



ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Forrest City School District - Forrest City High School	
Mailing Address (Street, P.O. Box, City/Zip) 625 Irving Street Forrest City, AR 72335	Starting Date June, 2012
Name, title and phone number of authorized contact person: Sandra Mills 870.633.1485	Ending Date September, 2015
Amount of funds requested: \$4,916,575	Number of schools to be served: 1

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

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

Date: _____
Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. Title I secondary schools in improvement, corrective action or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have has a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools. An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identifies as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools "newly eligible" Tier III schools). In the Tier I and Tier II 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 2011 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2015.

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 2011 school improvement funds in proportion to the funds received in FY 2011 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 2011 SUBMISSION INFORMATION

Electronic Submission:

The ADE will only accept an LEA's 2011 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 2011 application to the following address:

jayne.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 :

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

Application Deadline:

Applications are due on or before May 18, 2012

For Further Information:

If you have any questions, please contact Jayne Green at (501) 682-2395 or by email at jayne.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 Tier I, II and III schools provided by ADE, complete the information below, for all Tier I, II and III 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	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Forrest City High School	050627000344	9-12	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Forrest City Jr. High		7-8	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
			<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

-----The LEA is applying to serve all Tier I schools in the district.

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.

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: Forrest City High School

LEA #: 6201-011

Context

1. Grade levels (e.g., 9-12): 9-12
2. Total Enrollment: 908
3. % Free/Reduced Lunch: 100
4. % Special Education Students: 15.09%
5. % English Language Learners: .01%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.English
 - 2.Spanish
 - 3.

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

Forrest City High School is one of 3 high schools in St. Francis County. The school services Forrest City, Widener, Madison, Caldwell, and Colt. The district encompasses approximately 360 square miles, 2/3 of St. Francis County. Forrest City is the largest community within the district with a population of 15,371. The racial makeup of the town, according to the 2010 census, is 27.6% White, 67.3% African American, 5.9% Hispanic, with 1.6% of the population reporting 2 or more races. The school is located in a high poverty area. It is noted as one of the poorest of Arkansas' 75 counties. The median income per household is \$25,217, per family \$29,545. The per capita income for the city is noted as \$11,485.00. Thirty-three percent of all families have been below the poverty level at some time, in the past 12 months. Single parent, female householders are at 32.1%. Additionally, it was noted that the population consists of 29.8% married couples living together.

There are two small private Christian schools, and one private school within a 5-20 mile radius. One of the schools, Calvary Christian, participates in programs with the Forrest

City School District. Other educational influences include East Arkansas Community College, an accredited two year college that provides career and technical educational opportunities to local high schools and their students. Also, Crowledge Ridge Vo-Techical School serves as technical educational institute to the community.

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

School	Grade Span		School	Grade Span
Forrest City Jr. High (Feeder School)	7-8			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Current Principal, Charles Earle is being replaced	Administration and Supervision, Building Administrator P-08 Building Administrator 7-12	3	3	41
Assistant Principal, Patty Long	Administration and Supervision, Building Administrator 5-12; Curriculum Program Administrator 7-12; Economics 7-12; Sociology 7-12.	4	23	23
Assistant Principal, Estella Shackelford	Administration and Supervision District Administration P-12 Curriculum P-12 Bld. Administration K-12	17	39	39

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

The present tool used to evaluate administrators performance was adopted by the Board of Education in June, 2007. Board policy states that evaluations shall be based on a combination of scheduled and informal observations. Additional and more frequent observations will be done should it be determined by the administration that they observations would be helpful in addressing performance problems.

Therefore, administrators in the Forrest City Schools are evaluated a minimum of once annually by the superintendent or his designee utilizing the board approved evaluation instrument. The evaluation tool assesses principal effectiveness in the areas of Responsibilities, Leadership, and Behaviors. The rating scale is as follows: 3-meets or exceeds competency; 2-area of concern; 1-below expected competency; x-not applicable; or N/O-no observation.

The areas are further defined by performance indicators that outline clearly the expected behavior for each indicator. Within the three areas there are 83 performance indicators. Prior to the formal summative evaluation post conference, the administrators are required to submit a self-reflection form indicating strengths and weaknesses that relate to their capabilities as a leader. Following the summative evaluation post conference, an administrator professional growth plan is developed collaboratively between the building administrator and evaluator. Using the Forrest City Individual Professional Growth Plan Form, the administrator and evaluator will jointly develop the growth plan which will contain performance indicators, resources, strategies, and timelines to be used to accomplish the goal. Overall performance will be noted on the evaluation form by the superintendent or designee and will be comprised of the administrator's accomplishments.

Utilizing a differentiated approach to administrator evaluation, the superintendent or designee conducts informal walk-throughs throughout the year to gather evidence of progress toward the administrator's attainment of goals as established in the professional growth plan. After reviewing the summative evaluation data and performance indicators, the superintendent/designee will recommend: renewal of continued employment, additional steps for growth to include more intensive and focused support from the district level, or nonrenewal if the standards are not achieved.

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

The Forrest City School District's professional evaluation plan was approved by the school board on May 14, 2002. The information gained from performance evaluations shall be used in planning professional development and in-service training activities which are designed to improve instruction and professional competence. The plan consists of 3 Cycles which include: informal, formal, and summative. The summative evaluation features a competency checklist of 10 domains(see below). A rating scale is used to indicate the level of performance for each domain. This scale includes exemplary, satisfactory, unsatisfactory, and no observation. Each teacher in the FCSD shall be evaluated in writing by a building level administrator annually. Each teacher shall receive a copy of every evaluation. The evaluation program criteria and procedures for conducting evaluations shall be established in accordance with state law. The Evaluation process includes:

- A minimum of five documented drop-in visits per year
- First year teacher – 1 formal, 3 informal, summative
- Second year teacher – 1 formal, 2 informal, summative
- Third year teacher – 1 formal, 1 informal, summative
- Career teacher – 1 informal and summative

The formal evaluation process for teachers includes the following:

1) Pre-Conference

- A pre-conference consists of the evaluator (building level administrator) and the teacher. This conference is usually held the day before the formal observation.
- The following information is discussed in the pre-conference: objective to be taught, learning activities that will be observed, content-activities-teaching strategies that have occurred prior to the lesson, any circumstances of which the evaluator should be aware, and materials that students will receive as handouts during class.
- Pre-conference form will be signed by both teacher and administrator

2) Observation

- The administrator will record notes from the classroom observation. This information includes execution of the lesson plan, implementation of the workshop model, effective classroom management, essential questioning, connection of previous knowledge, and responding to the needs of the learner

3) Post Conference

- The administrator will provide feedback for the observation process. The administrator will identify areas of strength, as well as areas that need improvement. Both the teacher and administrator will sign the post conference document.

Informal observations are conducted throughout the year. The administrator must make one informal observation of each staff member during the year. The administrator may make more than the required one, if he/she sees fit.

The summative evaluation includes a competency checklist for teachers. This checklist consists of ten domains which include: Domain I - Classroom Management/Organization, Domain II - Classroom Climate, Domain III - Record Keeping, Domain IV - Professionalism, Domain V - Professional Knowledge, Domain VI- Uses Necessary Elements of Teaching Models, Domain VII - Supervision, Domain VIII - Pedagogy, Domain IX - Evidence of Learner Success, and X - Compliance of Building Policies/Procedures.

Although CWTs are not used for evaluation purposes, they are used as indicators of success in the classroom and use of best practices. As the administrators from the school and district level conduct walkthroughs and collect CWT data, teachers that need additional support can be identified. CWTs provide a means of collecting data on specific indicators. As support is provided through job-embedded professional development, it is expected that improvement in the indicators will be realized.

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

2007-2008

- Supplemental educational services were provided to students in need of additional literacy and math support attending Forrest City High School.
- Instructional Facilitators for Math and Literacy were hired to work with curriculum, instruction and professional development.
- Forrest City High School contracted with The Learning Institute (TLI) to provide formative assessments training and data analysis.
- Elbow 2 Elbow (E2E) Specialists were contracted as a part of a grant from Foundation for the MidSouth and provided job embedded professional development and implementation support of research based practices. E2E Specialists assisted the staff and leadership in: developing a work plan to address deficiencies identified by the data from TLI; and defining standards of performance and development of rubrics.
- Remediation and enrichment were provided daily for 30 minutes in Math and Literacy.
- Saturday math and literacy academy provided four hours of academic remediation/enrichment for students grades 9-12.
- Academic vocabulary in all classrooms became a focus. Teachers had professional development in the six step process to teaching vocabulary utilizing the process developed by Robert Marzano.
- The Principal and instructional facilitators were trained in Classroom Walk Through (CWT) and the data collected was used to determine professional development for the next school term.
- The 21st Century Learning Center was established to provide tutoring, mentoring, remediation, enrichment and career exportation.
- Professional Learning Communities were established to allow for structural leadership changes that allowed for meaningful involvement in decision making by students, teachers and the community.
- Forrest City High School was the recipient of the Learn and Serve Grant, which focused on student peer tutoring with a service to school and community component.
- Twice monthly, math and literacy core team meetings were held to review and revise the curriculum.
- Mustang 17, the district TV station which is housed at the high school, was used to communicate with parents and the community.

2008-2009

- Forrest City High School became a Title One School.
- A Leadership Team consisting of parents, the Deputy Superintendent, Instructional Facilitators and Teachers was formed to address social, environmental and financial concerns.

- Through a variety of grants, free books were made available for parents and students on Parent Conference Night.
- Vertical Alignment monthly meetings were conducted to plan for improvement of test scores and ease transition for students from junior high to high school.
- Administration and students met with 8th grade classes to discuss credits vs. grades, as well as course selection. Students were given a tour of the high school.
- The staff received training on teaching problem solving, higher order thinking skills and academic vocabulary from the EOL list.
- Remediation and enrichment, as well as After School and Saturday Academy, continued to function throughout the school year.
- Forrest City High School continued with TLI to provide professional development and data analysis.
- Elbow 2 Elbow (E2E) Specialists were contracted as a part of a grant from Foundation for the MidSouth and provided job embedded professional development and implementation support of research based practices. E2E Specialists assisted the staff and leadership in: developing a work plan to address deficiencies identified by the data from TLI; and defining standards of performance and development of rubrics.
- Teachers were provided with training during district in-service on practical applications of literacy skills across the curriculum.
- Ninth graders were invited to attend a workshop and participate in a tour of the building upon registration. Ninth graders had mentors, juniors and seniors, attend their advisory based classrooms to give information and advice on how to be successful at the high school.
- Teachers with excessive behavior referrals were provided classroom management support through specific, school embedded professional development.
- Plasco Trac was contracted to track tardy infractions to reduce students in the hallway and classroom disruptions due to tardiness. The faculty donated to a fund to purchase the equipment.
- Common planning time was arranged in the master schedule whenever possible.
- A needs assessment instrument was designed to determine professional development needs within the building.
- The community was asked to donate books, new and used, to be used as classroom libraries.
- The Learn and Serve Grant provided tutoring and service learning opportunities to student who participated.

2009-2010

- Forrest City High School changed to an eight period day. Third period became the remediation/enrichment/ACT Prep/Silent Sustained Reading (SSR) period. The entire school participated in these activities, except for the AP/Pre AP students. The AP/Pre AP students were given extended block schedules, which allowed for longer periods of time in their classes.

- Teacher to Teacher Tuesdays were established to allow teachers to share strategies and practices that are proven to work in the classroom.
- Elbow 2 Elbow (E2E) Specialists were contracted as a part of a grant from Foundation for the MidSouth and provided job embedded professional development and implementation support of research based practices. E2E Specialists assisted the staff and leadership in: developing a work plan to address deficiencies identified by the data from TLI; and defining standards of performance and development of rubrics.
- The district contracted with the Learning Institute to provide interim assessments and data analysis services.
- Great Rivers Educational Cooperative provided the school with professional development in Total Instructional Alignment. This allowed for a curriculum design that aligns instruction to the learning needs of individual students.
- Credit Recovery was provided to students who were behind in credits and in danger of not graduating on time.
- Professional Learning Communities continued in all departments.
- Common planning time, when possible, was placed into the master schedule for the development of common assessment, teaching strategies and curriculum alignment.
- Saturday Academy and an extended day program were established to provide support and opportunities for struggling learners to be remediated.
- Math and Literacy Boot Camps were held after school and on Saturdays for test preparation prior to End of Course examinations.
- Forrest City High School, as part of restructuring, established a ninth grade academy.
- The district contracted with Ombudsman to replace the traditional ALE. Ombudsman provides an alternative middle and high school program for students who learn better in a non-traditional classroom setting and want an alternate route to high school graduation.
- A Literacy Curriculum Assistant was hired, part time, to work with the Instructional Facilitator in formulating rigorous common assessments aligned to the Arkansas standards.

2010-2011

- The school continued to contract with The Learning Institute to provide data and support to teachers and leadership. TLI supplied professional development to the Instructional Facilitator to be shared with the faculty.
- Teachers participated in professional development on teaching problem solving and thinking skills in the classroom. Students were given frequent open response items by the teachers.
- The Junior High and High School Instructional Facilitators met to discuss curriculum and vertical alignment to develop a smooth transition between junior high and high school.

- Professional Learning Communities continued for all disciplines within the building. Teams met during common planning times as well as on Tuesdays after school.
- The Principal, Assistant Principal and Instructional Facilitator attended root cause analysis training.
- Forrest City High School continued with the enrichment/remediation program, as well as the after school tutoring and Literacy/Math Boot Camps.
- Parent volunteers were solicited to provide secretarial support for student monitoring and campus patrols.
- The parent, community and student leadership team continues to meet sporadically.
- Credit Recovery options continue to be available to students in danger of not graduating on time but they do not have adequate support
- The TIA process continues, but documents were not often updated specifically in non-tested areas.
- Pre AP and AP students continue to take advantage of the modified block instruction.
- Even though gains had been realized with Elbow 2 Elbow, the Arkansas Department of Education required schools in the state to contract with America's Choice as their turn around model.
- Ninth Grade Academy continues to function in one area of the building.

2011-2012

- Forrest City High School continued with the 21st Century grant to provide after school opportunities for students.
- The Forrest City School District contracted with E2E to provide assistance on a limited basis to the principal and leadership team.
- Forrest City High School administrators and instructional facilitators conducted Classroom Walk Throughs and focus walks with E2E and America's Choice consultants.
- Professional Learning Communities continued after school on Tuesday afternoons. PLCs collaborated ideas and strategies for remediation, enrichment and lesson design.
- Cross curricular PLCs were organized and met once monthly during their service periods in preparation for common core state standards implementation.
- A leadership team, consisting of department heads, instructional facilitator and administration was established to enhance communication within the building and between staff and administration.
- Open Response Friday was established within the Math Department in the Algebra and Geometry classrooms. Every Friday, students are given open response released items which are graded in the classroom according to a rubric designed to provide students with practice opportunities.

- Credit Recovery continues to be provided to students who are in danger of not graduating on time. The program continues to be operated as an independent study type of program.
- Common planning time is provided, when possible. This has become increasingly difficult as staff members have decreased over the past two years.
- Literacy, Algebra and Geometry teachers are given release time to plan curriculum and score open responses from target testing.
- The high school continues to provide after school, Saturday and test prep tutoring and enrichment opportunities. Student attendance is inconsistent.
- Mustang 17 continues to exist, but with limited equipment and a part time staff.
- The High School contracted with an E2E Specialist, on a limited basis, as part of the restructuring process. The specialist assists the Principal and instructional staff with the development of PLCs, professional development, identification of best classroom practices and data analysis.
- The High School continued with the modified block schedule for Pre AP and AP students.
- Forrest City continues to use the Great Rivers Educational Cooperative for support and professional development.
- The Ombudsman continues to function as the ALE of the High School.
- The High School continues to contract with America's Choice to provide Math Navigator, Ramp Up to Literacy and support in the literacy and math classrooms.

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

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

Subject	2011	2010	2009	2008	2007
Reading/Language/English	32.4	34.6	41	25.2	20.9
Mathematics	50.9	44.7	34.2	28.	34.8
Science - Biology	6.05	8.4	17.9	12.	
Social Studies					
Writing					

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

Test Year: 2009-2011

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009
Reading/ Language/ English	59.5	54.2	84.1	26.4	32.4	28.2	66.7	0	100	Na	Na	Na	3.8	12.5	19
Mathematics	73.5	59.6	66.3	46.1	41.6	29.4	50	83.3	20.	Na	Na	Na	45.	45.1	33.3
Science - Biology	19	24	32	4	5	11	0	33	0	Na	Na	Na	0	0	10
Social Studies															

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

Test Year: 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									32.4	
Mathematics							50.9			
Science								6.05		
Social Studies										
Writing										
Other										

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									34.6	
Mathematics							44.7			
Science Biology								14.6		
Social Studies										
Writing										
Other										

Test Year: 2009

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English									41%	
Mathematics							34.2%			
Science Biology								17.9%		
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2010-2011 school year: 92.7%

5. Mobility rate for the 2010-2011 school year:

6. Graduation rate for all students for the 2010-2011 school year: 71.2%

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

	All Students
2011	71.2
2010	79.6
2009	75.5

Key Questions

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

EOC data revealed **that African American students, both male and female, at Forrest City High are not performing at acceptable levels in literacy or math.** Gradual improvements are being noted in math but literacy scores have declined since 2009. **Literacy data indicates the greatest need with only 32.4% of the combined student population scoring proficient or better on the exam.** The Geometry exam data indicates that 41.9% of the combined student population tested scored proficient or better, and the Algebra I exam data indicates that 56.3% of the combined student population scored at the proficient level or above.

Forrest City High students did not meet standards for the combined population in Math or Literacy. Caucasian student met the status target and the growth target in Math, but not in Literacy. The three year average shows a gap between the performance of African American students and Caucasian students. A gap also exists between the Hispanic population and African American students. All groups outperform than the African American population. During this three year period, Students with Disabilities outperformed African American students in Math.

To determine which students are experiencing the lowest achievement, an analysis of students that score below proficient on the 11th grade Literacy Exam, Algebra Exam, and the Geometry Exam was conducted.

On the 2011 Literacy examination, Students with Disabilities were 96% below proficient in Literacy, 92% below proficient in Algebra, and 67% below proficient in Geometry. Additionally, African American males and females are experiencing low achievement levels in Literacy, Algebra and Geometry. A total of 230 students were tested, 186 of which were African American, 69 or 37.1% were African American males scoring below proficient, 8 of these students were classified as receiving special services and 67 or 36% were African American females, with 8 of those students classified as receiving special services.

On the 2011 Algebra I examination, there were 209 students tested, 174 of which were African American with 41 or 23.6% African American males scoring below proficient, 8 of these students were classified as receiving special services and 40 or 23% were African American females scoring below proficient, with 4 of those students classified as receiving special services.

On the 2011 Geometry examination, there were 194 students tested, 152 of which were African American, 50 or 32.9% were African American males scoring below proficient, 4 of these students were classified as receiving special services and 49 or 32.2% were African American females scoring below proficient, with 3 of those students classified as receiving special services.

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

A review of the data indicates that African Americans are experiencing the lowest graduation rates. The population at Forrest City High School consists of 83% African American and 16% Caucasian and one percent other. Students experiencing the lowest graduation rates are African American males and females. This includes subpopulations of Economically Disadvantaged, Students with Disabilities, and Highly Mobile students. Graduation rates have decreased slightly over the past three years from 75.5% in 2009 to 71.2% in 2011.

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

Student performance is unacceptable in all subjects.

Students experience the lowest achievement in Literacy. Further review of the literacy data for 2011 indicated that of the 230 students tested, 31% of the combined population scored proficient or advanced on the Grade 11 Literacy Exam; 26% or 47 of African American students scored proficient or advanced; 58% or 23 of Caucasian students scored proficient or advanced; 31% or 72 of Economically Disadvantaged students scored proficient or advanced; of the 26 students with Disabilities test 1 student scored proficient. The lowest performance in 2011 was on Reading Practical passages. Data analysis of students' writing scores on the Grade 11 Literacy Exam revealed a gradual increase in student performance since 2008 in literary passage and content passage. However, data regarding the practical passage indicated a decrease between 2008 and 2009 and no change between 2009 and 2010. The data revealed a decrease in all literacy areas between 2010 and 2011. The data revealed that students perform about the same on the Open Response portions of the Reading exam and the Multiple Choice sections. Students also performed less well on the Multiple Choice section on the Writing portion of the exam. These findings were contrary to accepted beliefs that students of poverty and minority subgroups would have scored higher on the multiple choice type questions than the Open Response or Writing portions of the exam.

A review of the Algebra I data for 2011 indicated that 209 students were tested and 54% or 113 of the combined population scored proficient or advanced on the exam; 90 or 51% of African American students scored at proficient or advanced; 74% or 22 Caucasian students scored proficient or advanced; 0% of Hispanic students scored proficient or advanced; 113 or 54% of Economically Disadvantaged students scores at proficient or advanced; 8% or 1 Student with Disabilities scored proficient. Data analysis of student scores on the EOC Algebra Exam reveals an increase in each strand each year since 2008. The lowest identified areas for the combined population were Open Response type questions in each strand tested. From 2010 to 2011 there was a 11% increase in the number of proficient students in Language of Algebra and a 10% increase in number of proficient students Non-Linear Functions. A 5% increase was noted in the Solve Equations and Equalities strand, 2 % increase in proficiency in Linear Functions and a 6% increase in proficiency in Data Interpretation and Probability.

In 2011, 194 students were tested and 78 or 40% of the combined student population scored proficient or advanced on the EOC Geometry Exam; 50 or 33% of the African American Students scored proficient or advanced; 26 or 70% of the Caucasian students scored proficient or advanced; 2 or 66% of the Hispanic students scored proficient or advanced; 78 or 40% of the Economically Disadvantaged students scored proficient or advanced; 4 or 32% of students with disabilities scored proficient. The lowest identified areas for the combined population for each year the test has been administered was Open Response type questions. From 2008 to 2011 there has been a gain of 6% in students scoring proficient on the Geometry exam in the Language of Geometry, +6% in Triangles, +4% in Measurement, +4% in Relationship Between 2 and 3 Dimensions and +6% in Coordinate Geometry and Transformations.

A review of the Biology data for 2011 indicated that 170 students were tested and 6% or 10 students in the combined population scored proficient or advanced on the exam; 6 or 4% of African American students scored at proficient or advanced; 19% or 4 Caucasian students scored proficient or advanced; 0% of Hispanic students scored proficient or advanced; 6% or 10 of Economically Disadvantaged students scored proficient or advanced; 100% of students with disabilities scored below basic. Data analysis of student scores on the EOC Biology Exam reveals an increase in Molecules and Cells (2%), and Nature of Science (16%) since 2008. The lowest identified areas for the combined population were Open Response type questions in each strand tested. From 2010-2011 there was a 3% increase in the number of proficient students in Molecules and Cells, a 3% increase in the number of proficient students in Heredity and Evolution and a 8% increase in the number of proficient students in Nature of Science. The number of proficient students scoring proficient in Classification and the Diversity of Life remained the same and the number of proficient students in Ecology and Behavioral Relationships declined 7%.

