ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Forrest City School District-Forrest City Junior High	
Mailing Address (Street, P.O. Box, City/Zip) 625 Irving Street Forrest City, AR 72335	Starting Date May 2014
Name, title and phone number of authorized contact person: Sandra Mills, Federal Programs Coordinator	Ending Date July 2017
Amount of funds requested:	Number of schools to be served: 1

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

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

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

State and LEA Allocations

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

Consultation with the Committee of Practitioners

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

FY 2014 SUBMISSION INFORMATION

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

The LEA should submit its 2014 application to the following address:
rick.green@arkansas.gov

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

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Forrest City Junior High	0506270003 45	7-8	X	☐	☐	☐	☐
Forrest City High	0506270003 45	9-12	X	☐	☐	☐	☐
			☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐

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

The Forrest City Public School District has the capacity to serve the two Priority Schools located in the district.

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Forrest City Junior High LEA #: 6201010

Context
1. Grade levels (e.g., 9-12):7-8 2. Total Enrollment: 446

3. % Free/Reduced Lunch:100% 4. % Special Education Students: 10%

5. % English Language Learners:2%

6. Home Languages of English Language Learners (list up to 3 most frequent:)

1.Spanish
2.Arabic
3.English

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

Forrest City Junior High School, located in St. Francis County, serves students in Forrest City and the surrounding small towns and rural areas in St. Francis County including Colt, Caldwell, Madison, Widener, Round Pond, and Heth. It has the unfortunate connotation as one of the poorest of Arkansas' 75 counties. The racial make-up of the city consists of

- 67.33% African-Americans,
- 0.70% Native American,
- 0.66% Asian,
- 0.05% Pacific Islander, and
- 3.66% considered from two or more or other races.

The population of Forrest City is 15,371 according to the 2010 Census. The median income for a household in the city is $25,217.00. The per capita income for the city is

noted as $11,485.00. The demographics on family structure consists of

- 27.8% married couples living together,
- 30.2% had a female adult only, and
- 36.4% were non families.

These significant factors are very different from the state or national averages. The data reveals the low socio economic nature of our community and the weak family structure that is in place to support the educational program offered at Forrest City Junior High.

There are three private schools within a 5-20 mile radius which serve a student population that has less diversity than our public school. Other educational influences include East Arkansas Community College, an accredited two year collage that provides career and technical educational opportunities to local high schools and their students. Also, Crowley's Ridge Vo-Technical School serves as a technical educational institute to the community.

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

School	Grade Span		School	Grade Span
Lincoln Academy School of Excellence (Feeder)	5-6			
Forrest City High (Recipient)	9-12			

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
Principal, Reginald Murphy	Administration and Supervision Building Level Administrator 5-12; Social Studies 7-12;	2	4	10
Assistant Principal, John Anderson	Administration and Supervision, Building Level Administrator K-12; Math 7-12	2	6	6

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

Forrest City School District has been involved in transitioning to the LEADS evaluation system for administrators and has initiated training of the administrative staff members by participating in the Great Rivers Educational Cooperative's trainings. During the 2013-2014 school year, the district has piloted the principal evaluation system. The superintendent, central office administrative staff and principals participated in a two-day training for the principal evaluation system. Assistant principals received training in the Fall, 2013. The District is fully prepared to implement the new system during the 2014-15 school year.

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

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

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

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

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

The Forrest City Public School District has enthusiastically initiated the state's teacher evaluation system – Teaching Excellence Support System (TESS) with the piloting of the system this academic year. All school administrators participated in the TESS professional development provided by the Great Rivers Educational Cooperative. The Junior High School administrative staff took and passed the credentialing examination and has initiated TESS evaluations this academic year.

During the spring and summer of 2013, Junior High administrators attended the TESS training and became familiar with the timelines, various forms and the Danielson framework.

All of the Junior High staff members participated in the required 3 hour Teacher Excellence and Support System (TESS) law and process which was facilitated by Judy Locke. After every teacher was trained a random drawing was held to launch the TESS evaluative process with the establishment of placements of teachers within the 3 year summative cycle of evaluations.

This year every teacher has a written Professional Growth Plan (PGP) which is used cumulatively to plan professional growth activities and instructional performance with reference to the rubric.

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

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

The utilization of TESS and its evaluation tools has assured a smooth and systematic evaluation process that focuses on teacher excellence at the Junior High School.

