Internal Partner (LEA staff) Director of Curriculum</p>	<p>The curriculum Director will provide for membership as part of the school core planning team.</p>
<p>Lead Partner Learning Forward</p>	<p>Learning Forward will be responsible to provide their comprehensive school design, technical support services. This consultant will be onsite weekly.</p>
<p>Support Partner Learning Forward</p>	<p>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.</p>
<p>Principal</p>	<p>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.</p>
<p>School Staff</p>	<p>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.</p>
<p>Parents and Community</p>	<p>The parents and community are expected to support the activities of the school. Set in on meetings and provide guidance on ways to increase parent involvement in the school.</p>

**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 full-time SIG site coordinator that will service all three campuses.

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 Whitten Elementary School, as well as to provide focused school-wide professional development as needed. The intervention partner will focus on Reading, math, and the correct integration of science and social studies in literacy and math and providing specific assistance to the teachers. The intervention partner will make recommendations to the principal on how to improve the culture of the school, and work with the leadership team to improve the overall culture of the school.

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

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

**(include information on the school's health partners)**

**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 instructional facilitators and district curriculum personnel will provide additional support to monitor and assist teachers in their classroom and instruction plan and plan implementation. Best 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 Superintendent with quarterly reports on the progress of the implementation. These reports will be shared with the school board.

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

## **Step 5: Forge Working Relationships**

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

The SIG Site Coordinator along with the building principal will be the lead in this implementation at the site level and district office, and will act as the source of information concerning direction from the State. The lead partner and the SIG site coordinator will have regular communication and will have established meeting dates each month in order to discuss implementation issues. We already have a good working relationship with the team of Learning Forward that will be assigned to Lee County School District. Mrs. Riggs has worked with the school district for three years and already 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 Mrs. Riggs. The overall Lee County Community is committed to Whitten Elementary School and all schools in the district as indicated by a mileage being passed in October 2013, but there is a need to strengthen parent and community involvement in the school.

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

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

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

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

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## Step 6: Intervention Models Needs Assessment Review Committee

### Committee Members

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

### Meetings

Location	Date	Location	Date
Whitten Elementary School	Leadership Team- February 7 and 18, 2014	Lee County District Office- Meeting with Parents, Community Members, Personnel Policy Chairperson	Wednesday February 26, 2014

Whitten Elementary Staff	All Staff- February 26, 2014		LCSD Board Meeting	Thursday February 27, 2013

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. **For the students and staff in the Lee School District sustainability of the initiatives in this grant, it is imperative for the district to remain viable.**

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

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

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

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

The district receives Title I, Title II, and Title IV funds. 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 district plans to apply for the Innovation Grant.

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 **Whitten Elementary****

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 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 IOWA testing and Pre-test Interim Assessment	August 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.	1.3 Classroom walkthrough and focus walk data will be collected and analyzed.	Classroom walkthroughs logged in the Teachscape website. Focus Walk analysis as part of daily or weekly report.	August 2014	Annually	
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.	September 2014 Monthly reports to Dir. Sep. Ed	On-going	

**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.	August 2014 On-going	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.	August 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	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	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.					
<b>Goal</b>					
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- On-going	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		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	8/2016	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		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	8/2014	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 of 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 standardized 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>	<p>9/2014</p>	<p>On-going</p>	<p>Building Principal</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 Whitten Elementary 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"> <li>▪ Hire and retain high performing qualified staff using some or all of the following tools:</li> <li>▪ Early recruitment and interview of Qualified candidates               <ul style="list-style-type: none"> <li>▪ Central office pre-screen candidates using Haberman PreScreener</li> </ul> </li> <li>▪ Contract with Teach For America               <ul style="list-style-type: none"> <li>▪ <b>Arkansas Teacher Corp</b></li> </ul> </li> <li>▪ Provide Contingency contract for strongest teacher candidates               <ul style="list-style-type: none"> <li>▪ Provide signing bonus</li> <li>▪ Provide retention bonus for returning teachers</li> </ul> </li> <li>▪ Develop Differential Performance Based Incentive Plan               <ul style="list-style-type: none"> <li>▪ Develop year-long recognition plan for teachers and employees to support positive working environment</li> <li>▪ Strengthen Teacher of the year program</li> </ul> </li> </ul>	<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-On-Going</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: Whitten Elementary 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"> <li>▪ Provide curriculum nights for parents</li> <li>▪ Provide partners workshops</li> <li>▪ Provide quarterly parent/teacher meeting opportunities.</li> <li>▪ Develop and Implement DADS Day on Campus Program</li> <li>▪ Develop and Implement PTO Program</li> <li>▪ Strenghten volunteer program</li> <li>▪ Research and Link Community service agencies to the School Site Based Clinic</li> </ul>	Quarterly reports for attendance for : <ul style="list-style-type: none"> <li>▪ Curriculum night</li> <li>▪ Parenting partners</li> </ul> <b>Schedule meetings:</b> 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 Whitten Elementary 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 Whitten Elementary 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"> <li>▪ Growth and Extension of present PBIS Program including emphasis on character education.</li> <li>▪ Planning and implementing AVID to coincide with PBIS</li> <li>▪ Planning of experiential learning opportunities and celebration activities</li> </ul>	<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 : Whitten Elementary will improve 21<sup>st</sup> 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 Whitten Elementary School will ensure every classroom is retooled or upgraded with new interactive Smart Boards.	<ul style="list-style-type: none"> <li>▪ Assessment of each classroom is order to determine needed hardware to connect devices</li> <li>▪ Instillation of devices</li> <li>▪ Training on use of devices</li> </ul>	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: Whitten Elementary 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
<p>By September 2013 Whitten 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</p>	<ul style="list-style-type: none"> <li>▪ Review of available data to group students</li> <li>▪ Creation of tutoring schedule</li> <li>▪ Determination of tools and materials to be used in program</li> <li>▪ Communication with parents and homes</li> <li>▪ Resolution of transportation issues</li> <li>▪ Implementation, review and adjustment of program parameters</li> </ul>	<p>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</p>	<p>October 2014</p>	<p>March 2014</p>	<p>District After School Coordinator and principal Transportation Director</p>
<p>Whitten Elementary 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</p>	<ul style="list-style-type: none"> <li>▪ Create timeline and schedule of program to mirror a technology camp that provides for summer fund and refreshments</li> </ul>	<p>Pre and post observation of students manipulating keyboard and software. Pre and post measurement data from assessments administered in program.</p>	<p>May 2014 program design, staffing, and material determination will be completed July 2014 is program end of implementation.</p>	<p>July 2014</p>	<p>After /summer School Coordinator</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: By the end of 2014-2015 school year the students of Whitten Elementary 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 K-2 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"> <li>▪ Implement target math instruction to occur daily and to be embedded in the regular school day focusing upon common core math standard.</li> <li>▪ Develop a targeted math instruction calendar</li> </ul>	<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"> <li>▪ Provide the following research-based professional development during the summer of 2014, Scholastic SMI and Envision Math training during teacher institute</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk-throughs by district leadership team</li> <li>▪ PLC minutes</li> <li>▪ PD Sign-in sheet</li> <li>▪ Lesson Planning</li> </ul>	<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 or another chosen external provider and our regional Cooperative. Great River Service cooperative to improve leadership teams, effective classroom instruction and to identify the weakness contributing to low reading and math achievement and select/design interventions that address these weakness and are consistent to the requirement of the SIG Turnaround and Transformation Models. We have 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 Whitten Elementary School, analyzed past strategies improvement efforts at the school to help us identify what has been working and what has not. This information guided our thinking about how best to support students and the community going forward. The LEA has determined that to ensure the community of students served by this school has better opportunities for students achievement, the Turnaround Model would be the most effect model to implement. These are critical times for the district. The district is in year eleven school improvement, which has caused the district to be classified as academically distressed and a priority school. The Turnaround model addresses the needs of the community that Whitten Elementary staff and leadership has underserved for years, by offering the students new options and their families, at the same time, all current Whitten students would have the opportunity to learn to read, write, and matriculate to third grade and beyond. LEA remains focused on helping Whitten students succeed with targeted support aimed at the unique needs of the school and it students to facilitate the Turnaround Model process. This support will be in the areas of 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.