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

The characteristics of student demographics that should be taken into consideration in selecting a model and external partners and/or providers include Forrest City High School's low income and African American student population. One-hundred percent of Forrest City School District population receives free or reduced meals. Many of the Forrest City High's students come from households of generational poverty. The average daily attendance percentage for 2011 was 92.6 % which is below the state average high school attendance rate of 94.7%. Students arrive at Forrest City High from the feeder school lacking many of the basic skills needed for success. A predominant theme running through each of the Forrest City School District's Scholastic Audits has been a finding of low expectations that exists in the schools. A survey of parents conducted in the spring of 2011 and again in the spring of 2012 consistently noted that parents feel welcome in the school (80%) and that they could talk openly with the principal (72%). Fifty-eight percent of the parents surveyed felt they could talk openly with their child's teacher. Fifty-eight percent felt they were well informed about what their child was doing at school. During both survey periods, parents felt that the school needed to be more aware of home problems that may affect my child's work at school (42%). It is clear that even though the school acknowledges the desire to create a true partnership with parents to ensure success, parents feel satisfied with the program as it is. It is crucial the provider chosen be willing and equipped to confront the overall culture of low expectations and the lack of educational rigor that exists. A model is needed that will develop highly effective instructional leaders and teachers who believe that success is possible and who will deliver a quality education to ALL students.

In selecting the model and external partners, the LEA Team carefully considered the Transformation Model's approach to the economic and racial aspects of the student population. The Team decided that a requirement for assistance and support would

come from Specialists with Arkansas certification and successful, documented experience working in Delta schools. Prospective Specialists and External Providers were interviewed and evaluated based on their understanding of the challenges of working with under-performing schools as well as students and families of poverty and the African American culture. The External Provider must be able to establish a level of trust that is inherent in the African American culture and understand the cultural differences that impact parental involvement. The Provider will work with the school and district staff to create an action plan that includes active, effective recruitment and involvement of parents, community members and minority representatives to partner with the school in meaningful ways and to remove barriers to student learning.

The Transformation Model requires the implementation of ongoing, high-quality, job-embedded professional development that addresses the diverse needs of the Forrest City High student population. A qualification of the selected Provider was to have Specialists trained in and able to support Arkansas initiatives such as those identified through Smart Start, Smart Step, Next Step, the Classroom Walk-through model and the Arkansas Coaching model. Additionally, since students with disabilities are a subgroup of low performance, the Provider was required to have Specialists qualified and experienced in this area. It was also a requirement for the Provider to have Specialists who were intricately knowledgeable about and able to support the ADE newly proposed teacher evaluation system, as this system supports the differentiation that needs to occur in Forrest City High classrooms. Since using data to drive instruction is an objective of the Transformation Model, the Provider was to have experience with interim assessments to include using the D2SC software, analyzing data from interim assessments, and working with teachers to use the data to inform classroom instruction in order to meet the needs of every student.

An additional qualification for the Provider was to work with the Forrest City High School leadership and staff to create culturally responsive classrooms as they select culturally sensitive instructional resources that are researched-based and actively engage students in learning. The Provider will also work with the Forrest City School District to seek appropriate social-emotional and community oriented services and supports for students and evaluate all remediation and supplementary programs to ensure they are used effectively to support student achievement. Additionally, the Provider will work with the Forrest City School District to establish SPRINT teams. These teams will utilize a data-based approach to create a tiered intervention system to address the specific needs of students who are experiencing learning problems and students with special needs. The External Provider was required to have the capacity to deliver the services as necessary to accomplish the intended goals of increasing student achievement in the core subjects with a focus on math and literacy at Forrest City High School.

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?

Students arrive at Forrest City High from the feeder school lacking many of the basic skills needed for success.

Compared to statistics for the state, the entire enrollment area is comprised of a student population which includes highly mobile, low income, and high minority learners. This enrollment area necessitates reform efforts that take into account single family homes, parents who may not have completed high school, high unemployment, and who have not developed a high value for education. The needs of the enrollment area and the parents current perception of the school, point to a new and strategically planned approach need for parental involvement. The process of schooling should be transparent. Parents need to be informed about the education their children are receiving and be active partners in the process, requiring the best system for their child. To achieve this, a strong education process for the parents will be needed.

External partners/providers must have experience working with diverse teachers and administrators as well as working with teachers of high mobility and those lacking teacher certification, such as the large group of Teach for America teachers employed at Forrest City High. The partners/providers should have experience in working with staffs to build community, in building relationships, motivating teachers and becoming change agents.

The school population in general has lacked an intensive embedded model of professional development and accountability for implementation. A key criterion considered was that partner organizations must have a strong professional development component consistent with the requirements of the Transformation model and aligned with the needs of Forrest City High. The Forrest City School District Superintendent interviewed interested vendors and selected Elbow2Elbow based on the needs of the school and district. Partner organizations and vendors were chosen by the school based upon their track record of effectiveness and compatibility together with their ability to customize their support to the school's needs and their unique profile.

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

The Arkansas Department of Education conducted a Scholastic Audit of the Forrest City High School during the period of December 2, 2007 - December 7, 2007. Based on the Scholastic Audit Performance Levels, the level of performance for each of the 9 standards for school improvement of Forrest City High School are as follows:

Standard 1 – Curriculum: Level 4 0%, 3 0%, 2 86%, 1 14%,
Standard 2 – Classroom Evaluation/Assessments: Level 4 0%, 3 0%, 2 50%, 1 50%,
Standard 3 – Instruction: Level 4 0%, 3 0%, 2 100%, 1 0%,
Standard 4 – School Culture: Level 4 0, 3 0%, 2 82%, 1 18%,
Standard 5 – Student/Family & Comm. Support: Level 4 0%, 3 0%, 2 80%, 1 20%,
Standard 6 – Professional Growth, Dev and Eval: Level 4 0%, 3 8%, 2 84%, 1 8%,
Standard 7 –Leadership: Level 4 0%, 3 0%, 2 91%, 1 9%,
Standard 8 –School Org & Fiscal Resources: Level 4 0%, 3 0%, 2 80%, 1 20%,
Standard 9 – Comprehensive & Effect. Planning: Level 4 0%, 3 0%, 2 81%, 1 19%.

They will have addressed all Standards and recommendations of the report in a three to five year period beginning with the 2008-2009 school term, School leadership, in partnership with the faculty, decided on the timeline to address the standards and deficit areas. The focus for year one (2008-2009) was to address Standard 2 (b, d, and h), Standard 3 (a, e, f), and Standard 4 (a, c, e, j). The focus for year two (2009-2010) was to address Standard 1 (a, g), Standard 2 (b, c, h), and Standard 5 (a). The focus for year three (2010-2011) was to address Standard 1(a, g), Standard 2 (b, c, h), Standard 5 (a), and Standard 6 (a, e). The focus for year four (2011-2012) was to address Standard 1(a, g), Standard 2 (b, c, h), Standard 5 (a), and Standard 6 (a, e).

While these recommendations are addressed through evidence found in the ACSIP budget, there appears to have been limited follow-through with implementation. The **evaluations** are limited to whether the activity was scheduled and not on the outcome as determined by the indicators.

1) STANDARD 1 FINDINGS: -CURRICULUM

1.1a-The curriculum for most of the core content areas is aligned with the Arkansas Frameworks but does not always address mastery learning. There is limited cross-

curriculum connections. 1.1b - There is limited vertical articulation of curriculum maps and pacing guides with Jr. High. The teachers meet weekly to discuss curriculum issues. 1.1c - There is no evidence of a process to identify unintentional overlaps or gaps in curriculum maps or pacing guides in all content or instructional areas. 1.1d – The district provides some opportunities for discussions within and between schools in the area of math. Discussions are in the beginning stages in literacy for K-12. There has been a limited focus on transition of students from 8th to 9th grade. 1.1e – Some students have the opportunity to enroll in the East Arkansas Community Secondary Career Center. This allows for extended programs beyond the school campus. A Learn and Serve grant provided the opportunity for a select group of student to participate in community service projects. A Junior ROTC program provides opportunities for students to explore military career options. Some core curriculum teachers help students make connections between the course content material and college and career options. Individual Graduation Plans are in place and maintained in the guidance office. 1.1f – The district has a policy for curriculum development. School leadership has organized meeting times for faculty members to address curriculum issues. The Academic Coaches have assisted teachers in developing curriculum guides for literacy and math. These guides are aligned to the Arkansas Frameworks. Guides for other subjects are begin developed. 1.1g – Course offerings are based on the Arkansas Academic Content Standards and Student Learning Expectations. Some of the curriculum elicits higher order thinking and problem solving skills. The curriculum is not challenging to all students.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership should request that the district form a K-12 curriculum committee to facilitate vertical articulation with a focus on key curriculum transition points. The committee should meet regularly and be responsible for determining if and where there are gaps and overlaps in the curriculum and to facilitate articulation of standards throughout the district. Instructional Specialists from the educational cooperative could provide assistance in this process. The district might consider providing multiple forms of support to include extended contract days, research materials, expert consultants, etc., to facilitate this process.

Test data should be analyzed and utilized to revise the curriculum. Included in this curriculum development should be pacing guides, common assessments, resources, high-yield strategies, and correlations to all students in all classes through the use of rubrics, anchor papers, modeling, and feedback. Department meetings should focus on analyzing student work.

The curriculum needs to accommodate the learning needs of all students and maintain high expectations for student performance. Advanced learning opportunities should be provided to students scoring proficient or advanced on state assessments.

IMPLEMENTATION OF PROGRESS:

No committee was formed to oversee vertical alignment at the high school.

Administrators encourage teachers to work within Professional Learning Communities during their service periods to collaborate on a curriculum that addressed the needs of all learners. Few changes were made through this process, and not steps were taken to hold teachers accountable either to attending meetings or ensuring that ideas to address the needs of all learners were being implemented. No assessment was conducted to evaluate whether students felt their personal needs were being met. The guidance department did not participate in collaboration in any way.

As the 2009-2010 school year began, a new principal was hired and along with the instructional facilitators provided (Total Instructional Alignment) TIA reviews for returning staff members and process development training for new staff members. The curriculum, as a constantly growing and improving document, was applied by some staff to lesson plan development with built in evaluations. The district continued to provide support through participation in The Learning Institute assessment program and participation in professional development opportunities offered through the Great Rivers Educational Cooperative. Instructional facilitators developed professional development with hands on activities to allow for practice in the application of the TIA document.

During the 2010-2011 school term a few teachers made presentations during faculty meetings about new skills that were learned through professional development activities. Little effort was made by the administration to hold teachers accountable for sharing or implementing newly learned skills.

Leadership and oversight for the Teacher-to-Teacher Tuesdays was lacking and accountability for teachers to attend did not exist.

2) STANDARD 2 FINDINGS - CLASSROOM EVALUATION/ASSESSMENT

2.1a - There is no local school board policy to address classroom assessments. Some classroom assessments are aligned with Arkansas Academic Content Standards. Some assessments are commercially developed. Teachers-designed assessments are not always rigorous or authentic. Many teachers do not make it clear to students what is required to be proficient. 2.1b – Teachers do not formally collaborate to design authentic assessment tasks. Some assessments reflect tasks similar to the state assessment. Students are not given a choice in forms of assessment. 2.1c – There is little formal collaboration dedicated to the development of rubrics. Students cannot articulate what they should know and be able to do to be proficient. There is little evidence that students evaluate their own work based on a rubric. 2.1d – The literacy and math coaches analyze data from The Learning Institute. These data are disaggregated, and discussion about the results occurs within the math and literacy departments. The data are used to identify weaknesses and address curricular gaps. The process has been initiated to analyze data from other assessments (ACTAAP). Some changes are being made in instructional strategies for the remediation/enrichment and some core classes as a result of the assessment data. 2.1h – School leadership expects teachers to determine areas of weakness and to re-teach.

No training has been provided in protocols for analyzing student work. Most teachers do not analyze student work to inform instruction.

RECOMMENDATIONS FOR IMPLEMENTATION:

Academic coaches and department chairpersons should identify and conduct training for designing authentic assessment tasks. Teachers should collaborate to design assessment tasks that are rigorous and aligned with the Arkansas Academic Content Standards. Teachers should create a list of assessment tasks that students could choose from based on their own learning preferences. Department minutes and agendas should be maintained in order to monitor progress. School leadership should regularly monitor this progress.

School leadership should:

- hold all teachers accountable for meeting regularly to review curriculum and to develop authentic, varied, clearly defined rubrics that are shared with students prior to the beginning of the instruction sequence.
- provide training to teachers in protocols for analyzing student work.
- continue to use the department meetings to collaborate within the content areas to analyze student work and to compare it to ACTAAP, ITBS, ACT data and other applicable assessments.
- meet with each department at least monthly to monitor and evaluate progress on rubric and assessment development.

Teachers should:

- collaboratively, by department, create examples of student work that can serve as models of proficient and advanced work using rubrics that identify criteria for proficiency.
- display work examples and rubrics prominently and refer to them when setting expectations.
- provide students with choices in forms of assessments that allow them to demonstrate what they know and are able to do.
- collaborate across grade levels and buildings to vertically align the curriculum.
- keep minutes of meetings for documentation.

IMPLEMENTATION OF PROGRESS:

Substitute teachers were hired to give teachers time to create TIA curriculum documents for horizontal and vertical alignment at Forrest City High. The documents were created, but no steps have been taken to hold teachers accountable for implementation of the planned curriculum. Z Charts were not created in any departments.

Administrators encouraged teachers to work within Professional Learning Communities, and created Teacher-to-Teacher Tuesdays during teachers' service periods to collaborate. A workshop was given on creating rubrics, and some departments superficially adopted a rubric to use when grading specific types of assignments. There was no follow-through completed on this process, and rubrics are used inconsistently.

Teachers were trained to analyze student work, and attended a workshop that allowed them to practice scoring student work using a rubric, and to make constructive comments on student work. No follow-up development was taken to reinforce these skills or to ensure that teachers were analyzing student work correctly.

Some departments have taken the independent initiative to create collaborative semester exams, but nothing has been done to require that all departments consistently use common assessments.

Individual content areas began the development of pacing guides that are aligned to the Arkansas Frameworks. Departments continued the process of developing authentic assessments. Detailed lesson plans were required from each instructor. Since there was no uniform lesson plan format, numerous inconsistencies existed from department to departments and teacher to teacher. Other than vocational, math and literacy classes, pacing guides were few.

During Classroom Walkthroughs, students were asked specific questions to determine level of knowledge concerning objectives, rubrics, and requirements for proficiency. This data was not shared with the staff and used to plan for improvement.

After each assessment, math and literacy teachers meet to grade open response type questions and analyze student work. Some staff members still prefer to work in isolation. This prevents the academic dialogue that can improve instruction.

3) STANDARD 3 FINDINGS- INSTRUCTION:

3.1a – The use of effective a varied instructional practices is not evident in all classrooms. Few students use analysis, application, synthesis, and evaluation levels of Bloom’s Taxonomy on a regular basis across the curriculum. Most lessons are not standards-based or culturally responsive. 3.1b-Some instructional strategies are aligned with district, school and state learning goals. School leadership models these strategies and provides support for teachers. Some instructional tasks mirror state assessments. Pre and post assessments are given to chart growth over time. 3.1c – School leaderships conducts Classroom Walkthroughs. Verbal or written feedback is provided. The feedback provided does not always result in modified instruction. Not all teachers intentionally vary instructional strategies to accommodate different learning styles of students. 3.1e- Technology is available and utilized in most classrooms. 3.1f –Textbooks are the primary instructional resource in most classrooms. The media center is not fully utilized. Circulation statistics show that 58 books have been checked out during the school year. 3.1g – Teachers have not been trained in the protocols of analyzing student work. Some literacy and math teachers examine and discuss interim assessment results. School leadership provides substitutes for teachers to collaboratively grade and analyze students’ responses on the assessment. 3.1h – The district has a policy to address homework. Many students do not complete homework assignments. Most homework does not relate to real-world experiences. Some teachers

provide time in class to work on homework. Instructional follow-up or specific teacher feedback is sometimes provided for homework assignments.

RECOMMENDATIONS FOR IMPLEMENTATION:

Models of proficient work should be created and shared with students as a regular part of instruction.

Teachers should:

- use authentic rubrics to analyze student work and conference with students as they analyze their own work.
- use student feedback on assignments to inform their decision making and improve their instructional practice.
- be trained in the gradual release model.
- model the use of the rubric in analyzing a piece of student work
- create classroom libraries so as to provide students with access to books

School leadership should:

- begin developing plans to create a focused school-wide reading campaign to foster a students' love of reading.
- collaborate with the media specialist to develop book clubs around students' interest and solicit volunteer to facilitate book talks.
- model reading and post the name of their book reflection of the reading for students to see
- expect that all teachers embed higher-order thinking, rigorous assessments, and problem solving skills into classroom instruction.
- lead the faculty in identifying at least two instructional best practices (to ensure student engagement) that will serve as the focus to meet this goal for the each school year.
- provide professional development on the identified strategies of focus for the year.
- utilize the Classroom Walkthrough model to monitor implementation of best practices
- share Classroom Walkthrough data with staff, reflect on results and create plans for improvement as needed.

IMPLEMENTATION OF PROGRESS

Through the use of Standards Based Bulletin Boards, students have the opportunity to use feedback from assignments to inform their decision making and increase their student achievement.

Training was provided in the development of rubrics. Shortly after the training, CWTs and Focus Walk data indicated an increased usage of student and teacher developed rubrics being utilized in the classroom. However, like so many other efforts to close the achievement gaps at Forrest City High School, the lack of follow-up has resulted in reduced use of rubrics during the assessment process.

Classroom libraries have improved significantly through the use of radio and television advertizing for donations from the community, city library, a variety of grants (Donors Choose, and YAC etc.)

Forrest City High staff implemented a school-wide Sustained Silent Reading (SSR) time to help increase reading comprehension, vocabulary, and fluency. Teachers were extremely dissappointed in the results, as students refused to bring books or read ones provided by the teacher from classroom libraries. A disproportionate amount of discipline referrals resulted during this time. Students and teachers failed to see the benefits of SSR.

The America's Choice 25 Book Campaign was also unsuccessful. Lack of supervision and tracking of reading were the major weaknesses of the program. Furthermore, America's Choice has acknowledged that the 25 Book Campaign has not been as successful on the high school level as compared to the lower grades. As a part of this program teachers are ask to post material they are currently reading in order to motivate the students to increase their readin. Some teachers keep their postings update, while others keep the same information up all year. Once again, more accountability for implementation would correct this situation.

Professional development has been provided in the use of high yield strategies and embed higher-order thinking skills into classroom instruction. There was no accountability for implementation of learned strategies.

4) STANDARD 4 FINDINGS - SCHOOL CULTURE

- 4.1a – There is some leadership support for a safe, orderly, and equitable learning environment. Security cameras are in the halls and outside areas. There is one part-time resource officer and three security officers. Most bathrooms are not clean and many areas of the campus are not clean and orderly. Discarded equipment litters the outside of the building and some classrooms are cluttered with boxes/containers or other material. Some offices are in disarray, and documents are difficult to locate upon request. Some heating units are not functioning.

The district discline policy relies heavily on suspension ofr consequences to violations of rules. The Student Absence Report for Dec 3-4, 2007, records 314 absences from one or more classes. Three students were observed leaving the campus. Students are allowed to drive personal vehicles to the East Arkansas Community College. Some teachers do not report tardiness during class changes. In the three day audit period, 15 time audits conducted, each lasting two to ten minutes, at various time throughout the day, there were 351 students in the halls or outside areas after the tartdy bell had rung. Bells across the building are not synchronized. Discipline data are not analyzed or used for planning and decision making. From August to November school personnel (faculty and staff) absences totaled 743.5 days.

4.1b - School leadership does not display a commitment to high academic expectations for all students. Instructional time is not protected. Students are allowed to sleep during class. The vision/mission of the school is not prominent in most areas of the school.

4.1c- Not all teachers hold high academic and behavioral expectations for all students. Instruction is primarily worksheet and textbook driven. Lower level questions are utilized most during instruction. Some teachers do not utilize the entire time for instruction. Many teachers do not hold students accountable for tardiness. Some students and parents reported discipline procedures are not equally applied to all students.

4.1d – There is no formal structure in place for collaboration among teachers and non-classified staff members to contribute to a positive learning environment for students.

4.1e- The district does not have a policy to link teacher efficacy and student performance. Teachers cite outside influences such as low economic conditions and student motivation as the reason for lack of student success in academics.

4.1i – The school does not have a written communication plan. Parents report that they do not receive regular communication from the school.

RECOMMENDATIONS FOR IMPLEMENTATION:

Instructional time must be protected from bell to bell in each class period. Collaborative and systematic planning should be implemented to reduce student tardiness and absenteeism.

School leadership should:

- form a committee comprised of representatives from the school community to study and plan initiatives to reduce tardiness and absenteeism. Additionally, the committee should develop an incentive program to motivate students.
 - facilitate a variety of activities that provide all school personnel an opportunity to develop core values to foster ownership in the success of all students.
 - model and encourage all school members to eliminate the 'blame' language from discussions concerning student success.
 - develop a communication plan that includes a variety of ways and multiple strategies to reach all members of the school community.
 - establish a committee that is representative of the school community to develop and distribute a survey to learn how stakeholders prefer to receive school information.
- Additionally, a communication plan should be developed.

IMPLEMENTATION OF PROGRESS:

Currently there is no policy to link teacher efficacy and student achievement. Parents feel they are not kept properly informed. Teachers blame outside influences on the achievement gaps.

The first year extreme measures were taken to protect instructional time. All teachers were expected to teach from bell to bell. This was closely monitored by the principals and facilitators, and teachers in violation were assigned to work with one of the instructional facilitators. Frequently, bell to bell teaching would be included in

professional growth plans. However, following a change in administration, other problems such as discipline and tardiness became more of a priority.

Teachers were extremely concerned about the exorbitant number of tardies. Consequently, they personally donated money to purchase a system called Plastico. We now have School Track that produces data related to tardies and behavioral issues. Nevertheless, hall ways are regularly filled with students who are skipping class, or have been released by the teacher and never returned. Supervision is inconsistent to say the least.

The Forrest City High School Leadership Team is in its infancy after several rocky starts. At first, there was a large, diverse group of parents, students, teachers and administration. When the administration changed, the team dropped to five. Currently under the direction of E2E Consultant and an assistant principal, we have an extremely active leadership team that consists of department chairpersons, an assistant principal, and an instructional facilitator. Teachers have an on-line tool to voice anonymous concerns. Protocols have been established, goals set, and strategies designed to accomplish more in less time. For example, all tasks are divided among the group so as to more efficiently manage time. Reports are posted in the teacher's lounge and presented in faculty meetings.

Our district has purchased a Pearson's communications system that notifies parents of important information such as snow days or meetings. Surveys have been conducted to determine how parents prefer to receive information from the school.

5) STANDARD 5 FINDINGS - STUDENT, FAMILY AND COMMUNITY SUPPORT –

5.1a –There is limited parent support in the academic areas. 5.1b – There is no process in place to assess the impact of extended day on learning. Student participation in before and after school tutoring programs and Saturday Literacy Academy is on a voluntary basis. All students do not have equal access to extended services because of lack of transportation. 5.1c – Science classrooms do not have the necessary supplies to conduct lab experiences that provide rigorous learning. Few teachers use differentiated instructional strategies to enhance and enrich learning. There is no well defined procedure in place for referring students for services available such as those offered by Life Strategies and Counseling Services of Eastern Arkansas. 5.1d – There is limited collaboration between remediation and classroom teachers. There is no design to evaluate the effectiveness of the remediation program. Support programs have not been formally evaluated.

