



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: Hughes	
Mailing Address (Street, P.O. Box, City/Zip) PO Box 9 Hughes, AR 72348	Starting Date 7/1/12
Name, title and phone number of authorized contact person: Julie Coveny	Ending Date 7/31/15
Amount of funds requested: \$1,788,850.00	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 May 8,2012.

Signature:
Superintendent of Schools AND
Signature:
School Board President

Date: May 18, 2012

Date: May 18, 2012

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
Hughes High School	00520	7-12	X <input type="checkbox"/>	<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"/>	<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 serving 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: Hughes High School

LEA #: 62-02-024

Context

1. Grade levels (e.g., 9-12): 7-12
2. Total Enrollment: 194
3. % Free/Reduced Lunch: 100%
4. % Special Education Students: 14%
5. % English Language Learners: 0%
6. Home Languages of English Language Learners (list up to 3 most frequent)

- 1.N/A
- 2.
- 3.

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

Hughes High School is located in a rural, poor, isolated area of St. Francis County in Arkansas. There is not a local newspaper, radio or television station. In the town of Hughes, there is not a place where a student can purchase a book. There is no public library, boys or girls club, movie theater or public area where students can gather other than activities going on in the school. It is considered isolated because a farming area surrounds the small community of Hughes. The closest "main" town is thirty minutes away. The Hughes School District is the largest employer in the district and community. The town of Hughes fits the definition of "being in the Delta." Hughes High School plays a vital role in the community. For the 2010-2011 school year, Hughes High School was in "Year 7" of School Improvement and was considered "state directed." All of these factors play a role in the high school being designated as a Tier I school.

According to the latest school report card put out by the Arkansas Department of Education, you will see that 100% of the students in Hughes High School eat a free/reduced lunch. This is compared to 60% of students who eat a free/reduced lunch

across the state of Arkansas. According to this same report card, Hughes High School only had a graduation rate of 78.6% in May of 2011.

Working with a "Delta" school requires administrators and teachers to take many factors into consideration. The main consideration is to realize that our students do not have the life experiences that others across the state may have. Our students only know of the area that surrounds this small farming community. For most of our students a day away from Hughes may be visiting a Wal-Mart in a surrounding town thirty minutes away. Our students are not exposed to visiting art museums, shopping malls, movie theaters, restaurants or parks. Our teachers have to be aware that the background of our students is limited. This must be taken into account when presenting a new lesson. Our teachers must relate concepts to community events to produce background knowledge—a challenging task due to the limited number of events that occur. We have to bring the world to Hughes every way we can through the limited technology resources that are currently available in the district.

Another factor to take into consideration in our "Delta" school is that some of our students have to play the role of the adult in the household once they are away from school. Some of our high school students may fit the role of student during the day; but they may have to switch roles and be the adult taking care of younger siblings once they end their school day. For some, this transition of being in charge at home and having to follow the rules at school is difficult for them to deal with. Once again, our teachers' knowledge of our students plays a vital part of our student achievement. It is crucial that our teachers understand that homework may not be complete due to factors such as this. So classroom instructional time is vital to our students and teachers. This places a high priority on the need to address student and teacher attendance.

Based on the 2000 Census data, an alarming 36% of the community has less than a high school diploma. 6% of the community has an Associate's degree, 6% has a Bachelor's degree and 4% has a Graduate or professional degree. This data reflects the desperate need to step up our efforts to ensure our students graduate from high school. According to the same Census data, 41% of people were living in poverty. Seventy-one percent of related children under 18 were below the poverty level. Thirty-one percent of all families and 70% of families with a female as head of the household and no husband present had incomes below the poverty level.

Our Tier I school serves 194 students. At this time we have two math classes that have a mobile Ipad2 lab for student use that was purchased with ARRA funds. With Common Core State Standards quickly approaching it is imperative that we put technology in the hands of every student every day. Technology and the use of technology must increase within our classrooms via daily lessons. Approximately 65% of our classrooms are fully equipped to take on intergrating technology in our daily lessons. At the current time only two our our teachers use technology as a teaching tool. There is a major need to equip our classrooms and students with the technology that is needed in order to be successful and college or career ready. Professional development with teachers will need to be intensive.

Working in the Tier I school provides some unique, daily challenges to the entire faculty and staff. Being on a K-12 campus, the Tier I school has to share the principal, Dean of Students, counselor and other staff members. Therefore, it is imperative that this Tier I school builds capacity among our teachers in order to help carry out some of the day to day activities that go on in the school. Emerging teacher leaders are stepping forth to help out with this process. Out of this emerging group of teacher leaders we must equip them with the knowledge of data driven decision making and building school culture in order to build capacity at the school level and to be able to sustain best practices and procedures in the years to come.

This preponderance of evidence supports the need for Hughes High School to succeed in educating our students.

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
Mildred Jackson Elementary	K-6			

Mildred Jackson Elementary School serves as the Tier I's feeder school. It, itself, is a Tier III school. Both schools share a campus. A priority of district leaders is to be consistent in our rituals and routines across our K-12 campus. Mildred Jackson Elementary is in Year 8 School Improvement for literacy and has a designation of "MS" for math.

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
Jimmy Wilkins	District Administration P-12 Secondary Principal 5-12 Mathematics 7-12 School Psychological Specialist P-12 Guidance Elementary K-9 Guidance Secondary 5-12	1 ½	6	6 ½
Clennon Saulsberry, Jr.	Principal –P-12	0	0	0
Karen Sullards, School Improvement Director	Elementary Principal K-9 Early Childhood Education P-4 Elementary K-6	2	2	3
Julie Coveny, Federal Programs Coordinator	Elementary 1-6 Reading K-12	6	17	21

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

The superintendent is formally evaluated on an annual basis by the Hughes School Board. According to school board policy each member of the administrative staff is evaluated annually by his/her immediate superior. Superintendent evaluations are used to determine contract extensions.

The K-12 principal will be formally evaluated by the superintendent of the district by using an evaluation tool that is currently in place by the district and follows district policy. Informal observations of the principal take place on an ongoing basis by the superintendent and the School Improvement Director, Karen Sullards, that was appointed to the district by the Arkansas Department of Education. Karen Sullards is also here to lend support to both the superintendent and principal on an ongoing basis. Her role in the district is key to promoting an academic environment. The new K-12 principal will be paired with a veteran principal in order to lend that extra layer of support during his first year in the Tier I school.

Informal observations may be discussing with the principal how he handled a specific problem within the school or discussing a specific situation that has been brought to the attention of the principal's superiors. Successful evaluations, both formal and informal, lead to the principal being renewed on a yearly basis.

An expectation of the superintendent will be for the new principal to attend the weekly Leadership Team Meetings. It is during these meetings where the principal will become more aware of the student data and the practices that need to be put in place in order to reach our goal of making AYP.

Both the superintendent and the K-12 principal will attend professional development activities that will be held by The Arkansas Leadership Academy several times throughout the school year. These intensive training sessions lead to how to be a successful leader in a school, promote a culture of learning and how to promote student success. The Arkansas Leadership Academy provides the district a level of support that is available in order for the district leaders to focus in on the student data, implement successful student programs and learn how to be the instructional leaders.

The principal will also attend The Principal's Institute provided by The Arkansas Leadership Academy. As part of his participation, he is evaluated on his practices and procedures by The Leadership Academy that he implements at the school level. The principal must complete and submit a portfolio on activities that support student learning. Being accepted in The Principal's Institute assures the district the principal is receiving instruction and performing as the instructional leader at the school in order to achieve student success and to build capacity at the building level.

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

The teachers are currently evaluated both formally and informally.

According to district policy each teacher employed is evaluated in writing annually. The formal evaluations are done on a checklist of criteria that is in place by the district. These teacher evaluations are currently done by the principal.

After the principal conducts his formal and informal observations, a Professional Growth Plan may need to be put in place for staff members. The principal will create the Professional Growth Plan for a teacher and go over it with said teacher in detail. Suggestions for improvement such as professional development, observations of other teachers, collaboration with other staff members and the need to plan lessons in deeper detail may be required on the Professional Growth Plan. Timelines for completion are also included on the plan. Failure to complete the Professional Growth Plan may lead to dismissal.

The Leadership Team realizes that evaluation of classroom instruction on a day to day basis is impossible for one K-12 principal to oversee. The teachers are also informally observed by The Leadership Team that is in place for the district. The Leadership Team consists of the superintendent, principal, State Improvement Director, federal programs coordinator and design coach and two classroom teachers. When possible the field service specialist from NCS Pearson, Inc. is included in Leadership Team meetings. As another set of eyes to support the principal in classroom instruction, the Leadership Team has been trained in Classroom Walk Through training. As a result of this training, the high school faculty is divided up weekly by Leadership team members in order to conduct a CWT to help the principal keep a grasp on classroom instruction. All results are then given to the principal so he can see areas in need of improvement or professional development. The principal also uses these CWT results to determine if a formal or informal observation needs to be conducted in certain classrooms.

Reflective questions are presented to each staff member immediately after the CWT in order to have each teacher become mindful of best teaching practices. This reflection question is meant to have each teacher think back and see how classroom instruction could have been enhanced by the observer's observations. As a result of the use of reflective questioning, the Leadership Team has seen dramatic improvements in classroom instruction that have led to improved time on task, higher level of instruction according to Blooms, teaching to the objective and a higher levels of questioning techniques.

The Leadership Team will also follow the protocol of the NCS Pearson, Inc. School Design Model as they perform "focus walks" looking for certain aspects of a lesson or other areas that need to be addressed to the faculty. Once this information is gathered, The Leadership Team assesses the results and shares these results with the faculty. This information is used to inform The Leadership Team on areas that may need to be

addressed with the entire faculty. The “focus walks” are done according to the suggestion of the field service specialist.

According to the NCS Pearson, Inc. Design Model, the principal is expected to be a presence in the classroom at least two hours of the instructional day in order to serve as the instructional leader of the school. This is currently written in our 2011-2012 ACSIP. These two hours are protected time in which the principal can focus on being the instructional leader of the school. During these two hours the principal will focus on the day to day instructional practices going on in the classrooms.

Support for teachers found to be consistently lacking in all observations by principal or the Leadership Team may be given to them in different ways. Our Design Coach is available to help with the planning of lessons. Professional development is always a priority when looking at the needs of the staff. The Arkansas Leadership Academy has been an invaluable tool to help with this aspect of student achievement.

The Hughes School District will participate in and welcomes any statewide teacher evaluation system that will be put in place. Currently the Leadership Team is studying the work of Charlotte Danielson in order to gain knowledge of the new evaluation system. During the 2012-2013 school year, every teacher will receive a copy of *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson to be studied during the PLC meetings for the year. These books will be purchased by other federal funds. A book study will be done by the entire faculty on her work in order to prepare us on future expectations.

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

School improvement efforts have been in place within the last five years due to the fact that the Tier I school is in year 7 of school improvement. Listed below are some of the efforts of the past five years.

During the 2008-2009 school year the decision was made by the Hughes School Board to do a Reduction in Force to go from two principals, one K-6 and one 7-12, to one K-12 principal based on our declining enrollment. These two principals were employed in the principal's role or assistant principal's role while the schools were going deeper in school improvement.

During the spring of 2009, The Leadership Team interviewed several candidates for the K-12 position. A selection was made to hire a candidate with a strong background in a leadership position and someone who would serve as a good role model to our students. This person remained on staff until he was hired by the Arkansas Department of Education in October of 2011.

Hughes High School has been implementing the NCS Pearson, Inc. School Design Model for the past six years. As with any new strategy, it has taken the school and faculty several years to implement this program to its fullest extent over the past several years. The high school is committed to the relationship with the NCS Pearson, Inc. School Design Model now know as NCS Pearson, Inc. due to the fact that Hughes High School met Safe Harbor during the 2010-2011.

The Tier I school also notes that high staff turnover due to teacher retirements, Teach for America teachers fulfilling their obligations and leaving, and declining enrollment eliminating positions has limited our year to year follow through.

Below you will find the data from the Tier I school, Hughes High School, that show a definite need to continue our relationship with the NCS Pearson, Inc. School Design Model.

Hughes School District Benchmark Scores

Literacy--Percent Proficient/Advanced

Grade	2007	2008	Change	2009	Change	2010	Change	2011	Change
7th	20%	26%	+6	44%	+18	52%	+8	44%	-8
8th	33%	42%	+9	29%	-13	44%	+15	42%	-2

Math--Percent Proficient/Advanced

Grade	2007	2008	Change	2009	Change	2010	Change	2011	Change
7th	30%	18%	-12	29%	+11	21%	-8	44%	+23
8th	14%	17%	+3	14%	-3	29%	+15	23%	-6

EOC Literacy--Percent Proficient/Advanced

2007	2008	Change	2009	Change	2010	Change	2011	Change
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25%	9%	-14	13%	+4	31%	+18	36%	+5
EOC Algebra--Percent Proficient/Advanced								
2007	2008	Change	2009	Change	2010	Change	2011	Change
61%	18%	-43	9%	-9	40%	+31	70%	+30
EOC Geometry--Percent Proficient/Advanced								
2007	2008	Change	2009	Change	2010	Change	2011	Change
23%	41%	+18	10%	-31	24%	+14	57%	+33

Definite gains were made in 7th, 8th and EOC Literacy from the 2009 administration of assessments to the 2010 administration of assessments. This trend of improvement is also noticed from the 2010 administration of assessments to the 2011 assessments. This was due in part to the strong support from our K-12 principal, the work of the Leadership Team, the knowledge received from The Arkansas Leadership Academy and the field service specialist from NCS Pearson, Inc. Contract stipulations for the life of this grant will include the current field service specialist. Module tests from The Learning Institute were analyzed to identify areas in the curriculum that needed to be addressed with the help of the design coach, teacher leaders/mentors and field service specialist from NCS Pearson, Inc..