### **Whitten Elementary School Proposes;**

Providing bonuses and incentive pay for teachers and our turnaround principals based on criteria set by the LEA and stakeholders. Providing incentives to those teachers selected to stay and the new hired teachers, we are hoping to strength our teaching staff and build a new professional learning community that is committed

and prepared to undertake the challenges of a turnaround model. Lee County School District recently hired four new principal beginning with the 2013-2014 school year. We wish to provide our turnaround principals with incentive to stay. Lee County characteristic data cited in this grant depicts the need for some form of incentives to recruit and retain highly trained certified teachers and administrators. When surveyed, the current school staff at Whitten reported that staff turnover is high and that the school has new staff at the beginning of each school year. Since only 6.4% of 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 fifty percent of Whitten Elementary staff is commuting across county lines to work at Whitten Elementary School. When newly hired principal and teachers at Whitten are presented with a job closer to home that pays 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 a 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 recruitment of highly qualified teachers. Presently, Whitten Elementary School principal crosses one county line before reaching Lee County School District.

The process by which Whitten Elementary seeks to staff their teachers is 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 in the definition of ‘new teachers’ staff who have been recently hired into the school prior to the implementation of the Turnaround model.
- Counting turnover of positions as opposed to actual headcount
- Flexibility in determining the definition of staff (instructional and non-instructional staff)

### **Provide ongoing job-embedded professional development**

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

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

Job imbedded professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills or 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, which are built into the work process; It will involve educators working together collaboratively and will be facilitated by school instructional leaders or school-based instructional facilitators or mentors; The job embedded professional learning will actively engage the teachers rather than passive learning by participants; and it will focus on understanding students work in order to determine what students know and can do, achievement data, collaborative planning, adjusting of instructional strategies and materials, formative assessment, and goal setting based on the 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 Teacher Excellence Support System evaluation 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-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 intensive, ongoing coaching for visible learning, tangible change in practice at Whitten Elementary 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 practices and reflection. The facilitator is expected to follow the

district's protocols for implementing PLCs which includes data analysis, unpacking standards, and addressing standards in practices. The facilitators will also receive in-depth training on student centered coaching.

- At Whitten, teachers will also receive writing training on the entire writing process. Teachers acknowledge their lack of understanding of how to teach the writing process to students.

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 Focused Lesson Plans
- Marzano's High Yield Strategies
- Using Technology to Enhance Student Writing
- Positive Family/parent Engagement
- How to work with Difficult Children, Children with Physical and Emotional Disabilities and Children in Poverty
- Understanding How to Use Data to Inform Instruction
- Unpacking the Common Core Standards

The school will implement a **Single School Culture Model** (SSCM) as the framework for analyzing student work and developing action plans in professional learning communities. Teachers meet in grade level teams, called professional learning communities, 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 Model requires little resources to implement. The principal commits to create a master schedule that allows teacher to meet weekly. The principal holds the team meeting times as sacred; team meetings are not canceled or rescheduled. The principal must attend each of the learning team meetings with in the school. The professional development required for the facilitator is provided by the district by an initial intense six day introduction. The facilitator receives regular support and feedback from a district level coach or a specialist from Great River Service Cooperative. All of the Learning Team Facilitators in the district gather monthly for additional professional development.

Done well, the outcomes of SSCM 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, SSCM is cost effective. It also contributes to teacher retention as new teachers have a place to deepen their understanding of the curriculum and gain best-practices from seasoned teachers. Learning teams give veteran teachers an opportunity to lead and learn new strategies from colleagues. SSCM 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 SSCM produce a higher rate of growth in students than those that do not.

Whitten Elementary will adopt two afternoon each month for professional development 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays.