RECOMMENDATIONS FOR IMPLEMENTATION:

All committees in the school should reflect the diversity of the school. The leadership team is composed on one African-American and seven Caucasian members. Parents of minority students and students enrolled in regular and special education classes should be included on this team. Representation from the Leadership Team and the Student

Advisory Council should develop a survey to gain input on strategies that should be in place to improve student achievement, attendance, and behavior. The data from the survey should be used to determine barriers to learning that exist. Actions should be taken to reduce these barriers.

School leadership and teachers should:

- continue to pursue efforts to establish meaningful partnerships with family and community leaders.
- intentionally work to reach out to those parents who are currently not involved in their children's education.

IMPLEMENTATION OF PROGRESS:

A number of steps have been taken to encourage parental involvement. The school successfully created the requirement that parents must attend an informational meeting at the beginning of the school year before their child would be allowed to attend classes. A small stipend is paid to a teacher who works as the parent involvement coordinator, and orchestrates these mandatory meetings in addition to other activities throughout the year.

The district hosts a back-to-school fair, which parents are encouraged to attend. Despite this, a lack of cooperation both from faculty and parents remains.

A computerized or paper parent log was instituted during the past school year. The log is to be submitted by the teacher on a monthly basis. However, this is not a monitored action and few teachers follow through.

6) STANDARD 6 FINDINGS- PROFESSIONAL GROWTH, DEVELOPMENT, AND EVALUATION

-6.1a – There is no long-term professional growth plan of the individual staff members. Most of the required professional development is planned and provided by the district administration and is not linked to individual professional growth plans, student learning needs, or teacher evaluations. 6.1b-The ACSIP contains a professional development plan for building capacity. Various components of the plan are fragmented and are not integrated in a holistic manner to address the needs of all faculty members. There is no formal process for identifying professional development needs. 6.1c-Staff development priorities are set in alignment with goals for student performance, but are not aligned with their evaluations or individual professional growth plans. 6.1d – The school improvement plan does not directly connect goals for student learning to district staff development activities. A needs assessment is not used to determine professional development priorities. Some teachers participate in activities that update content knowledge. Few teachers share what they learned from various workshops, seminars and conferences. 6.1e- Job embedded professional development is provided to some teachers. Academic coaches provide instructional support and training through mentoring, co-teaching, curriculum alignment and model teaching. There is no evaluation process to determine the impact of professional development activities on

student learning. Teachers do not take advantage of IDEAS, TBS or the resources found in the school library. 6.1f – Some professional development planning shows a direct connection to an analysis of student achievement data. The academic coaches analyze data from The Learning Institute interim tests to plan staff development for the weekly department meetings. Outside consultants provide strategies for math and literacy teachers based on needs identified through an analysis of student data. 6.2 a – The evaluation process for teachers was not explained or discussed in a faculty meeting. There is not connections between the evaluation process and the individual professional growth plans of individual teachers. 6.2c – Not all teachers view evaluation as a process that leads to improved teaching and learning. Individual professional growth plans are not used to improve staff proficiency. 6.2f – Not all teachers understand the purpose of the Classroom Walkthrough process.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership should:

- design a process to plan long-term professional development and faculty should be surveyed and analysis of student data should be used to identify areas of priority.
- lead the process of development of individual growth plans with the teacher that promote life long learning and are directly connected to student learning.
- have individual professional growth plans that take into account the skills and knowledge necessary to improve the leadership capacity to effectively implement the action.
- ensure that the evaluation process is clearly defined and understood by all faculty members. Evaluation should include the number of informal and scheduled observations, correlation with the instructional needs of the students, and connections to the individual growth plans and professional development provided by the district.
- explain the role of Classroom Walkthroughs in the evaluation process

IMPLEMENTATION OF PROGRESS:

Professional Growth Plans are created by the teacher, but are not tied to life-long learning or student achievement.

Classroom Walk-throughs have been conducted, but the information has not been used to create professional growth plans.

Professional development surveys assist in providing timely, relevant information to the staff. Despite survey results, most professional development through out the year planned by administration and for the 2011-12 school term focused on preparing for common core implementation.

Teachers need more training on the Gradual Release Model. Teachers are informed that the CWT's are for the purpose of looking at school trends rather than for evaluation purposes. Teachers are given copies of the CWT and each section is explained in depth. Finally, teachers view video clips of teachers pre-planning, implementing and debriefing lessons.

7) STANDARD 7 FINDINGS- LEADERSHIP -7.1a-School leadership does not always use the mission statement to guide decisions. 7.1b – School leadership reviews data from EOC’s and ITBS but does not review data of incoming 9th grade students. TLI data is reviewed by academic coaches and shared with literacy and math teachers. Data results are not always used to make academic decisions. 7.1c – The individual professional growth plans of administrators are not directly tied to the school improvement plan, monitored to determine the level of implementation, or reviewed to determine if modifications are needed. 7.1d – There is no intentional effort made to drill down to the individual student to determine the specific learning needs to be addressed in individual remediation sessions. 7.1f – School leadership attempts to protect instructional time by limiting field trips, assemblies and announcements. Leadership expects teacher to teach “bell-to-bell” with all students engaged in learning. All teachers do not meet with expectation. Tardy students must have a parent sign them in before they are allowed to go to class. This results in students waiting extended periods of time for a parent to arrive at school. Students are allowed to leave class for a variety of purposes. Counseling agencies are not approved for servicing students during core content classes. 7.1g – School leadership has not been given the opportunity to allocate resources other than time, people, and paper. There are no budget allocations specific for the core subject areas in the district budget. 7.1h – Students are required to wear identification badges. Many students do not wear their badge and must pay \$5.00 for replacements. The school has security cameras installed in the halls, common areas, and outside areas. The school has one part-time resource officer, and three security officers. Most bathrooms are not clean. Many areas in and around the school are not clean and orderly. 7.1j-The analysis of test data does not always focus on improvement student academic performance. The district has increased their focus on the school by providing academic coaches and job embedded professional development assistance. 7.1k - The district expects the principal to focus on instructional leadership. The principal conducts perception surveys frequently but does not utilize the data to plan and evaluation programs activities or enhance the school improvement process. The principal conducts classroom walkthroughs on a regular basis and shares information with staff. The master schedule does not allow for teacher collaboration time, but the principal secured district funds for use in paying stipends for after-school collaboration and training. The leadership team lacks minority representation.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership should:

- begin a campaign to protect instructional time
- thoroughly analyze data (discipline, attendance, tardy, observations) to determine amount of instructional time lost due to student tardiness and absences among faculty, staff and students.
- create clearly written plans to correct the problem of loss of instructional time and share the plan with all stakeholders.
- begin discussions among administrators, teachers, counselors, social workers, staff, students, and parents to explore other options in addition to suspension as consequences for rule violations.
- consider scheduling all field trips on Saturdays.

- lead a book study of “Breaking Ranks II” as an initiative the school will implement.
- lead a book study of “Breaking Ranks II” with the leadership team and facilitate the process of developing a plan for implementation.
- reconfigure the leadership team to reflect the student population and include parents.

IMPLEMENTATION OF PROGRESS:

Following the delivery of the audit, significant efforts were concentrated on preserving instructional time. Announcements were limited to, for the most part, the beginning and ending of the school day. Greater emphasis was placed on bell-to-bell instruction, time on task and tardy reductions. However, at the present time, no difference or improvement in this area would be observed. The exceptions have greatly increased; consequently, instructional time is disrupted for sports, club, and numerous other “emergency” announcements.

We have studied “Breaking Ranks II” during the previous administration. In addition, *Tools for Teaching* was used for Tuesday staff development. Several sets of books have been purchased to set up book studies for the coming school year.

We are having problems recruiting parents to serve on the leadership team. However, two parents have been extremely active working with security, developing bulletin boards, and creating material for teachers.

Most field trips are still being taken during school hours. We are still working toward a solution for this problem.

8) STANDARD 8 FINDINGS- SCHOOL ORGANIZATION AND FISCAL RESOURCES-

8.1e – The master schedule does not provide for common planning time. There is no evidence of cross curricular planning. Faculty meetings and administrative team meetings do not always focus specifically on the school’s improvement plan. 8.2b – The school has no significant discretionary funding available to support teacher or administrator travel, field trips, or the purchase of equipment or supplies. No formal needs assessment is conducted to help determine spending priorities for the district or building level. The school’s improvement plan is not considered when building expenditures are made. 8.1a – There is no formal process in the school to include parents, teachers or other non-instructional staff in requesting or allocating discretionary funds. 8.1b-All students are expected to complete the Smart Core. Criteria for admission into the various levels of classes (regular, advanced, pre-Advanced Placement, and Advanced Placement) are not clearly defined. Students are sometimes placed in elective classes where space is available without regard to students’ aptitudes or interests in preparation for these classes. 8.1d-The district does not have a policy to protect instructional time. Teachers sometimes use bell work assignments for students at the beginning of the class. Not all teachers teach bell to bell. Not all teachers take roll. Procedures are not established for turning in assignments or for moving from one activity to the next. Students are allowed to arrive late and then leave in the middle

of instruction. Some achievement incentives take students out of class; school leadership believes this is an acceptable choice in order to encourage improved learning. 8.1f- The master schedule is developed without regard to the school's mission or the school's improvement plan. Teachers feel that students are placed in advanced courses without regard to the likelihood of their success in these classes.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership should:

- ensure that a master schedule is constructed each year that attends to the needs of students and the strengths and needs of teachers.
- provide common planning time for teachers when possible.
- ensure that licensed staff and security staff should make the protection of instructional time a part of the culture of the school.
- be given a budget that could be used to implement a coordinated plan for school improvement.
- allocate funding to departments or programs, based on student and teacher needs and supportive of the school's improvement goals.

IMPLEMENTATION OF PROGRESS:

More emphasis has been placed on using the Workshop Model to encourage active student participation. Classroom Walkthroughs and Focus Walks indicated increased use of this model. Teachers need more training in how to facilitate collaborative learning.

The literacy and math instructional facilitators from the Forrest City High School and Forrest City Jr. High meet monthly to work on vertical alignment. No time has been established for K-12 teachers to meet regularly.

All content area teachers are required to incorporate literacy in their daily lesson plans. Other than the English Department, there has been no consistent plan to monitor specific strategies used by teachers.

The ACSIP plan has been written to include other disciplines in the teaching of math and literacy.

9) STANDARD 9 FINDINGS- COMPREHENSIVE AND EFFECTIVE PLANNING –

9.4a – Perceptual survey data were available from 70 parents/community members. Students and faculty were not surveyed. The school's improvement plan does not address the perceptions of any stakeholder group nor does it acknowledge the need to continue or improve the collection of perceptual data. 9.6b – No process is in place to monitor the effectiveness of the school improvement plan in achieving the goals and objectives for school improvement. Data collected through TLI are not used to evaluate the effectiveness of the interventions or actions in the improvement plan. Program data

from the remediation/enrichment, after school programs, and Saturday programs have not been collected and analyzed to determine the impact of learning. 9.6c – No systematic process exists to gather data from a variety of sources to be used to evaluate impact on classroom practice and student achievement. Data are used on a limited basis by school leadership and some teachers. The focus of ACSIP is on meeting Adequate Yearly Progress and not on learning.

RECOMMENDATIONS FOR IMPLEMENTATION:

The School ACSIP committee should consolidate and reorganize action steps in the ACSIP to provide continuity in the plan in effort to bring a connectedness to the plan in reaching the goals. The School Improvement Plan should include a clear process for evaluating all programs implemented, using a variety of data in addition to the standardized test scores. The ACSIP should be the driving force in decision making in this school. School leadership should work with the ACSIP Steering Committee to review the current document that is intentionally focused on improving the teaching and learning that will lead to increased student achievement. All staff should be involved in the decisions for budgeting the resources available for improvement. School leadership should model the use of the ACSIP in decision making that directly impacts student learning and academic success. All interventions should be implemented as planned and the person responsible for actions should be responsible for evaluating the impact. A summative evaluation should be conducted at the end of the year to determine the full impact of the plan on student achievement.

IMPLEMENTATION OF PROGRESS:

In the past, the entire staff worked on the ACSIP plan. This has caused many repetitions in the plan which causes confusion during implementation and evaluation. It is the belief of the Forrest City School District that the staff should be involved in the development/revision of the school improvement plan process. The new leader for Forrest City High will be expected to possess the skills necessary to facilitate this process with the staff at Forrest City High School. Additionally, it is the expectation of the new leadership of the Forrest City School District that the ACSIP will be implemented fully as planned.

Summative evaluations are conducted at the end of some programs

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

The District Instructional Facilitator will assist the Superintendent in monitoring the job embedded professional development offered at Forrest City High. The District Instructional Facilitator will work closely with E2E Specialists to ensure that job embedded professional development offered is consistent with the overall professional development plan for the Forrest City School District.

This becomes an accountability measure as the Superintendent and the district leadership team monitor and provide support and hold building level administrators and staff responsible for full implementation of the selected model of school reform.

The Superintendent and the district leadership team identified the need for adoption of the new Arkansas teacher and administrator evaluation system, A Framework for Teaching, the Evaluation and Professional Growth Comprehensive Assessment Plan for teachers and administrators. With this new adoption will come training and professional development to facilitate an understanding of the components of the new evaluation system.

There will be weekly written communication between the provider/partners and the district office administration documenting progress and ongoing plans for improvement. Face to face meetings will occur at least monthly to assess progress and make mid course corrections as needed. Additionally, the provider/partners will keep the Superintendent and Federal Programs Coordinator informed of the supports needed from this office. The Project Manager will prepare monthly reports that will be made/presented to the Board of Education documenting progress of school improvement initiatives.

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

A new school leadership is being selected for Forrest City High School. This new leadership must demonstrate commitment to build a culture conducive to improving student achievement by establishing effective building level leadership teams, common planning for teacher teams, full implementation of professional learning communities, and celebrations of the small successes of Forrest City High staff and students.

The use of best practices will become the expectation of district and school leadership to include ongoing monitoring of classroom instruction, accountability for implementation of improvement strategies and follow-up support focused on identified teacher and student needs. E2E Specialists will work side-by-side with the Forrest City School District Superintendent, Federal Programs Coordinator, Special Education Supervisor and District Instructional Facilitator to build capacity with building level leadership to include the principal and instructional coaches. To support reform efforts, E2E Specialists will train the instructional coaches to work with teachers to improve practices in the classrooms. Additionally, E2E Specialists will work one-on-one with coaches and teachers to improve practices in the use of vertically and horizontally aligned district-developed curriculum maps/guides based on the Common Core State Standards, and in the utilization of differentiated teaching strategies informed by analysis of data to meet the unique needs of the student population.

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

America's Choice Consulting Reports

America's Choice Specialists Reports from 2009 to present were reviewed. The reports continue to cite inconsistencies on utilizing data to inform instruction, a lack of focus on teaching the Arkansas Content Standards and Student Learning Expectations for each grade level 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 and insufficient planning practices. Additionally, it was noted that rituals and routines for effective and efficient classroom management of time and resources are not established. A systematic approach to school improvement is lacking at Forrest City High School.

Professional Development Survey

A survey was conducted during the Spring of 2012. Forrest City High educators indicated the need for professional development for the following strategies: Instruction/Word Wall 30%, Paired Reading, Paired Questioning and Jigsaw 50%, Interactive Reading and Anticipation Guides 30%, Effective Questioning 50%, Summarizing and note taking, Cornell Notes 54%, Writing to Learn 54%, Graphic Organizers 54%, Cooperative Learning 54%, Differentiation 50%, and Analyzing Student Work 45%, Advanced Placement 50%. Additionally, 90% of the staff felt they needed additional professional development in grade level and/or vertical team planning to integrate subject area, 81% indicated need for same-course planning lessons/pacing guides, 81% expressed needing additional assistance in developing common assessments for learning (formative) and summative assessments, 72% indicated that additional professional development is needed in developing and/or revising curricula maps and/or pacing guides, 54% ranked Bloom's Taxonomy as a need and 81% of the staff expressed a need for additional support and professional development in Common Core. The Special Education areas of concern for the staff are: Response to Intervention (RTI) 50%, Accommodations for 504 students 50%, and Different Types of Disabilities 70%. When asked which areas of state-mandated assessments they needed support in, the staff identified the following: Writing multiple choice questions 36%, Writing open response questions 36%, Developing writing prompts 54%, Grading open response type items 45%, Data analysis 54%, and Developing rubrics 64%.

Areas not listed on the survey but included in the comments section included: Training for improving school climate, engagement activities, team planning, reading in the content area, parental involvement and technology integration.

Discipline and Tardy Reports

Discipline reports from Forrest City High were reviewed. Out of 2,870 discipline incidents that were reported from August 20, 2011 through May 17, 2012, 817 of them related specifically to inappropriate classroom behaviors and included insubordination 203 incidents; and disorderly conduct 614 incidents.

Additionally, the data includes 379 tardies recorded during this same time period. Students were recorded as skipping school 780 times and there were 261 dress code violations.

Lesson Plans

A review of lesson plans collected thus far this year was conducted. Lesson plans are submitted by teachers weekly. A rubric was used to score the lesson plans for State Standards, lesson focus, procedures, material, grouping options, assessment and homework. Paper copies of Classroom Walkthrough (CWT) data collected suggests that 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. Limited to no follow-up is being done to ensure that lesson delivery matches the instructional plan.

Classroom Walkthrough Data

Classroom Walkthroughs are done on a random basis and data is not being entered into the Teachscape platform. Tabulation of CWT data to determine patterns and trends is not occurring. Administration and Leadership Team members received training in Classroom Walk-through during the Fall of 2009 but have not yet formulated a plan to ensure that CWTs are conducted on a consistent basis or that data is shared with the faculty and used for professional development planning.

Classroom Walkthroughs collected by administration, district leadership and E2E Specialists indicate that materials are not available for student use in the classroom. High yield strategies are not being utilized on a consistent basis. Questioning is primarily at the lower to middle level of Bloom's Taxonomy. The primary mode of instruction is textbook and lecture. Technology is not used to enhance instructional delivery. Classroom libraries are non-existent or limited. Supplies for implementation of engaging , research-based strategies are insufficient.

Teacher Attendance Data

In analyzing data on teacher attendance from August 2011 through April 2012, 71 certified employees were absent from instruction an average of 17.15 days each out of a total 155 days possible. Because well trained substitutes are in high demand in every school and because of the expertise of teaching that is required at the secondary level, a limited pool exists for Forrest City High School. Teacher absenteeism hinders Forrest

City High School from being able to provide a quality instructional program. It is necessary to improve teacher attendance at Forrest City High.

Grade Inflation

The grade inflation calculation compares the grades of public high school students taking Algebra I and Geometry with their scores on the states End of Course Exams for those courses. High schools for which 20% or more of the students received an A or B in the course but failed to score proficient or advanced on the corresponding End of Course Exams are identified as having grade inflation. Forrest City High School data reveals a grade inflation rate of 9.5% in 2011, 7.1% for 2010, and 16% for 2009, trending well below the 20% level as established by the state. The state average for grade inflation for 2011 was 6.1%.

ACT

Students in grade 9-12 at Forrest City High School take the ACT exam.

Scores are as follows:

Reading 18.0 English 17.8 Math is 18.3 and Science 18.4

The total number of students in grade 9-11 taking the ACT during the 2011 testing administration was 65.

Forrest City High School had 109 students in grade 12 take the examination.

Forrest City students scored less well than their counterparts taking the ACT during the 2011 administration.

Forrest City High average 17.9
State average 19.9
National average 21.1

Advanced Placement Data

Forrest City High School offered 8 advanced placement courses in 20011-12: AP Art, AP Art 2-D, AP Chemistry, AP Calculus, AP English Literature and Composition, AP Biology, AP U.S. History, and AP World History. Seventy-one students were enrolled in these classes. In the spring of 2011, one-hundred two AP exams were taken. Advanced Placement exams are scored on a scale of 1 to 5, with scores of 3, 4, and 5 being accepted by colleges for credit. The data indicates that students at Forrest City High School did not score well. Only six of the 102 received a score of 3, 4 or a 5.

Since to be designated an Advanced Placement course the teacher must submit and have approved by College Board the intended curriculum for the class, the following is indicated: the intended curriculum is either not being taught, not being taught at the

level of rigor demanded by the Advanced Placement exams, and/ or preAdvanced Placement classes are not preparing students for the demands of the Advanced Placement program. To meet these needs, teachers of Advanced Placement courses need to attend summer training institutes and also receive professional development on strategies that will help students reach the higher levels of rigor required to be successful in the Advanced Placement program and on Advanced Placement exams. PreAdvanced Placement curriculum needs to be vertically aligned with that of Advanced Placement. Also, PreAdvanced Placement teachers should receive training in preAdvanced Placement in their content area and professional development on strategies to help students be successful at more rigorous levels.

Statewide Information System Reports

The Dropouts and Withdrawals Report indicates that as of the third cycle reporting for the 2011-2012 school term, 5 students have been expelled, 9 students enrolled in GED, 48 student have dropped out or withdrew for other reasons. Additionally, 72 students have left Forrest City High to enroll in another school and 1 student has been incarcerated. So far this year, 135 students have dropped out or withdrawn from Forrest City High. Of the dropouts for 2011-2012, 15 were African American females and 24 were African American males.

Survey Data - Teacher, Student & Family

In an effort to improve school culture and student achievement, surveys for parents, teachers and students were conducted in the Spring of 2012. The views of teachers, parents, and students were examined in eight categories, using a 1 to 5 scale, to identify strengths and areas for improvement. The average score obtained is in parenthesis. In the category of Vision, the student survey revealed that they do not believe the purpose of school is to help students learn (2.75) and they do not know the school has specific goals for learning (2.47). The highest average score was for the question that asked the student if they knew why it was important for them to learn what was being taught (3.54). In the Standards/Expectations category, students felt that teachers expected all students to work hard (3.00), but the percentage of responses was lower when asked if teachers expected students to succeed (2.87). The most negative response (2.36) indicated that students do not feel teachers make learning interesting by teaching in different ways. In the area of Leadership, students did not feel as though school leaders act fairly and with integrity (2.13). Students perceive that teachers and other adults in the school do not always show respect for each other (2.73). In the area of Collaboration/Communications, students reported feeling free to express their ideas and opinions (2.47). Again, in this area it was noted that the adults in the school do not work well together (2.33). In the Alignment to Standards category, some students felt their classes challenged them to think (3.33). In the area of Monitoring of Teaching and Learning, many students do not feel that grades are given fairly (2.80). A mostly positive response was given for the questions asking if student could get extra help from their teachers (3.53). The Learning Environment section of the survey received mostly negative responses. Two of the items dealt with adults showing respect to students and students showing respect for other students. These areas

received scores of 2.60 and 2.07 respectively. The question that asked if discipline problems were handled fairly received a score of 2.21. The last category of Family of Community Involvement revealed that some students felt that teachers contacted their family if they were having problems learning (2.43). Students do not feel that parents and adults from the community come and help at school (2.14).