Impressive gains were also seen in EOC Algebra and EOC Geometry from the 2009 to the 2010 administration of assessments and continuing on to the 2011 assessments. The same process of analyzing module tests from The Learning Institute was also done in math in the Tier I school with the help of the design coach, math field service specialist and field service specialist as well. Further analysis of the End of Course Algebra and End of Course Geometry assessments showed the presence of a strong teacher and a weak teacher in each subject area. As a result of this finding the weaker teacher was reassigned for the 2010-2011 school year.

Hughes High School fell under the Arkansas Department of Education's Smart Accountability initiative in 2009. As part of this effort two principals were replaced with one K-12 principal. Also, for the 2009-2010 school year and continuing today a School Improvement Director was placed in the district to oversee the work of the principal and staff. The job of the School Improvement Director has been to ensure best practices are being used in classrooms on a daily basis. The School Improvement Director has supported our needs to have common planning time for teachers, locate and deliver high quality, job embedded professional development and monitor and assess school improvement strategies. Other strategies implemented as part of our Smart Accountability Plan include instruction based on the NCS Pearson, Inc. School Design, double blocking of literacy and math at grades 7 & 8, and the participation with The Arkansas Leadership Academy.

Our partnership with The Arkansas Leadership Academy has led to several successful changes. The major change as a result of this partnership has been the creation of a Leadership Team. The Leadership Team meets weekly with student achievement as the primary focus. The LEA believes that the extensive work that is done in Leadership

Team meetings on a weekly basis has given the school a clear and concise focus on areas that need to be addressed on a day to day basis. The Leadership Team is made up of the superintendent, principal, School Improvement Director, federal programs coordinator, design coach, two classroom teachers, and a field service specialist from NCS Pearson, Inc., when available.

The Leadership Team realizes that classroom instruction on a day to day basis is impossible for one K-12 principal to oversee. Therefore, the Leadership Team has been trained in Classroom Walk Through Training. As a result of this training, the high school faculty is divided up weekly by team members in order to conduct a CWT to help the principal keep a grasp on classroom instruction. All results are then given to the principal so he can see areas in need of improvement or professional development. Reflective questions are presented to each staff member after the CWT in order to have each teacher become mindful of best teaching practices. As a result of the use of reflective questioning, the Leadership Team has seen dramatic improvements that have led to improved time on task, teaching to the objective and questioning techniques.

All work done in Leadership Team meetings is shared with the entire faculty through memos, emails and in faculty meetings. This sharing of information helps keep the entire staff focused in the right direction which is leading to student achievement. Work done in our Leadership Team meetings is also shared via weekly emails of the minutes to various employees at the Arkansas Department of Education.

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	43.8	44.2	29.2	31.9	35.8
Mathematics	50.0	30.0	16.6	22.4	29.1
Science	3.0	0.0	13.7	6.0	n/a
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	58.3	13	15	41.7	37.3	22.7	n/a	n/a	n/a	n/a	n/a	n/a	6.7	23.1	15.8
Mathematics	66.7	55	45.5	47.1	25.8	12.1	n/a	n/a	n/a	n/a	n/a	n/a	37.5	33.3	21.4
Science	1	0.0	0.0	0.0	0.0	3.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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					44%	42%			36% EOC Lit	
Mathematics					44%	23%	70% EOC Alg	57% EOC Geo		
Science					9%	n/a		3% EOC Bio		
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					52%	44%			31% EO C Lit	
Mathematics					21%	29%	40% EO C Alge bra	24% EO C Geo		
Science						0%		0% EO C Bio		
Social Studies										
Writing										

Other										
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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					44%	29%			9% EOC Lit	
Mathematics					29%	14%	9% EOC Algeb	10% EOC Geo		
Science						23%		9% EOC Bio		
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2010-2011 school year: 89.8%

5. Mobility rate for the 2010-2011 school year: 1%

6. Graduation rate for all students for the 2010-2011 school year: 78.6%

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

	All Students
2011	78.6%
2010	89.6%
2009	75.3%

Key Questions

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

Currently the LEA has no clearly identified sub-populations except for our black, non-hispanic students and low socioeconomic students in the Tier I school. Due to the fact that these two groups contain the same students, no achievement gap really exists when talking about AYP. Therefore, the Tier I school will focus on reducing the percentage of students that are scoring below basic and basic on the 7th and 8th grade benchmark and End-Of-Course assessments in order to make AYP.

The chart shows our current scores.

Hughes School District Benchmark Scores

Literacy--Percent Proficient/Advanced									
Grade	2007	2008	Change	2009	Change	2010	Change	2011	Change
7th	20%	26%	+6	44%	+18	52%	+8	44%	-8
8th	33%	42%	+9	29%	-13	44%	+15	42%	-2

Math--Percent Proficient/Advanced									
Grade	2007	2008	Change	2009	Change	2010	Change	2011	Change
7th	30%	18%	-12	29%	+11	21%	-8	44%	+23
8th	14%	17%	+3	14%	-3	29%	+15	23%	-6

EOC Literacy--Percent Proficient/Advanced									
2007	2008	Change	2009	Change	2010	Change	2011	Change	
25%	9%	-14	13%	+4	31%	+18	36%	+5	

EOC Algebra--Percent Proficient/Advanced									
2007	2008	Change	2009	Change	2010	Change	2011	Change	
61%	18%	-43	9%	-9	40%	+31	70%	+30	

EOC Geometry--Percent Proficient/Advanced									
2007	2008	Change	2009	Change	2010	Change	2011	Change	
23%	41%	+18	10%	-31	24%	+14	57%	+33	

A deeper analysis of these test results shows a consistent need to focus on open response practical, open response content, and open response literary for literacy. Math areas needing focus are open response geometry, open response measurement and open response linear function. This data comes from a four year analysis of our testing data.

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

During the last school year, the graduation rate was not met. The black, non-hispanic students would be the group experiencing the lowest graduation rate based on the fact that the LEA does not have sufficient students in other sub-populations in the

graduating class to determine percentages. The LEA will continue to focus on stressing the importance of graduation.

Looking closely at our graduation rate, a majority of our students do not pass classes due to non attendance and tardies. District policy states the need for attendance at school in order to receive credit for courses. Plenty of research shows that student achievement increases when students are present in class on a regular basis. Poor attendance by our 7-12 students leads to our poor graduation rate. A portion of this grant will focus on extending the counselor's contract to enable him to work the summer months as a "graduation coach" in order to help our students start planning for graduation in the 9th grade. Currently our students do not place graduation as a priority until their senior year. The counselor will keep a close eye on all of our students in grades 7-12 to ensure graduation. A community/parent liason has been hired with NSLA funds to help out with poor attendance and tardies as well. These employees will be responsible for making sure our parents understand the importance of their children attending school every day.

Also, as a result of receiving this grant, a portion of the funds will be used to encourage students to attend classes daily as an incentive program will be put in place. Having this incentive program for attendance will encourage our students to attend class regularly.

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

Students in the Tier I school are experiencing the lowest achievement in literacy and math as evidenced by the fact that the high school has never met AYP in either literacy or math.

Below you will find the breakdown of students' achievement.

This chart shows our current scores.

Hughes School District Benchmark Scores

Literacy--Percent Proficient/Advanced

Grade	2007	2008	Change	2009	Change	2010	Change	2011	Change
7th	20%	26%	+6	44%	+18	52%	+8	44%	-8
8th	33%	42%	+9	29%	-13	44%	+15	42%	-2

Math--Percent Proficient/Advanced

Grade	2007	2008	Change	2009	Change	2010	Change	2011	Change
7th	30%	18%	-12	29%	+11	21%	-8	44%	+23
8th	14%	17%	+3	14%	-3	29%	+15	23%	-6

EOC Literacy--Percent Proficient/Advanced

2007	2008	Change	2009	Change	2010	Change	2011	Change
25%	9%	-14	13%	+4	31%	+18	36%	+5

EOC Algebra--Percent Proficient/Advanced

2007	2008	Change	2009	Change	2010	Change	2011	Change
61%	18%	-43	9%	-9	40%	+31	70%	+30

EOC Geometry--Percent Proficient/Advanced

2007	2008	Change	2009	Change	2010	Change	2011	Change
23%	41%	+18	10%	-31	24%	+14	57%	+33

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

The student demographics in the LEA indicate that our Tier I school does not have many sub-populations. In the LEA we work with the sub-populations of black, non-hispanic, low socioeconomic students and special education.

The Transformation Model was selected due to the fact that the district replaced principals and chose a highly capable principal with the clear potential to successfully lead a transformation for the 2012-2013 school year. The Transformation Model will also help the district increase student achievement in literacy and math, increase our technology capabilities for students in order to prepare for the Common Core State

Standards, put plans in place to increase our graduation rates, and help the district offer high quality, job-embedded professional development to our Tier I school. The district will continue to support our partnership with The Leadership Academy to put these plans into place. Funds available from this grant opportunity will help put all other aspects of student achievement in place in order to ensure our students are on a level playing field with other students in the state and the nation.

While selecting an external partner, The Leadership Team determined the best fit would be to continue the relationship with the NCS Pearson, Inc. Design Model. With the Tier I school meeting “safe harbor,” it was determined that the school should continue on the same path. The Leadership Team felt like changing the course of professional development and classroom instruction would be detrimental to both the staff and the students. The Tier I school making “safe harbor” and the increase of student achievement as evident from 2010-2011 was the final determining factor that the NCS Pearson, Inc. School Design was the best fit for the school.

To add to our decision was the fact that growth rate in NCS Pearson, Inc. schools exceeded state growth rates in both literacy and math. In literacy, NCS Pearson, Inc. school experienced a 7.3 percent increase in proficiency at the elementary grades on the state test from 2006 to 2007, compared with a 3 percent increase for the state of Arkansas. In mathematics, NCS Pearson, Inc. schools had a 17.4 percent increase in proficiency at the elementary grades on the state test, compared with 11 percent for the state of Arkansas.

All choices about the selecting of a model and an external provider were determined based on the needs of our students and the achievement they have shown over the past two years.

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?

Many characteristics of the enrollment areas of the Tier I school have to be taken into account in selecting a model and external partners. Also, other factors for making this grant application had to be considered. Over the past 10 years the LEA has been experiencing declining enrollment from approximately 1,600 students to currently 396 students in K-12. The enrollment area of the school has only a few thriving businesses that typically relate to the farming industry. Studies show that the economic area of the district goes hand in hand with the educational aspect of the community. Those who are able send their students to private schools some 45-50 miles away.

As a result of the dwindling community, teacher turnover is typically high in both the Tier I and Tier III schools within the LEA. The LEA does take part in the incentive program funded by the Arkansas Department of Education for remaining in an isolated district. That was the determining factor between the Transformation Model and the Turnaround Model. Our district continually loses teachers to surrounding districts who tend to pay a higher salary. The ability to retain quality teachers is desperately needed to help

increase student achievement and could make or break our little school district. Receiving these funds could also ensure that our continued partnerships with our external providers are ongoing. Providing intensive on-going, job-embedded professional development in order to mold our teachers into providing best instructional practices is a must and is not feasible with district funds. As our school improves, we expect previously dissatisfied parents to return. This will increase our ADA and lead to greater self-sufficiency when serving our teacher and student needs.

While selecting an external partner, The Leadership Team determined the best fit would be to continue the relationship with NCS Pearson, Inc. School Design Model. With the Tier I school meeting “safe harbor” it was determined that the school should continue on the same path. The Leadership Team felt like changing the course of professional development and classroom instruction would be detrimental to both the staff and the students. The Tier I school making “safe harbor” and improved student achievement was the final determining factor that NCS Pearson, Inc. School Design was the best fit for the school. Also, by receiving these grant funds, it will ensure that the Tier I school will have on-site professional development as opposed to our faculty missing school to go off for the professional development. The field service specialists provided by NCS Pearson, Inc. are also available to provide modeling for our teachers during the school day. The current field service specialist has proven results with schools in the “delta.”

NCS Pearson Inc. has had documented success working with our secondary teachers and students. We have moved from fewer than 30% proficient/advanced in secondary literacy to an average of 44% in both 2010 and 2011. In math we have moved from less than 17% in 2009 to 50% proficient/advanced in math in 2011. This success indicates that NCS Pearson has made inroads with our teachers and students that should carry into succeeding years.

Plans for the grant have been taken to all stakeholders of the LEA and they were in agreement that help is needed to bring about systemic change.

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

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

October, 2006—The LEA participated in the ADE Scholastic Audit and findings and recommendations were received.

January, 2007—Both the elementary school and high school received low ratings in Standard 7-Leadership.

At the elementary (Tier III school) it was recommended that “teachers must get better at delivering instruction every day” and “leadership must begin the evaluation process of certified and classified staff.” The high school recommendations stated that the “instructional strategies are not varied and effective” and “the school does not provide a safe, healthy, orderly and equitable learning environment.”

The findings in the Scholastic Audit led the LEA to focus on the leadership in both schools.

August, 2007-Under the guidance of NCS Pearson, Inc., weekly Leadership Team Meetings began to take place. At that time the Leadership Team consisted of the field service specialist from NCS Pearson, Inc., the principal, the federal program coordinator, the design coach, the literacy facilitator and the math facilitator. Scholastic Audit findings such as revisiting the school improvement plan led to creating a curriculum committee at the elementary school. At the high school a curriculum committee was also formed and the school started to include all stakeholders in the development of a positive learning atmosphere as recommended by the Scholastic Audit findings. All of these implementations were explained during faculty meetings throughout the school year.