### **Technology Integration**

Teachers will receive training in implementation of writing across the curriculum utilizing (need program). Historical data shows Whitten students' are struggling with writing with less than 40% of the students being proficient in writing. Teachers will work closely with their grade experienced co-teacher and the district gifted and talented coordinator to ensure students are highly engaged in the different genres of writing(e.g, persuasive, informative, narrative, etc.) and write across the content areas. As a results of our efforts, we hope to obtain at a minimum of 10% increase in students end of year writing assessment our first year of implementation. We realize this might be a small increase but we are dedicated to increasing students writing over the three years of the grant and beyond. We will continue to improve students writing through increasing students' vocabulary through a variety of leveled readers

books, planning lessons that are relevant and meaningful, and ensuring that the lesson allow students to read and write across all content areas. The New NAEP has added a word processing component, which could possible impact writing performance as Arkansas move toward PARRC a computer based administration of Common Core math, reading and writing assessments, preparing a proactive writing instruction with technology as an impetus could be advantageous to our students who are not usually ahead of the technology curve. This report hopefully justify financing a technology teacher to teach keyboarding in preparation for the PARRC assessment. Many schools throughout Arkansas teach keyboarding in 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 Great Rivers Service Cooperative in fulfilling our obligation to ensure all core teachers at Whittten Elementary know how to integrate technology into the curriculum. Teachers will be held accountable for utilizing technology in lesson design and delivery of Common Core State Standards. Therefore, they will need support to fully integrate technology to enhance instructional delivery. Common Core State Standards full implementation is slated for 2014-2015.

### **Adopt a New Governance Structure**

To foster the turnaround process, Whitten Elementary will use several governance structures. The Leadership Team comprised of the principal, curriculum coordinator, and instructional facilitators (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 administrative and teacher representatives will meet monthly to discuss progress of and plan for specific students need of additional academic, social, and/or behavior support.

The principal will also schedule and facilitate regularly scheduled faculty meetings to effectively communicate important information and initiatives. Finally, the school will seek to increase parent and family engagement by holding monthly PTO meetings

inclusive of family oriented activities, programs, and training, and obtain a family support advocate that can work with school counselors and assist schools with working with families who have children with emotional needs. The Early Risers 'Skills for Success' Program is a comprehensive preventive intervention that targets elementary school children (ages 6 to 10) who are at high risk for early development of conduct problems (i.e., who display early aggressive, disruptive, or nonconformist behaviors). Eighty percent of my students' behavior problems are overt defiance, physical aggression, and disruptive classroom behavior. Early Risers is designed for students who are exposed to violence. I have kindergarten students who have witnessed someone getting shot in their neighborhood and suffer from extreme emotional attachment to their parents to the point they do not want them to leave them at school. These kinds of stressors are what impede students from learning.

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 I 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 Students
- One Math Interventionist/Specialist to serve grades K-2. Whitten currently has one full time reading and math facilitator and a reading interventionists
- One Technology teacher (serve the entire school)
- The math interventionist along with the current reading interventionists 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 literacy 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 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, the 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 IOWA and 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. Whitten Elementary 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 weekly formative assessments (weekly focus skills) 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, build in an adequate system for monitoring instruction, emphasizing ongoing coaching and feedback strategies to ensure improvement in instruction. IOWA data, DIBLES, and The Learning Institute test data will also be used to monitor student achievement.

Instructional facilitators, administrator and classroom teachers will receive professional development on data-driven decision-making at the classroom level. Research has shown 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 –along with pressure to keep up- leads to the survival of a technology initiative.*

This approach has been implemented successfully in other studies. Nichols and Stinger (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 teaches and helped support teachers in their own data use. Symond (2003) advocated “Classroom Coaches” to support data use in addition to larger-level professional development. Data initiatives that are seen as intrinsically rooted and

stimulating a search for new ideas are seen as most successful for busy educators (Earl & Katz, 2002; Feldman & Tung 2001; Massell, 2001), and teachers in case studies often show quick enthusiasm for data when such data provides immediately useful information for their classroom practices (Symonds, 2003). Another systemic reason to use data during teachers' collaborative planning meetings is an important issue because of the reciprocal nature of data use and educator collaboration. *Research on teacher technology and data use suggests that data initiatives are more likely to be successful if teachers are allowed to learn and work collaboratively, and suggest that the use of data helps foster collaboration (Chrispeels, Brown, & Castillo, 2002; Feldman & Tung, 2001; Nichols & Stinger, 2000; Symonds, 2003; Zhano & Frank, 2003).*

## **Provide Extended Learning Time**

### **After School Tutorial and Summer School**

Whitten Elementary will provide after-school tutorial three times a week, with sixty minutes per session for instruction. Summer school will be offered four times a week. Also, students are dropped off at school before or at 7:00 AM daily; therefore, teachers that arrive early are willing to provide tutorial services to those students. The teachers will be paid for their non-contract time. During summer school we plan to create "technology camp" for six weeks to prepare our second grade students for the upcoming PARCC Assessment they will take in third grade. Students will receive training from a keyboard or technology teacher.

An After school Coordinator will be hired to facilitate the afterschool program and to coordinate efforts with the parents, any outside providers, transportation and the classroom teacher. The program will target K-2 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.

Whitten Elementary School presently offers after school tutoring. This year the after school program started in December. The after school program only serves a small population (60-65 students). There is a need to reach out and serve additional students. By hiring one additional teacher, the SIG grant will provide opportunities to include more students needing academic support and enrichment. The extended day would include 2 hours and half of instruction. The students will receive a snack, and there will be bus transportation provided for those who qualify. The ratio would be 10:1 with there being an paraprofessional assisting the classroom teacher. The focus will be on the core subjects ELA, math, and writing. The teacher will use 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.