Throughout all of the surveys conducted, there is a general perception regarding the lack of mutual respect for all in the building. Included in the tone for establishing a climate of mutual respect at Forrest City High would include interactions between the following: student to teacher; teacher to student; teacher to teacher; teacher to administrator; and administrator to teacher.

Scholastic Audit

The Scholastic Audit was reviewed extensively in Step 3 of this application. As noted in that section, many of the recommendations are still critical needs for Forrest City High School as full implementation of the recommendations made have not been implemented. This is due in part to the change in leadership at the school level and the lack of accountability at the school level for implementation of Scholastic Audit recommendations.

Technology

A technology audit was conducted to determine the state of technology at Forrest City High School. The following was noted:

Forrest City High School has one computer lab for student use, a media center with 14 computers and individual student computers in every room. There are two mobile computer labs that can be checked out to allow for computers to be used in the classroom setting. However, these two labs are 6 years old and most computers are inoperable. The High School has a distance learning lab and has used it to offer distance learning classes. Students in need of remediation are offered online classes. Interactive whiteboards are located in each classroom. There are 14 computers in the library. The District Technology Plan states that as the state requires online testing for students as a part implementation of Common Core State Standards, technology resources currently in place will be insufficient. All computers in the building are a minimum of five years old. Teachers have document cameras and electronic boards in their classrooms.

The Technology Plan for the district lists three goals for Forrest City educators:

1. Professional Development for staff on technology integration.
2. Provide quality equipment and infrastructure that will also schools and teachers to nitegrate technology into the curriculum.

3. Provide methodology and practices of instruction that utilize technology to reach all students and improve student performance.

Professional Development for Forrest City High educators is offered through the district. Currently offerings have been limited to the technical aspect of using the equipment. Integration of technology into lesson design and delivery to improve teacher practice and student performance has not been the focus.

Additionally, the district and school realize that technology is not being utilized to support parental involvement or community awareness. These areas are to be addressed in conjunction with the above mentioned.

Parental Involvement Plan

A review of the Parental Involvement Plan combined with the sections of the various surveys that were administered in the Spring of 2012, it is clear that meaningful parent and community involvement is limited. Additionally, many of the surveys indicated that follow-through for activities implemented to involve the community and parents has been limited. Forrest City High educators actively seek engagement of the parent most often for assistance with discipline issues involving the student.

AYP Report

According to the 2011 Arkansas Adequate Yearly Progress: School Improvement Report, Forrest City High School has a 2011 AYP Status designation of State Directed (SD-8). Standards were not met for Mathematics, Literacy but were met for Graduation. The required percent of students were tested in Literacy for all populations (95%) except for students with disabilities; The required percentage of students in Mathematics was not tested in except in Hispanic and LEP. Forrest City High students did not meet standards for the combined population in Math or Literacy. Caucasian student met the status target and the growth target in Math, but not in Literacy. The three year average shows a gap between the performance of African American students and Caucasian students. A gap also exists between the Hispanic population and African American students. All groups outperform than the African American population. During this three year period, Students with Disabilities outperformed African American students in Math.

The additional data reviewed as explained above indicates that assistance is needed in establishing structures and support for leadership and staff to improve student achievement. Action plans must be put in place, supported and monitored. Leadership and staff need support and assistance in implementing a Plan, Do, Check, Act process. The school's overall strategic plan for improvement should include a regular pattern of data analysis, curriculum design and delivery, staff goal-setting and evaluation, provision of student services and support services, and classroom instruction, occurring in a continuous cycle.

School improvement is not a separate activity: It is built into the work process.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

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

Yes, corrective action was addressed during the 2008-2009 school year as grant funds were sought and obtained through Foundation of the MidSouth to contract with Elbow 2 Elbow Educational Consulting to assist principals, instructional facilitators, and instructional staff on best classroom practices and assistance with data analysis. During this time improvements were note in EOC scores in math and literacy. Curriculum changes made during this time period are still in effect. Other initiatives that began after a scholastic audit during the 2008-2009 school year include providing common planning time and the creation of Professional Learning Communities. The High School Principal, in place at the time of the Scholastic Audit, retired at the end of the 2008-2009 school and a new principal was in place for the beginning of the 2009-2010 school year. Currently, a search is underway for new leadership for Forrest City High School.

The school board and administration began a restructuring plan during the 2009-2010 school year. Specifically, the Arkansas Department of Education conducted a review of the Forrest City High School and through that review, the school received the state's Comprehensive Turnaround Model implemented by America's Choice. The school received intensive professional development, research-based strategies, and technical assistance throughout the school year, beginning in July 2009. The district has implemented America's Choice as a district-wide initiative. Achievement gains have not been realized since the implementation of this model.

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

The District Office staff is capable and committed to supporting the transformation efforts. The staff is experienced, and it possesses the expertise to advise and assist principals and teachers throughout the process. The present superintendent has resigned effective June 30, 2012 and has been replaced with

an interim superintendent that has worked in the Forrest City School District as Deputy Superintendent for the past four years. The new administration has been directly involved in the school improvement process of the district and recognizes the need for continuous support for capacity building in order to lead Forrest City High out of school improvement. The school board has displayed a commitment to improving teacher quality as evidenced by the adoption of the Evaluation and Professional Growth Comprehensive Assessment Plan for teacher and administrator evaluation 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?

The Forrest City School District has provided limited support through a school improvement specialist at the Forrest City High School. During the 2009-2010 school year a school improvement specialist was not hired because the principal that had been in the school during the entire time of increasing school improvement status retired. As a strategy to improve leadership in the school for 2011-2012 school year, a school improvement specialist was hired to provide additional leadership and instructional one-on-one, job embedded professional development with the principal for 34 days. The LEA has been supportive of these efforts.

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

Under the current administration, there has been a systemic approach for school improvement. The district and school administration has taken steps to improve the conditions at Forrest City High to be more conducive to learning. The district has continued to contract with America's Choice to provide the school with intensive job-embedded professional development, research-based strategies, and technical assistance. The school has a part-time literacy instructional facilitator to work with teachers on best practices and provide support. The school has not had a math instructional facilitator for the past two school years.

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

The Forrest City School District Board of Education is committed to school improvement initiatives and their role as a policy-making board. Since the current superintendent will resign effective June 30, 2012, the district's Local Board of Education voted to replace the superintendent with an interim superintendent that has worked in the Forrest City School District for 30 years and as Deputy Superintendent for the past four years. This decision was made in order to provide a smooth transition when the current superintendent leaves the position on June 30, 2012. The new interim superintendent has been directly involved in the school improvement process of the district and recognizes the need for continuous support for capacity building in order to facilitate needed

improvements in the educational program at Forrest City High. The current high school principal is resigning effective June 30, 2012 and the district is searching for a principal with extensive experience and expertise working with low performing schools and who is fully cognizant of the necessary requirements for transforming a school in need of improvement.

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

Forrest City High School has been extremely successful in acquiring bright, energetic, new teachers by partnering with Teach for America. Local recruitment efforts include attending job fairs at four year institutions that graduate quality education majors. The district has selected Elbow2Elbow Educational Consulting to provide extensive job embedded professional development to teachers and administrators to build capacity for continued improvement. The district is committed to providing the follow-through necessary to ensure the plans developed and outlined in this application are followed by all parties.

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

Forrest City School District has been designated as being in fiscal distress for the past two years. As a district in fiscal distress the Arkansas Department of Education has provided deliberate and controlled oversight for all expenditures during this two year period. The Arkansas Department of Education has developed rules for approval of all invoices and contracts that results in the acquisition of debt that the district must follow. As part of these rules all debt requests must be approved in advance before the Forrest City School District could actually incur the debt or enter into a contract. After the Arkansas Department of Education has approved the request then and only then Forrest City School District expend the dollars or enter into a contract. The Forrest City School District, while being released from the fiscal distress designation essentially is still following these rules internally.

Under Arkansas State Standards Forrest City School District provides personnel, facilities, transportation and food services that comprise those services required to provide an appropriate public education. The Forrest City School District budgets a portion of it Title I, NSLA, Title IIA, Professional Development and Title IV state dollars. Following is a summary of specific funds designated to Forrest City High:

Title I supports personnel, materials and supplies and purchased services of \$228,300.

NSLA funds support salary and fringe of \$182,248. Materials and supplies for library, science, social studies, art and music in the amount of \$204,498.

Professional development dollars of \$4,300 is budgeted for Forrest City High School.

Special grants have been awarded to provide support from External Providers of \$75,000.

Total: \$512,098

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

The Forrest City School District acknowledges the fact that they were designated as a school in fiscal distress from December 14, 2009 to April 9, 2012 and that it will take a lot of hard work to continue to become financially stable. With that in mind, the district administration will continue to meet Arkansas State Standards for Accreditation while utilizing all available resources to support this application. The ACSIP funds are available and allocated to the school and will be utilized to support the instructional program and the model as outlined.

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

Unacceptable scores in student achievement and staff not maintaining a high level of expectations for self and students are the largest barriers to the district's capacity to serve Forrest City High School. Research indicates that these two barriers can be addressed and removed with an effective supported plan of intervention.

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

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

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

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

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

Transformation

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

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

Arkansas Statute Act 35 supports transformation by: addressing academic standards, assessment, accountability, student performance expectations, and professional development. Through Act 1467, support is provided for districts/schools in fiscal, academic or facilities distress. Arkansas Department of Education standards for accreditation supports and intervenes as necessary to ensure schools meet state accreditation standards.

Arkansas State Statute has created a barrier that must be taken into consideration. That Statute ensures a teacher uninterrupted planning time that in practice has been used as a period free from students and teaching. E2E Specialists working with building leadership will address a climate change to ensure that this important 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:

No existing policy would hinder implementation of the transformation model. The school district board adopted vision and mission statements support the transformation model and increased student achievement.

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

None exist

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.

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

School District Board Policy follows the Arkansas Teacher Fair Dismissal Act which only allows a district to terminate a teacher for "just cause" . Dismissing 50% of the staff and the administrator as a predetermined model would not be a lawful and legal action according to Arkansas Teacher Fair Dismissal.

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

None exist at this time.

Restart

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

Charter Schools

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

A state statute limits the number of charter schools in Arkansas. Funding is available and an application process is provided. Technical support is available through the Arkansas Department of Education.

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

No district policies address the formation of, limit, or create barriers to charter schools. The district currently has a conversion charter school, Lincoln Middle Academy of Excellence.

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

No district contractual agreements, including collective bargaining, affect the formation of charter schools

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 aware of no statutes or policies that specifically address or interfere with district contracts with EMOs except for the limitation on charters.

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

No district policies that address contracts with EMOs exist

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

None exist.

Closure

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

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

No state statutes exist that limit a district's ability to close a school.

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

No district policies limiting the Superintendent/Board of Education's ability to close a school exist in the Forrest City School District.

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

No district contractual agreements that limit the Superintendent/Board of Education's ability to close a school exist in the Forrest City School District.

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

There are no available higher achieving schools in Forrest City.

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Elbow2Elbow Educational Consulting (E2E)	Y	N	Consulting, Job Embedded Professional Development, School Improvement Specialist	A February 7, 2012 report from the Bureau of Legislative Research confirms E2E's proven record of success in Eastern Arkansas schools, in improving administrator/ teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. (Public Schools)
Office of Educational Policy	N	Y	Technical Assistance for Performance Pay Component	Experience in development and implementation of Differential Pay for Performance Plans in Arkansas Public Schools. (Public Schools)
Great Rivers Education Cooperative	N	Y	Professional Development, Technology Support	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public

				Schools)
Parent Association and Community Partners	N	Y	Varied forms of support from parents and community	Research supports parental and community involvement in schools
Forrest City District Office	N	Y	District professional development and support; progress monitoring	Increased teacher/administrator growth and implementation of best practices

Turnaround

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

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Elbow2Elbow Educational Consulting (E2E)	Y	N	Consulting, Job Embedded Professional Development, School Improvement Specialist	A February 7, 2012 report from the Bureau of Legislative Research confirms E2E's proven record of success in Eastern Arkansas schools, in improving administrator/ teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. (Public Schools)
Office of Educational Policy	N	Y	Technical Assistance for Performance Pay Component	Experience in development and implementation of Differential Pay for Performance Plans in Arkansas Public Schools. (Public Schools)
Great Rivers Education Cooperative	N	Y	Professional Development, Technology Support	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools)
Parent Association and Community Partners	N	Y	Varied forms of support from parents and community	Research supports parental and community involvement in schools
Forrest City District Office	N	Y	District professional	Increased teacher/administrator growth

			development and support; progress monitoring	and implementation of best practices

Restart

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

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	N	N	Technical Assistance	There are currently a number of charter schools operating in the state
Forrest City School District	Y	N	Application process, funding, board policy revision, administration	None

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Edison Schools	Y	N	School Operation	Experience operating public schools across the country

Step 3: Determine Best-Fit Model and Partners

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

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

1. Best Practices	<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
	<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
	Community Capacity				
	<input type="checkbox"/> Strong community commitments to school	✓	✓	✓	
	<input type="checkbox"/> Supply of external partners/providers			✓	
	<input type="checkbox"/> Other higher performing schools in district				

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

Best Fit Ranking of Intervention Models

A. Best Fit: __Transformation_____

B. Second Best Fit: _Turnaround_____

C. Third Best Fit: _Restart_____

D. Fourth Best Fit: ___Closure_____

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

The Transformation Model

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

A new principal is being recruited for Forrest City High School. Applicants will be interviewed by a district and school committee and recommended for hire to the Board of Education by the Superintendent of Schools. Documentation of prior success in increasing student achievement will be an expectation of the applicant. The applicant will be expected to demonstrate, to a high degree, all competencies of the Interstate School Leaders Licensure Consortium Standards including the

ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students. The principal must have the knowledge, ability, and the initiative to lead the staff in Common Core implementation and support teachers as they improve their instructional practices as well as practices in classroom management. The new leader must realize the importance of using data to inform instruction. Since improving parental and community involvement is crucial at Forrest City High, the new leader will be expected to have experience in building solid relationships with these two groups. The new leader will be expected to be a team builder and capable of bringing the staff of Forrest City High together as they accept their role in student success or failure.

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

The district will collaborate with and support the principal in making necessary changes to ensure that highly qualified staff are assigned to Forrest City High. The principal will have decision making authority relative to staff assignments. Support for the principal will be provided in implementation of the Forrest City Teacher Evaluation System and the Arkansas Teacher Fair Dismissal Act. Staff changes will be made as necessary to assure full implementation of the Arkansas Smart Accountability plan. In accordance with this plan, replacing all or most of the school staff is noted as a possible action for restructuring for schools in Whole School Intensive Year 5 and beyond.

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

The LEA is capable and committed to support the transformation efforts at Forrest City High School. The institutional knowledge the newly hired superintendent will bring with her will benefit this process of transformation as she has been in the district for 30 years and has served as Deputy Superintendent for the past four years. The district improvement plan allocates time and resources to improving student achievement at Forrest City High. District staff and leadership recognize their role in supporting the strategies as outlined in the application. The district staff is committed to monitor and support for full implementation of the model chosen. A District Instructional Facilitator will work closely with providers to ensure consistency with district initiatives and provide support as needed for full implementation of activities as outlined.

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

All decisions made will focus on what is best for the students at Forrest City High. Decisions by the LEA and district staff regarding budgeting, staffing, and scheduling will be made considering the effect the decisions would have on student achievement; the decisions will be supported by the appropriate partner. The principal will be expected to work with the external providers, staff members, parents and community partners to foster a healthy learning environment that meets the unique needs of the students served. Decisions regarding best use of time, staff, facilities, as well as the development of student support programs will be the responsibility of the school leadership.

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

The district office will support the new leader in implementation of SIG activities. The changes necessary for transformation have been identified. Job-embedded professional development will be provided to implement the model requirements for supporting the new leader as he/she builds the capacity of the school leadership team and staff at Forrest City High as they implement best practices. Establishing a climate of high expectations for everyone to include frequent monitoring of progress and making midcourse corrections as needed will occur. Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and the creation of a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

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 Specialists. The district office staff, to include the Superintendent, does classroom walkthroughs monthly. Feedback is provided to the School Leadership Team following the site visit. Emerging leaders are identified through the CWT process, Leadership Team meeting participation, and regular presentations to the Board of Education regarding building level practices.

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?

A new principal would be interviewed by a district and school committee and contracted by the superintendent. Documentation of prior success in increasing student achievement would be an expectation of the applicant. The applicant would be expected to demonstrate to a high degree all competencies of the Interstate School Leaders Licensure Consortium Standards including the ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students.

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

The district staff would participate with the principal in screening and interviewing potential applicants. Exemplary staff that possess the qualifications to support activities necessary to significantly improve student achievement would be considered for employment.

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

The building principal and a district office interview team would conduct interviews and recommend staff for hire. Vacancies would be posted and best candidates for the positions would be hired. Teachers not selected to remain at the school could apply for positions in other schools within the district.

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

The Forrest City School District does not participate in collective bargaining.

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

Teachers would be given additional professional development and support would be provided from current Instructional Facilitators at the receiving school site.

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. Forrest City School District was just released, April 2012, from status of being a district in fiscal distress.

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 Arkansas Department of Education has an approved list of Turnaround partners. The district has personnel on staff that could assist should the model be selected.

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 increased 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 and will be developed so as to support school Turnaround initiatives.

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

The district office staff will support the principal in making the necessary changes in operational practice. The principal will have increased decision making authority relative to the improvement of classroom instruction. Establishing a climate of high expectations for everyone to include frequent monitoring of progress and making midcourse corrections as needed will occur. Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and creating a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The Restart Model

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

School Closure Model

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

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

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

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	ADE - Provide technical assistance and professional development opportunities as well as monitoring and assistance with ACSIP.
Local Education Agency	District will create and implement a SIG Support Team, Provide support for grant management; financial and budget issues; and contractual issues. Provide support for Lead and Supporting Partners.
Internal Partner (LEA staff)	Support all SIG activities. Provide staff and resources for successful implementation of SIG activities.
Lead Partner	Elbow2Elbow - Provide job-embedded professional development to staff and school leadership for implementation of SIG activities. A contract will be developed between the Forrest City School District and E2E, to include Benchmarks and deliverables, upon notice of grant funding.
Support Partner	Office of Education Policy - Differential Pay for Performance component of the SIG. A contract will be developed with the Office of Education Policy, to include Benchmarks and deliverables, upon notice of grant funding.
Support Partner	Great Rivers Education Cooperative - provide technical assistance for technology and professional development to staff members. A contract will be issued with the Great Rivers Education Cooperative to provide a person onsite to be dedicated to the campus for technology integration support.
Principal	Provide leadership for SIG implementation, Participate in Leadership Training provided by Great Rivers Education Cooperative, and serve as the instructional leader of the school working in cooperation with the external provider to increase

	student achievement.
School Staff	Support implementation of all SIG activities. Implementation of ACSIP, participation in job-embedded professional development and collaboration
Parents and Community	Attend parent scheduled sessions; participate in student led conferences; initiate communication with administrators and staff; support the overall academic program of the school

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

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

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Onsite, job-embedded professional development and support will be provided for 291 days during the 2012-2013 school year for Common Core implementation and full utilization of research based practices necessary for school improvement to occur.

School Improvement Support:

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

II. Great Rivers Education Cooperative

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

III. Office of Education Policy

- 1) Development of Differential Pay for Performance Component
- 2) Training for district leadership and Forrest City High staff on Differential Pay for Performance

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

1st Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

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

Literacy/Mathematics/Science/Social Studies Support

- *25% of the technical assistance completed
- * Evaluated present literacy and mathematics curriculum and determined degree of vertical and horizontal alignment.
- * Identified curriculum gaps and overlaps in present curriculum and determined approach to ensure vertical and horizontal alignment
- * Strategically used the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
- * Analyzed instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices in use

- * Monitored and supported student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year.
- * Assessed current use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
- * Introduced learning activities that require students to complete assessment tasks that mirror Common Core State Standards
- * Established classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Modeled High Yield strategies in classrooms and PLCs; share useful strategies as needed by teachers with emphasis on needed skills/concepts
- * Evaluated classroom assessments for rigor
- * Assisted teachers and Literacy and Math Coaches in using Common Core and supplementary resources to create assessments
- * Provided teachers with performance feedback after classroom observations and modeled strategies they incorporate in the classroom
- * Analyzed student data from formative assessments including both teacher-created and district-created tests; provided instruction on planning for reteaching and remediation according to data
- * Train first cohort of students and teachers in student-led conference process
- * Classroom Libraries - Completed elements: inventories of current novels; novel lists compiled and ordered per grade level based Common Core State Standards
- * Periodicals: Inventory current subscriptions; research possibilities for all disciplines: interest surveys of students/faculty/administration complete

Special Education Support

- * 25% of the technical assistance completed
- * Established processes and procedures for special services teachers to support benchmark readiness for special services students
- * Established processes and procedures for timely and accurate completion of portfolio assessments for special services students
- * IEP committee convened to conduct a review of IEPs to determine appropriate placement, necessary revisions made, modifications provided to teachers
- * Reviewed delivery model for inclusion/co-teaching to ensure effective implementation

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted Forrest City School District Technology Coordinator as requested with technical assistance needs at Forrest City High
- * Supported teachers integrating technology to enhance instruction
- * Technology: iPad training complete for core content area teachers; Kindle downloaded; procedures for applications designed, documentation determined, implementation guidelines completed

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

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

2nd Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

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

- * Developed an ACT Saturday School implementation plan
- * Technology walkthroughs conducted to assess technology integration in lesson delivery

Literacy/Mathematics/Science/Social Studies Support

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

Special Education Support

- * 50% of the technical assistance completed
- * Monitored processes and procedures for special services teachers to support benchmark readiness for special services students
- * Monitored processes and procedures for timely and accurate completion of portfolio assessments for special services students
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special services students
- * Reviewed delivery model for inclusion/coteaching to ensure effective implementation

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted Forrest City School District Technology Coordinator as requested with technical assistance needs at Forrest City High
- * Supported teachers integrating technology to enhance instruction
- * Technology: iPad usage data analyzed; Kindle usage data analyzed; next steps designed for spring semester

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

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

3rd Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

- * 75% of the technical assistance completed
- * Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
- * Data from interim assessments analyzed and data walls updated
- * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
- * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
- * Weekly PLCs with agendas and minutes
- * Continued staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
- * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
- * Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine
- * Completed ACT Saturday School implementation plan

Literacy/Mathematics/Science/Social Studies Support

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

Special Education Support

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

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted Forrest City School District Technology Coordinator as requested with needs at Forrest City Jr. High
- * Supported teachers integrating technology to enhance instruction
- * Technology: additional applications researched; lessons designed using new applications

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

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

4th Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

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

Literacy/Mathematics/Science/Social Studies Support

- * 100% of the technical assistance completed
- * Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices
- * Evaluated strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
- * Provided one-on-one feedback to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
- * Paralleled data analysis, authentic assessments, and rubric application to hone assessment tasks that mirror Common Core Standards.
- * Evaluated effectiveness of techniques for electronically sharing of lesson plans, curriculum maps, total instructional alignment documents, and sample strategies and determined next steps in the process.
- * Student-Led Conferences held and additional students trained
- * Classroom Libraries: Analyzed effectiveness of procedures, availability of novels, impact on student reading scores; novel needs determined; order placed for next school year
- * Periodicals: Usage documentation completed; usage data reviewed; needs determined based on data; orders placed for next school year

Special Education Support

- * 100% of the technical assistance completed
- * Monitored and supported special services teachers in the implementation of processes and procedures for special services teachers to support benchmark readiness for special services students.
- * Monitored and supported special services teachers in the implementation of processes and procedures for timely and accurate completion of portfolio assessments for special services students.
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special needs students.
- * Reviewed delivery model for inclusion/coteaching to ensure effective implementation

E2E Specialists will provide job-embedded professional development, demonstration lessons, resource evaluation and opportunities for continuous reflection, discussion, and processing of new learning throughout the 2012-2013 school year.