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

2013-14

- We have implemented weekly Enrichment-Remediation period on Wednesdays. This initiative allows us to provide remediation (by way of 5-week mini-courses) to students based off of their performance on the benchmark. Students, who do not require remediation, are enrolled in enrichment courses.
- We have implemented weekly departmental PLCs.
- We have implemented a project based learning initiative. Each teacher is required to assign at least on project based learning assignment each semester.
- A schedule of projects is developed so that students will not have more than 2 projects at a time. In addition, each department is required to have a parent night to introduce the requirements of the project.
- The FCJHS staff has made it a priority to provide 90 minutes of certified instruction daily in In-School Suspension. A schedule was developed where teachers go to ISS once per month to teach a 30 minute lesson. Certified staff that is not classroom teachers are required to teach a 30 minute lesson weekly (principal included).
- The Mustang Point System was introduced to supplement disciplinary measures used for infractions, and it is also used for student incentives. Students receive 100 points per nine weeks. Points are deducted for each infraction.
- Edoctrina is currently being used by our district to help disaggregate data.
- Data meetings are held following each interim assessment. Teachers have to make a presentation to the Core Team (administrators and instructional facilitators) about student achievement.
- An 8 Sectors reception was held to inform stakeholders about our plans for the school year. Refreshments were provided, and activities were used to generate feedback.
- Remind 101 has been a major tool of communication with parents.

2012-13

- The Forrest City Junior High School contracted with Dr. Jane Pollock train the staff in the GANAG teaching model. This model focuses on several high yield strategies. Dr. Pollock was contracted for 10 site visits for personalized training.
- FCJHS adopted the Gate's Maps for our literacy curriculum. These maps address the newly adopted Common Core State Standards.
- Through the backwards design planning model, we created common assessments in the four core courses.
- The FCJHS developed a CORE team that consists of the principal, assistant principal and instructional facilitators. This team meets weekly on Mondays at 10:00 am.

- An additional block of math was added in 8th grade to supplement the regular math class. Using benchmark data, students for this additional block are identified.
- The Red Zone (quiet hallway) was implemented to promote orderly transition in the hallways and cafeteria.
- Several incentives for students and teacher were introduced. Some of these incentives include Teacher of the Month, Student of the Week, Privilege Cards, and Student Action Committee.
- A Stakeholder's Summit was held prior to the benchmark exams. The purpose was to in inform parents about our school improvement status, to share our initiatives to improve our school improvement status, and provide information about the benchmark assessment. Refreshments and entertainment was provided.

2011-12

- The entire leadership team (principal & assistant principal) was replaced with fully certified and trained staff.
- An 8 period day was established, featuring professional learning periods
- A common planning period was established for each discipline. This resulted in a focused time for grade level and departmental meetings which resulted in the initiation of shared instructional and curricular strategies.
- Specific additional security cameras were added.
- Teacher of the month award was established to increase staff morale
- A new job description for instructional facilitators, which detailed the requirement that 70% of their time must be spent in the classroom, PLCs, focus walks, or planning with teachers.
- A system was established for immediate incentives for students during the benchmark exam. Its four areas of focus were Attendance, Preparedness, Behavior, and Effort (working 90% of the allotted time).
- School-wide, simultaneous remediation sessions were utilized weekly using the intercom systems and power points. An instructional facilitator acted as lead teacher, and the teachers served as facilitators within their classrooms.
- An introduction to the Common Core State Standards was initiated.

2010-11

- America's Choice expanded into school-wide change strategies which included the workshop model in all classes, the addition of standards-based bulletin boards, a 25-book campaign to address independent reading, and focused observations in addition to curriculum changes in literacy and mathematics.
- A new leadership team (principal & assistant principal).
- Revision of the disciplinary ladder which included a PLC meeting with an parent/advocate of the student.
- Establishment of new hallway procedures to promote orderly transitions.

- In-School-Suspension reforms were implemented to ensure that students received and completed classroom assignments and to deter students repeat offenders.
- The Student Action Committee was formed assist in school reforms

2009-10

- America's Choice began in 2009-2010 with ramp-up classes in seventh and eighth grade English and seventh grade mathematics.
- Through E2E, the Junior High administrators and instructional facilitators also began a program or classroom walkthroughs to examine the effectiveness and methods of teaching in the building.
- The school expanded word walls to all academic disciplines.
- The Forrest City School District contracted with The Learning Institute to provide literacy and mathematics pacing guides and interim assessments. These assessments were used to measure progress in both literacy and mathematics, to determine areas of concern for remediation and to predict Benchmark scores.