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

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

Through this grant, Whitten Elementary will provide summer enrichment opportunities for students. Transportation will be required to provide this opportunity each year. The LEA will use other funding sources to fund transportation

### **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 & Marcellino, 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 Tollafield (2003) recommend a communication approach based on “sharing information, modeling, and reinforcing changes and techniques” (p.524). To create collaborative relationships, parents and teachers must engage in positive communication and cooperation.*

Whitten plans 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 parents 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 the AVID Beginning program, 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.**

Whitten data depicts that 42% of Whitten students are receiving some form of counseling services from an outside counseling agency. The district has a high percentage of students living in poverty in single females as head of households. Students facing daily life struggles are not focused on learning, tend to have chronic absentees 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 pull students out of school to travel to public and non-profit providers. Whitten cannot expect to make significant achievement gains unless partnerships are created to address these social and emotional issues. Utilizing SIG funds, the district would like to enter into a memorandum of understanding to employ the site-based 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. Whitten Elementary 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 young children and 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 activityAnyon, Yolanda; Moore. M.: Hprevitz, E: wjotaler, K: Stpmde. S: & Sjoe;ds, J.P. (October 2013). "Health risks, race, and deolescents use of school-based healthceners: Policy and service recommendations" *The Journal f Behavioral Health Services & Research* 40(4):457-468.

This unified network will deliver any 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 strengths-based approach.
- The services offered, the agencies/partners participating, and the programs/supports generated 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 (WSSN) Leadership Team has articulated the mission as providing integrated, timely services, centrally located for students and families. The long-term goal is to have systemic approach to meeting the needs of all students. 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, understandable, and are 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. Whitten's average daily membership is 89%. The goal is to have every student at school every day. 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 allow 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 interventions 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 those 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 they do 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 site team clinician can monitor when services are being accessed, based on the student’s individual plan and trouble shoot 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. This service will also decrease absences.

#### **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 expectation 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 LCSSSN support personnel for all schools in the district, but the one-stop services being requested will be housed on the Anna Strong Intermediate School campus, which is centrally located, and purchase service in the amount of \$75,000 per year will be split between the three campuses. This amount includes monies for a Community School Coordinator, Site Team Coordinator, and Parent Partner provided as a minimum by LCSSSN.

*Community School Coordinator.* Will ensure the connection of health and human services within the school to supports student achievement.

*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**

Whitten Elementary school has 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, 1998. 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, Whitten Elementary plans 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 2009 reflects an inappropriate school culture, which bring about a need for change within the Whitten school community so that the intervention model is effective.

The school’s scholastic Audit completed in 2012 reflects an inappropriate school culture. Which bring about a need for change within the Whitten 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 creates 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 Whitten Elementary School when a review of the school's Scholastic Audit is reviewed.

Whitten Elementary School plan to address the school's culture through the implementation of AVID (Advancement Via Individual Determination). AVID Elementary Beginnings addresses the beginning years of education, when students are **emerging as learners**. Students are learning to read, learning to write, and learning to learn. AVID will help Whitten Elementary School close the achievement gap by helping our students prepare for college readiness. A review of data Whitten's behavior data and Scholastic Audit shows a great need to motivate our students to learn and become lifelong learners. AVID is a school wide transformation effort focused on leadership, systems, instruction, culture, and designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. The social characteristic of Lee County from the 2010-2011 census depicts only eight percent of Lee County population have obtained a bachelor degree or higher. AVID-trained educators teach students academic and social skills to help them develop the habits

and behaviors needed to succeed in rigorous curriculum. AVID college readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students in a global society.

### **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 administrative send home 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.

A full-time school Human Resource Personnel/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 Social Worker/Human Resource Personnel will also work with the school counselor and external assistance providers by conducting

weekly counseling meetings, parental out-reach services, and developing and implementing Student Success Plan (SSP) for every student in grades K-2 (see appendix). Reading books to male students in grades K-2 are 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, resources and confidence. Workshops will be held at Whitten Elementary 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 Whitten Elementary School plan to work with the community and provide students in Lee County School District with a nurturing and protective place to work.

### **The Whitten Elementary and Strong Intermediate School Single School Culture Initiatives**

Program Title	Capsule Description	What we hope to accomplish through implementation
<b>Bully Prevention</b>	Bullying prevent will continue with the counselor and outside resources providing intervention training to staff and the administrator. The training will consist of reporting, investigating, and documenting incidents. Staff will receive coaching on school-wide implementation models, including classroom practices and strategies for gaining parental support.	A school that is conducive to learning and the removal of fear some students face at Strong Intermediate to the level of suicide

<p><b>Character Education MASTER (Motivating, Academics, Self-esteem, Teamwork, Etiquettes and responsibility in our afterschool program.</b></p>	<p>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 afterschool program.</p>	<p>Master will help students take pride in them self, school and community which builds character.</p>
<p><b>Early Risers</b> Target Chronic students behavior through soliciting their parents involvement</p>	<p>"Skills for Success" a year- long program that aims to reduce aggressive behavior through student and parent engagement.</p>	<p>Target students who exhibit aggressive behaviors and are at risk for more serious anti-social behavior. The objective is to promote positive socio-emotional development of our students.</p>
<p><b>Efficacy Training</b></p>	<p>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.</p>	<p>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.</p>
<p><b>AVID</b></p>	<p>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.</p>	<p>We hope to achieve through the implementation of AVID, students who are college ready and understand the importance of academic achievement.</p>
<p><b>School-Wide discipline Plan that Involves conflict resolution training.</b></p>	<p>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.</p>	<p>We hope to accomplish through community partners assisting the school in providing students, parents, and staff with conflict resolution training.</p>
	<p>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.</p>	<p>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.</p>
<p><b>Safe School Initiative</b></p>	<p>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</p>	<p>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</p>

	problem-solving skills and new ways of thinking about how they might respond to conflict in each role, as victims, aggressors, and bystanders.	aggressor in a conflict.
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**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 deep rooted problems beyond the capacity of the school counselor. Counselors at Whittten 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 andskills training. Research conducted by *August, G.J., Hektner, J.M., &Blooquist, 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 cometenace than the control group at the end of the year. There was no significant overall program impact on behaviorial self-regulation, and both group improved over time. However, subgroup analyses by severity showed that among children were severely aggressive atbaseline, the intevention 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 Whitten’s formative data, there is a great need for a writing. A collaborative camp will be held at Strong Intermediate school for teachers in grade K-6. Teachers will attend a week of training comrpise of best practices associated with research obtain from What Works Clearning House on Teaching Elementary School Students to Be Effective Writers. We will ask Great River Education Cooperative to assist us with training. Both principals from Whitten and Strong have experience in

Curriculum and reading and writing instruction and will assist Great River in implement a writing camp for teachers that will be offered during the summer.