Other recommendations were addressed in each school’s Arkansas Consolidated School Improvement Plan (ACSIP) that focused on curriculum development, increased parental support at both schools and the need for increased professional development. All of these actions were evaluated according to the evaluation action in the ACSIP.

July, 2008-The LEA hired a new superintendent

April-May, 2009-The superintendent, with board approval, did a Reduction in Force in order to go from one K-6 principal and one 7-12 principal to just one K-12 principal

based on the declining enrollment. The Leadership Team, made up of the superintendent, federal programs coordinator, design coach, math facilitator, literacy facilitator, curriculum specialist, dean of students and two classroom teachers, interviewed several candidates for the K-12 principal's position.

July, 2009-A new K-12 principal was hired to oversee both the elementary (Tier III school) and the high school (Tier I school).

July, 2009-The LEA partnered with The Leadership Academy to provide professional development to administration, school board members and teachers.

August, 2009-A School Improvement Director was placed in the LEA after being appointed by the Arkansas Department of Education. Members of the Leadership Team, which included the principal, federal programs coordinator, curriculum specialist, math facilitator, literacy facilitator and design coach entered on-going training with The Leadership Academy.

July, 2010-The 2010 Arkansas AYP: School Improvement Report has the elementary school and high school as meeting standards through safe harbor in all tested areas.

August, 2009-May, 2010-Focused attention was placed on the data received from The Learning Institute in order to drive the instruction in the day to day teaching in the classrooms. Small groups made up of the classroom teacher, design coach, literacy or math facilitator, field service specialist and a representative from a second consulting group disaggregated the data. This data, which was analyzed approximately every five weeks after a "module test" was given gave clear focus on the gaps in the curriculum and therefore led to areas that needed addressing in the classrooms.

January, 2011-A new superintendent was put in place by the school board. The new superintendent was familiar with the practices of NCS Pearson, Inc. He was not familiar with The Arkansas Leadership Academy. However, Ms. Sullards, our school improvement director appointed by the state, gave him a run-down on all of the activities that were put in place as a result of the Leadership Academy training. Plans were to have him attend the superintendent's training put on by The Arkansas Leadership Academy; but the training did not happen. Plans are to send him to superintendent's training during the 2012-2013 school year.

October, 2012-The highly effective K-12 principal was hired by the Arkansas Department of Education.

December, 2012-A waiver was granted by the Arkansas Department of Education to have a long term substitute as the principal until June 15, 2012.

May, 2012—The school board hired a new K-12 principal for 2012-2013 in order to lead the efforts for change within the Tier I school.

The LEA will continue to provide school support to both the elementary school and high school in order for continuous school improvement activities to take place. It is the hope of the district administration for the Tier I school to gain enough knowledge in order to build capacity at the school level in order to drive day to day instruction. The funds from this grant and the 2012-2013 ACSIP will give additional support, as needed.

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 LEA will support the Tier I building in many ways as it strives to provide continuous school improvement efforts at the building level. This includes providing staff with the opportunity to build capacity among themselves in order to use data to drive their instruction on a day to day basis. Prior to receiving the funds from this SIG the LEA's support of the building was handled through other various grants, ACSIP and district funds. An advantage of being a small LEA is that everyone in the LEA office wears many hats and is aware of the needs of the faculty and students. As a result of this, the LEA will commit to the following as it leads to school improvement:

continue to support the K-12 principal in all efforts to be the instructional leader of the campus especially in the Tier I school

continue to value and protect the time of the K-12 principal by supporting the need to be in classrooms for a minimum of two hours per day to ensure quality instruction is occurring

continue to support all efforts as outlined from this grant opportunity

continue to search out and enroll faculty and staff in high-quality, job-embedded professional development in order to ensure student success, build capacity and sustainability

continue to stress the importance of collaboration at the school level through PLCs

stress the importance of teacher evaluations as it relates to board policies

introduce the faculty to the new teacher evaluation system that will be put in place in the near future

support the decision to place a teacher on a Professional Growth Plan as needed and as outlined in board policies

support the non-renewal efforts after multiple attempts of professional growth as outlined in board policies

support the decision to place quality teachers in high stakes areas

seek out quality teachers when a vacancy occurs

put personnel in place to help with parent/community relations, attendance efforts and graduation requirements

continue the understanding that our students may not have the experiences of other students in the state/country; but the determination that all efforts to take away that gap will be sought after

support improvement efforts by continuing to attend Leadership Team meetings once a week

develop a school level Leadership Team

create a mentor/mentee program with the high school students to focus on academic success

support improvement efforts by continuing PLC meetings on a weekly basis with all staff

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

The school understands that there are items unique to the roles and responsibilities of the school for providing continuous school improvement. An area that was addressed this year was the need to adjust the daily schedule in order for core teachers to attend Professional Learning Communities once a week. This major shift in scheduling was not a popular one; but one that has made a significant impact on student achievement. The school intends to continue with this effort. Topics to be addressed during the 2012-2013 school year and years beyond during PLC meetings will include various topics such as: the new statewide evaluation model, a book study of *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, Common Core State Standards, how to use data to drive instruction, data disaggregation and ACSIP planning, just to name a few. It is the responsibility of the school itself to be able to provide the best classroom practices in order to ensure student success.

The roles of our 7th and 8th grade teachers are going to be ramped up entirely as a result of the SIG. The schedule of our 7th and 8th grade students will be more like a "school within a school." The students at these grade levels will get an extended day opportunity for learning. They will follow the morning schedule of the elementary school and the afternoon schedule of the high school. This will give these students an additional 40 minutes of instructional time. Students in literacy and math classes will receive additional minutes in both literacy and math. This is being done by not following the 9-12 schedule which is set due to the fact that we offer distance learning classes through the ADE. As a result of the change in schedule at the 7th and 8th grade level, teachers will need to make sure their planning is done to accommodate these longer class periods. Teachers at these two grade levels will collaborate continuously in order to provide high quality instruction.

The schedule for our 9-12 grade students will be extended approximately 20 minutes in the morning. At the time normally designated as "homeroom" the students will have the opportunity to enhance their learning through the means of technology. Teachers of students in grades 9-12 will offer assistance and guidance to students as they utilize their technology as a result of the SIG. Activities for these students will be test taking activities, ACT prep activities and/or Accelerated Reading activities, just to name a few.

All efforts brought forth in the SIG will provide the school with tools in order to provide continuous school improvement, build capacity among the faculty and to ensure sustainability for future years.

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).

Other data sources used to supplement the needs assessments and the selection of an appropriate intervention model for our Tier I school were varied.

The evaluation pieces in our ACSIP were evaluated and showed success in the areas of summer school, after-school tutoring and job-embedded professional development to name a few.

A student survey was conducted within the year in the Tier I school and showed the following results in a few areas:

10% of the student strongly disagree that they are challenged at the Tier I school, 25% disagree that they are challenged, 40% are neutral about being challenged, 15% think they are challenged and 10% strongly agree that they are challenged. As a result of this, it is imperative that we offer these students a rigorous curriculum.

15% of the students strongly disagree that their Tier I school is a good school, 20% disagree that it is a good school, 40% are neutral, 10% agree that the school is good and 15% strongly agree that the school is good.

A similar survey was sent to parents to get a perception of the Tier I school. A few results were as follows:

50% of parents always think the Tier I school is a good place to learn, 40% agree that most of the time it is a good place to learn, 10% believe it sometimes is a good place to learn and 0% believe it is never a good place to learn.

55% of parents believe that the new principal is always doing a good job, 35% believe that he is doing a good job most of the time, 10% believe he is doing a good job sometimes and 0% believe that he is never doing a good job.

The results of these surveys show that a new attitude is taking place within our Tier I school with the students and the parents. That should be evident in the fact that this Tier I school made safe harbor on its 2010 AYP report and made tremendous gains in math (2010—30% proficient/advanced; 2011—50% proficient/advanced) the following year.

This evidence supports our choice of the transformation model in that a new principal was chosen to lead both the Tier I school and Tier III school in the LEA. The evaluation tool and recruitment aspects of the transformation model will be addressed during the life of this grant by the district as a way to support the transformation model.

The Leadership Team has discussed the best fit model for the Tier I school with the outcome being the transformation model as well.

The faculty of the Tier I school also chose the transformation model through an informal survey during a faculty meeting. 70% of the faculty chose the transformation model as their choice.

Other data used to support our goals for the transformation model is the scarce technology that is available to our 7-12 students. Only 40 student computers and two classroom sets of Ipad2s are available on the campus for student use with a student enrollment of 194. This is unacceptable when the future of the Common Core State Standards is focused heavily on technology use. The LEA recognizes the use of technology is gaining strength. No more will a visit to a computer lab once a week get the students ready for what is on the horizon. Now is the time to prepare our students to have the technology in hand and the knowledge to use it in order to be proficient/advanced in literacy and math. Students currently enrolled in our Tier I school will be required to test using online assessments. It is a priority that the staff give our students the opportunity to succeed in this area. In order to do that, this grant opportunity will not only provide the technology for our students; but some high-quality professional development for our staff. This training will be intensive in order to use the technology to the best extent possible.

This grant will not only be able to provide the much needed technology to our students, but the opportunity for the faculty and staff to increase their knowledge of technology, through intensive professional development, and use in every day classroom instruction. Educators are constantly studying the achievement gap of students. With the limited technology available to our students at school and even greater in the homes of the community, it is the hope that the LEA does not create a "technology gap" that puts our students in danger of failure. The location of our district lends our students to a disadvantage of life experiences and the use of technology will definitely help bring the world to our students.

Another area that needed addressing is the use of SmartBoards and ELMOs. Currently there are only 2 teachers without SmartBoards in the Tier I school. However, 50% of the SmartBoards currently in classrooms are 5 years old or older. As a result of this SIG, all classrooms in the Tier I school will have a SmartBoard with needed equipment and those SmartBoards that have been in use 5+ years will be replaced. Currently 50% of the classrooms are equipped with an ELMO document reader. As a result of this funding, we will increase that to 100%.

Graduation rate is an area looked at in order to create goals for this grant. For 2011, the graduation rate was 78.6%. The Tier I school had a graduation rate of 89.6% in 2010 and 75.3% in 2009. This percentage supports the need for us to employ a part time "graduation coach" for the school in order to provide some guidance starting in the earlier years. This "graduation coach" will work diligently during the summer months to ensure all students in the Tier I school are on track for graduation. Currently and in past years our seniors are the only students concerned about the qualifications of

graduation. With the funds from this SIG, we will be able to employ someone to start communicating with students and parents much earlier in the students' high school careers.

In order to boost our graduation rate, college visits will be planned for our 9th-12th graders. Plans will be put in place to visit surrounding college campuses twice a year. These day long visits will be planned carefully in order to expose our students to their options beyond graduation.

A mentor/mentee program will also be put in place in order to match a student up with a faculty member. This faculty member will act as a mentor during the high school career and will help the student keep track of ACT dates, college selection and application deadlines, scholarship deadlines, etc.

Going hand in hand with the graduation rate is the poor attendance rate. The attendance rate for the Tier I school was 89.9% in 2011, 89.7% in 2010, and 89% in 2009. Research shows that in order for students to achieve they must be in attendance on a daily basis. Therefore, an incentive program will be put in place for student attendance each nine weeks. Currently, efforts are underway to develop an academic incentive program provided by private funds. This attendance incentive award will be a nice piece to our academic reward program that is being developed.

On that same note teacher/staff attendance is lacking in the Tier I school. An average of 17% of the faculty/staff is absent a day in the Tier I school. This is totally unacceptable if intense improvement efforts will be put in place as a result of this grant. As a result of this data, an incentive program will be put in place for the faculty and staff of the Tier I school in hopes to promote daily attendance by all.

This preponderance of evidence supports the need for the Tier I school to embrace school improvement efforts in every way possible by trying to increase our technology, place an emphasis on our graduation rate, and address our attendance rate of both students and teachers.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? Yes. The LEA met "safe harbor" status during the 2009-2010 school year. Looking at our 2008-2009 data, we noticed that there was a considerable gap between two tested classrooms in Algebra I. As a result of this finding teachers were moved therefore leading to our "safe harbor" status the following year. New administration, at the district and school level will take a close look at classroom assignments as it relates to student achievement. Teaching assignments are based on student success. As a result of this, our Tier I school's scores for math have increased significantly. For the past several years, the Tier I school has had the designation of "MS" on our AYP report.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. This has been done during a parent/community meeting, school board meeting, Leadership Team meetings and in a faculty meeting.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? Yes, the LEA has fully supported the efforts of our school improvement specialist. She is consulted on every aspect of student achievement. The relationship with our school improvement specialist will continue for the 2012-2013 school year. Our specialist supports us by attending professional development held by NCS Pearson, Inc. She also encourages the faculty to spread their knowledge by presenting at professional development activities held on campus and off campus.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? Yes, specific school improvement initiatives have been incorporated in all of the schools in the district. There are only two schools in our district. A Tier III school is a feeder school to our Tier I school. Schedules have been adjusted on both campuses in order for the staff to have common planning time in order to work on best classroom practices and student achievement. Schedules have also been adjusted in order to provide intensive interventions within the school day for our 7th/8th grade students. Also, as a result of this grant, schedules will be adjusted once more to offer additional time for instruction at the Tier I school.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. The LEA does look at the Tier I school's organization

model to suit the needs of the students. Efforts are made on a continual basis to put the experienced staff where the most need is from year to year.