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

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

Subject	2013	2012	2011	2010	2009
Reading/Language/English	51.5%	55.5%	38.5%	38%	42%
Mathematics	43%	4.5%	30%	27%	34.5%
Science	11%	6.6%	10%	10%	
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:

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	64 %	70 %	52 %	44 %	53.85%	37.1 %							4%	15.25%	14.3 %
Mathematics	67 %	68.83%	60.5 %	40 %	38.76%	32.7 %							4%	18.64%	13.2 %
Science	22 %	16.2 %	24 %	9%	4.1 %	6%							0%	7.7 %	0%
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					31%	46%				
Mathematics					35%	24%				
Science					10%					
Social Studies										
Writing: Algebra						96%				
Other										

Test Year: 2012

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					59%	52%				
Mathematics					52%	31%				
Science					6.6%					
Social Studies										
Writing										
Other : Algebra						100 %				

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					48%	55%				
Mathematics					43%	43%				
Science					11%					
Social Studies										
Writing										
Other : Algebra						100%				

4. Average daily attendance percentage for the 2013-2014 school year: 93%

5. Mobility rate for the 2013-2014 school year: 13.73%

6. Graduation rate for all students for the 2012-2013 school year: Not applicable to the Forrest City Junior High Grades 7th and 8th._

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

	All Students
2013	NA
2012	NA
2011	NA

Key Questions

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

Benchmark data revealed that the subpopulation of African American students at the Forrest City Junior High are performing at lower levels of proficiency than the white subpopulation in literacy and math.

To determine which students are experiencing the lowest achievement, an analysis of students' scores below proficient on the 7th Grade and 8th Grade Benchmark Exam and the Algebra End Of Course Exam was conducted.

In addition to the African American students, students with disabilities fall far below expectations in all tested subjects of the Benchmark Exam.

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

Not applicable to the Forrest City Junior High Grades 7th and 8th.

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

The Arkansas Department of Education conducted a Scholastic Audit of Forrest City Junior High School during the period of November 11-16, 2012.

Based on the Scholastic Audit Performance Levels, the level of performance for each of the 9 standards for school improvement of Forrest City Junior High School are:

Level & Percentages	**4**	**3**	**2**	**1**
Standard 1 - Curriculum:	**0**	**0**	**43**	**57**
Standard 2 - Classroom Evaluation/Assessment:	**0**	**13**	**38**	**49**
Standard 3 - Instruction:	**0**	**0**	**13**	**87**
Standard 4 - School Culture: Level	**0**	**0**	**45**	**55**
Standard 5 – Student/Family and Comm.Support:	**0**	**0**	**60**	**40**
Standard 6 – Profess. Growth, Develop & Eval:	**0**	**8**	**33**	**59**
Standard 7 - Leadership:	**0**	**0**	**73**	**27**
Standard 8 - School Organiz & Fiscal Res:	**0**	**0**	**40**	**60**
Standard 9 – Compreh & Effect Planning:	**0**	**0**	**38**	**62**

Forrest City Junior High School decided to address the recommendations of the report over a period of 3 years. The recommendations are being addressed each year in the Priority Improvement Plan found in the ACSIP. The six next step recommendations were woven into the Priority Improvement Plan and are now being implemented for the second school year.

The first next step recommendation of the Scholastic Audit was from Standard 3- The School's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance. The recommendation suggested we *immediately* begin to allow students to interact with technology. The Forrest City Junior High School began to utilize external providers, i.e. Pearson, APSRC, and Great Rivers Coop, to give professional development for staff on how to integrate technology into daily lessons. Departments set quarterly goals for using technology, and technology use is being documented in CWTs and Focus Walks.

The second next step recommendation of the Scholastic Audit was that district and school leadership must create a sense of urgency for improvement by reaching out and

communicating our status in a community summit. This recommendation stems from Standard 5- The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students. Standard 9- The school/district develops implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning. The Stakeholders Summit was created to invoke a call to action for all stakeholders of the Forrest City Junior High School. Several steps that were taken to ensure a productive summit are listed: advertisements in newspaper, radio, and flyer form; invitations to board members and district administration; emails were collected to form an email database; district technology personnel were on hand to assist parents with Edline; school staff presented the status of our school and initiatives that are/were being implemented to better our status. This Stakeholders Summit is scheduled for this school year in the spring.

Standard 6- The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning, was the foundation of recommendation four, emphasis must be placed on student-centered instructional strategies that will promote student performance. To help implement action to this recommendation, the Forrest City Junior High School worked with Arkansas Public School Resource Center to contract Dr. Jane E. Pollock, co-author of Classroom Instruction that Works. Teachers received and are receiving professional development on how to ensure that students utilize high yield strategies every lesson, every day. The lesson plan schema that helps teachers plan for students to use high yield strategies is called GANAG. As a part of our work with Dr. Jane E. Pollock, students use goal sheets and interactive notebooks.