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

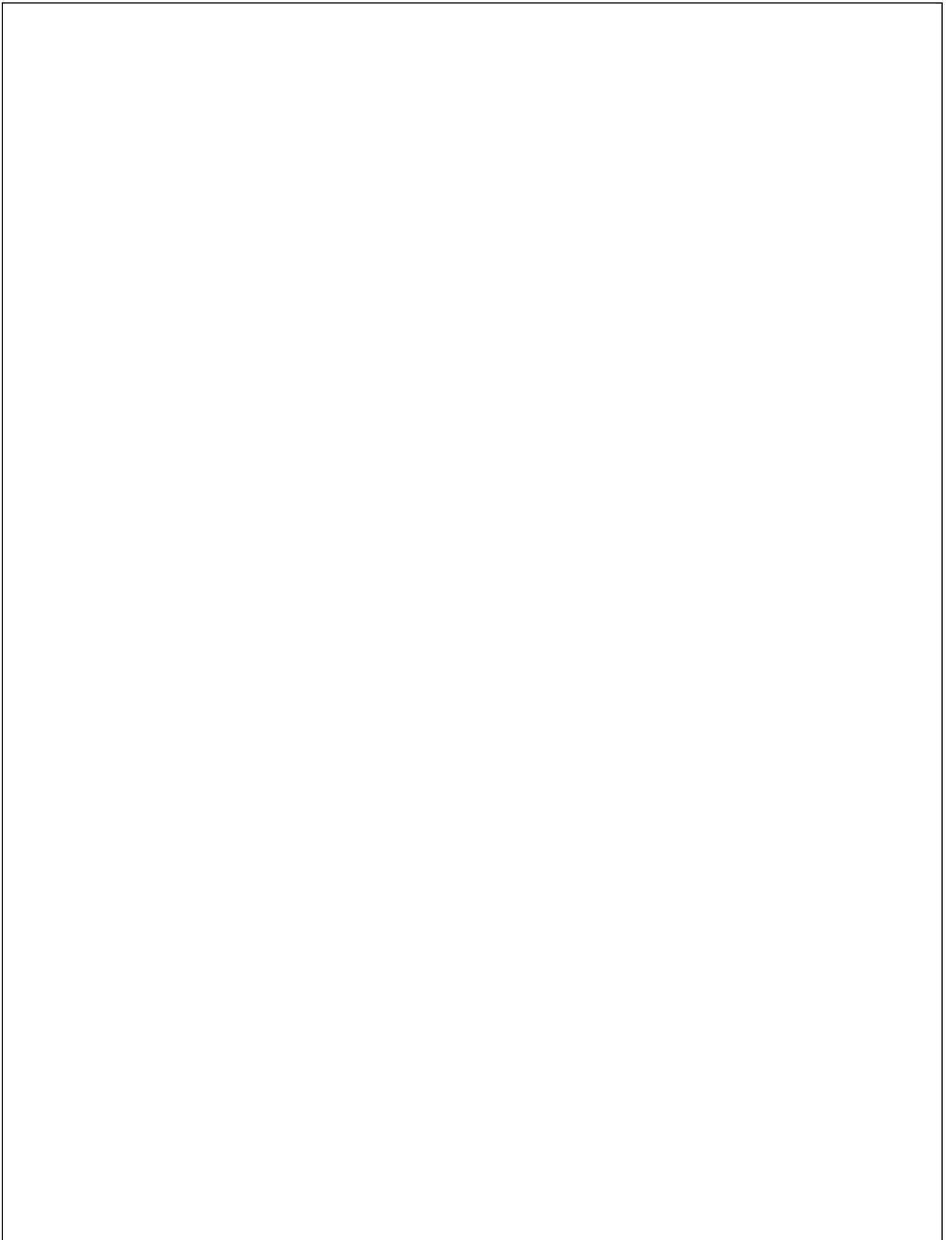
Support for Technology Intergration and Professional Development

- * Assisted Forrest City School District Technology Coordinator as requested with needs at Forrest City High
- * Supported teachers integrating technology to enhance instruction
- * Technology: Analysis of usage, effectiveness, and engagement; additional applications researched; lessons designed using new applications

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

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



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

The Forrest City School District will implement a self evaluation of the goals and objectives to include the signed assurances of the SIG application.

The self evaluation will include the analysis of each subgroup population's summative and formative assessments data to determine impact of grant objectives. Summative data will include standardized assessments of student achievement compared to Forrest City High School's baseline data and needs assessment data; pre- and post-teacher evaluation ratings based on the Forrest City School District Teachers Evaluation Plan, and pre- and post- attitudinal surveys for teachers and students. Formative assessments will include interviews from PLC focus groups, classroom observations, lesson plan analysis and data from Target Tests.

Person Responsible: Joye Hughes, 2012-2013 Superintendent

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

Formation of a District School Improvement Team to include Superintendent, Principal/Asst. Principals, Federal Programs Director, High School Curriculum Specialist and Literacy Coach, E2E Specialists, District Instructional Facilitator, District Test Coordinator and Project Manager. Monthly District School Improvement Team meetings will occur. Utilizing the Benchmarks, Proposed Activities and Timelines as outlined in the SIG application, the Project Manager will provide, at each monthly meeting, written reports of progress toward meeting established outcomes for each Goal and Objective. A plan of action, relative to information reported, will be developed for implementation. Roles and responsibilities of the District School Improvement Team garnering additional resources and support to be provided at the district level and will include regular visitations to Forrest City High and direct participation in CWTs, PLCs, and School Leadership Team meetings. These roles and responsibilities for District Leadership Team members will be developed under the direction of the Superintendent of Schools.

E2E will submit agendas to the Superintendent, District Curriculum Coordinator, Forrest City High Principal/Assistant Principals, and Project Manager on Monday outlining weekly activities. E2E agendas are signed by school personnel at the end of the day. Since a debrief occurs at the end of each school visit where suggestions for administrator follow-up are given and the next visit is planned, the agendas merely serve as a reminder for the upcoming visit. Additionally, E2E Specialists will submit weekly written reports to the Superintendent and Project Manager outlining activities and challenges encountered the previous week.

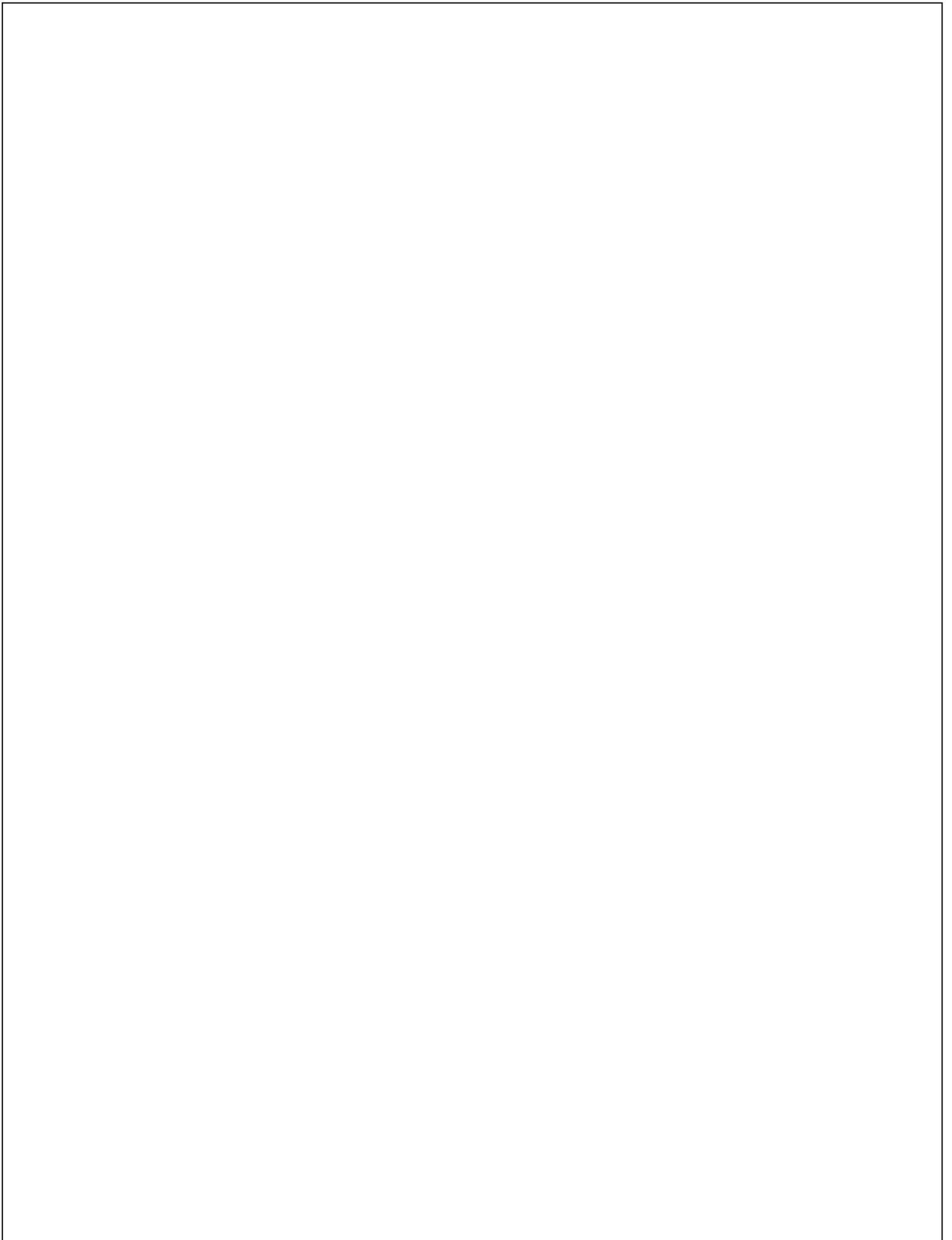
The Project Manager will provide monthly updates relative to established Quarterly Benchmarks, proposed activities, and timelimes to the Board of Education. Throughout

SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will allow for making mid-course corrections as needed.

Sign in sheets from professional development trainings will be kept on file in the principals office.

It is the expectation of the District Leadership that a transformation of Forrest City High will occur. To that end, the principal will be given reasonable authority to conduct activities necessary to meet that expectation.

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



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

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

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

A new principal is being selected for Forrrest City High. A requirement of selection will be a commitment to working with the external provider and supporting partners to build capacity at all levels to include enhancement of his own leadership practices necessary to effectively lead school improvement efforts at Forrest City High.

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

Additional effort will be put forth to involve all parents and community partners. Parents will be provided multiple opportunities to be involved/engaged in their child's education. A Parent Coordinator is proposed as a part of the SIG activities. We realize that parental involvement/engagement is lacking at Forrest Ciy High and that efforts to increase involvement/engagement of parents has been limited. One of the most effective ways to do this is through implementation of student-led conferences to be held twice a year. Extensive training will be provided to leadership, faculty and

students to ensure success in this effort. Additionally, based on information shared by parents through parental involvement surveys and interactions with parents, six additional training sessions for parents will be scheduled throughout the year. In the Spring 2012 parent survey, parents indicated wanting parenting sessions on how to help with homework, study skills, career choices as well as parenting classes and classes on alcohol and drug abuse prevention. In addition to the topics of interest of specific parent groups, detailed information will be shared relative to Common Core implementation, state testing, use of data, and college and career opportunities. The Parent Coordinator will schedule and provide additional involvement/engagement opportunities for small groups of parents as needs determine. Effort will also be increased to create a positive relationship with local media outlets to present and publish positive newsworthy events for Forrest City High. The proposed Parent Coordinator is also being proposed for Forrest City Jr. High in the SIG application. It is the belief of the district that one person could serve both schools and that having the same person in the position would be a benefit in building relationships with parents.

School Leadership and the Lead Partner will meet with the St. Francis County Strategic Plan Education Goal Committee twice a year to report progress and ask for input on actions being taken to improve Forrest City High.

The Office of Education Policy will provide explanations and clarification to leadership and staff on development and implementation of the Differential Pay for Performance component of the SIG.

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

To create an atmosphere of a true professional learning community willing to do whatever it takes to improve student achievement at Forrest City High, all meetings held will include agendas with minutes that will be posted and shared with everyone in the school community so that all are aware of the progress toward meeting established objectives. Leadership Team meetings will be a place where the vision and mission of Forrest City High to become nationally recognized for its innovative and aggressive approach to improving education in Eastern Arkansas will be constantly revisited and plans will be made to achieve this goal.

Step 6: Intervention Models Needs Assessment Review Committee
 Committee Members

Name	Role		Name	Role
Dr. Jerry Woods	Superintendent		Dewayne Crowell	Teacher
Joye Hughes	2012-2013 Superintendent		Sarah Bidinger	Teacher
Sandra Mills	Federal Programs Coordinator		Charlene Oswalt	Teacher
Susan Berry	District Instructional Facilitator		Lucille Polk	Teacher
Charles Earle	Principal		Renee Calhoon	E2E Consultant
Patty Long	Assistant Principal		Lisa Birmingham	Special Education Supervisor
Marsha Cain	Literacy Coach			
Sue Jayroe	Teacher			
Vicki Timmons	Teacher			
Frank Shaw	Teacher			

Meetings

Location	Date		Location	Date
Forrest City School District Office	4/19/12			
Forrest City High School	4/24/12			
Forrest City High School	4/24/12			

Step 7: Sustainability

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

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

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

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

Funds will be used to transform Forrest City High School and build capacity among its leadership and staff. At the end of the grant period, building level leadership will have developed the leadership skills necessary to effectively continue improvement efforts. As PLCs will be established and fully functioning; staff will have an increased understanding of the power of utilizing data to inform instruction and they will have developed an expertise in implementation of research based effective teaching strategies to increase student achievement. Throughout the grant period, teacher knowledge and skills, and support to incorporate improvement practices will be

developed. This new knowledge and skill attainment will result in permanent changes in the design and delivery of instruction.

Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and the creation a culture of high expectations.

Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan.

The plan for improvement outlined in the grant provides a platform of support for leadership and teacher professional growth, instructional improvements, established systems of student support for increased achievement, and leadership responsibility. The plan will be embedded into the school's ACSIP which will serve as a roadmap for continued progress.

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 a Project Manager will allow for the monthly monitoring, ensuring the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Through these supports, the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel.

The Forrest City School District already has in place a literacy coach at Forrest City High that will be committed to supporting the SIG implementation. Since the expectation for the Curriculum Specialist proposed for hire will be to assist with ensuring that strategies, aimed at improving teacher practice to meet the needs of the learners at Forrest City High School occur it is believed that at the end of the grant period best practices would have become a habit and the structure would be in place to continue improvements with the existing Literacy Coach. Should this not be the case, District Administration is committed to continuing the Curriculum Specialist position as funds are available.

The Forrest City School District was just removed from fiscal distress and the Forrest City Board of Education has enacted the RIF policy at the present time. The district administration feels the district will be more grounded financially at the end of the grant funding and is committed to maintaining the positions being requested in the SIG application utilizing district funds if available.

School level building leadership will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.

The Project Manager will provide written monthly updates relative to established Quarterly Benchmarks to the Superintendent and monthly reports to the Board of Education. Throughout SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will formulate mid-course corrections as needed. E2E Specialists will keep district leadership informed through a written report of progress submitted weekly.

Changing the culture at Forrest City High School to one of high expectations for leadership, staff and students will result in institutionalization of effective practices making them become routine and embedded in day-to-day operations. Forrest City High will become a place where success is the only option and all decisions made are based on what is best for students.

Since the main thrust of selecting E2E is to build capacity among existing school and district leadership and staff, the Forrest City School District will be able to continue improvement practices once funding ends. By working closely with district/school leadership. Best practices and support for school improvement will be sustained as implementation efforts not only continue at Forrest City High but other underperforming schools in the district.

The Differential Pay for Performance component will be highly motivating to teachers and increase likelihood of full implementation of SIG activities, resulting in an increase in teacher effectiveness and student learning. This will ensure a true change in the culture, resulting in teachers not only having high expectations for students, but also for self and others. The changes needed will require the entire staff, classified and non classified, to embrace and implement those skills that demonstrate a commitment to high expectations for self, students, parents and community. At the end of the grant period, district administration and the Forrest City Board of Education is committed to continuing a Differential Pay for Performance utilizing available funds. Additionally, since dramatically improving teacher attendance will be an objective for the grant, and is a weighted component for the Differential Pay for Performance component of the grant, it is believed that the behavior of improved teacher attendance will extend beyond the grant period as the culture of the school changes to include high expectations for self and others, as well as a sense of urgency for improving student achievement.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Please complete the following goal and objective pages for each Tier I, Tier II, and Tier III school being served.

Tier I- Forrest City High School

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

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

Goal 1 - To increase the percentage of students in all identifiable subgroups scoring proficient or above on the 11th grade Literacy, Algebra I and Geometry Exams through the use of standards based essential curriculum and implementation of best practices for instruction/assessment including the use of technology.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>To increase student achievement in reading and writing.</p> <p>To increase student achievement in Algebra I and Geometry.</p>	<p>-- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state 11th grade Literacy Exam.</p> <p>-- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state Algebra I and Geometry Exams.</p>	<p>Results of the 11th grade Literacy Exam, Algebra I and Geometry Exams.</p> <p>Documentation of teacher use of adopted pacing guides, curriculum resources and common assessments.</p> <p>CWT documentation conducted by administrators</p>	<p>August, 2012</p> <p>August, 2012</p> <p>August, 2012</p>	<p>June, 2013</p> <p>June 2013</p> <p>May 2013</p>	<p>- Building Level Principal</p> <p>- Building Level Principal, E2E Specialists</p> <p>- Building Level Principal, E2E Specialists</p>

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

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

Goal 2 – School leaders and staff provide a school 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 administrators and staff demonstrate high expectations for learning, discipline, attendance (teacher and student) and graduation	<p>* Building level administrators, staff and stakeholders will develop a vision, mission and belief statements reflective of consistent interpretation of board policy and an embedded belief that all students can learn.</p> <p>** PLCs meet weekly</p>	<p>A developed vision, mission and belief statements</p> <p>PLC meeting agendas indicate collaboration on lesson planning, strategies and shared decision making;</p>	<p>August, 2012</p> <p>August 2012</p>	<p>Sept, 2012</p> <p>May, 2013</p>	Building level administrator

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

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

Goal 2 Con't– School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation.	Consistently implement policies and procedures for student behavior as outlined in teacher and student handbooks.	- Agendas and minutes reflecting training for staff, teachers and students on policies and procedures as outlined in the teacher and student handbooks.	August, 2012	May, 2013	Building Level Principal
		-- Individual Growth Plans that document training and support provided to individual teachers as needs are determined.	August, 2012	May, 2013	Building Level Principal
		-- Graduation Coach Early Warning System tracking of students	August, 2012	May, 2013	Building Level Principal

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

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

Goal 2 Con't– School leaders and staff provide a school 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 administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation	Increase student attendance rate by 3% over the previous year.	State attendance rate for 2011-2012 and 2012-2013	August, 2012	June, 2013	District Test Coordinator
Teachers employ research based strategies to engage students in meaningful and relevant activities that includes teacher and student use of technology	Decrease the percentage of discipline referrals by 10% over 2011-2012	Teacher logs contacting parents. Copies of parent notifications according to District policy. Documentation of referrals to Truancy Officer.	August, 2012	May, 2013	Building Level Principal
	At least 10% annual growth in the percentage of students scoring proficient or advanced on the state assessments	CWT data indicates an increase level of engagement to include the use of high yield strategies and technology	August, 2012	May, 2013	Building Level Principal

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

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

Goal 2 Con't– School leaders and staff provide a school 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 administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation	Establish a mentor/mentee program for habitual non attendees.	Mentor daily logs documenting mentor/mentee interactions regarding attendance.	August, 2012	May, 2013	Mentor Program Coordinator
	Percent of 12 th grade students graduating will increase by 10% over the previous year	Completed High School Graduation Plan. Counselor logs documenting activities, a minimum of once a quarter, with each individual 12th grade student outlining the required courses and career planning.	August, 2012	May, 2013	School Counselors

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

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

Goal : 2 Con't– School leaders and staff provide a school 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 administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation	Increase teacher attendance rate by 7 percentage points for the 2012-2013 year	Monthly Teachers Attendance Reports	August 2012	May, 2013	Building Level Principal
Fully implement 9 th Grade Academies	Increase the percentage of 9 th grade students obtaining sophomore status by 10% when compared to baseline year (2012-2013)	Graduation Coach/teacher Early Warning System Tracking of at risk students, PLC minutes and agendas, Saturday School Documentation, Interventionist Teacher Documentation	August 2012	May, 2013	9 th Grade Academy Director/ Principal

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier I and Tier II Schools

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

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their 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.

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

Proposed Activities

Parental Involvement/Engagement – Year 1-2-3

Forrest City High currently has a parent coordinator, which serves as a full-time classroom teacher. The Forrest City School District would like to enhance this area by adding a full time parent coordinator to serve the Forrest City High campus as well as the Forrest City Jr. High School campus. It is believed that there would be a great benefit to having the same person lead and coordinate parental involvement efforts in both schools. To coordinate the proposed activities and partnerships, a parent coordinator will be hired using SIG funds. This position will be a full time position and will require a person that is willing and able to execute the activities as outline, as well as form creative and lasting partnerships with parents and community. The parent coordinator will work to coordinate with local social and health service providers to help meet the needs of the families of Forrest City High School and Forrest City Jr. High School. Activities implemented at the two schools will be consistent with district initiatives for parental involvement/engagement. Activities to encourage meaningful involvement/engagement with our families will include parent/guardian sessions focusing on topics of interest to parents, Edline usage, discipline, effective parenting, social issues, and beyond high school. In addition to informal sessions, a back to school fair along with six formal information/sharing sessions will be planned and offered over the course of the year. A light meal and child care will be provided so as not to exclude parents needing this support to attend. These activities will complement the additional efforts of the administration and staff that are planned for the regular school day. It is the expectation that teachers will establish two-way communications with parents and guardians. To this end, each teacher will be required to initiate a

positive contact each of their students' parents within the first thirty days of school. Teachers will be required to maintain regular contact, verbal and written, with all families. Written logs will be kept by the teachers as documentation for parental contact. The current automated phone notification system will be utilized fully by Forrest City High staff to inform parents of meetings at school and notify them when their student is absent or tardy. Edline will also be utilized to allow for parents to have access to their student's grades online. Forrest City High staff and students need parents to be actively involved. Structured and established procedures for encouraging meaningful parental involvement/engagement will strengthen the academic program and communicate to students high expectations from school and family for both academics and behavior.