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. The LEA participates with the ADE in recruiting efforts. The LEA also partners with Teach for America. We have found that the candidates from Teach for America have the willingness to do whatever it takes to ensure student success.
7. Review the history of the LEA's use of state and federal funds. The LEA's use of state and federal funds is strictly geared toward student achievement. The current ACSIP focuses on the activities and actions geared towards increasing student achievement in literacy and mathematics. A priority is placed on job-embedded professional development. Current funds are also used to supplement the faculty with personnel that would not be able to be on staff such as a Design Coach, who takes care of our Learning Institute data. Funds currently in our ACSIP also allow us to double-block classes in our Tier I school to enable our students to receive extended instruction in literacy and math classes.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. All federal funds received by the LEA will be coordinated effectively in order to carry out the selected intervention model through this grant and our ACSIP. Activities funded in our ACSIP will act as a beginning of some of the actions within this grant. The two pieces will work together in order to ensure student achievement is met.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. The LEA will serve all Tier I schools in the district.

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:

At this time, the LEA believes that there are no state statutes or policies that address transformation, limit it or create barriers to it. The grant application itself shows the support of the transformation.

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

Currently the LEA has a system in place for teacher evaluations that is outdated. However with the new statewide system being put in place, the district thought it best to focus on it's implementation instead of putting a new teacher evaluation policy in place. During the 2011-2012 school year, the Leadership Team focused on preparing for the new evaluation tool that will come from the Arkansas Department of Education. Members of the Leadership Team read and discussed the work of Charlotte Danielson. Members of the Leadership Team intend on participating fully with all trainings and seminars that will be put on by the ADE as it relates to the new evaluation tool. During

the 2012-2013 school year, each certified faculty member will be given a copy of Charlotte Danielson's work in order to conduct a book study during their Professional Learning Community meetings that are held weekly.

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

The LEA at this time does not have any contractual agreements, including collective bargaining, that affect transformation.

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:

At this time, the LEA believes that there are no state statutes and policies that address turnaround, limit it or creates barriers to it.

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

At the current time all staff is in place, therefore district policy could not be followed due to the fact that 50% of the staff would need to be replaced for the turnaround model to be fully implemented. Our Reduction in Force policy would limit the LEA's authority to replace effective staff based on the fact that our RIF policy is based on seniority.

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

All staff have contracts in place for the 2011-2012 school year and the majority of staff were approved for contracts for the 2012-2013 school year which would eliminate the district from implementing the turnaround model.

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:

At this time, the LEA believes that there are no state statutes and policies that would limit the LEA from implementing the restart model.

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

The LEA does not have policies in place that address charter schools.

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

The LEA at this time does not have any contractual agreement including collective bargaining that will affect the restart model.

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:

At this time, the LEA believes that there are no state statutes and policies that address EMOs, limit it or create barriers to it.

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:

The LEA does not have any policies currently in place regarding EMOs.

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

The LEA at this time does not have any contractual agreements, including collective bargaining, that affect EMOs.

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:

The LEA believes that there are no state statutes that address a voluntary closure of a school, limit it or create barriers to it.

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

The LEA does not have any policies in place that address closure.

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

The LEA does not have any contractual agreement, including collective bargaining, that affect closure.

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

The LEA does not have a higher achieving school available to receive students. The LEA is made up of one elementary and one high school.

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)
NCS Pearson, Inc.	Y	Y	Job-embedded, on-site professional development, capacity building	Pearson's experience in Arkansas has focused on developing local capacity in Tier I schools. Results in Hughes, Marvell and Helena in previous years support Pearson's status as a strong partner in the delta. Field Service Specialists train to build capacity among classroom teachers, provide data analysis, and follow-up training in order to build capacity within the school.
Great Rivers Co-op	N	Y	Job-embedded professional development	Teacher and administrative support
The Learning Institute	N	Y	Formative assessments/job-embedded professional development	Provides formative assessments for data and provides curriculum support to teachers

Arkansas Leadership Academy	Y	Y	Job-embedded professional development, capacity building	Training to build capacity for sustainability for teachers, administrators and Leadership Team.

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)
NCS Pearson, Inc.	Y	Y	Job-embedded, on-site professional development, capacity building	Pearson's experience in Arkansas has focused on developing local capacity in Tier I schools. Results in Hughes, Marvell and Helena in previous years support Pearson's status as a strong partner in the delta. Field Service Specialists train to build capacity among classroom teachers, provide data analysis, and follow-up training in order to build capacity within the school.
Great Rivers Co-op	N	Y	Job-embedded professional development	Teacher and administrative support
The Learning Institute	N	Y	Formative assessments/job-embedded professional development	Provides formative assessments for data and provides curriculum support to teachers
Arkansas Leadership Academy	Y	Y	Job-embedded professional development, capacity building	Training to build capacity for sustainability for teachers, administrators and Leadership Team

Restart

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

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

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

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				
XX <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	✓		✓	✓
XX <input type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
School Capacity				
XX <input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
XX <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	✓		✓	✓
XX <input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
XX <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			✓	

1. Based on the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school.	<input type="checkbox"/> Experience authorizing charter schools			✓	
	<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
	<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
	Community Capacity				
	<input checked="" 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?

The superintendent created a Principal Selection Committee to interview potential candidates. This committee was made up of the superintendent, the state improvement director, the federal programs coordinator, a school board member,

and the PTO president. The committee took a full week to interview candidates and to make the best decision to lead the school in the school improvement efforts. The new leader is expected to be able to build capacity among the staff, promote a culture of learning, and show effective leadership qualities.

It will be expected of the new principal to attend professional development activities provided by The Arkansas Leadership Academy and NCS Pearson, Inc. The new principal will work closely with the School Improvement Director required by the ADE. The new principal will be expected to be the instructional leader of the school.

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

The LEA will support the new leader in order to make strategic staff replacements. These staff replacements will be based on formal and informal observations using our current teacher evaluation tool. If the new leader notices poor teacher performance on a regular basis, a Professional Growth Plan will be put in place by the new leader. This Professional Growth Plan will outline activities and practices that will enable said teacher to improve in his/her daily classroom practices. Failure to follow through with the Professional Growth Plan may lead to teacher dismissal.

The LEA will also support the new leader by continuing the practice of having a Leadership Team Meeting once a week. The LEA views this time as protected time and does not let many excuses keep the team from meeting. During these meetings the primary focus is on student achievement. Data is looked at, classroom practices and procedures are discussed, and all aspects of classroom instruction are talked about. Classroom Walk-Through data is focused on as well as Focus Walks. It is during these meetings where we all share our findings of what is going on in the classrooms with the team in order to determine our next steps. The Leadership Team does not use this time as a meeting to talk about everything that needs attention as it relates to the day to day operation of the school; but this time is strictly focused on school improvement efforts.

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

The LEA has implemented NCS Pearson, Inc. the past several years to support transformation as well as participated with The Arkansas Leadership Academy. The continued relationship with NCS Pearson, Inc. and The Arkansas Leadership Academy will help the LEA continue to support our students based on the various strategies in place. The support of NCS Pearson, Inc. has been incorporated through other grants and in our current ACSIP on a limited basis. Once our partnership with NCS Pearson, Inc. and The Leadership Academy is over the staff should be able to carry out the work learned through the partnership.

Our partnership with NCS Pearson, Inc. has lead to various opportunities both on campus and off campus. We have participated in a high school pilot program, participated in performance task development at the national level, and presented at national conferences as evidence that the LEA as developed substantial capacity over the past few years.

Our partnership with The Arkansas Leadership Academy has enabled the LEA to support the efforts of Professional Learning Communities, Leadership Team Meetings and the ability to coordinate all school improvement efforts in order to search and evaluate what works best for our students. As a result of these efforts, it is the plan for the 2012-2013 school year to create a school leadership team in order to carry on the efforts of the district leadership team at the school level.

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

This transformation will lead to several changes that will need to be implemented. Policies will need to be changed to help the LEA use the new teacher evaluation tool productively. The staff will be included in every aspect of adopting this new tool as information is shared from the Arkansas Department of Education. Staff will continue to assist in the scheduling process in order to implement a schedule that will promote time for Professional Learning Communities to take place and to ensure that our students are receiving intensive instruction throughout the school day.

Student data will be viewed on a quarterly basis during Leadership Team Meetings at the LEA level and the school level. The results of the data received from The Learning Institute will be the source of the data. Budgeting adjustments and professional development opportunities will be made to address indicated student needs.

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

The principal will be supported in many ways. The LEA will view the principal as the instructional leader of the school instead of the disciplinarian as evidenced by the district hiring a Dean of Students to work on discipline issues on a daily basis.

It will be imperative that the principal be in the classrooms the majority of the day, two hours at a minimum. The principal will be conducting evaluations both formal and informal, Classroom Walk-Throughs, Focus Walks, and observations. The principal will be trained in Classroom Walkthroughs. Results of the CWTs and the Focus Walks will be viewed and analyzed by all staff members in order to drive instruction.

Arrangements will be made through contacts provided by The Arkansas Leadership Academy for our new leader to visit a higher performing school with similar demographics to us. The new leader will get support as he enrolls in the Principal's Institute as offered by The Arkansas Leadership Academy. The superintendent will lend his support as he guides the new leader through the day to day operation of the school stressing that he is now the instructional leader of the school. The Leadership Team will conduct Classroom Walk-Throughs to help out with noting best classroom practices and classrooms of concern.

The Turnaround Model

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

The LEA will continue to work with the Office of Teacher Quality through the Arkansas Department of Education in order to recruit effective teachers.

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

The superintendent created a Principal Selection Committee to interview potential candidates. This committee was made up of the superintendent, the state improvement director, the federal programs coordinator, a school board member, and the PTO president. The committee took a full week to interview candidates and to make the best decision to lead the school in the school improvement efforts. The new leader is expected to be able to build capacity among the staff, promote a culture of learning, and show effective leadership qualities.

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

The LEA will support the school leader by having the Leadership Team in place to help with the decision making process. Support will also be given by encouraging the principal with his participation in The Principal's Institute with The Arkansas Leadership Academy.

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

The LEA will continue to use the current evaluation tool until the statewide evaluation tool is put in place. The formal and informal evaluations conducted by the principal will be the determining factor on staff replacement.

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

The LEA will seek guidance from The Arkansas Leadership Academy and ADE in order to ensure the most talented teachers and leaders remain in the school and underperformers leave through our evaluation tool.

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

The LEA does not have any other schools.

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

All efforts will be made to recruit and retain effective staff. With our declining enrollment, it puts a strain on the local budget. Careful planning with the district, Title I and Title II A will be done to make sure that we are not supplanting with surplus staff.

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?

At this time it will be difficult to execute the turnaround model due to the fact that we are an isolated district and one that pays around \$10,000.00 less than surrounding districts. Replacing at least 50% of staff is not feasible in order for the LEA to meet standards each year. The transformation model is the best fit for our district.

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 changes in decision-making policies will need to be the need to dismiss an ineffective teacher based on the new evaluation tool that will be adopted.

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

The district will support the leader by protecting his time to be the instructional leader instead of the disciplinarian of the school. Discipline of students will be done by another staff member in order to allow the principal to focus on the practices and procedures that are taking place within each classroom.

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?

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

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

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

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

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

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	Guidance from School Improvement Director, Support
Local Education Agency	Implementation of Policies
Internal Partner (LEA staff)	Implementation of Policies
Lead Partner	NCS Pearson, Inc.--Job-embedded professional development in best practices
Support Partner	The Arkansas Leadership Academy--Job-embedded professional development in best practices
Support Partner	The Learning Institute--Formative student assessments for data disaggregation, job-embedded professional development
Principal	Clennon Saulsberry, Jr.—Support staff as the instructional leader
School Staff	The Leadership Team--Support staff and principal
Parents and Community	Mrs. Wilson, Parent/Community Liasion

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.

The Hughes School District intends to contract with NCS Pearson, Inc. to serve as our lead partner in the development and execution of the School Improvement Grant. We are now in our sixth year of teaming with NCS Pearson, Inc. and its predecessor, America's Choice. In 2010, for the first time in a very long time, we met safe harbor status for grades seven through twelve. This was accomplished through the implementation of standards based, data driven instruction. Now with the inclusion of America's Choice in the Pearson family, there will be significant resources above and beyond what was previously offered to move Hughes High School to the next level.

The performance expectations for NCS Pearson, Inc. will be tied to specific faculty and student performance goals. These key goals are as follows:

- To achieve AYP in literacy on the 2013 ACTAAP and end of course assessments and years following
- To achieve AYP in math on the 2013 ACTAAP and end of course assessments and years following
- To continue to increase the graduation and attendance rates for all students
- To provide professional development, model instruction, and pedagogical mentoring for all teachers in grades 7-12
- To assist with the development of teacher mentors to provide in house capacity once this grant expires
- To prepare faculty and staff for the implementation of the Common Core State Standards

In order to meet these goals, NCS Pearson, Inc. will provide on site assistance for 90 days throughout the summer of 2012 and during the 2012-2013 school year and years to follow during the life of the grant. These days will include summer training on data analysis; standards based and differentiated instruction and lesson planning; just to name a few. There will be a focus on determining the needs of each student and developing individual educational plans for each one. School year training will occur both before and after school, during planning periods, and during PLC meetings. Additionally, NCS Pearson, Inc. will provide training on designated professional development days throughout the school year.

Once the school year begins, NCS Pearson, Inc. staff members will be on site on average of two days per week. The foci during these visits will be leadership training

and development, ongoing data analysis, monitoring of lesson plans vis-à-vis individual student needs, participation in Professional Learning Communities and teacher meetings, observations of teachers with specific feedback, and modeling of instruction. Experts in all curricular areas will be specifically assigned to work with the Tier I school and a specific lead consultant will be named to provide a single person as a contact point. Weekly site reports will be provided that summarize on site activities, and quarterly reports will be developed to monitor progress in servicing the grant.

The Arkansas Leadership Academy will be the supporting partner. A team member will be in place weekly to help with the weekly Leadership Team meetings and PLCs. Agendas from these meetings will go hand in hand with our expectations from not only The Arkansas Leadership Academy; but our relationship with NCS Pearson, Inc. as well. Reports will be sent to ADE personnel, which will include our School Support Specialist.