### **Collaborative Planning**

Teachers presently share common planning time throughout each grade level. Collaborative planning is provided for teachers to meet once a week on Thursdays to develop lesson plans as a team, and two days a week in PLCs to review student work, implement strategies, and engage in job embedded professional learning. Whitten would like to pilot a bi-weekly early release pilot. During the 2014-2015 school years, Whitten will pilot an agreement with the Resources and paraprofessional staff to provide a 2 ½ hour bi-weekly collaboration period K-2. 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 for all teachers in order for the teachers to have an 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 district and school administrator and the school's leadership team. Parent and students input will be a part of this process. This bi-weekly early release is also important because teachers spend a substantial amount of their own personal time doing school work because the 45 minute planning time allotted by the district is just not enough time to adequately prepare for rigorous lessons. As stated above, three days out of the week are already established work days for the teachers planning time.

**Teacher Institute:** The school is proposing that SIG funds resulting from this application be used to fund a five-day teacher institute each summer in August. This will provide 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 gaps throughout the coming school year. Writing will also be a major part of the institute because teachers are not comfortable teaching writing to their students.

### **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 Whitten Elementary School will be provided as well. Specifically, leadership training will be provided to develop teacher leaders. This experience will not only assist faculty and staff in performing at higher 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. The district will explore the reality of staff members receiving sign-on bonuses. If approved, bonuses will be given out in partial payments. Staff would have to demonstrate effectiveness in order to be eligible to receive the second portion of the sign-on award. Staff members will continue to earn the additional school improvement goals incentive. As a requirement of employment, all Whitten elementary 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 incentives pay is something that is greatly needed in Lee County School District. The Lee County School district data depicts 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. Fifty percent of Whitten Elementary 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) 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 successful securing much higher jobs and or lowering the expense of commuting to Lee County when they secure the employment in other districts closer to their home. District geographic isolation is not an unknown phenomenon to the State Department of Education because provisions are made for districts that are considered geographically isolated from nearby school district to be consolidated. Prevision/waivers are made for districts that are deemed geographically isolated are given consideration or wavier 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. Whitten Elementary faculty believe that any analysis of Whitten 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 student's needs using differentiated instruction, and adaptive and instructional software. Student pre, post, and on-going data will help the reading specialist/interventionist and classroom teacher make informed decision concerning student's academic placement.

### **Addressing the need of Struggling Math Students**

We are posing utilizing Scholastic SRI Math inventory to address the needs of our students who need extra and maybe computerized assistance in math. Presently the

school uses various literacy assessments but is limited on math assessment 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 students **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<sup>®</sup> 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 as part of our RTI Intervention Model:

*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 *focusMATH* is an intensive, K-6 math intervention program designed to fit any Response to Intervention (RtI) framework and work with any math program. *focusMATH* identifies at-risk students early and accelerates their learning with instruction that is intensive, balanced, and individualized. All grade levels consist of three units, each built around a specific NCTM Focal Point.

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

## **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. Whitten 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 used to purchase a laptop for the school administrator.

### **Math Interventionist**

With SIG grant funds we are proposing to hire one math 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 Whitten's data depicts a need for an interventionist. Math data shows a need for an interventionist in math. Data from end of year IOWA assessment and ongoing formative data from all grades depict a need for a math interventionists. 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/Technology Teacher**

The LEA plan to hire a keyboarding teacher to start the process of teaching students at Strong Elementary school keyboarding over the summer and continue Whittens' 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. Whitten Elementary 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 Whitten are scheduled for the computer lab. However, they have not been trained on utilizing the latest option that has been demonstrated in the PARCC assessment. During the summer of 2014 school year, the keyboarding teacher will teach students in grade 2 the aspects of keyboarding keeping in mind what students will be asked to manipulate on a computer during the PARCC assessment when they go to Anna Strong in third grade.

### **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 effort 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 Students contact with parents of disruptive students. The Dean of Student will also act as chair or serve on the schools PBIS committee.

### **After School Coordinator**

The after school coordinator will supervisor the teachers who are employed to work after school with at-risk students. The after school coordinator will collect student performance data; ensure pre and post tests are administered, monitor classroom implementation of the after school curriculum, ensure transportation and snacks are provided for all student who stay for afterschool 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 of 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 Whitten Elementary School Turnaround Model. The school turnaround models calls for an external provider that has the capacity to provide teachers with 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 Math Interventionist. After school and summer school activities will continue to be the financial responsibility of the district. The SIG funds will provide differential performance pay to all certified and classified staff.

**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 standardized assessment data in hopes teacher will want to return and work towards the goal of the turnaround model. The LEA is looking at various bonus and incentive options.

- 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.
- 100 % of Whitten's teachers have signed an agreement indicating they are in support of the actions and interventions in the SIG.