Student Led Conferences Year 1-2-3

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

Extended Day - School and Community-Based Service Learning Year 1-2-3

School-based programs engage students in service learning projects that allow students to apply academic content knowledge and Common Core State Standards to real world situations to meet critical community needs. Students experience extended learning through the connection of reading, math, science, and community and school beautification projects. Selected teachers (5 content areas: Language Arts, Math, Science, Social Studies and Agriculture) work with students to create and develop projects around the school and community to enhance the environment. Service Learning Programs have opportunities for intergenerational programs that span the school, family and community. These programs will be summer and after-school programs that will extend learning beyond the classroom. This is also an opportunity for students to earn possible college credits through service and civic learning.

Extended Day - Restructure/Enhance After School and Saturday School - Year 1-2-3

Currently, there is a small after school program that operates Monday through Thursday. Additional offerings are needed to accommodate the number of students needing remediation and additional support. After school sessions four days a week, two hours a day, for identified students needing additional support are being proposed. Saturday School sessions are now being offered but attendance is limited and focused on being a punitive measure for students as it is generally assigned for misbehavior. Efforts to increase enrollment in Saturday School as a means of providing support to any student that needs extra help has been limited. Restructuring/Enhancing these programs will include a thorough review of the curriculum being taught. The curriculum will be revised to ensure that appropriate grade level activities are incorporated that engage students in the learning process. Opportunities to add rigor, relevance and authentic experiences to the core areas will be included. The students of Forrest City High have limited opportunities to be exposed to the arts. Field experiences are planned as a part of the Extended Day Summer and After School Program. The criteria for participating in the field experiences will include student participation in the on campus sessions. Additionally, students needing additional support will be targeted for attendance. Parent support for attendance and the programs will be sought.

ACT Saturday School - Year 1-2-3

An ACT Saturday school will be provided to students preparing to take the ACT exam. Instructivision will be the utilized curriculum. The 6 sessions will begin in January and end in February.

Summer Transition Academy - Children's Defense Fund Freedom School - Year 2-3

In an effort to establish pride and develop leadership skills in Forrest City High students, Freedom School is proposed for a summer offering. The Freedom Schools Program is a model from the Children's Defense Fund and will be offered to a cohort of students in grades nine and ten. The five week program encompasses a strong parental and community involvement component. A commitment from parents and support from community members is required for implementation of Freedom School. Teachers in the program (servant leaders) are college students from the community who are trained for two weeks at the University of Tennessee at Knoxville. Servant leaders are used because it supports the research that students learn best from their peers; hence young college students. Students are taught using a model curriculum that supports children and families around five essential components; high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health. The premise of the program centers on developing leaders in the student body that will serve as positive influences for others. This would be a positive first experience

and introduction to Forrest City High. Research from Freedom School indicates increases in graduation rates of participants.

New Teacher Orientation - Year 1-2-3

Forrest City High has approximately 4 new teachers each year. The teachers hired are included in the orientation process for the district, but it is not specific to the expectations of Forrest City High School Leadership. This two day session will be specifically for new teachers and supporting department heads and used to build rapport, establish expectations for lesson design/delivery, school climate and classroom management, as well as daily procedures and information specific to Forrest City High School. New teachers will be better prepared to address the challenges the school faces if they are equipped with the necessary tools and if lines of communication are established from the first day of school.

Great Rivers Education Cooperative- Professional Development Opportunities/Technology Integration Support - Year 1-2-3

The Great Rivers Education Cooperative will continue to provide professional development to educators in the Forrest City School District. Forrest City School District proposes to contract with the Great Rivers Educational Cooperative to secure a half-time technology position to provide technical assistance and support for integration. Additionally, Great Rivers Education Cooperative will provide assistance to the Forrest City Technology Director in preparing the infrastructure needed for successful use of technology on the campus.

As evidenced by the needs assessment, technology at Forrest City High is in need of immediate attention. Bringing the Forrest City High campus into a state of functionality regarding technology will require more support than the Forrest City School District Technology Support staff can provide. As a first step, procedures will be established and clearly communicated to Forrest City High staff by school leadership outlining the necessary steps to secure technology support. 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 into the curriculum. Support will be provided for full integration of technology to enhance instructional delivery. Common Core State Standards full implementation is slated for 2014-2015. Forrest City High educators will not be ready to accept this challenge if they don't start now in preparing themselves and their students in the use of the technology as a learning and teaching tool.

Technology –Computers/iPads for classrooms - Year 1-2-3

Year 1 - To enhance instruction in core classrooms, class sets of iPads and mobile labs will be purchased for student and teacher use. In literacy classrooms, students will utilize this technology to download ibooks or Kindle which provides access to current

and classic works of literature for whole class study and individual novel studies. iPads will also be utilized for online research and writing compositions to share electronically with peers and teacher. In math classrooms, iPads will be utilized by the students to access calculators they will need during instruction, as well as various other applications to practice learned skills. In science classrooms, students will utilize this technology to interact directly with scientific models and experiments to enhance their understanding of the material. iPads can also be used to conduct scientific research aligned with literacy and math standards. In social studies classrooms, iPads will be utilized to access primary sources, create timelines, and conduct research to enhance instruction in the history class and support implementation of Common Core State Standards. iPad applications that enhance skill development will be downloaded for use at appropriate times. The iPads and mobile labs will be shared among department members.

During Year 2, additional class sets of iPads will be purchased for use in elective and core classrooms. In art classrooms, students will utilize this technology to research artists, media, and incorporate graphic design programs like Photoshop and Corel Paint to create art. iPads will also enable students to create digital portfolios to use for admission to art programs and gain college scholarships. In computer and home economics classes, iPads can be used both to complete research projects and to use as a calculator. iPad applications that enhance skill development will be downloaded for use at appropriate times.

iPads will serve as a motivation tool by providing instantaneous feedback for students. For easy access and storage, the iPads will be housed in a rechargeable cart.

A portable Smartboard, projector, and laptop is proposed to be housed in the media center for checkout by non-core teachers as needed to help to incorporate engaging lessons into their curriculum. All of the core classrooms are equipped with Smartboards, projectors and a computer for teacher use.

A support person is being proposed to hire as a partnership with the Great Rivers Educational Cooperative to provide assistance with the technical aspect of technology as well as the integration of technology into lesson design and delivery.

Summer Faculty Retreat – Year 2 and 3

A faculty retreat is planned for the staff at Forrest City High. The retreat will be held at offsite location such as Wildlife Farms in Casscoe, Arkansas. This location is 62 miles from Forrest City and would allow for easy travel for the overnight venture. Two facilitators would conduct sessions: Revisiting the Vision/Mission of Forrest City High School, A Review of Current Initiatives; Creating Instructional Calendars for 2013-2014; and Team Building. Stipends will not be paid as this will be a voluntary participation activity for the educators working together to improve conditions at Forrest City High.

Graduation Coach - Year 1-2-3

Forrest City High will implement an Early Warning and Response System for identifying students at risk for dropping out or delayed graduation. To ensure success, a Graduation Coach will begin monitoring student progress toward graduation. Teachers will convene to review the Early Warning Tool data and to assist with identifying specific interventions. The Graduation Coach will continue to follow-up on the students' progress regularly. The Graduation Coach will assist with evaluating transcripts, tracking students, ensure guidance processes are taking place, make students aware of scholarship and grant opportunities available, and work with the school principal to ensure there is a Wall of Fame for acceptance awards to colleges. Additionally, the Graduation Coach will assist with career planning. Every student will have a plan for graduation and that plan will be stated at graduation. The Graduation Coach will work closely with the Parental Involvement Coordinator to optimize effectiveness.

Intervention Coach (Reading Teacher) - Year 1-2-3

An Interventionist is being proposed for employment utilizing grant funds. The interventionist would work closely with the Graduation Coach to provide needed interventions to students who are at risk of failing and/or dropping out. 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. Data supports a need for a reading interventionist to work with students to improve their overall reading level and study skills.

Curriculum Specialist Year 1-2-3

To support improvement efforts, the district proposes to hire a Curriculum Specialist. The curriculum specialist will be dedicated to implementing the support structure needed to ensure full implementation of grant activities aimed at improving teacher practice and increasing student achievement at Forrest City High. To build capacity, the E2E Specialists will work closely with the Curriculum Specialist and the existing Literacy Coach. The expectation for the Curriculum Specialist will be to assist with ensuring that strategies, aimed at improving teacher practice to meet the needs of the learners at Forrest City High School, occur. Having this position will ensure that teachers have constant support and feedback as they implement standards based instruction, high yield strategies and utilize data to inform instruction. The Curriculum Specialist will work directly with the District Curriculum Coach and the Curriculum Specialist at the feeder school to ensure vertical and horizontal alignment between the schools. Additionally, the Curriculum Specialist will lead the effort of ensuring full implementation of Common Core State Standards as well as the development of (Total Instructional Alignment) TIA documents for noncore/non tested areas as appropriate.

Student Incentives - Year 1-2-3

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

Teacher/Student Mentor/Mentee Program - Year 1-2-3

A Mentor/Mentee Program will be established as a means for improving graduation rates, student attendance, student tardiness, behavior, and overall performance in school. Performance on school assignments and state mandated assessments are adversely affected if students have excessive absences. First period tardiness negatively impacts first period scholarship. Specifically, using data from the previous year, the staff will be assigned to students who have been identified as having attendance/tardy or discipline issues. Additional students will be added as current school year data suggests. Mentors will meet with mentees (initially) to build rapport and establish goals for the issue that caused the student to be identified for support through this program. Subsequent meetings will be for checking progress toward achieving established goals. The mentor will serve as a role model and positive influence for the student. The mentor will work to engage the parents' assistance in support to improve or alleviate the reason for identification and participation. It will be the expectation from the administration that all teachers and staff serve as mentors to selected students. Professional development will be provided to all staff as to the expectations of being a Mentor.

Differential Pay for Performance - Year 1-2-3

A Differential Pay for Performance Program is proposed for implementation as a part of the School Improvement Grant. In keeping with establishing a culture of high expectations for all, monetary incentives will be available certified and non-certified staff members as achievement targets are established. Dr. Gary Ritter, University of Arkansas Office of Education Policy, has agreed to assist the Forrest City School District to develop an incentive/reward plan that includes multiple measures of student and teacher performance which will include data obtained from student performance on EOC exams, multiple teacher evaluations, and staff attendance. Additional options for inclusions to be determined with staff input is student attendance, ACT, as well as an interim assessment component such as the Northwest Evaluation Association (NWEA) assessments or Target Tests. This proposed activity is not yet fully developed as Dr. Ritter feels that teacher buy-in is a large component of the teacher buy in to the

component. He will work with the district/school/staff to formulate a plan to include the measures mentioned above and to determine the percentages allocated to each measure.

Classroom Libraries/ Updating Media Centers - Year 1-2-3

Students much prefer to do research online. The purchase of an online database-Encyclopedia Britannica - would allow our students to learn the steps of online research prior to graduation so that they will be prepared for college. Non-fiction e-books are available through an Encyclopedia Britannica subscription, and would be extremely valuable in the implementation of Common Core State Standards.

Updating the collections in the media center will greatly enhance academics at Forrest City High School. Standardized tests and state exams indicate that students read below grade level and past practices observed have noted that students are not encouraged to read independently. Our students are exposed to few print materials (books, magazines, newspapers) outside of school hours. The purchase of high interest current paperback fiction books, nonfiction texts, newspapers and magazines would encourage students to check out books for reading outside of class and at home.

Most of our students do not have access to a library after school hours. Utilizing SIG funds, the media Specialist would receive a stipend to keep the library open 2 days a week for an hour after school for student use.

Credit Recovery Classroom – Year 1-2-3

Graduation rates have been an ongoing concern at Forrest City High School. Our current credit recovery program uses independent study through workbooks on the students' own time with minimal opportunities for teacher oversight. This program does not reach every student, particularly students with many obligations outside of school, and our graduation rates are far below the state average as a result. A credit recovery classroom would allow us to implement the online OdysseyWare credit recovery program to up to 15 students at a time.

Ninth Grade Academy - Year 1-2-3

Forrest City High proposes to fully implement 9th Grade Academies. The AVID program will be utilized as a part of implementation. The 9th Grade Academy concept will be utilized as a transition activity and to ensure success for students at the high school level. The Academy concept will allow students to feel connected to significant adults, a positive peer group in a smaller setting.

School Culture – Year 1

As a Kick Off to the Transformation at Forrest City High, a motivational speaker will present two sessions on Building Community. One session will be for the staff of Forrest City High and the remaining session will be with the student body.

Additionally, as a part of the 9th Grade Academy program, Clifton Taulbert's Eight Habits of the Heart will be a part of implementation.

Project Manager - Year 1-2-3

A half time Project Manager will be hired to oversee activities and report progress relative to meeting the established goals and objectives. Monthly updates of the School Improvement Grant will be provided to the Forrest City Board of Education. In addition to general oversight, the role of the Project Manager will be to assist with facilitating communication among the district/school leadership, and partners and to monitor implementation. This person will ensure implementation of School Improvement Grant Activities with fidelity and integrity.

Elbow2Elbow Educational Consulting - Job-Embedded Professional Development - Year 1 -2 -3

The District has chosen to implement its activities around the Arkansas Standards and Indicators for School Improvement as identified in the Scholastic Audit and has asked the selected vendor to organize their body of work into complimented sections or components. The selected vendor is Elbow2Elbow Educational Consulting (E2E). The following is a description of the components selected by E2E and the activities that will take place to ensure that goals and objectives as stated in the application are met. The description ensures collaboration between the selected vendor's specialists and the district school leadership to ensure success of implementation. The six components chosen include Leadership and Decision Making, School Climate, Curriculum and Instruction, Human Capital, Scheduling and Learning Time, and Student Support. The District was interested in having Leadership support as well as mathematics, literacy, science and social sciences support for teachers as they participate in job embedded professional development and learn/practice new skills and strategies. Elbow 2 Elbow Educational Consulting will provide onsite, job-embedded professional development and consultation for 291 days for 2012-2013, 267 days for 2013-2014, and 253 days for 2014-2015).

1) Leadership and Decision Making

To support leadership and decision making at Forrest City High, E2E Specialists will: assist the principal in developing a master schedule that affords students access to all classes regardless of cultural background, physical abilities, socioeconomic status and intellectual abilities with attention to matching student needs with strengths of staff. Additionally, assistance with developing procedures that ensure an effective student/teacher ratio for meeting the needs of all students and require decision

changes including staffing assignments and inclusion of community resources based on student achievement data will be provided. A process for joint walkthroughs for the purpose of collecting ongoing data regarding the learning environment and establishing feedback loops on instructional, safety, health, order and equity issues (Barnes & Miller, 2001) will be established.

E2E Specialists will collaborate with school/district leadership and staff in identifying instructional resources to ensure that they are supporting the school's intended/implemented curriculum in all content areas and are age and developmentally appropriate for all students. A variety of electronic and printed resources should be utilized to effectively deliver the curriculum and support learning in all classrooms.

Regular grade level meetings will occur to collaboratively analyze student work in all content areas for the purpose of identifying individual student strengths and deficiencies in order to make instructional decisions and to improve student performance will be scheduled by the principal. A plan of action will be developed for implementation of high yield instructional strategies with monitoring and support of classroom instruction by school leadership. All instructional strategies should be aligned to district, school and state learning goals.

To maximize individual student learning needs and the vision/mission/beliefs, E2E Specialists will assist district/school leadership, staff/stakeholders in determining a clearly defined budget policy that includes the allocation/augmentation of all resources by facilitating long-term, collaborative, research-informed financial planning. In addition to developing standing committees to assess resource allocation to ensure resources are equitable and encourage high student/staff performance, the development of partnerships with external entities (art/community centers/libraries/etc.) will be sought. The development of a protocol for obtaining resources from external sources to augment school allocations will be explored. E2E Specialists will also provide assistance as needed in the development of a needs assessment that includes monitoring and modifying expenditures for maximum benefit. A regular review of ACSIP and grants, as obtained, to ensure that funds are being spent in an informed and intentional manner according to budget will occur on a regular basis.

E2E Specialists will facilitate and seek additional opportunities for school leadership and district personnel to select professional development that addresses the needs of individual administrators, teachers, and students. Professional development should be relevant and embrace innovative, research-based approaches to improving leadership and instructional practice. All professional development for leadership and staff should be aligned with the ACSIP, individual action plans, and Individual Growth Plans.

E2E Specialists will provide guidance and support to district/school leadership by facilitating the development of a formal process to conduct a needs assessment and prioritize professional development offerings based on a review of individual needs, Professional Growth Plans, longitudinal student data, goals in the ACSIP, and data obtained from student portfolios. Additionally, guidance to school leadership in a

process to evaluate the impact and implementation of professional development offered and determine fiscal resources needed to meet professional development needs of district/school personnel will be provided.

As identified in the Scholastic Audit, Forrest City High needs to develop vision, mission and belief statements that guide decision making and actions of leadership and staff. To this end, E2E Specialists will provide training and support to the district/school leadership, Board of Education, and community stakeholders as they collaboratively address the school's vision, mission and belief statements (Lezotte, L., 1991). This will include developing, communicating, reviewing, and revising elements necessary to ensure that alignment exists and progress will be monitored and reported to all stakeholders. The vision and mission of the school should serve as the foundation for designing instructional programs and filtering school improvement initiatives. Modifications are made as needed (Fullan, M., 2001).

To advance effective organizational and leadership skills for school leadership, E2E Specialists will initiate and facilitate collaboration among district/school leadership in the development, implementation, review and revision of administrators' growth plans focusing on skills that support teaching and learning, promote student achievement, and are aligned with ACSIP goals.

Utilizing the PLC format, E2E Specialists will facilitate collaboration between school leadership and stakeholders, including Educational Service Cooperative and State Specialty Team representatives, to regularly analyze student performance data and other relevant information that will inform programmatic and academic decisions which meet the needs of the school's diverse population (DuFour & Eaker, 1998).

E2E Specialists will assist school leadership in designing procedures that ensure training and easy access to Common Core curriculum documents with opportunities for staff to participate in internal and external curriculum development experiences. Additionally, a Curriculum Committee within the school will be created in order to build internal capacity; this committee will use as its guide the Common Core State Standards based curriculum, materials, resources and technology. Procedures that minimize disruptions of instructional time will be an initial focus. Procedures will be put in place that ensure the allocation and equitable distribution of resources, focused on student learning and the school's learning goals. Additional funds, grants, will be sought. Procedures for monitoring and modifying the instructional programs, organizational practices and physical facilities to sustain improvement will be established. The School Improvement Specialist will facilitate district/school leadership discussions for the purpose of monitoring and modifying instructional programs, organizational practices and physical facilities as needed.

2) School Climate

E2E Specialists will assist and form committees consisting of school/district leadership and community members creating a School Improvement Team to assist the school in providing proactive assistance/guidance/support in the design of policy in effort to:

- ensure a safe/nurturing/healthy/orderly/equitable learning environment.
- establish and implement policies and operational procedures including a school-wide discipline plan to minimize disruptions to instruction.
- initiate partnerships with the community justice system and encourage active participation with school leaders in the equitable application of academic and behavior standards.
- initiate partnerships between school and community that design, initiate, and sustain authentic learning experiences and provide additional support structures such as mentors and after school programs.

E2E Specialists will provide guidance to district and school leadership in establishing policies and procedures that link teacher efficacy and student success by (Rosenthal & Jacobson, 1968):

- coaching school leaders and teachers on the practices necessary to systematically review/revise instruction in academic and behavioral standards so they are well defined, clearly communicated, and equitably applied throughout the learning environment (Joyce & Showers, 2002).
- utilizing Professional Learning Communities (PLCs) as the format to facilitate collaborative opportunities for reflection between certified and non-certified staff in order to study the connection between instructional practices and student successes. These opportunities will include analysis of data to determine if commitment to equity and appreciation of diversity through instructional delivery and design is being honored.
- providing job embedded professional development to teachers through modeling and PLC reflection activities in innovative strategies including appropriate praise, reinforcement, recognition and opportunities for interactions beyond the classroom that motivate students to high levels of achievement in all content areas (Marzano, 2001).
- facilitating collaboration between students and stakeholders to honor and exhibit quality student work in the community. Exemplary work and scoring rubrics will be displayed in all classrooms and used to guide student self reflection (Marzano, 2001).

E2E Specialists will ensure and support implementation of multiple strategies for frequent communication with parents regarding student progress by assisting district/school leadership to (Barth, 1990):

- exceed district policy and practice regarding communication about student progress regarding academics and behavior as a means of fostering a school culture of collaborative learning and dialogue.
- provide coaching for positive interactions with parents, while making specific student progress information secure and readily available in a variety of formats, including establishing specific times parents can easily contact teachers to discuss student progress.
- develop a systematic communications plan that guides effective written and face-to-face communication with all stakeholders, utilizing multiple strategies to disseminate information including web pages, presentations at civic organizations, PTA/PTO.

E2E Specialists will assist and support leadership in making decisions to maximize opportunities for all students by providing training in the development/revision of the school's mission/vision/ belief statements and evaluation of practices to determine consistency with statements (Starratt,1995). Utilizing PLCs as a forum, development of skills that demonstrate a commitment to high expectations for all students in academic and extracurricular activities and to develop procedures for regularly and equitably recognizing and celebrating student accomplishments formally and informally will occur. (Northwest Regional Educational Laboratory, 2005).

3) Curriculum and Instruction

E2E Specialists will work side by side with district/school leadership and staff, to evaluate present taught curriculum and facilitate development for more effective and efficient implementation of the intended curriculum that is vertically and horizontally aligned in all areas. All instructional materials and resources will be aligned with the intended curriculum. Research-based practices will be utilized, instructional calendars will be developed, as well as lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning and higher order thinking. An age appropriate and differentiated/tiered curriculum that offers real- world learning experiences will be implemented.

E2E Specialists will facilitate PLC discussions as a means of continuous growth focused on analysis of student achievement to determine (DuFour & Eaker, 1998):

- professional development needs of instructional staff and school leadership
- the root cause of achievement gaps.
- alignment of students' learning goals for students with professional growth plans of staff and the ACSIP.
- proper use of online resources, (AETN, etc.) to enhance professional practice.
- the need for differentiated instruction within all schools and subpopulations.

Additionally, E2E Specialists will provide job embedded professional development, resources and support for school/district leadership and teachers to develop and fully implement PLCs within the school and between schools for the purpose of (DuFour & Eaker, 1998):

- vertical and horizontal curriculum articulation in all content areas.
- identifying curriculum gaps and overlaps.
- ongoing monitoring, evaluation and revision of the curriculum.
- communicating research-based practices for curriculum and instruction (Marzano, 2001).
- analyzing student performance data in making curricular improvement decisions.

Specialists will work directly with district staff to review existing curriculum policies/procedures. Recommendations for new policies and/or revisions will be made. Professional development on data analysis will be provided for administrators and staff. Criterion referenced test data will be analyzed and charted for growth.

4) Human Capital - Personnel and Professional Development

E2E Specialists will provide training to school leadership on ways to provide feedback to teachers in the use of authentic assessments and rubrics.