All school improvement efforts will be checked on a quarterly basis by the superintendent, K-12 principal, and federal programs coordinator and/or as directed by the Arkansas Department of Education.

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

As was previously indicated, Hughes High School has been part of the NCS Pearson Inc. family for many years. The school's administration and field service specialists have a long history of working collegially to address student needs. The field service specialists will provide weekly site reports that provide a detailed dashboard of the interventions in place and teacher progress with implementation. Administrative staff with the assistance of NCS Pearson, Inc. personnel will create an in house data space that displays student performance on TLI assessments, interventions in place with student enrollment, and the progress of each intervention. These items will be addressed in each weekly Leadership Team meeting, and adjustments will be made based on the data and teacher anecdotal evidence.

As a NCS Pearson, Inc. school, our focus is on addressing student needs at all three main tiers. This allows us to ensure that existing services will be adequately supplemented for eligible students through funding provided by the School Improvement Grant since we have a direction for achieving our goals and mechanisms in place to ensure success. This funding will allow us to provide additional depth of instruction and support for our struggling students at Hughes High School. Our tier one focus is differentiation within the workshop model. Tier two students will participate in a variety of interventions including Math and Literacy Navigator and after school tutoring. Performance of individual students will be tracked using the NCS Pearson, Inc. data management system (ARO) for intervention, and school wide achievement will be monitored using The Learning Institute, anecdotal, and teacher created test data. Additionally, frequent administration and analysis of formative assessments including TLI, DRA, and QRI4 will help us identify problems early on so instructional remedies can be developed.

NCS Pearson, Inc. has worked with teachers at Hughes to employ the workshop model in all literacy-based subjects. This approach is based on data driven, standards-based instruction. This year NCS Pearson, Inc. staff will work with the administrative team to see that all teachers employ this approach. This model allows differentiation during the work time that is essential if we are to address all student needs. All students in middle and early high school, as well as eleventh graders, will be assessed using the Quality Reading Inventory, fourth edition, early in the school year, at midyear, and at the end of the year to monitor progress. The TLI assessments will be the basis for our formative assessment data to track student performance. This data will be analyzed by the administration and faculty with the NCS Pearson, Inc. consultants to ensure that appropriate progress is being made and needed adjustments can be put into place.

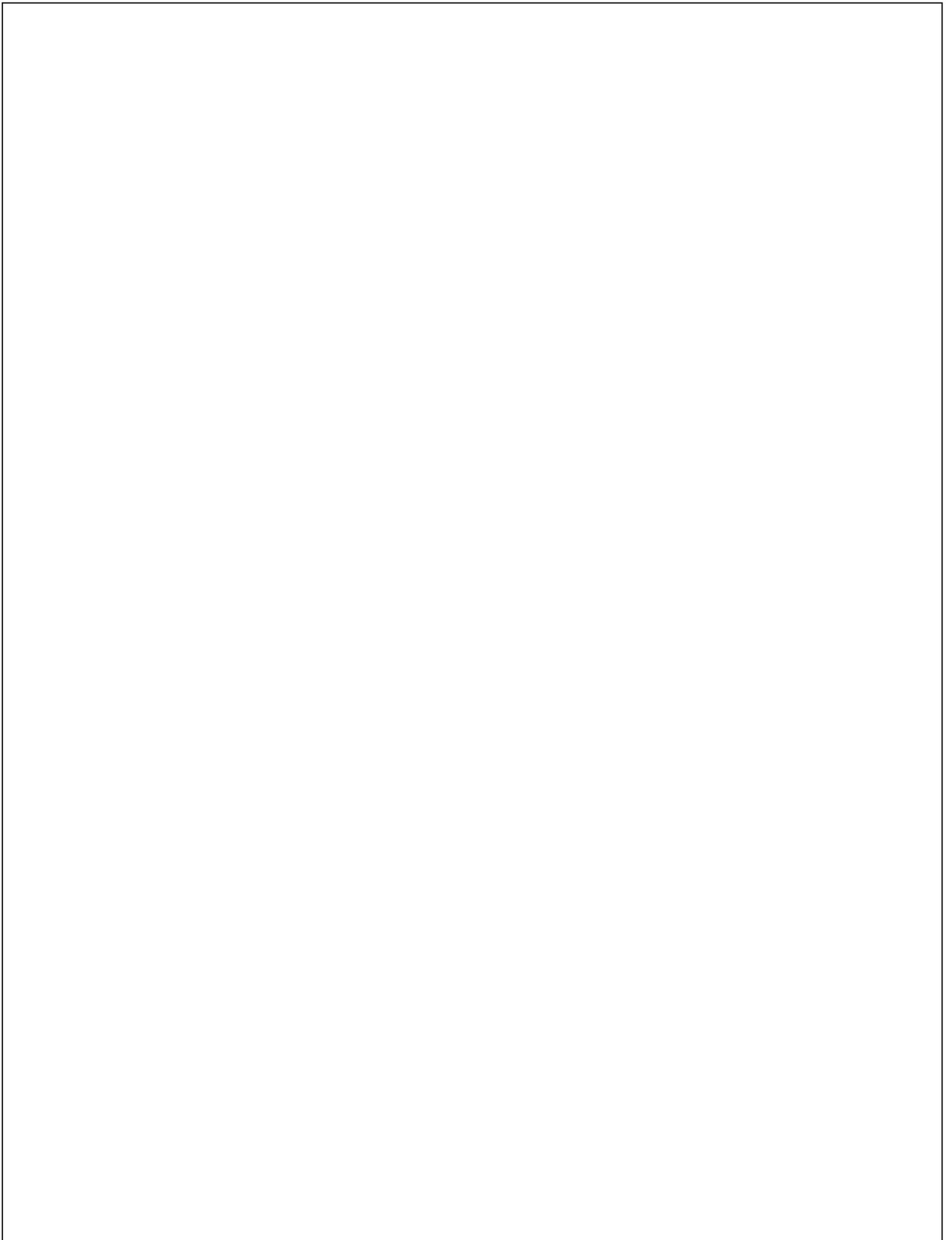
Tier one instruction for math students also employs the workshop model. Math students take part in a standards-based opening, work individually during a struggle time, switch to partners and groups, then present their results during the closing. Our target students will be paired with higher achieving peers or participate in guided math

groups based on formative and anecdotal data. As with literacy, the focus is on planned differentiation to meet individual student needs.

Students will use the NCS Pearson, Inc. Math and Literacy Navigator intervention programs as well as computerized after school tutoring to address student needs at the tier two level. Both of the Navigator programs are connected to extensive data networks that allow teachers to download information on full groups and individual students. This data identifies specific student needs and tracks progress toward mastery. Math Navigator begins with a screener designed by grade level. The results show what specific skills deficits exist. Students are then placed in pull out groups of twelve to fifteen young men and women to complete modules based on identified challenges. These classes are skills rather than grade level based so students of different ages and grade levels might be working together. The modules are taught daily for thirty to forty-five minutes for a twenty-day period. Every six to seven days a checkpoint is administered to determine student progress and adjustments that might be needed. On day twenty a posttest is administered that identifies areas of mastery and what skills may need to be addressed again. Students continue to participate in needed modules until deficient skills are remedied. Literacy Navigator works similarly; however, rather than specific skills, it addresses comprehension issues as a whole for the first thirty to forty days. There will be modifications to Literacy Navigator based on student needs. A locator test is administered to determine student placement. Once again, placements are based on academic needs rather than grade levels. A pretest is administered along with biweekly checkpoints to monitor progress. A posttest is given that identifies remaining skills needs. Students are then placed in a fifteen-day Word Study module followed by remediation units that address main ideas, supporting details, inferences, and patterns. The goal for each of these tier two interventions is to focus on individual student needs. Beginning in September we will incorporate an after school tutoring program that focuses on both tier two and tier three interventions. These efforts will center on small group and computerized instructional support.

Tier three math instruction for the upper grades will be addressed through the integration of various manipulatives and small group techniques. Instruction will be driven by individual student needs identified through the data.

At Hughes our goal is to identify the needs of each individual student and provide instruction that is differentiated to ensure all children reach their potentials. The funds from this grant and other sources will allow us to supplement our existing services and achieve this goal. As always, the administration, faculty, and staff at Hughes will work closely with the NCS Pearson, Inc. field service specialists to continually monitor results and make needed adjustments.



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.

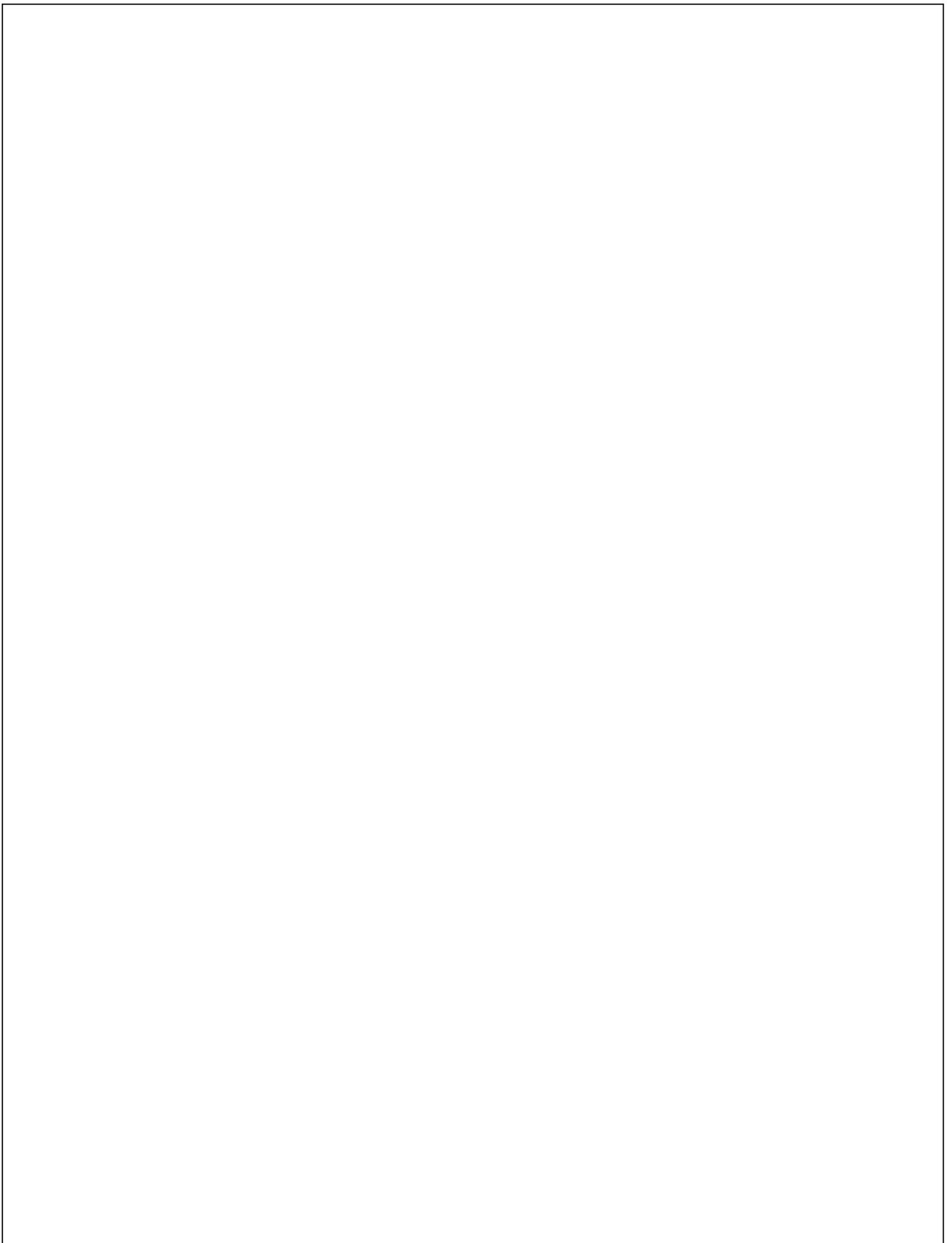
The Hughes High School leadership recognizes that progress can only be achieved if all parties are pointed toward the same goal – student achievement. In a small rural community such as Hughes, there are numerous interconnections that already exist. The challenge will be to have all parties on the same page for the good of our students.

In order to promote these working relationships, the district will create a master action plan that defines the responsibilities and needed input from all parties. Initially, the district will convene a meeting with representatives of the state, school district and high school leadership, and the lead partner to carefully define the expectations associated with meeting the SIG guidelines. Once this has been established, the action plan can be developed. The district leadership will meet with school administrators, faculty, and staff to provide a detailed overview of the expectations that accompany the grant administration. At that time specific adjustments to the schedule, curriculum, and professional development time will be shared. While all parties are aware of the grant and its purpose, they will need to know their specific responsibilities to achieve the grant's goals. A coalition of teachers will be formed to work with district and lead partner personnel to establish a professional development schedule and their perceived needs.

Another meeting will be held with the district leadership, regional educational cooperative, and lead partner to discuss ways the state specialty team might be of assistance. At this time the co-op will receive a full description of the grant's expectations and they will be asked to describe different support mechanisms they can provide.

A special parent/community meeting will be held so the superintendent can describe the parameters of the grant and how our students will benefit. Parents and community members will be encouraged to serve as tutors and mentors for our students, and they will be especially encouraged to assist with student attendance.

Once key cohorts have been advised about the benefits to be had from the SIG, a schedule of continued meetings will occur to share progress and ask with assistance in areas of need. Weekly leadership team meetings will continue to be held. Monthly meetings with other interested parties will be held to share both successes and challenges. Additionally biweekly newsletters will be designed to keep all parties up to date on SIG activities.



Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Jimmy Wilkins	Superintendent	Karen Sullards	School Improvement Director
Julie Coveny	Federal Programs Coordinator	Clennon Saulsberry, Jr.	Principal
Fairy Ann Owens	Design Coach	Teachers	High School Faculty
Parents	Parents		

Meetings

Location	Date	Location	Date
Data Room	4/17/12	Data Room	4/24/12
Auditorium	4/30/12	Library	5/7/12

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.

The LEA will continue the commitment to sustain reforms after the funding period ends. The LEA will continue these efforts through use of regular Title I funds, NSLA funds and any other funding that is allowable from the ADE and federal government.

It is our hope that over the next three years, as a result of this SIG that our faculty, which includes central office administration and building level administration, becomes an important piece in our continued improvement process. Professional development provided through the opportunities of the SIG will help teachers collaborate effectively through PLCs to continue to increase student achievement over the years. It is

imperative that all involved with the school improvement process have the capacity to continue all efforts by their commitment to be life long learners.

The LEA will continue to use formative assessment results to drive classroom instruction with the understanding that student needs shift throughout the school year. Looking at the data will be a key piece in sustaining the level of student achievement.

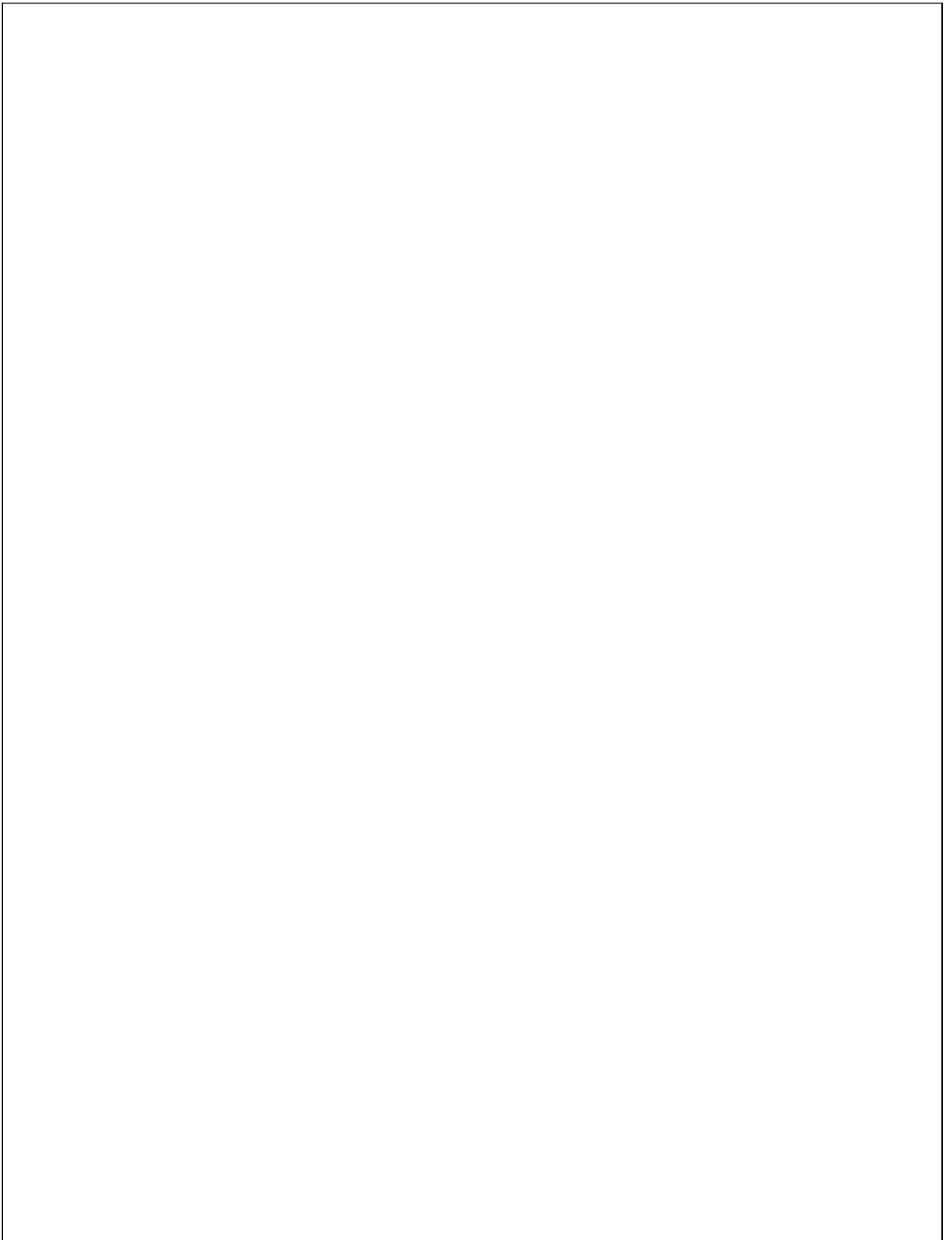
Our collaboration with NCS Pearson, Inc. and The Arkansas Leadership Academy will ensure that all involved with student improvement process, including the school board, will continue.

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.

These Annuals goals will serve our Tier I school. An attachment has been sent also.



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 achieve AYP in literacy on the 2012-2013 ACTAAP and end of course assessments.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. Administrators and faculty members will participate in summer training on technology integration; data based, standards driven instruction; and lesson planning.	Faculty/staff members including interventionists need to improve their technology integration and data analysis and skills to improve instruction. There needs to be a shift to basing planning on data and standards rather than strictly by the book instruction. Lesson plans need to	Training evaluation sheets, agendas, sign in sheets, analysis of initial lesson plans, weekly evaluation of lesson plans	July 2012	August 2012	Principal and NCS Pearson, Inc. field service specialists

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 achieve AYP in literacy on the 2012-2013 ACTAAP and end of course assessments.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
2. The 7 th /8 th grade teaching team will develop individual student education plans for each student with assistance from the NCS Pearson, Inc.	<p>be developed that provide guidelines for teaching students based on their individual needs and that document technology integration</p> <p>Since Hughes is a very small school, teachers will be assisted in analyzing each student's needs and developing individual</p>	Analysis of individual student plans	August 19, 2012	Ongoing	Principal, Design Coach, AC field service specialists

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 achieve AYP in literacy on the 2012-2013 ACTAAP and end of course assessments.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
field service specialists, graduation coach and parent/community liasion.	plans that describe what will be provided both during regular class time and during accelerated student learning times to ensure that students receive the support needed. Teachers will produce a plan for each student, based on baseline data and progress monitoring for updates. The				

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 achieve AYP in literacy on the 2012-2013 ACTAAP and end of course assessments.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
<p>3. The Leasership Team will conduct classroom observations, CWTs, and the principal will conduct evaluations to ensure project implementation. NCS Pearson, Inc. personnel and the School Improvement Director will also conduct observations</p>	<p>graduation coach and parent/community liasion will assist as needed.</p> <p>Teachers need to have experts in their fields to assist them as they grow as educators. An NCS Pearson, Inc. field service specialist will be assigned to each teacher who works with him/her individually on</p>	<p>Site reports monthly administrator/teacher evaluations of field service specialist CWTs informal evaluations formal evaluations</p>	<p>August 2012</p>	<p>Ongoing</p>	<p>Principal, Design Coache & AC field service 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 #1: To achieve AYP in literacy on the 2012-2013 ACTAAP and end of course assessments.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
	professional growth needs and provides feedback to improve instruction. The Leadership Team will conduct CWTs and administration will conduce informal and formal observations to document progress. Professional growth plans will be developed as needed based on the results of these observations				

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 achieve AYP in literacy on the 2012-2013 ACTAAP and end of course assessments.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
4. Field service specialists will conduct classroom modeling to improve instruction.	Field service specialists will model specific lessons to demonstrate proper implementation of the workshop model. The coach/interventionist will model content instruction using the workshop model in a biweekly basis in 7 th and 8 th grade literacy and English 11.	Site reports monthly administrator/teacher evaluation of field service specialist performance lesson plans weekly	August 2012	Ongoing	Principal, Design Coach & NCS Pearson, Inc. field service specialists

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 achieve AYP in literacy on the 2012-2013 ACTAAP and end of course assessments.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
GOALS ARE CONTINUED AS AN ATTACHMENT					

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 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.

Hughes School District is employing a variety of strategies centered on best practices to ensure that students not achieving at a proficient level on last year's ACTAAP literacy and math assessments will show improvement in the coming school year. It is our intention to employ NCS Pearson, Inc. as our service provider to assist us in these efforts. We will also be assisted by The Arkansas Leadership Academy.

The NCS Pearson, Inc. School Design is based on five essential design precepts that work in tandem to ensure the success of all students. Each of these elements works together to create a learning environment that is focused on individual student needs and the interventions necessary to serve these needs. These five critical elements are

1. Using a standards-based system with assessments that monitor progress and inform instruction;
2. Aligning instruction to standards and focusing teaching on moving students from where they are to where they need to be;
3. Strengthening instructional leadership;
4. Building professional learning communities; and
5. Engaging parents and the community in the school's success.

Our relationship with The Arkansas Leadership Academy supports the above ideas and lends additional support in the areas of strengthening instructional leadership, building and sustaining professional learning communities, and engaging parents and the community in the school's success.

How These Design Components Will Move Reading/Mathematics Students to Proficiency

1. Standards-based instruction with assessments: In the NCS Pearson, Inc. system, schools are asked to focus all instruction on the expectations for the subject and grade level taught. Furthermore, all instruction is expected to be data driven and

standards based. Since the beginning of our relationship with NCS Pearson, Inc., and most especially during the past two school years, we have used the TLI data results to determine how NCS Pearson, Inc. works with our school and students. Our school has developed pacing guides in cooperation with our formative assessment company.

These assessments are administered every four to six weeks. Once the results are returned, we pull individual student reports for all students who failed to meet proficiency standards in the past year. These students are then assigned to differentiated instructional groups in the regular classroom and specific intervention classes as needed. The emphasis is on requiring students to meet instructional standards in all areas to the level of rigor required at the child's individual grade level.

2. Aligned instruction with focused teaching: All teachers are required to submit lesson plans that cite the specific standard(s) to be taught based on the pacing guides noted in (1) above. During the coming school year, teachers will be afforded additional planning time to ensure thorough planning occurs. There will be a collaborative effort between NCS Pearson, Inc. field service specialists and teachers as these plans are written to ensure differentiated needs are identified and addressed. The workshop model will be employed. An opening will be presented that explains the standard for the class and the assignment to be completed to develop standard(s) mastery. During the work time, students will work individually, in partnerships, or in small groups toward mastery of the focus standard. At this time teachers will provide guided instruction as needed with a focus on those students with deficient skills. Additionally, the workshop model includes student collaboration and peer work to enhance the guided instruction provided by the teacher. During the closing students will present how their work exemplifies standard mastery. This is the time that our teachers will pay special attention to the work products produced by our strugglers and note areas that need to be addressed at a later date. In grades 7 and 8 a special focus on team teaching will occur. During the instructional time there will be lead teachers based on subject area expertise and support teachers to ensure students with specific needs are assisted.

3. Strengthening instructional leadership: Schools that fail to "inspect what they expect" are doomed from the start. The administrative team at our school will keep a roster of test scores on hand for the students assigned to each teacher who failed to reach proficiency in the previous year. Administrators will closely track progress-monitoring results, and teachers will be observed and asked for explanations of subpar results. Administrators will also work with support staff to ensure that teachers receive sufficient in class support to succeed.

As a partner with The Arkansas Leadership Academy, our focus will be on continued emphasis placed on classroom instruction and the principal being the instructional leader. The K-12 principal will enroll in The Principal's Institute creating portolios where he will focus on what works best for our students. This intensive training leads to best practices in classrooms and continued observations of classrooms.

4. Building professional learning communities: Teachers in our school currently participate in study groups that develop instructional skills based on best practices revealed through the use of professional literature. They also take part in teacher meetings to follow up on study groups to analyze how the literature-based ideas

worked when applied to classroom instruction. Our currently identified key needs are enhanced instruction in literacy and mathematics with a special focus on open response. At the high school level our PLC's will center on developing teacher skills in disaggregation and tracking student performance. NCS Pearson, Inc. field service specialists will also provide on site training as needed to ensure that teachers receive training to address these needs. The efforts in this area will be led the Arkansas Leadership Academy and NCS Pearson, Inc. collegially.

The Arkansas Leadership Academy stresses the need and importance of building and sustaining professional learning communities. One teacher at the high school has been through the Teacher Academy and one is currently receiving training. Our future goal is to send as many teachers as possible through the Teacher Academy in order to build capacity. The Arkansas Leadership Academy also provides the LEA's Leadership Team with training. This invaluable training has been very effective as it relates to school improvement.

5. Engaging parents and the community: We all know that schools that involve parents and the community are far more successful than those that do not. Therefore, we are focusing part of our projected funding on aiding these efforts – a parent liaison funded through other sources is in desperate need of equipment and a graduation coach will be added to the duties of the current counselor. Funds from this grant will allow him to focus on the graduation rate over the summer months. Hughes is a small, close knit community; however, years of unemployment and the diminishing of the tax base have taken their toll on the psyches of the residents. The goal will be for our parent liaison to reconnect our secondary school efforts with the efforts of our community. The parent liaison works an unconventional schedule in order to be out and about in the town when parents and extended family members are available. Additionally, there will be an area established for parents to access technology to assist with their own educational and career efforts. While the parent liaison will focus on the adults and helping them engage in their children's educations, the graduation coach will focus on students. All students will develop a "life plan" beginning in seventh grade that helps them establish goals for the future and the steps that will be needed to achieve their expectations. This information will be shared with faculty members who will help students focus their work. During the coming school year we will hold math and reading family nights to train our parents in ways to help their children achieve. All parents will be involved in parent-teacher conferences in the fall and spring, and the parents of those students who failed to score proficient will be asked to visit on a more frequent basis. Attempts will be made to attract community tutors to our school to assist during the school day.