**Sustain the reforms after the funding period ends.**

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

Data analysis,  
Curriculum,

Differentiated instruction (RTI),  
Understanding the community and culture,

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

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

The district receives Title I, Title II, and Title IV Funds. 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 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
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<b>Federal Resources</b>		
<b>Title I, Part A</b> - Regular and stimulus funds (school-wide or targeted assistance programs)	Turnaround, Transformation,	<ul style="list-style-type: none"> <li>• Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards.</li> </ul>
<b>1003(a) Statewide System of Support</b> – AYP funds	Turnaround, Transformation,	<ul style="list-style-type: none"> <li>• Assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model.</li> </ul>
<b>Title II, Part A</b>	Turnaround, Transformation	<ul style="list-style-type: none"> <li>• Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.</li> </ul>
<b>Title II, Part D</b> - Ed Tech	Turnaround, Transformation,	<ul style="list-style-type: none"> <li>• Provide staff online job-embedded professional development.</li> <li>• Promote the continuous use of student data through electronic means.</li> </ul>
<b>Title III, Part A</b> - LEP	Turnaround, Transformation,	<ul style="list-style-type: none"> <li>• Help to meet the needs of students that have limited English proficiency in the district.</li> </ul>
<b>State Resources</b> (suggested resources may include, but are not limited to, the following)		
District Title I Funds	Turnaround, Transformation	<ul style="list-style-type: none"> <li>• Identify and reward school leaders, teachers and other staff who have increased student achievement and graduation rates.</li> <li>• Recruit, place and retain staff with the necessary skills using financial incentives and increased opportunities for promotion and career growth.</li> <li>• Provide high-quality job-embedded professional development designed to assist educators in implementing the intervention model.</li> </ul>
<b>Professional Development</b> – 2% of state general revenue for professional development	Turnaround, Transformation,	<ul style="list-style-type: none"> <li>• Provide staff with high-quality job embedded professional development designed to assist them in implementing the intervention model.</li> </ul>
<b>Family and community ( School Health funding and Grant )</b>	Turnaround, Transformation,	<ul style="list-style-type: none"> <li>• Assist with providing health care screenings for students and families in the LCSD</li> <li>• Provide services for physical and mental health</li> </ul>



SECTION B, PART 5:  
ADE Timeline

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

## **ADE REVIEW PROCESS:**

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

## YEAR ONE TIMELINE

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

### May 2014– June 2014 Pre-implementation

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

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



2014-

2015 School Year

2016 School Year

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

July	<ul style="list-style-type: none"><li>• Establish necessary training needed by reviewing recent school data.</li><li>• Arrange training for the upcoming school year for instructional and non-instructional staff.</li><li>• Contact service providers to assist with PD on working with parents and students with behavior.</li><li>• Arrange for Instructional facilitators to attend conference on data analysis.</li><li>• Meet with SIG site Coordinator to establish a blueprint for monitoring of data and reporting.</li><li>• Meeting with the school's clinician and Lee County's Comprehensive Clinic to establish protocols.</li><li>• Revise Teacher and student hand book to reflect new policies</li><li>• Meet with Superintendent to establish job description for clinician</li><li>• Contract with Office of Education Policy for specified technical assistance services</li><li>• Contract with Great Rivers Education Cooperative for Technology Integration Team, and School Leadership Team to prepare for implementation</li><li>• Form Superintendent Advisory Council (SAC)</li><li>• Order Reading Naturally</li><li>• Order Scholastic SMI Universal Math Screener</li><li>• Order EnvisionMath</li><li>• Review IOWA Assessment Data from 2013-2014 school year to identify students needing support.</li></ul>
August	<ul style="list-style-type: none"><li>• Establish expectations-policies, procedures, behavior expectation, student attendance, decrease referrals,</li><li>• Orientation to the Design, Develop Professional Learning Communities ( PLCs), Introduce Principles of PLCs,</li><li>• Discuss planning for teachers meetings, reinstate Leadership team,</li><li>• Establish classroom visit protocol,</li><li>• Conduct screeners for at-risk students</li><li>• 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.</li><li>• Implement first 30 days and rituals and routines.</li><li>• Establish schedules and strategies that provide increased learning time for all students.</li><li>• Meet with interventionist, paraprofessionals and instructional facilitators to establish routines and monitoring requirement of the SIG Grant,</li><li>• Establish list of students who needs immediate interventions and the protocol use to establish the students schedule</li></ul>

2015-

	<p>for interventions.</p> <ul style="list-style-type: none"><li>• Meet with the District's Administrators, Site Coordinators School Leadership team, and state speciality 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</li><li>• Create content level data team to review data across grade levels( Team will meet weekly to review CWT, informative assessments,</li><li>• Established PLCs and monthly</li><li>• Establish processes and procedures for timely and accurate completion of resource students out of class assessments by the resource teacher</li><li>• School leadership team meeting to develop review behavior plan for the upcoming school year</li><li>• Provide Teachers' training on RTI model Assign committees for effective implement of the turnaround model</li><li>• Train the interventionist to use a literacy program to provide strategic support/intervention or student at risk</li><li>• Teacher Institute, Workshop model</li><li>• Align PBIS and AVID Strategies, prepare for students</li><li>• Install New Technology</li><li>• Scholastic Math</li><li>• Single School Culture Model,</li><li>• College Readiness</li><li>• Repair, Replace, and Install new technology</li></ul>
September	<ul style="list-style-type: none"><li>• Professional Learning Communities Revisited,</li><li>• Begin PD, Weekly leadership team meetings, focus walk data,</li><li>• Classroom Walk Through (CWT) Classroom visits daily, protocol for focus walks, develop safety nets from data, establish vertical alignment meetings.</li><li>• Meet with core team members to establish protocol for teachers' vertical alignment meetings</li><li>• Provide teachers training on Differential Pay for Performance Plan with staff</li><li>• Create action plans for specific areas in need of improvement based on identified teacher and student needs</li><li>• Meet with the school and district parent coordinator to construct a calendar of parent involvement activities</li><li>• Technology integration support provided to teachers</li><li>• Weekly leadership Team meetings continue</li><li>• 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.</li><li>• Monitor processes and procedures for special service teacher to support benchmark readiness for special services students</li><li>• Review the special education delivery model for inclusion to ensure implementation in the regular classroom setting.</li><li>• Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction</li><li>• Implement strategic use of district curriculum resources and pacing in all areas/subjects</li><li>• 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.</li><li>• Establish RTI Team to monitor intervention model for struggling students.</li><li>• Monitor and support student-centered instruction and development of individualize student plans to promote mastery ongoing throughout the year.</li></ul>