E2E Specialists will coach teachers in the development of lessons that provide opportunities for student reflection and articulation of learning goals. The use of teacher-to-student feedback and peer-to-peer feedback during classroom demonstration lessons (Marzano, 2001) will be modeled. Procedures will be established that ensure performance standards are clearly communicated with students and parents.

Classroom teachers will receive coaching, follow-up, and job embedded support in the implementation of high yield strategies, lesson design and delivery that includes content area and interdisciplinary connections from E2E Literacy and Mathematics Specialists. A review of Board policies regarding homework will be conducted and recommendations for revision will be made as needed.

E2E Specialists will provide professional development and coaching on (Joyce & Showers, 2002):

- the development of authentic classroom assessments aligned with Common Core State Standards.
- multiple intelligences, preferred learning styles and instructional modifications.
- using multiple forms of data to identify gaps in the curriculum for all students and subgroups.
- protocols for analyzing student work across grade levels to inform and revise instruction.
- curriculum, pedagogy and classroom assessment to enhance student achievement and measure growth over time.

Demonstration lessons and/or professional development in the design of assessment tasks that are age and developmentally appropriate and allow students to demonstrate characteristics of rigorous work including models of student work that distinguish between various performance levels will be provided (Joyce & Showers, 2002).

Job embedded professional development and support to school leadership and teachers during PLC meetings and in the classroom to build capacity will be provided on:

- high yield instructional strategies (Marzano, 2001).
- lesson design and delivery that accommodates various learning styles.
- multiple intelligences and brain research to include learning activities that require students to complete assessment tasks that mirror state and national assessments.
- using inquiry learning as well as high order thinking and problem solving.
- standards based units of study and current research.
- protocols of analyzing student work in all content areas and grade levels.
- effective implementation of homework to include purpose, frequency, student perception, monitoring, authentic application, feedback and instructional follow-up that should follow assignments.

- collaboration between teachers as they develop units of study and lessons across content areas that are standards based and culturally responsive.

Job embedded professional development will be provided through classroom coaching and support of fully functioning PLCs that includes opportunities for continuous reflection, discussion, and processing of new learning (Reeves, D., 2005).

To build capacity with leadership and staff, E2E Specialists will provide professional development and job embedded coaching to facilitate:

- a distributed leadership model that builds capacity and maximizes the use of resources and data through local board of education training, teacher leaders training, collaborative meetings, and scheduled timely opportunities for specific feedback to teachers based on data obtained from Classroom Walkthroughs (Joyce & Showers, 2002).
- discussions with district ACSIP committee members, school leadership, stakeholders, school staff and students on establishing priorities for improving student academic performance and closing gaps among subpopulations.
- regularly planned instructional staff meetings on Common Core State Standards for staff to share ideas, research and instructional strategies.

5) Scheduling and Learning Time

E2E Specialists will assist district/school leadership in developing and implementing a master schedule that:

- maximizes instructional time accomplishing the school's/district's mission.
- supports staff members as they use time as a resource and provide quality instruction to maximize student learning.
- gives priority to the developmental needs and learning styles of students
- ensures staff assignments, including instructional assistants' assignments are made to meet specific student needs based on analysis of student performance data.
- provides regular common team planning time by content area and/or grade level for the purpose of collaboration on ACSIP goals and objectives.
- makes room assignments to allow opportunities for resource sharing, mentoring, and collaboration among similar grade levels or subject areas.
- ensures students have ample access to Smart Core requirements.

A system of review for the following will be established:

- requests for events outside of the classroom during the instructional day to ensure they reinforce specific learning goals, extend classroom instruction and occur at appropriate curriculum points.
- an evaluation of the impact of team planning and PLCs on student performance to achieve ACSIP goals and objectives.
- a systemic, timely approach for the adjusting of schedules/policies as determined appropriate based on instructional needs and performance.
- teaching assignments/licensure to ensure appropriate teaching/grade level/content specific assignments.

E2E Specialists will provide training for ongoing monitoring of and assistance for the ethical administration of ACTAAP to include a testing schedule complete with assessment accommodations for students with special needs.

6) Student Support

E2E Specialists will support establishment of family friendly schools where parents are active partners in the educational process and where communication among home/school/community is proactive, regular and meaningful (Barth, 1990).

E2E Specialists will collaborate with and support school/district leadership and staff in:

- reviewing past and current community involvement procedures to develop an action plan that includes active, effective recruitment and involvement of parents, community members and minority representatives to serve on school committees in meaningful ways and to remove barriers to student learning.
- developing and implementing a plan including multiple opportunities for families and school staff to interact, such as family nights, technology nights, open house, etc.
- coordinating with community partners in designing programs and creating opportunities to maximize learning for all students, such as service learning projects.
- facilitating discussions including supplemental or remediation providers to identify gaps and overlaps in services and provide additional assistance from outside agencies.
- providing job embedded professional development and support to teachers as they select culturally sensitive instructional resources, to ensure a variety of appropriate, researched-based materials that actively engage students in learning (Joyce & Showers, 2002).
- evaluating all remediation and supplementary programs ensuring they are used effectively to support student achievement and are expanded or modified to meet the needs of participating students.
- creating a tiered intervention system to address the specific needs of students who are experiencing learning problems.
- analyzing the student record system and make recommendations to enhance or correct existing practices in order to ensure that it provides timely information relative to the student's academic and educational development in an organized manner.

E2E Specialists will partner with Forrest City High to:

- ensure successful transition planning for students, with other institutions, to include the local 2 year college and alternative career options. Partnerships with local colleges to provide concurrent credit will be reviewed.

E2E Specialists will work with district staff to ensure collaborative opportunities exist horizontally/vertically across the district and between schools.

In order to meet the learning needs of a diverse student population, school leadership coaching and ongoing support in regularly monitoring classroom instruction to ensure that teachers plan and modify instruction based on student feedback will be provided.

The effective use of technology for instructional purposes, as well as monitoring and the establishment of student centered instruction in the classroom will be evaluated during classroom observations and walkthroughs

*** Recruit, screen, and select external providers, applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);

The Forrest City School District has worked with Elbow2Elbow in the past in all of the schools in the district as a part of a grant from the Foundation for the MidSouth. The district leadership reviewed the achievement gains made by schools having E2E support as compared to the other vendors. Schools with E2E Specialist support made gains in student achievement above those of other vendors. The district leadership also considered the communication processes and the intensity of support provided by each vendor in making their decision.

In reviewing the district/school data the performance expectations with quarterly benchmarks were developed collaboratively between school/district leadership and E2E.

*** Align other resources with the interventions

The district is committed to maintaining the District Instructional Facilitator as well as the present Literacy Coach at Forrest City High and supporting their participation in the School Improvement Grant (SIG) activities and implementation of performance expectations.

The district will maintain the funding sources of activities as reflected in the ACSIP. Additionally, the Superintendent of Schools is committed to continue some form of Differential Pay for Performance at the end of the grant period as funds become available and as the program proves successful in enhancing academic achievement at Forrest City High.

*** 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 Forrest City School District does not need to modify its Board policies at this time. School district leadership has identified several practices that will be modified to ensure full implementation of the interventions as outlined in the SIG application. Practices to modify at Forrest City High include but are not limited to: full implementation of the Classroom Walk-Through protocol, more fully developed Professional Growth and Individual Improvement Plans for leadership and staff, effective lesson planning and delivery of instruction.

*** Sustain the reforms after the funding period ends

Grant funds will be used to transform Forrest City High School and build capacity among its leadership and staff. At the end of the grant period, the principal will have developed the leadership skills necessary to effectively continue improvement efforts. As PLCs are established and fully functioning, the staff will have an increased understand of the power of utilizing data and effective teaching strategies.

Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and creating a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan.

The plan for improvement outlined in the grant provides a platform of support for teacher professional growth, instructional improvements, student support for achievement, and leadership responsibility. The plan will be embedded into the school's Title I school improvement plan.

A Project Manager will carefully monitor SIG implementation and provide written updates to the Superintendent and the Board of Education monthly. Throughout SIG implementation the district School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet at the beginning of each quarter to assess progress and make corrections as needed. 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 a Project Manager will allow for weekly monitoring, ensuring the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Through these supports the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel.

The District Instructional Facilitator and the Forrest City High Literacy Coach will work with E2E Specialists and staff to establish practices that will be sustained after the grant funding ends. The principal will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.

The professional learning, tutoring, and overall student and teacher support will continue beyond the grant.

Since the main thrust of selecting E2E is to build capacity among existing school and district leadership and staff, the Forrest City School District will be able to continue improvement practices once funding ends. By working closely with district/school leadership, best practices and support for school improvement will be sustained as implementation efforts not only continue at Forrest City High but other underperforming schools in the district.

Changing the culture at Forrest City High School to one of high expectations for leadership, staff and students will result in institutionalization of the practices making them become routine and embedded in day to day operations.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools

There are no Tier III schools in the Forrest City School District.

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	April 16, 2012
3. Release LEA applications and guidelines for eligible applicants.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
4. LEA application due for Tier I and Tier II schools.	May 18, 2012
5. Application Review by ADE * Review process is on the following page.	May 21 -25
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year.	June 1, 2012
7. LEA applications for Tier III schools due.	TBA

8. Award funds to LEAs for Tier III schools.	TBA
9. Provide technical assistance for initial grant implementation.	April 2012 – June 2013

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 75 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. Funding limitations prohibit Tier III schools from applying for this grant at this time. If future funding becomes available for Tier III schools they will be prioritized based on funding and application reviews.

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II and Tier III school identified in Part A of the application.

May 2012– June 2012 Pre-implementation

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

May	
June	

2012-2013 School Year

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

2012-2013 School Year	
July	<ul style="list-style-type: none"> * Schedule 9th Grade Academy Training * Mobile Labs, electronic board and iPads ordered * Develop/Revise Teacher and Student Handbook * Contract with Elbow2Elbow for specified job embedded professional development services * Contract with Office of Education Policy for specified technical assistance services * Form District School Improvement Team * Hire Project Manager * Hire Parent Coordinator * Hire Curriculum Specialist * Hire Instructional Assistant for Credit Recovery Classroom * Hire Graduation Coach * Hire Literacy Interventionist Coach (Reading Teacher) * Initial meeting between E2E Educational Consulting, District School Improvement Team, and School Leadership Team to prepare for implementation * Contract with Great Rivers Education Cooperative for Technology Integration Support position * Credit Recovery OdysseyWare site license purchased
August	<ul style="list-style-type: none"> * Initial meeting between Office of Education Policy, District Leadership and School Leadership regarding the Differential Pay for Performance Plan to be developed with staff input – Develop Contract * Initial meeting between Office of Education Policy and Forrest City High Staff to develop the Differential Pay for Performance Plan with staff input in developing teacher year end growth goals * Inventory current classroom libraries. Compile novel lists; books ordered per grade level; Additional books ordered for student use in the media center * Begin 9th Grade Academy full implementation * Inventory current periodical subscriptions for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Forrest City High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting weekly and establish their focus for the year

	<ul style="list-style-type: none"> * Data from state Benchmark and EOC exams analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Forrest City High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions * School Leadership develops and implements an incentive program for student attendance * Discipline committee created and school plan developed * Graduation Coach to begin tracking students at risk - ongoing monthly throughout the year * Conduct two day New Teacher Orientation for teachers new to Forrest City High * Survey teaching staff to determine needs for basic math and literacy supplies to fully implement engaging activities supporting Common Core State Standards * Technology needs assessment conducted * Mobile computer labs prepared, iPads delivered * Training for teachers/students on usage of iPad in mathematics and literacy classrooms * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students * Establish processes and procedures for timely and accurate completion of portfolio assessments for special services students * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers * Student incentive plan developed * Parent phone numbers entered into district parent notification system * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning * Finalize initial Common Core Exemplar texts choices; purchase needed texts * Identify students for Credit Recovery Program
September	<ul style="list-style-type: none"> * Training and support continued for teachers/students on usage of iPad in core classrooms * Continue training on the Differential Pay for Performance Plan with staff * Develop Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs

- * Principal, administrative support staff to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers- ongoing throughout the year
- * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons
- * Schedule six Parental Involvement sessions to be offered throughout the year
- * Continue to repair or replace any necessary digital equipment or internal connections
- * Technology integration support provided to teachers
- * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place
- * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data
- * Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year
- * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects
- * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in Literacy and Mathematics
- * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines
- * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students
- * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students
- * Monitor and support implementation of required modifications of Individual Special Education Students IEP.
- * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting
- * Media Center novels ordered, processed and shelved
- * Books for Classroom Libraries ordered
- * Convene faculty and other stakeholders to begin review and revision of ACSIP
- * Weekly Leadership Team meetings continue
- * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities
- * PLCs meet weekly

	<ul style="list-style-type: none"> * Technical assistance in effective instructional leadership practices provided to building administrator * * Form Common Core Cadre from ELA, math, sci , ss, technical subject teachers and leadership; schedule monthly meetings *Schedule monthly professional development devoted to Common Core implementation
October	<ul style="list-style-type: none"> * 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 and delivery, multiple forms of data analysis, and research-based practices * Classroom library novels purchased, coded and available to students with checkout procedures developed and communicated to students * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed * Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Provide job embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Digital media received and inventoried

	<ul style="list-style-type: none"> * Technology walk-throughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers
November	<p>Weekly Leadership Team meetings continue</p> <ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Develop an ACT Saturday Implementation Plan * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Analyze data for the check out of new novels in Media Center and classroom libraries * Nonfiction print resources ordered for Media Center * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Schedule and implement introduction to Common Core Glossary of Key Terms- full faculty
December	<ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol *Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed

	<ul style="list-style-type: none"> * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Media Center automated check-out system analysis of usage * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers
January	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * ACT Saturday School, 6 Saturdays leading up to the spring administration, begins and is organized for students scoring below 19 on the ACT * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in

	<p>the regular classroom setting</p> <ul style="list-style-type: none"> * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy * Support implementation of Common Core sample Performance tasks across the curriculum
February	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes usage of print resources * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze EOC/Common Core Writing Samples
March	<ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator

	<ul style="list-style-type: none"> * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP. * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers
April	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in

	<p>the regular classroom setting</p> <ul style="list-style-type: none"> * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers *Review of Common Core Released Performance tasks for science, social studies, and technical subjects
<p>May</p>	<p>Weekly Leadership Team meetings continue</p> <ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center to analyze data on usage of periodicals, determine needs, orders placed for next school year * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Finalize initial Common Core Exemplar texts choices; purchase needed texts * Analyze EOC/Common Core Writing Samples *Plan Faculty Retreat

June	<ul style="list-style-type: none">* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Analyze any available data from Benchmarks and EOCs* Office of Education Policy to compute year end growth and bonus amounts* Determine scheduling and staffing needs to transition the beginning phases of implementation into Common Core
July	<ul style="list-style-type: none">* Analyze increased funding needed for implementation of Common Core elements for 2012-2013* Office of Education Policy to compute year end growth and bonus amounts* Determine staffing, scheduling, funding and resource needs for initial phase of Common Core implementation

2013-2014 School Year

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

2013-2014 School Year	
July	Office of Education Policy will calculate Differential Performance Pay and develop Teacher Report Cards for staff at Forrest City High
August	<ul style="list-style-type: none"> * Office of Education Policy will submit Teacher Report cards indicating amounts to be paid to each staff member based on gains in student achievement, ratings on teacher evaluations and teacher attendance for the 2012-2013 school term. * Initial meeting between Office of Education Policy and Forrest City High Staff to develop the Differential Pay for Performance Plan Teacher year end growth goals. * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center. * Inventory current periodical subscriptions for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members. * Schedule weekly Forrest City High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting and establish a instruction focus for the year * Data from state Benchmark and EOC exams analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Forrest City High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions. * School Leadership reviews and revises the incentive program for student attendance * Discipline committee reconvenes to review and amend school plan * Graduation Coach to begin tracking at risk students * Conduct two day New Teacher Orientation for teachers new to Forrest City High * Survey teaching staff to determine needs for basic math and literacy supplies to fully implement engaging activities supporting Common Core State Standards * Technology needs assessment conducted * Digital wiring replaced or repaired * Existing digital equipment is repaired or replaced * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.

	<ul style="list-style-type: none"> * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students. * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students. * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers. * Student incentive plan revised as needed * Parent phone numbers entered into district parent notification system * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning * Revise Common Core Cadre as needed; schedule weekly meetings * Schedule professional development devoted to Common Core implementation * Schedule Common Core modeling of curricular units and/or key instructional pieces in core classrooms
September	<ul style="list-style-type: none"> * Training for and teachers/students on usage of iPad in mathematics and literacy classroom * Continue training on the Differential Pay for Performance Plan with staff * Review Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * Principal, administrative support staff to continue weekly classroom observations to include reflection conferences with teachers * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons * Plan the first of six Parental Involvement/Engagement sessions * Continue to repair or replace any necessary digital equipment or internal connections * Technology integration support provided to teachers * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data * Monitor and support student-centered instruction and development of individualized student plans to promote mastery - ongoing throughout the year

	<ul style="list-style-type: none"> * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in core areas * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines. * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Books for Classroom Libraries ordered * Convene faculty and other stakeholders to begin review and revision of ACSIP * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Determine PD needed to develop Common Core content -area expertise in Language Arts/Math/Social Studies/Science * Schedule department level meetings based on Common Core Unit requirements
October	<p>Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices</p> <ul style="list-style-type: none"> * Inventory current Media Center subscriptions of periodicals * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase * Periodical subscriptions completed, received, available to students/staff * Classroom library novels purchased, coded, and available to students with checkout procedures developed and communicated to students

	<ul style="list-style-type: none"> * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed * Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards <ul style="list-style-type: none"> * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walk-throughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers * Determine Common Core ELA and math units to be piloted
November	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection

	<p>conferences with teachers</p> <ul style="list-style-type: none"> * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Develop an ACT Saturday Implementation Plan * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Analyze for the checkout of new novels in Media Center and classroom libraries * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Schedule technology training as needed to implement Common Core units being piloted
December	<ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. *Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly

	<ul style="list-style-type: none"> * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Overview of Common Core model lessons to facilitate transitioning into science, social studies and technical subjects
January	<p>Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum</p> <ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * ACT Saturday School, 6 Saturdays leading up to the spring administration, begins and is organized for students scoring below 19 on the ACT * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy * Present Common Core Pilot Units in target classes * Develop Common Core Pacing Guide for ELA and math

<p>February</p>	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers
<p>March</p>	<ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for

	<p>special services students</p> <ul style="list-style-type: none"> * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers * Develop Common Core Pacing Guides that mesh science, social studies, and technical subjects into ELA and math
April	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Principals, administrative support to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * District vertical alignment of Common Core Pacing Guides for 2013-2014 *Plan Faculty Retreat
May	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue

	<ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers* Determine materials needed for Common Core implementation; place orders
June	<ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from Benchmarks and EOCs * Office of Education Policy to compute year end growth and bonus amounts
July	

2014-2015 School Year

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

2014-2015 School Year	
July	
August	<ul style="list-style-type: none"> * Office of Education Policy will submit Teacher Report cards indicating amounts to be paid to each staff member based on gains in student achievement, ratings on teacher evaluations and teacher attendance for the 2013-2014 school term * Initial meeting between Office of Education Policy, District Leadership and School Leadership regarding the Differential Pay for Performance Plan to be developed with staff input * Initial meeting between Office of Education Policy and Forrest City High Staff to develop the Differential Pay for Performance Plan with staff input in developing teacher year end growth goals * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center * Inventory current periodical subscription for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Forrest City High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting weekly and establish instructional focus for the year * Data from state Benchmark and EOC exams analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Forrest City High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions * School Leadership develops and implements an incentive program for student attendance * Discipline committee created and school plan developed * Graduation Coach to begin tracking at risk students * Conduct two day New Teacher Orientation for teachers new to Forrest City High Survey teaching staff to determine needs for basic math and literacy supplies to fully implement

	<p>engaging activities supporting Common Core State Standards</p> <ul style="list-style-type: none"> * Technology integration support provided to teachers * Digital wiring replaced or repaired * Existing digital equipment is repaired or replaced * Mobile labs, iPads, ordered * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers * Student incentive plan developed * Parent phone numbers entered into district parent notification system * Parental involvement sessions planned * Convene Common Core Cadre; schedule weekly meetings * Schedule Common Core professional development * Review/revise 2012-2013 Common Core units implemented in ELA and math classes
September	<ul style="list-style-type: none"> * Training for teachers/students on usage of iPad in mathematics and literacy classroom * Continue training on the Differential Pay for Performance Plan with staff * Develop Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * PLCs meet weekly * Principal, administrative support staff to continue weekly classroom observations to include reflection

conferences with teachers

- * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons

- * Continue to repair or replace any necessary digital equipment or internal connections

- * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place.

- * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data

- * Monitor and support student-centered instruction and development of individualized students plan to promote mastery ongoing throughout the year

- * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects

- * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in Literacy and Mathematics

- * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction

- * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines

- * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students

- * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students

- * Monitor and support implementation of required modifications of Individual Special Education Students IEP

- * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting

- * Books for Classroom Libraries ordered

- * Convene faculty and other stakeholders to begin review and revision of ACSIP

- * Weekly Leadership Team meetings continue

- * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.

- * Repeat revised Common Core Pilot units in all ELA and math classes

	<ul style="list-style-type: none"> * Design additional units incorporating all curricular areas
<p style="text-align: center; margin: 0;">October</p>	<ul style="list-style-type: none"> * Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Inventory current Media Center subscriptions of periodicals * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase * Periodical subscriptions completed, received, available to students/staff * Classroom library novels purchased coded and available to students with checkout procedures developed and communicated to students * Media Center to develop and communicate checkout procedures to staff and students * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed * Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers - ongoing throughout the year * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students

	<ul style="list-style-type: none"> * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Digital media received and inventoried * Technology walkthroughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers * Research additional inclusions of technology to enhance Common Core Pilot units
November	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Develop an ACT Saturday Implementation Plan * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Review Media Center automated checkout system with students and staff * Analyze for the checkout of new novels in Media Center and classroom libraries * Nonfiction print resources ordered for Media Center

	<ul style="list-style-type: none"> * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Continue analysis of Common Core pacing guides and student products
December	<ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. *Principal, administrative support staff continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Media Center automated checkout system analysis of usage * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers
January	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP

	<ul style="list-style-type: none"> * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * ACT Saturday School, 6 Saturdays leading up to the spring administration, begins and is organized for students scoring below 19 on the ACT * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy
February	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers

	<ul style="list-style-type: none"> * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes usage of print resources * PLCs meet weekly * Technology walk-through conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze available Common Core testing information
March	<ul style="list-style-type: none"> * Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP

	<ul style="list-style-type: none"> * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers * Participate in Mock Common Core testing; analyze results, create data walls
April	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Principals, administrative support to continue weekly observations to include reflection conferences with teachers * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Design and implement remediation based on Mock Common Core results * Plan Faculty Retreat
May	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue

	<ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Initial Common Core Testing in ELA and math
June	<ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from Benchmarks and EOCs * Office of Education Policy to compute year end growth and bonus amounts * Analyze Common Core Testing results as available; create data walls
July	<ul style="list-style-type: none"> * Office of Education Policy to compute year end growth and bonus amounts * Office of Education Policy to complete year end evaluation of effectiveness of the program

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
4/19/12	Leadership Team	Patty Long	Administrator
		Sandra Mills	Federal Programs Coordinator
		Susan Berry	District Instructional Specialist
		Vikki Timmons Frank Shaw Sarah Bidinger Don Williams Charlene Oswalt	Teacher Teacher Teacher Teacher Teacher
		Sue Jayroe Renee Calhoon	Teacher E2E Consultant
4/24/12	Leadership Team	Patty Long	Administrator
		Renee Calhoon	E2E Consultant
		Vikki Timmons Frank Shaw Charlene Oswalt	Teacher Teacher Teacher
		Dewayne Crowell	Teacher
4/24/12	Faculty Meeting	All staff members	All staff members
4/25/12	Leadership Team	Charles Earle	Principal
		Marsha Cain	Literacy Coach
		Frank Shaw	Teacher
		Sarah Bidinger Sue Jayroe	Teacher Teacher
5/1/12	District and School Leadership Team	Dr. Jerry Woods	Superintendent
		Joye Hughes	2012-2013

			Superintendent
		Sandra Mills	Federal Programs Coordinator
		Charles Earle	Forrest City High School Principal
		Reginald Murphy	Forrest City Jr. High Principal
		Marsha Cain Sue Jayroe Charlene Oswalt Lucille Polk Renee Calhoon Frank Shaw	Literacy Coach Teacher Teacher Teacher E2E Consultant Teacher
5/3/12	Leadership Team	Renee Calhoon	E2E Specialist
		Marsha Cain	Literacy Coach
		Frank Shaw	Teacher
		Sara Bidinger	Teacher

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 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 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: and
- Implement intervention activities for each Tier III school it commits to serve.