The Arkansas Leadership Academy stresses the importance of "transparency" as it relates to parents and the community. Suggested activities passed down from the Academy are stressed.

Specific Strategies to Provide Needed Interventions:

As an NCS Pearson, Inc. school, our focus is on addressing student needs at all three main tiers. The NCS Pearson, Inc. approach provides us a direction for achieving our goals and helps put mechanisms in place to ensure success. This funding will allow us to provide additional depth of instruction and support for our struggling students. Our tier one focus is differentiation within the workshop model. Tier two students will participate in a variety of interventions including Math, Literacy, and Science Navigator, and before and after school tutoring. As was previously indicated, data will be closely tracked. In addition to our participation in the TLI formative assessment program, we will have access to the NCS Pearson, Inc. ARO data system that integrates frequent checkpoints for tier 2 interventions plus our own onsite use of the DRA for students in grades 7 and 8 and the QRI4 for high school students. There will be a significant focus on reading at all tier levels, especially in the content areas, to ensure our students can both read and use information effectively.

Tier one instruction for math students will employ the workshop model with a special focus on technology and the use of manipulative materials. Math students take part in a standards-based opening, work individually during a struggle time, switch to partners and groups, then present their results during the closing when using this approach. Our identified students will be paired with higher achieving peers or participate in guided math groups based on formative and anecdotal data. As with literacy, the focus is on planned differentiation to meet individual student needs.

Tier two interventions will be split between in class and pull out activities depending on grade level. Student progress and needs will be tracked biweekly using a system of standards-based assessments. The goal will be to quickly identify student challenges and address them. This is where the integration of a team teaching model in grades 7/8 and the use of a coach/interventionist approach will be beneficial. Student work will be viewed through a variety of lenses, and as a result, we expect to more accurately identify student needs so they can be promptly addressed.

Students in grades 7-12 will use the NCS Pearson, Inc. Math, Literacy, and Science Navigator intervention programs as well as before and after school tutoring to address student needs at the tier two needs level. All of the Navigator programs are connected to extensive data networks that allow teachers to download information on full groups and individual students. This data identifies specific student needs and tracks progress toward mastery. Math Navigator begins with a screener designed by grade level. The results show what specific skills deficits exist. Students are then placed in pull out groups of twelve to fifteen children to complete modules based on their identified challenges. These classes are skills rather than grade level based so whatever skills are missing can be addressed readily. The plan is to begin the year with all seventh and eighth grade students in before school Math Navigator tutoring. The modules will be taught daily for thirty minutes for a twenty-day period. Every six to seven days a checkpoint will be administered to determine student progress and adjustments that

might be needed. On day twenty a posttest is administered that identifies areas of mastery and what skills may need to be addressed again. Students continue to participate in needed modules until deficient skills are remedied. Literacy and Science Navigator work similarly; however, rather than specific skills, they address comprehension issues as a whole for the first thirty to forty days. A locator test is administered to determine student placement. Once again, placements are based on academic needs rather than grade levels. A pretest is administered along with biweekly checkpoints to monitor progress. A posttest is given that identifies remaining skills needs. In Literacy Navigator, students are then placed in a fifteen-day Word Study module followed by remediation units that address main ideas, supporting details, inferences, and patterns. The goal for each of these tier two interventions is to focus on individual student needs. Literacy and Science Navigator will be integrated during the school day on an as needed basis.

Additionally, through the use of SIG funding, we will extend our current school day. All 7/8 students will work with Math Navigator daily from 7:30 to 8:00 a.m. Students in grades 9-12 will work on specific needs using computerized programs with technology funded through the SIG. Student placement in both of these programs will be based on assessment data with frequent monitoring to change placements as needed. Tier 3 interventions will focus on guided math and reading times both during and after school. Tier three reading instruction will be developed based on DRA and QRI results. This information will be used as the basis for guided reading groups. Tier three math instruction for the upper grades will be addressed through a focus on prerequisite skills practice and the use of manipulative materials. Pretests will be developed and administered prior to each strand. Teachers and field service specialists will identify weak SLE's then conduct back mapping analyses to determine prerequisite skills that need to be addressed. Students will be pulled into guided math groups during the work time to ensure that their needs are met.

How We Will Change to Meet Our Students' Needs:

As was previously indicated, there will be a number of modifications in grades 7-12 to ensure that student needs are met. Chief among them are

1. The extended use of a parent liaison to increase parental engagement in their children's educations.
2. The extension of the school day to include thirty minutes of before school interventions, team teaching in grades 7 and 8 Literacy, strict adherence to the workshop model to ensure a work time exists where differentiated instruction can occur, and after school tutoring beginning in September.
3. The use of a graduation coach/dropout prevention specialist to help students identify future goals and take actions to remain on track to achieve their goals.
4. The traditional ALE environment will be changed to focus on an out of school prevention format that is instructionally based. The graduation coach will work with the coordinator of this program to see that students continue to focus on instruction even when they are not in the traditional classroom setting with their peers. Of course, the emphasis will be on keeping students in class rather than exclusion.

5. Scheduling that allows additional planning and professional development time for teachers. Lesson planning will be collaborative in nature, i.e., NCS Pearson, Inc. field service specialists will work with teachers on a weekly basis to develop plans that are sufficiently in depth and the rigor level needed for student success.
6. Integration of faculty/staff and student incentives to attend school daily.
7. Intergration of technology in which every student will have access to an Ipad 2 and /or Ipad 3 to support learning at school and at home to prepare for the Common Core State Standards.

Sustaining Our Efforts:

Our sustainability of these efforts will be viable due to the adjustments that will be made during the course of the grant. First, at this time we have a number of under utilized employees. It is our intention to restructure positions and reduce our teaching staff through attrition and other means as we analyze our needs. This will, in turn, free assets for other uses. Second, we are purchasing a number of technology and materials items that will support our program long after the grant term expires. Third, our goal is to become a self-supporting entity in terms of outside assistance. Fees for outside consultants should be reduced or eliminated thus allowing us to use the resources we are currently using for outside expertise for in house expenses. Finally, as always, we will continue to apply for both public and private grant funding that meets our identified needs.

Other federal, local, and private funds will be used to address activities within the grant as well. These activities are noted throughout the grant.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools

n/a

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	Complete grant process.
June	Advise faculty/staff of funding; review specific grant requirements with faculty/staff; develop professional development action plan with administration; finalize position descriptions finalize schedules for 7 th and 8 th and begin purchase of technology and materials

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	Continue purchase of technology and materials; begin training on the workshop model and development of 7-12 course syllabi; analyze intervention pretest results and establish class schedules. Work out details for mentor/mentee program.
August	Finalize purchases; continue training with a focus on rigorous instruction, use of technology and manipulative materials, and early steps on common core; parent meeting to explain the benefits of the grant and engage them in discussions about how this will become a school/family effort; finalize class schedules. Schedule meetings with all seniors to discuss their needs for graduation and future goals (ACT deadlines, college/vocational school deadlines); analyze high school schedules against graduation requirements to identify students at risk to drop out and what will be needed to allow them to graduate – adjust schedules as needed; parent meeting with families of seventh and eighth grade students to explain schedule changes and the need for parents to be engaged with their students; finalize plans for extended school day and after school tutoring; begin specific lesson planning in concert with NCS Pearson, Inc. field service specialists; begin site specific professional development. Create mentor/mentee program.
September	Begin school day and after school tutoring; continue weekly lesson planning sessions with NCS Pearson, Inc. field service specialists; begin professional learning communities; adjust intervention schedules as needed; analyze initial TLI results; hold monthly parent engagement meeting led by parent liaison; begin evaluation meetings with all faculty/staff members on an individual basis (conducted by principal) to determine achievements and challenges and develop personal growth plans. Begin planning stages of college visit for 9 th -12 th graders.
October	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; initial faculty/staff/student quarterly attendance awards; analyze first quarter progress based on the time line and terms and conditions of SIG funding; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results. Continue working on college visit for 9 th -12 th graders.
November	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results.

	Take college visit with 9 th -12 th graders
December	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; second faculty/staff/student quarterly attendance awards; analyze second quarter progress based on the time line and terms and conditions of SIG funding; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results.
January	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; adjust student schedules based on first semester results; conduct practice end of course exam for tenth and eleventh grade English students; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results.
February	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; begin end of year evaluation meetings with all teachers on an individual basis (conducted by principal) to determine achievements and challenges and discuss needed improvements to ensure contract renewal. Plan college visit for 9 th -12 th graders
March	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; begin end of year evaluation meetings with all teachers on an individual basis (conducted by principal) to determine achievements and challenges and discuss needed improvements to ensure contract renewal; conduct mock ACTAAP/SAT assessments for all seventh through ninth graders; analyze third quarter progress based on the time line and terms and conditions of SIG funding; provide third quarter faculty/staff/student attendance awards; analyze faculty/staff position needs based on anticipated 2012-2013 projected student enrollment. Continue to plan for college visit for 9 th -12 th graders.
April	Develop summer school plans; develop summer professional development plan; continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; begin end of year evaluation meetings with all teachers on an individual basis (conducted by principal) to determine achievements and challenges and discuss needed improvements to ensure contract renewal; finalize materials list for upcoming school year; conduct mock end of course assessments for algebra, geometry, and biology. Take college visit for 9 th -12 th graders.

May	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; finalize staff assignments for 2012-2013 school year; analyze fourth quarter progress based on the time line and terms and conditions of SIG funding; provide fourth quarter faculty/staff/student attendance awards; finalize summer professional development plans; finalize summer school plans; meet with individual students (graduation coach) to determine their progress in meeting their pre-defined academic goals.
June	Hold summer school with required participation for all students failing to score proficient in any tested academic area or earning below "C" level in any core area class during the 2012-2013 school year; begin summer professional development focused on seventh/eighth grade change to align with Arkansas's transition to common core standards for grades 3-8; analyze end of year data to determine areas with remaining challenges and remediate as needed.
July	Finalize hiring; ensure that all needed purchases have been made; continue training with a focus on rigorous instruction, use of technology and manipulative materials, and common core standards; parent meeting to revisit the benefits of the grant and engage them in discussions about how this will become a school/family effort; finalize class schedules.

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	Finalize hiring; ensure that all needed purchases have been made; continue training with a focus on rigorous instruction, use of technology and manipulative materials, and common core standards; parent meeting to revisit the benefits of the grant and engage them in discussions about how this will become a school/family effort; finalize class schedules.
August	Schedule meetings with all seniors to discuss their needs for graduation and future goals (ACT deadlines, college/vocational school deadlines); analyze high school schedules against graduation requirements to identify students at risk to drop out and what will be needed to allow them to graduate – adjust schedules as needed; parent meeting with families of seventh and eighth grade students to revisit schedule changes and the need for parents to be engaged with their students; finalize plans for extended school day and after school tutoring; begin specific lesson planning in concert with NCS Pearson, Inc. field service specialists; begin site specific professional development.
September	Begin school day and after school tutoring; continue weekly lesson planning sessions with NCS Pearson, Inc. field service specialists; begin professional learning communities; adjust intervention schedules as needed; analyze initial TLI results; hold monthly parent engagement meeting led by parent liaison; begin evaluation meetings with all faculty/staff members on an individual basis (conducted by principal) to determine achievements and challenges and develop personal growth plans. Plan college visit for 9 th -12 th graders.
October	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; initial faculty/staff/student quarterly attendance awards; analyze first quarter progress based on the time line and terms and conditions of SIG funding; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results. Continue to plan college visit for 9 th -2 th graders.
November	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results. Take college trip for 9 th -12 th graders.
December	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and

	conferences as identified for filling specific teacher and student needs; second faculty/staff/student quarterly attendance awards; analyze second quarter progress based on the time line and terms and conditions of SIG funding; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results.
January	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; adjust student schedules based on first semester results; conduct practice end of course exam for tenth grade English students; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results.
February	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; begin end of year evaluation meetings with all teachers on an individual basis (conducted by principal) to determine achievements and challenges and discuss needed improvements to ensure contract renewal. Plan college visit for 9 th -12 th graders.
March	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; begin end of year evaluation meetings with all teachers on an individual basis (conducted by principal) to determine achievements and challenges and discuss needed improvements to ensure contract renewal; conduct mock ACTAAP/SAT assessments for all seventh through ninth graders; analyze third quarter progress based on the time line and terms and conditions of SIG funding; provide third quarter faculty/staff/student attendance awards; analyze faculty/staff position needs based on anticipated 2013-2014 projected student enrollment. Continue to plan for college visit for 9 th -12 th graders.
April	Develop summer school plans; develop summer professional development plan; continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; begin end of year evaluation meetings with all teachers on an individual basis (conducted by principal) to determine achievements and challenges and discuss needed improvements to ensure contract renewal; finalize materials list for upcoming school year; conduct mock end of course assessments for algebra, geometry, and biology. Take college visit for 9 th -12 th graders.
May	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; finalize staff assignments for

	2013-2014 school year; analyze fourth quarter progress based on the time line and terms and conditions of SIG funding; provide fourth quarter faculty/staff/student attendance awards; finalize summer professional development plans; finalize summer school plans; meet with individual students (graduation coach/drop out prevention specialist) to determine their progress in meeting their pre-defined academic goals; discuss transition plans with external providers to ensure on site capacity exists to meet academic challenges without outside assistance.
June	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; finalize staff assignments for 2013-2014 school year; analyze fourth quarter progress based on the time line and terms and conditions of SIG funding; provide fourth quarter faculty/staff/student attendance awards; finalize summer professional development plans; finalize summer school plans; meet with individual students (graduation coach/drop out prevention specialist) to determine their progress in meeting their pre-defined academic goals; discuss transition plans with external providers to ensure on site capacity exists to meet academic challenges without outside assistance.
July	Finalize hiring; ensure that all needed purchases have been made; continue training with a focus on rigorous instruction, use of technology and manipulative materials, and common core standards; parent meeting to revisit the benefits of the grant and engage them in discussions about how this will become a school/family effort; finalize class schedules.