2016-

	<ul style="list-style-type: none"><li>• Continue to Repair or replace technology that needs replacing</li><li>• 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</li><li>• Analyze multiple form of data to make instructional decisions</li><li>• Principal and instructional facilitators to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers-ongoing throughout the year</li><li>• Meet with SIG site coordinator</li><li>• Schedule monthly professional development devoted to Common Core Implementation</li><li>• Schedule monthly high-yield strategies professional development with technology integration</li><li>• Monitor struggling student data from RTI</li><li>• Parental Involvement-</li><li>• Early Riser-Identify students' needs, provide support</li><li>• Monitor AVID and PBIS</li></ul>
October	<ul style="list-style-type: none"><li>• Deepen collaborative work in PLCs, build science/social studies teachers in content literacy.</li><li>• Standards based instruction-deeper, PD ( working with students in poverty), Leadership Meetings, classroom visits, Focus Walks.</li><li>• Leadership Team Meeting</li><li>• SAC Meeting</li><li>• PLCs meeting,</li><li>• 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</li><li>• Revision of ACSIP'</li><li>• Data from TLI intern assessment analyzed and data walls updated</li><li>• Weekly Leadership Team meetings continue</li><li>• District school improvement Team meeting to review SIG implementation.</li><li>• Discipline plan monitored by committee, data analyzed, adjustments made as needed</li><li>• Provide teacher immediate feedback and additional support to teachers in the use of authentic assessments and rubrics that mirrors Common Core State Standards</li><li>• Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction</li><li>• Provide Professional development utilizing Marzano's high-yield strategies</li><li>• Monitor Struggling student data</li><li>• Meeting with RTI Team to review students' referred to RTI</li><li>• School Based Services Meeting</li></ul>
November	<ul style="list-style-type: none"><li>• 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.</li><li>• PLCs weekly meetings</li><li>• Weekly leadership meeting continue</li></ul>

2017-

	<ul style="list-style-type: none"><li>• 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</li><li>• Principals and instructional facilitators continue weekly observation to include reflection conferences with teachers</li><li>• Discipline plan monitored by committee, data analyzed, adjustments made as needed</li><li>• Continue review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting</li><li>• Technology integration support provided to teachers</li><li>• RTI meetings</li></ul>
December	<ul style="list-style-type: none"><li>• 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.</li><li>• PLCs weekly meetings</li><li>• Weekly leadership meeting continue</li><li>• 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</li><li>• Principals and instructional facilitators continue weekly observation to include reflection conferences with teachers</li><li>• Discipline plan monitored by committee, data analyzed, adjustments made as needed</li><li>• Continue review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting</li><li>• Technology integration support provided to teachers RTI meetings</li></ul>
January	<ul style="list-style-type: none"><li>• Update data wall, reassess PLC topics, development of timeline for quality review,</li><li>• Continue PD, weekly leadership meetings,</li><li>• Principal classroom visits daily &amp; District Focus Walks,</li><li>• 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.</li><li>• District school improvement team meeting to review SIG Implementation</li><li>• Data from intern assessment review and update data wall</li><li>• Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs</li><li>• Discipline plan monitored by committee, data analysis</li><li>• Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting</li><li>• Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum</li><li>• Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy</li></ul>
February	<ul style="list-style-type: none"><li>• Update data wall, reassess PLC topics, development of timeline for quality review,</li><li>• Continue PD, weekly leadership meetings,</li><li>• Principal classroom visits daily &amp; District Focus Walks,</li><li>• Provide staff ongoing, high--quality, job--embedded professional development (e.g., regarding subject--</li></ul>

2018-

	<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"><li>• District school improvement team meeting to review SIG Implementation</li><li>• Data from intern assessment review and update data wall</li><li>• Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs</li><li>• Discipline plan monitored by committee, data analysis</li><li>• Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting</li><li>• Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum</li><li>• Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy</li></ul>
March	<ul style="list-style-type: none"><li>• Update data wall, reassess PLC topics, development of timeline for quality review,</li><li>• Continue PD, weekly leadership meetings,</li><li>• Principal classroom visits daily &amp; District Focus Walks,</li><li>• 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.</li><li>• District school improvement team meeting to review SIG Implementation</li><li>• Data from intern assessment review and update data wall</li><li>• Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs</li><li>• Discipline plan monitored by committee, data analysis</li><li>• Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting</li><li>• Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum</li></ul>
April	<ul style="list-style-type: none"><li>• Update data wall, reassess PLC topics, development of timeline for quality review,</li><li>• Continue PD, weekly leadership meetings,</li><li>• Principal classroom visits daily &amp; District Focus Walks,</li><li>• 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.</li></ul>

2019-

	<ul style="list-style-type: none"><li>• District school improvement team meeting to review SIG Implementation</li><li>• Data from intern assessment review and update data wall</li><li>• Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs</li><li>• Discipline plan monitored by committee, data analysis</li><li>• Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting</li><li>• Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum</li></ul>
May	<ul style="list-style-type: none"><li>• Arrange for summer school enrichment. Review and collect data associated with the intervention model.</li><li>• Meet with Site Coordinator to review and collect data Update data wall, reassess PLC topics, development of timeline for quality review,</li><li>• Continue PD, weekly leadership meetings,</li><li>• Principal classroom visits daily &amp; District Focus Walks,</li><li>• 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.</li><li>• District school improvement team meeting to review SIG Implementation</li><li>• Data from intern assessment review and update data wall</li><li>• Action plans created for specific areas as identified by data analysis and classroom observations and walkthroughs</li><li>• Discipline plan monitored by committee, data analysis</li><li>• Continue to the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting</li><li>• Weekly leadership team meetings continue with a focus on data, instructional delivery practices, student work and curriculum</li><li>•</li><li>•</li></ul>
June	<ul style="list-style-type: none"><li>• 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</li><li>• Analyze any available data from Benchmark</li><li>• Office of Education Policy to compute year end growth and bonus amounts</li><li>• Select staff for summer school</li><li>• Review data to determine which students needs extra assistance through summer school enrichments programs</li></ul>