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 it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years.

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: Forrest City School District/Forrest City High School

Tier 1

Total 3-Year Budget \$ \$5,784,205

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 at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.

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

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

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

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

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

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

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

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

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input checked="" type="checkbox"/> Recruit, place and retain staff		3,600	3,600	3,600
<input type="checkbox"/> Select new staff				

<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input type="checkbox"/> Create partnerships to support transformation model				
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development		523,800	480,600	454,930
<input type="checkbox"/> Implementing data collection and analysis structures				
<input type="checkbox"/> Increase learning team (extended day, week, and/or year)				
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)		4,800	4,800	4,800
Parental Involvement activities and sessions for parents				
Student incentives for academics, attendance, behavior and (tshirts, calculators, supplies, books) yearly		29,483	26,784	32,900
Extended Day After School Program 3 core teachers x 4 days a week for 2 hours a day = 24 hours \$50.00 an hour (+.24 fringe benefits \$12) = \$62.00 per hour X 2 hours = \$124 a day \$124 a day x 4 days a week x 33 weeks = \$16,368 per person x 3 people = \$49,104		49,104	49,104	49,104
Year 1 \$49,104				
Year 2 \$49,104				
Year 3 \$49,104				

ACT Saturday Academy -E2E/ACT Instructors- 6 weeks Yearly - \$10,800 yearly		10,800	10,800	10,800
ACT prep materials -Instructivision -(bundle for \$80 x 200 students= 16,000 + 1,600 tax + 600 shipping) Yearly - \$18,600		18,200	18,200	18,200
ACT student workbooks (\$10 x 200 students = 2,000 + 200 tax + 300 shipping Yearly – \$2,500		2,500	2,500	2,500
Odysseyware software –Credit Recovery Program		18,260	18,260	18,260
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
X Contract amount with Office of Education Policy for technical assistance to include development of Teacher Report Cards and calculation of mid year and end of year data. Differential Performance Pay Component - \$22,000		22,000	22,000	22,000
Differential Performance Pay Component (Award amount maximum of \$3,500 x 76 certified staff and \$1,000 x 33 classified staff) - \$299,000 available for Maximum Payout. Amount not awarded will be reallocated for additional needed activities based on approval from ADE. The maximum amount available for the award will be \$299,000 if all targets are met. Yearly.		299,000	299,000	299,000
X 9th Grade Academy training and materials Year 1 - AVID Membership Fee \$3,500; summer institute \$6,600; AVID libraries \$5,800; AVID District Professional Service Fee year 1 \$11,000		26,900		

<p>Total: \$26,900</p> <p>Year 2 - AVID membership fee \$3,700; AVID Summer Institute \$3,900; AVID District Professional Service fee \$7,000 Total: \$14,600</p> <p>Year 3 - AVID membership fee \$3,900; AVID Summer Institute \$4,100 Total: \$8,000</p> <p>9th Grade Academy Eight Habits of the Heart Books by Clifton Taulbert - 265 students x \$25.00 each = \$6,625 + \$110 shipping) Year 1 Total: \$6,735</p> <p>Motivational Speaker, Clifton Taulbert - New Year Kick Off speaker Fee and travel (two sessions - August, 2012 and January, 2013) Total: \$13,000</p> <p>Academic Motivational Enhancements (such as College Banners and Motivational Posters for two buildings) Year 1 \$5,000; Year 2 \$5,000; Year 3 \$5,000</p> <p>9th Grade Academy Director to support implementation and oversee Academy operations (half of salary) Year 1 \$25,670 + \$616 benefits = \$26,286 ; Year 2 \$25,970 + \$623 benefits=\$26,593; Year 3 \$26,270 + \$630 benefits =\$26,900</p>			<p>14,600</p> <p>8,000</p> <p>6,735</p> <p>13,000</p> <p>5,000</p> <p>26,286</p> <p>26,593</p> <p>26,900</p>	<p>8,000</p> <p>5,000</p> <p>26,900</p>
<p>X Children's Defense Fund Freedom School 5 week Summer Program - 50 incoming 9th grade students . Instructors for the program are provided through enrollment and participation in the program by the Children's Defense Fund organization. Year 2-3 (Year 2 - \$61,000;</p>			<p>61,000</p>	<p>63,000</p>

<p>Year 3 - \$63,000)</p> <p>Freedom School - Field Experiences - 4 local trips 50 students \$1,500;</p> <p>1 three day culminating trip to Martin Luther King Center in Atlanta, GA; 50 students & 5 sponsors (5 sponsors X 200 stipend each x 3 days = \$3,000; \$4,000 charter bus, \$9,250 lodging, \$4,500 meals = \$20,750 yr 2 and \$20,750 yr 3</p> <p>Service Learning projects for 50 days x \$25 stipend for one person, for two hours of sponsorship= \$2,500; project supplies and materials \$10,000 year 1 and 20,000 year 2 and 3 ; transportation cost of \$120 x 20 days = \$2,400; Total: \$14,900 year 1 (supplies and materials 10,000) Total: 24,900 Year 2 and 3 (Supplies and materials 20,000)</p> <p>- College Field trips (Transportation for 4 trips \$1,200; \$10 for meals x 70 students per trip = \$700) Total: \$1,900 yearly</p> <p>- Field Experiences - Saturdays/After School 4 trips 75 students - \$120 per trip for bus and driver fee x 4 trips = \$480, meals for 75 students & 2 sponsors = \$770 x 4 trips = \$3,080, Admission Fees - \$3,750 to allow for cultural opportunities throughout the school year to increase student learning, attendance and behavior by adding relevant and authentic experiences in the core areas (ie. trips to the Orpheum Theater, Playhouse on the Square in Memphis, TN to connect the literature our students are reading to real live performance, Clinton Presidential Library, etc) Total: \$7,310 yearly</p>			<p>1,500</p> <p>20,750</p> <p>14,900</p> <p>1,900</p> <p>7,310</p>	<p>1,500</p> <p>20,750</p> <p>24,900</p> <p>1,900</p> <p>7,310</p>
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LEA-activities designed to support implementation of the transformation model				
Technology:				
iPads for Core and elective classrooms - 150 iPads and 5 secure storage/charging carts Total: Year 1 \$86,146; Year 2 \$86,146; Year 3 \$37,200 (Year replacement costs only)		86,146	86,146	37,200
iPad Protection Cases 150 iPads X 80.00 each = 12,000 year 1; replacement costs year 3 Total: Year 1 \$12,000; Year 2 \$12,000; Year 3 \$1,200		12,000	12,000	1,200
3 mobile labs (90 computers \$1,000 each and 3 storage carts \$2,000 each) year 1; Replacement costs for computers only year 2 and year 3 Total: Year 1 \$96,000; Year 2 \$11,000; Year 3 \$22,000		96,000	11,000	22,000
2 mobile labs (60 computers \$1,000 each and 2 storage carts \$2,000; Year 3				64,000
Media Center				
Update library titles necessary for implementation of Common Core (library titles \$55,000 yr 1; \$61,980 year 2);		55,000	61,980	
Classroom library book sets and individual titles for 5 core classrooms \$27,801 year 1; replacement costs year 2 of \$5,000; \$37,508 year 3;		27,801	5,000	37,508
Portable electronic board/projector and computer for Library \$5,000 (computer \$1,000 + electronic board/projector unit \$4,000) Year 1		5,000		

Encyclopedia Britannica online Yearly \$553	553	553	553
Professional Library for teachers/administrators 50 books x \$50 per book = \$2,500; Professional books for PLC book study sessions 50 books X \$50 = \$2,500 Year 1 Total \$5,000 Year 2 Total Book study selections \$4,000 each year Year 3 Total Book study selections \$4,000	5,000	4,000	4,000
Periodicals for library \$ 2,000 Yearly	2,000	2,000	2,000
Stipend for Librarian to keep the library open after school two days a week for one hour \$50.00 x 72 days = \$3,600	3,600	3,600	3,600
Core Content area Teacher Materials and Supplies Year 1- 908 students x \$10 x 4 core areas =\$36,320 Year 2 908 students x \$5 per student x 4 core areas \$18,160 Year 3 908 students x \$10 x 4 core areas =\$36,320	36,320	18,160	36,320
Summer Faculty Retreat Year 2 - 45 staff members lodging, meals and supplies \$500 per person= \$22,500		22,500	22,500
Mileage for participants to attend summer retreat . 42 per mile x 124 miles x 13 cars participants = \$677		677	677
Intervention Coach -Reading Teacher –	58,208	59,688	60,425

<p>Year 1 \$ 46,942 salary + \$11,266 benefits = \$58,208; Year 2 \$48,136 salary + \$11,552 benefits = \$59,688; Year 3 \$48,730 salary + \$11,695 benefits = \$60,425</p>				
<p>Graduation Coach Year 1 \$ 46,942 salary + \$11,266 benefits = \$58,208; Year 2 \$48,136 salary + \$11,552 benefits = \$59,688; Year 3 \$48,730 salary + \$11,695 benefits = \$60,425</p>		58,208	59,688	60,425
<p>Curriculum Specialist - Year 1 \$ 46,942 salary + \$11,266 benefits = \$58,208; Year 2 \$48,136 salary + \$11,552 benefits = \$59,688; Year 3 \$48,730 salary + \$11,695 benefits = \$60,425</p>		58,208	59,688	60,425
<p>Project Manager – (certified, half time person proposed in both FCSD SIG grants) Year 1 \$23,471 salary x \$5,633 benefits = \$29,104 Year 2 \$24,068 salary x \$5,776 benefits = \$29,844 Year 3 \$24,365 salary x \$5,847 benefits = \$30,212</p>		29,104	29,844	30,212
<p>Parent Coordinator (certified, half time person proposed in both FCSD SIG grants) Year 1 \$23,471 salary x \$5,633 benefits = \$29,104 Year 2 \$24,068 salary x \$5,776 benefits = \$29,844 Year 3 \$24,365 salary x \$5,847 benefits = \$30,212</p>		29,104	29,844	30,212

<p>Technology Integration and Support (certified, half time person proposed in both FCSD SIG grants)</p> <p>Year 1 \$23,471 salary x \$5,633 benefits = \$29,104</p> <p>Year 2 \$24,068 salary x \$5,776 benefits = \$29,844</p> <p>Year 3 \$24,365 salary x \$5,847 benefits = \$30,212</p> <p>Credit Recovery Highly Qualified Paraprofessional</p> <p>Year 1 \$17,980 salary + \$4,315 benefits = \$22,295</p> <p>Year 2 \$18,120 salary + \$4,348 benefits = \$22,468</p> <p>Year 2 \$18,260 salary + \$4,382 benefits = \$22,642</p> <p>Note: All increments are based on the Forrest City School District salary schedule</p>		29,104	29,844	30,212
		22,295	22,468	22,642
Total		1,697,229	1,617,881	1,601,465

Tier III:

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

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

Recruit, place and retain staff:

2 Day New Teacher Orientation - 8 people x \$200 Stipend each day x 2 days = \$3,200
\$400 for supplies; Conducted yearly in August
Total \$3,600

High-quality, job embedded professional development:

Elbow2Elbow Educational Consulting to provide 288 of school based job-embedded professional development each year.
291 days x \$1,800 a day = \$523,800 year 1; 267 days \$480,600 year 2; 253 days \$454,930 year 3

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

\$4,800 - Parental Involvement/engagement activities; yearly
\$29,483 - Student Incentives for academics, attendance, and behavior (tshirts, calculators, supplies, books) year 1;
\$26,784 year 2; \$32,900 year 3

Extended Day After School Program

3 core teachers x 4 days a week for 2 hours a day = 24 hours

\$50.00 an hour (+.24 fringe benefits \$12) = \$62.00 per hour X 2 hours = \$124 a day

\$124 a day x 4 days a week x 33 weeks = \$16,368 per person x 3 people = \$49,104

Year 1 \$49,104

Year 2 \$49,104

Year 3 \$49,104

Permissible Activities:

. ACT Saturday Academy -E2E/ACT Instructors- 6 weeks

Yearly - \$10,800 yearly

ACT prep materials -Instructivision -(bundle for \$80 x 200 students= 16,000 + 1,600 tax + 400 shipping)

Yearly - \$18,200

ACT student workbooks (\$10 x 200 students = 2,000 + 200 tax + 300 shipping)

Yearly – \$2,500

Odysseware software –Credit Recovery Program

Yearly - \$18,260

Contract amount with Office of Education Policy for technical assistance to include development of Teacher Report Cards and calculation of mid year and end of year data. Differential Performance Pay Component - \$22,000

Differential Performance Pay Component (Award amount maximum of \$3,500 x 76 certified staff and \$1,000 x 33 classified staff) = \$299,000 available for Maximum Payout. Amount not awarded will be reallocated for additional needed activities based on approval from ADE. The maximum amount available for the award will be \$299,000 if all targets are met. Yearly

9th Grade Academy training and materials

Year 1 - AVID Membership Fee \$3,500; summer institute \$6,600; AVID libraries \$5,800; AVID District Professional Service Fee year 1 \$11,000
Total: \$26,900

Year 2 - AVID membership fee \$3,700; AVID Summer Institute \$3,900; AVID District Professional Service fee \$7,000
Total: \$14,600

Year 3 - AVID membership fee \$3,900; AVID Summer Institute \$4,100
Total: \$8,000

9th Grade Academy Eight Habits of the Heart Books by Clifton Taulbert - 265 students x \$25.00 each = \$6,625 + \$110 shipping)
Total: \$6,735

Motivational Speaker, such as Clifton Taulbert - New Year Kick Off speaker
Fee and travel (two sessions - August, 2012 and January, 2013)
Total: \$13,000

Academic Motivational Enhancements (such as College Banners and Motivational Posters for two buildings)
Year 1 \$5,000; Year 2 \$5,000; Year 3 \$5,000

9th Grade Academy Director to support implementation and oversee Academy operations (half of salary)
Year 1 \$25,670 + \$616 benefits = \$26,286 ; Year 2 \$25,970 + \$623 benefits=\$26,593; Year 3 \$26,270 + \$630 benefits =\$26,900

Children's Defense Fund Freedom School 5 week Summer Program - 50 incoming 9th grade students . Instructors for the program are provided through enrollment and participation in the program by the Children's Defense Fund organization. Year 2-3 (Year 2 - \$61,000; Year 3 - \$63,000)

Freedom School - Field Experiences - 4 local trips 50 students = \$1,500 year 2 and year 3

1 three day culminating trip to Martin Luther King Center in Atlanta, GA; 50 students & 5 sponsors (5 sponsors X 200 stipend each x 3 days = \$3,000; \$4,000 charter bus, \$9,250 lodging, \$4,500 meals = \$20,750 yr 2 and \$20,750 yr 3

Service Learning projects for 50 days x \$25 stipend for one person, for two hours of sponsorship= \$2,500; project supplies and materials \$10,000; transportation cost of \$120 x 20 days = \$2,400;

Total: \$14,900 year 1;

Total: Year 2 and Year 3 \$24,900 Service Learning projects for 50 days x \$25 stipend for one person, for two hours of sponsorship= \$2,500; project supplies and materials \$20,000; transportation cost of \$120 x 20 days = \$2,400;

- College Field trips (Transportation for 4 trips \$1,200; \$10 for meals x 70 students per trip = \$700)

Total: \$1,900 yearly

- Field Experiences - Saturdays/After School 4 trips 75 students - \$120 per trip for bus and driver fee x 4 trips = \$480, meals for 75 students & 2 sponsors = \$770 x 4 trips = \$3,080, Admission Fees - \$3,750 to allow for cultural opportunities throughout the school year to increase student learning, attendance and behavior by adding relevant and authentic experiences in the core areas (ie. trips to the Orpheum Theater, Playhouse on the Square in Memphis, TN to connect the literature our students are reading to real live performance, Clinton Presidential Library, etc)

Total: \$7,310 yearly

Technology:

iPads for Core and elective classrooms - 150 iPads and 5 secure storage/charging carts

Total: Year 1 \$86,146; Year 2 \$86,146; Year 3 \$37,200

(Year replacement costs only)

iPad Protection Cases 150 iPads X 80.00 each = 12,000 year 1; replacement costs year 3

Total: Year 1 \$12,000; Year 2 \$12,000; Year 3 \$1,200

3 mobile labs (90 computers \$1,000 each and 3 storage carts \$2,000 each) year 1; Replacement costs for computers only year 2 and year 3

Total: Year 1 \$96,000; Year 2 \$11,000; Year 3 \$22,000

2 mobile labs (60 computers \$1,000 each and 2 storage carts \$2,000; Year 3

Media Center

Update library titles necessary for implementation of Common Core
(library titles \$55,000 yr 1; \$61,980 year 2);

Classroom library book sets and individual titles for 5 core classrooms \$27,801 year 1; replacement costs year 2 of \$5,000; \$37,508 year 3;

Portable electronic board/projector and computer for Library \$5,000 Year 1
(computer \$1,000 + electronic board/projector unit \$4,000)

Encyclopedia Britannica online Yearly \$553

Professional Library for teachers/administrators 50 books x \$50 per book = \$2,500; Professional books for PLC book study sessions 50 books X \$50 = \$2,500

Year 1 Total \$5,000

Year 2 Total Book study selections \$4,000

Year 3 Total Book study selections \$4,000

Periodicals for library \$ 2,000 Yearly

Stipend for Librarian to keep the library open after school two days a week for one hour
\$50.00 x 72 days = \$3,600

Materials and Supplies for Core Content area Teacher for implementation of Common Core State Standards and high yield strategies

Year 1- 908 students x \$10 x 4 core areas =\$36,320

Year 2 908 students x \$5 per student x 4 core areas \$18,160

Year 3 908 students x \$10 per student x 4 core areas \$36,320

Summer Faculty Retreat

Year 2 - \$22,500 for 45 staff members lodging, meals and supplies \$500 per person

Mileage for participants to attend . 42 per mile x 124 miles x 13 cars participants = \$677

Intervention Coach -Reading Teacher

Year 1 \$ 46,942 salary + \$11,266 benefits = \$58,208;

Year 2 \$48,136 salary + \$11,552 benefits = \$59,688;

Year 3 \$48,730 salary + \$11,695 benefits = \$60,425

Graduation Coach

Year 1 \$ 46,942 salary + \$11,266 benefits = \$58,208;

Year 2 \$48,136 salary + \$11,552 benefits = \$59,688;

Year 3 \$48,730 salary + \$11,695 benefits = \$60,425

Curriculum Specialist

Year 1 \$ 46,942 salary + \$11,266 benefits = \$58,208;

Year 2 \$48,136 salary + \$11,552 benefits = \$59,688;

Year 3 \$48,730 salary + \$11,695 benefits = \$60,425

Project Manager – (certified, half time person proposed in both FCSD SIG grants)

Year 1 \$23,471 salary x \$5,633 benefits = \$29,104

Year 2 \$24,068 salary x \$5,776 benefits = \$29,844

Year 3 \$24,365 salary x \$5,847 benefits = \$30,212

Parent Coordinator (certified, half time person proposed in both FCSD SIG grants)

Year 1 \$23,471 salary x \$5,633 benefits = \$29,104

Year 2 \$24,068 salary x \$5,776 benefits = \$29,844

Year 3 \$24,365 salary x \$5,847 benefits = \$30,212

Technology Integration and Support (certified, half time person proposed in both FCSD SIG grants)

Year 1 \$23,471 salary x \$5,633 benefits = \$29,104

Year 2 \$24,068 salary x \$5,776 benefits = \$29,844

Year 3 \$24,365 salary x \$5,847 benefits = \$30,212

Credit Recovery Highly Qualified Paraprofessional

Year 1 \$17,980 salary + \$4,315 benefits = \$22,295

Year 2 \$18,120 salary + \$4,348 benefits = \$22,468

Year 2 \$18,260 salary + \$4,382 benefits = \$22,642

D. ASSURANCES

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

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

1. Use its School Improvement Grant to implement fully and effectively an intervention in a Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of section III of the final requirements in order to monitor each Tier I and Tier II school that receives with school improvement funds, and establish goals (approved by the SEA) that are accountable to its Tier III schools that receive school improvement funds;
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 of section III of the final requirements in order to monitor each Tier I and Tier II school that receives with school improvement funds, and establish goals (approved by the SEA) that are accountable to its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II 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 of section III of the final requirements and
4. Report to the SEA the school-level data required under section III of the final requirements of the final requirements.

Applicants receiving funding under the School Improvement Grant program must report to the SEA 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 mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., 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 instrument, 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 funds and reported in contrast to results for each other school within the LEA.

Joye Hughes
Superintendent's Signature

May 17, 2012
Date

ORIGINAL COPY MAILED
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.

To allow the State to extend the period of availability of FY 2010 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2015.

The State is requesting to permit LEA's to allow their Tier I and Tier II, Title I participating schools, that will fully implement a turnaround or restart model beginning in the 2012-2013 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

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: Forrest City High School

LEA #: 6201-011

SECTION A, Part 1 General Information
 x LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served
 x Selection of Identified Schools

 x Identification of Intervention Models

SECTION B, PART 1 Needs Assessment
 x Develop a Profile of the School's Context

 _____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities
 x Selecting the Intervention Model and Partners for a Low-Achieving
 School

 x Develop Profiles of Available Partners

 x Determine Best-Fit Model and Partners

 x Define Roles and Develop Contracts

 x Forge Working Relationships

 x Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 x Annual Goals

SECTION B, PART 4
 x Proposed Activities

SECTION B, PART 5
 x Timeline

SECTION B, PART 6

- x LEA Consultation

SECTION C

- x Budget

SECTION D

- x Assurances

SECTION E

- x Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

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

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

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

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

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