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.

July	Finalize hiring; ensure that all needed purchases have been made; continue training with a focus on rigorous instruction, use of technology and manipulative materials, and common core standards; parent meeting to revisit the benefits of the grant and engage them in discussions about how this will become a school/family effort; finalize class schedules.
August	Schedule meetings with all seniors to discuss their needs for graduation and future goals (ACT deadlines, college/vocational school deadlines); analyze high school schedules against graduation requirements to identify students at risk to drop out and what will be needed to allow them to graduate – adjust schedules as needed; parent meeting with families of seventh and eighth grade students to revisit schedule changes and the need for parents to be engaged with their students; finalize plans for extended school day and after school tutoring; begin specific lesson planning in concert with NCS Pearson, Inc. field service specialists; begin site specific professional development.
September	Begin school day and after school tutoring; continue weekly lesson planning sessions with NCS Pearson, Inc. field service specialists; begin professional learning communities; adjust intervention schedules as needed; analyze initial TLI results; hold monthly parent engagement meeting led by parent liaison; begin evaluation meetings with all faculty/staff members on an individual basis (conducted by principal) to determine achievements and challenges and develop personal growth plans. Plan college visit for 9 th -12 th graders.
October	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; initial faculty/staff/student quarterly attendance awards; analyze first quarter progress based on the time line and terms and conditions of SIG funding; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results. Continue planning college visit for 9 th -12 th graders.
November	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; continue faculty/staff evaluation

	meetings and discuss personal growth plan adjustments that might be needed based on TLI results. Take college visit for 9 th -12 th graders.
December	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; second faculty/staff/student quarterly attendance awards; analyze second quarter progress based on the time line and terms and conditions of SIG funding; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results.
January	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; adjust student schedules based on first semester results; conduct practice end of course exam for tenth grade English students; continue faculty/staff evaluation meetings and discuss personal growth plan adjustments that might be needed based on TLI results; finalize transition plans with outside providers to ensure in house expertise exists to guide school needs.
February	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; begin end of year evaluation meetings with all teachers on an individual basis (conducted by principal) to determine achievements and challenges and discuss needed improvements to ensure contract renewal.
March	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; begin end of year evaluation meetings with all teachers on an individual basis (conducted by principal) to determine achievements and challenges and discuss needed improvements to ensure contract renewal; conduct mock ACTAAP/SAT assessments for all seventh through ninth graders; analyze third quarter progress based on the time line and terms and conditions of SIG funding; provide third quarter faculty/staff/student attendance awards; analyze faculty/staff position needs based on anticipated 2013-2014 projected student enrollment. Plan college visit for 9 th -12 th graders.
April	Develop summer school plans; develop summer professional development plan; continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified

	for filling specific teacher and student needs; begin end of year evaluation meetings with all teachers on an individual basis (conducted by principal) to determine achievements and challenges and discuss needed improvements to ensure contract renewal; finalize materials list for upcoming school year; conduct mock end of course assessments for algebra, geometry, and biology. Continue planning for college visit for 9 th -12 th graders.
May	Continue weekly lesson planning sessions; continue professional learning communities; analyze data; hold monthly parent engagement meeting led by parent liaison; attend off site trainings and conferences as identified for filling specific teacher and student needs; finalize staff assignments for 2014-2015 school year; analyze fourth quarter progress based on the time line and terms and conditions of SIG funding; provide fourth quarter faculty/staff/student attendance awards; finalize summer professional development plans; finalize summer school plans; meet with individual students (graduation coach/drop out prevention specialist) to determine their progress in meeting their pre-defined academic goals; discuss transition plans with external providers to ensure on site capacity exists to meet academic challenges without outside assistance. Take college visit for 9 th -12 th graders.
June	Hold summer school with required participation for all students failing to score proficient in any tested academic area or earning below "C" level in any core area class during the 2014-2015 school year; identify training sources for assistance with common core standards assessments; analyze end of year data to determine areas with remaining challenges and remediate as needed.
July	Finalize grant documentation.

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
4/17/12	Leadership Team	Mrs. Coveny	Federal Programs Coor.
		Mrs. FA Owens	Design Coach
		Mrs. Able	HS teacher—Tier I school
		Ms. Gregory	Elem teacher—feeder school
4/24/12	Leadership Team	Mr. Wilkins	Superintendent
		Ms. Sullards	School Improvement Director
		Mrs. S. Owens	Principal
		Mrs. Coveny	Federal Programs Coor.
		Mrs. FA Owens	Design Coach
		Mrs. Able	HS teacher—Tier I school
		Ms. Gregory	Elem teacher—feeder school
		Dr. Robert Toney	ADE
4/30/12	Title I Parent Education Meeting	Mr. Wilkins	Superintendent
		Mrs. Coveny	Federal Programs Coor.
		Mrs. S. Owens	Principal
		Mrs. FA Owens	Design Coach
		Mrs. Wilson	Parent/Community Liasion
		Approx 40 Parents	Parents
5/08/12	School Board Meeting	Mr. Wilkins	Superintendent
		Various	School Board

		Various	Community Members
5/14/12	Faculty Meeting at Tier I School which includes special education instructors	Mr. Wilkins	Superintendent
		Mrs. Coveny	Federal Programs Coor.
		Various	Teachers

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: Hughes/Hughes High School

Tier I

Total 3-Year Budget \$1,788,850.00

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				
X <input type="checkbox"/> Recruit, place and retain staff	\$12,600.00	\$13,600.00	\$14,600.00	

<input type="checkbox"/> Select new staff				
<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
X <input type="checkbox"/> Support for staff being reassigned		\$64,000.00	\$64,000.00	\$64,000.00
<input type="checkbox"/> Retaining surplus staff				
X <input type="checkbox"/> Create partnerships to support transformation model		\$171,000.00	\$171,000.00	\$171,000.00
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
X <input type="checkbox"/> High-quality, job-embedded professional development		\$50,000.00	\$50,000.00	\$50,000.00
X <input type="checkbox"/> Implementing data collection and analysis structures		\$6,000.00	\$6,000.00	\$6,000.00
X <input type="checkbox"/> Increase learning team (extended day, week, and/or year)		\$114,350.00	\$114,350.00	\$114,350.00
X <input type="checkbox"/> Student supports (emotional, social, and community-based)	\$1,000.00	\$41,000.00	\$41,000.00	\$41,000.00
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
X <input type="checkbox"/> Technology		\$210,000.00	\$20,000.00	\$20,000.00
X <input type="checkbox"/> Additional Materials and supplies		\$35,000.00	\$25,000.00	\$20,000.00
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
X Teacher/staff incentive		\$26,000.00	\$26,000.00	\$26,000.00
Total	\$13,600.00	\$730,950.00	\$531,950.00	\$512,350.00

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
n/a		

Total	
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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

Funds awarded from this School Improvement Grant will be used in various ways which include hiring of personnel, high quality professional development, and technology to name a few. Below you will find the list of activities that will be accomplished through these SIG funds.

1. Recruit, place and retain staff---The LEA will use SIG funds to allow the counselor to focus on graduation efforts over the summer months in the pre-implementation year and years 2 and 3. These funds will cover 55 extra days of the counselor’s contract. The salary and benefits of the extra days will be paid from these funds. The district will also continue to partner with the ADE in recruiting efforts in the future. A portion of these allocated funds (\$1,000.00 a year) will be used for recruitment efforts in the pre-implementation time and years 2 and 3 of the grant if needed.
2. Support of staff being reassigned---The staff in the Tier I school will be reassigned slightly. We plan on extending the school day. Currently teachers are expected to be on campus as part of their planning day at 7:30; but students do not report to classrooms until 8:00. Grant funds will help compensate teachers for providing classroom instruction from 7:30-8:00 daily. Stipends will be calculated in order to compensate teachers for the extra instruction they are providing during

their day. This will be done during years 1-3 of the SIG. This district's daily stipend is \$85.00 a day. Therefore, we will calculate paying the teachers an additional \$10.00 a day for their efforts in this endeavor. 35 teachers were budgeted for.

3. Create partnerships to support transformation model---The SIG funds will be used to allow the Tier I school to continue the relationship with NCS Pearson, Inc. and The Arkansas Leadership Academy. NCS Pearson, Inc. will provide professional development and support to faculty and staff during the working day. All components of the NCS Pearson, Inc. School Design will be implemented and overseen by NCS Pearson, Inc. staff. Increased days(47) will be sought after from NCS Pearson, Inc. in order to provide the needed intense guidance of the Tier I school. The SIG funds will also provide participation with The Arkansas Leadership Academy that goes above and beyond what is currently written into the school's ACSIP on a yearly basis. The Arkansas Leadership Academy lends invaluable support to the principal, Leadership Team and teachers. Our commitment is to continue to attend professional development activities in all areas with The Arkansas Leadership Academy. A partnership with both NCS Pearson, Inc. and The Arkansas Leadership Academy will be sought after for the life of the SIG. Currently the ACSIP funds these activities on a very limited basis, 20 days for NCS Pearson, Inc. and the amount billed from The Arkansas Leadership Academy.

4. High-quality, job-embedded professional development---The SIG funds will allow the Tier I faculty and staff to attend professional development activities as suggested through NCS Pearson, Inc., The Arkansas Leadership Academy, the Arkansas Department of Education, Great Rivers Co-op and other national/local conferences as deemed appropriate. Currently, the main focus will be on NCS Pearson, Inc. workshops over the summer months, PLC training by Rick Dufour as suggested by The Arkansas Leadership Academy, and suggested workshops/conferences as suggested related to Common Core State Standards. A significant portion of our professional development funds will be used to seek out some intense training on Ipads in the classrooms. Since a major element of the SIG focuses on technology, it will be imperative that the teachers learn how to use the technology in every way to promote student achievement. Conference registration, travel, meals, etc. related to professional development will be paid. A stipend will be paid to personnel attending that is not a contracted day or to extend the school day in order to provide on-site professional development in order to build capacity among our staff. Professional development funds will be used for all faculty/staff as it relates to the Tier I school. Professional development funds will be utilized during the pre-implementation stage as well as years 1-3.

5. Implementing data collection and analysis structures---The LEA will use a portion of the SIG funds to continue its relationship with The Learning Institute for use at the Tier I school. The partnership with The Learning Institute, which will include the biology portion, will be sought after for years 1-3 of the SIG.

6. Increase learning time(extended day, week, and/or year)---The LEA will use funds from the SIG to extend the school day of the Tier I school. Traditional after-school tutoring and summer school will be funded. Salaries and benefits of teachers willing to stay the extended time will be paid from the SIG for both after-school tutoring and summer school. After-school tutoring will be held 3 days per week throughout the school year. Transportation will also be funded. The funding will fund years 1-3.

7. Student support(emotional, social and community-based)---The parent/community liasion will be a strong element in bringing this piece to life. Her salary is provided by NSLA. Students will be rewarded for daily attendance once a quarter(a value of \$25.00) with a “bonus” at the end of the year for receiving the reward all four quarters. This will go hand in hand with the academic incentives that will be given out using private funds. The parent/community liasion will also use a portion allotted here to break down barriers for parents to attend meetings, such as providing transportation and babysitting services for parent meetings. Funds will be used to pay for these services. \$5,000.00 will be budgeted yearly to take the 9th-12th graders on college tours twice a year. These funds will be used in years 1-3.

8. Technology---A major component in the pre-implementation stage will be the purchase of iPad 2s and/or 3s for the students, faculty and staff in the Tier I school. As stated in our needs assessment this use of technology must be addressed in preparation of the Common Core State Standards. Other technology will be purchased for the parent/community liasion's office so that parents can have access to computers during the school day. Technology such as ELMOS and SmartBoards will be purchased for the classrooms in order to update technology that has been in classroom five years or more.

9. Additional Materials and Supplies---Additional materials and supplies will be purchased for the iPad 2 in order to keep them working properly. Along with the iPad 2s as mentioned above, Apple USB power adapter, iPad Defender Series Case and 2 Bretford Power Sync Carts for the iPad 2 will be purchased during the pre-implementation stage of the SIG. Miscellaneous materials will also be purchased such as NCS Pearson, Inc. materials, Common Core Book Sets (trade books for students), calculators, professional reading materials, and math manipulatives. Some of these items will be purchased during the pre-implementation year and continuing on into years 1-3. Other materials such as chart tablets, classroom reading materials, etc. to support student achievement will also be purchased throughout the life of the grant. Materials, supplies and needed support to start up the offices of the parent/community liasion, graduation coach and the DOP personnel will be purchased as well throughout the life of the grant.

10. Attendance incentives for teachers/staff---Teacher/staff attendance will be rewarded each quarter throughout the school year. Stipends and benefits will be budgeted for the lifetime of the grant. A \$100.00 value gift will be given once a quarter for 0 or 1 absences.

D. ASSURANCES

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

By the signature of the Superintendent of Hughes 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 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.

Superintendent's Signature

May 18, 2012
Date

Jimmy Wilkins
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: Hughes High School

LEA #: 62-02-024

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

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

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

Principal's Professional Growth Plan

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

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>