2020-

July	

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

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
2/7/2014 2/18/2014	School Leadership Team	Donna Brady	Kindergarten Teacher
		Shelia Reeder	Interventionist
		Cecilia Baker	Nurse
		Bernice Hill	Literacy Facilitator
		Linda Morgan	Math Facilitator
		Kinsey Williams	Counselor
		Bettye Gordon	Paraprofessional
		Charles Bufford	Custodian
		Brenda Poole	Principal
2/11/2014	Whitten Elementary & Anna Strong Meeting	Linda Davis	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
2/26/2014	Entire Whitten Staff	All Staff	

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

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

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

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

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

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



## SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Priority School

Total 3-Year Budget \$

### Pre-Implementation:

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

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

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

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

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

TURNAROUND MODEL		YEAR 1		YEAR 2	YEAR 3
		Pre-Imp			
X	1. Developing teacher and school leader effectiveness ( training ) (Efficacy Training)	½ 52,320 <b>26,160</b>			
X	Travel and lodging	4,400			
X	Single School Culture model training	½ 15,660 <b>7830</b>			
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 <b>9701.33</b>		9701.33	9701.33
	Advanced RN Nurse or Licensed Practitioner	1/3 of 139,650 <b>46,550</b>		1/3 of 144,347.25 <b>48,115.75</b>	1/3 of 141,046.50 <b>47,015.50</b>
	District After School Coordinator	<b>1/3</b> of 12,698.38 <b>4,232.13</b>		1/3 of 12,698.38 <b>4,232.13</b>	1/4 of 12,698.38 <b>4,232.12</b>
X	District SIG Site Coordinator	<b>1/3</b> of 29,104 <b>14,552</b>		<b>1/3</b> 29,844 <b>14,922</b>	1/3 of 30,212 <b>15,106</b>
x	District Summer School Coordinator	<b>1/3</b> of 2,466.		822	822

			822			
<b>Subtotal</b>			267,937.35		226,651.33	201,471.95
	<input type="checkbox"/>	11. 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			
<b>Subtotal</b>	<input type="checkbox"/>	Reading Naturally	5,264.91		1,125	1,125
	<input checked="" type="checkbox"/>	3. Increasing learning team and creating community-oriented 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"/>	4. Flexibility and Sustain Support				
	<input type="checkbox"/>	Implement a comprehensive approach to school transformation				
Additional options (specify)	<input checked="" type="checkbox"/>	Ongoing, intensive professional development and technical assistance from the LEA and the SEA	1/3 Of 100,000 <b>33,333.33</b>			

Any of the required and permissible activities					
	<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"/>	<b>AVID</b>	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 <b>year 1:</b> \$100,000 Fringe benefits( state and federal taxes)39,650; <b>year 2:</b> \$100,500(state and federal taxes)39,848.25; <b>year 3:</b> 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 sited 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 Member Team 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
Math 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( <b>Teacher Institute/AVID Training</b>	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

<b>Technology Teacher/Summer camp</b>	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
<b>Dean of Student</b>	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
<b>Teachers for extended Day</b>	Technology teacher for technology camp	2,400
<b>After School</b>	Adding a teacher to assist the district in reaching more students in after school	31,275.36
<b>AVID Training</b>	Teachers and Dean of student will receive four days of training and materials in AVID from a trained AVID personnel	49,5000
<b>After School site coordinator</b>	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
<b>Scholastic SMI</b>	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
<b>Envision Math</b>	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
<b>Efficacy Training</b>	Efficacy training will be offered to our leadership team and parents	26,160
<b>Travel and Lodging</b>	Travel and lodging expense 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 asses for completing job application online, sending and receiving fax, 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:**

<b>Activity</b>	<b>Explanation</b>	<b>Shared cost between schls</b>
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	
Math 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"	<b>100 day x 3 days =300x 6 weeks =1,800( fringes)</b>
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 educators 16,000  1 day parent workshop( includes consultation with principal and parent leaders \$2,500 4 days ½ Execution support: Technical Assistance 10,000 Subtotal for training and support services, per school 47,000 (1/2 cost shared with Whitten Elem.)  Products: Student Tools (14 sets) each set 30 books and 1 instructional guide(2,940)

	<p>Efficacy Journal/folder package for entire school \$5.00 per student (2,100)</p> <p>Poster 14 class posters</p> <p>Each set incl. 4 posters \$20.00 per set (\$280.00)</p> <p>Subtotal for product including shipping and handling \$5,320</p> <p>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	<p>Cost figure teacher performance and incentive year 1:22,000</p> <p>Year 2: 22,000 Year 3: 22,000 Total: 66,000</p>
Single School Culture training	14 teachers attending workshop 4,500 for ten teachers, 3,330 food, lodging, travel \$7830
Reading Naturally	<p>Book, and curriculum year 1: 6650</p> <p>year 2: access to online product 1,125</p> <p>year 2: access to online product 1,125</p> <p>total: 8,900</p>
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
<b>Early Risers</b>	\$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	<p>Based salary of \$10,000 (fringe 2,678.38) (seven month monitoring the afterschool program)</p> <p>Cost is shared among the 3 LEA schools @ rate of 4,32.72 yearly</p>
ADE Technical Assistance	\$100,000 split among the three schools \$33,333.33



## D. ASSURANCES

<b>STATEMENT OF ASSURANCES</b>
------------------------------------

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

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

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

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

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

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

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

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

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

School Name:

LEA #:

SECTION A, Part 1                      General Information

LEA Contact Information and Certification

SECTION A, Part 2                      Schools to be Served

Selection of Identified Schools

Identification of Intervention Models

SECTION B, PART 1                      Needs Assessment

Develop a Profile of the School's Context

\_\_\_\_\_ Develop a Profile of the School's Performance

SECTION B, PART 2                      LEA Capacities

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

Develop Profiles of Available Partners

Determine Best-Fit Model and Partners

Define Roles and Develop Contracts

Forge Working Relationships

Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

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

Principal's Professional Growth Plan

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID](http://www.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.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](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](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](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](http://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/](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](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](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>