The fourth next step recommendation stated that students who demonstrated competency in Literacy and Math on the state Benchmark Exams should not have to participate in the school wide remediation. The Forrest City Junior High School is now implementing a school wide individualized educational plan called E/R- Enrichment Remediation, in which students are placed in courses according to their scores on the Benchmark Exam. Students scoring advanced and proficient are placed in enrichment classes like, sewing, music as literature, and lifetime sports. Students scoring below proficient are place in courses that directly teach to the particular skills needed to become proficient. After the Benchmark Exam, all students will be enrolled in enrichment classes. This recommendation was an expression of Standard 8- There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

The final next step recommendation of the 2012 Scholastic Audit was that the Leadership Team develops a comprehensive school-wide incentive plan that includes academic and citizenship criteria. As a result, the Forrest City Junior High School has several public celebrations of students and staff. Some celebrations, such as Principal's List, Honor Roll, and Perfect Attendance, are publicized on the honor board in the main hall of the school. Other celebrations include Student of the Week, which is selected by classroom teachers and posted in each classroom. One Student of the

Week is drawn from the teacher selections and has an opportunity to face our building Principal in an athletic competition or a quiz natured competition. Rewards for building student of the week vary from free time to snacks. Other student celebrations include homeroom efforts in which students are acknowledged for highest Mustang Points and GPA. Students who have retained all 100 points in a quarter are named to the 100 point club, which is no small feat. Privilege Cards are presented to students who maintain a certain amount of Mustang Points and do not have a significant amount of tardy infractions or absences. These Privilege Cards provide students with certain uniform waivers and free time outside after lunch.
Another next step recommendation addressed the need for the principal to confront poor performance in teaching and in learning. As a result, teachers displaying poor performance were put on improvement plans last school year and had scheduled weekly meetings with the principal. This school year, teachers were chosen to be on certain tracks of the new teacher evaluation system, TESS, to have more contact time with the principal.
Standard 4 is the basis of this next step recommendation- The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 1- The school develops and implements a curriculum that is rigorous, intentional, and aligned to the state and local standards, is being addressed in the Priority Improvement Plan by allowing teachers to develop the curriculum in the summer. The Arkansas Public School Resource Center coach was utilized to help some departments work on the curriculum and help align it with the Common Core State Standards. Two additional departments will be aligning curriculum this summer, according to the Priority Improvement Plan. Lesson plans are checked by the core team, weekly, to ensure that the plans are aligned with the curriculum.

Standard 2- The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. The Forrest City Junior High School Instructional Facilitators have trained staff on assessment tasks and the rigor of the Next Generation Tests. Standards Based Bulletin Boards are implemented in every classroom to show proficient and advanced work as a standard. NWEA's Formative Assessment Item Bank has been utilized to better align instruction with assessment. These actions have been taken to ensure that instructional practices are modified based on analysis of student work.

Standard 7- School/district instructional decisions focus on support of teaching and learning organization direction, high performance expectations, creating a learning culture, and developing leadership capacity. As an action toward recommendation of the 2012 Scholastic Audit, the building principal is now actively participating in the Arkansas Leadership Academy's Master Principal Program. He has enacted several strategies studied in this program this school year. Also, to build teacher leaders, PLCs are held weekly by department. Teacher leaders or facilitators are encouraged to lead some PLC discussions and share effective teaching strategies while collaborating in book study.

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 establishment of a management plan that details the duties of each of the district employees and the partners in school reform is essential. APSRC has already initiated a series of meeting to gather data that will assist the Junior High staff in the development of this plan. The level of specificity needs to be defined and an example is: the District Instructional Facilitators will assist the Superintendent in monitoring the job embedded professional development offered at Forrest City Junior High. The District Instruction Facilitators will work closely with APSRC Coaches to ensure that job embedded professional development offered is consistent with the overall professional development plan for the Forrest City School District.

The Superintendent and the district leadership team will monitor the plan, its progress, and provide support by holding building level administrators and staff responsible for full implementation of the selected model of school reform.

The Superintendent and the district leadership team identified the need for adoption of the new Arkansas teacher and administrator evaluation system, A Framework for Teaching, the Evaluation and Professional Growth Comprehensive Assessment Plan for teachers and administrators and have provided leadership and resources to assure its successful implementation this year. There will be a need for continuing training and professional development to facilitate an understanding of the components of the new evaluation system and APSRC has one of the state approved trainers on staff who will assume a leadership role in the systematic implementation of the TESS and LEAD models.

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

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

With the new school leadership team established at Forrest City Junior High, a new systematic approach to change was instituted. The outcome was the meeting of the school's AMOs and many positive changes have resulted from the change in leadership. This new leadership has demonstrated commitment to build a culture conducive to improving student achievement by establishing effective building level leadership teams, common planning for teacher teams, full implementation of professional learning communities, and celebrations of the small successes of Forrest City Junior High staff and students. To develop a culture of continual improvement, takes dedication and a systematic change effort focusing on increasing student achievement. In order to continue the positive improvements at Forrest City Junior High, all parties involved must work together.

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

The APSRC Coaches have already established a working relationship with the Junior High with the participation for the last year of the Instructional Facilitators with the Achieving by Changing Common Core Initiative. Junior High staff have participated in systemic professional development around Common Core State Standard implementation. The relationship has been collaborative and will be used as the foundation of the management plan that defines the roles/responsibilities of each of the Junior High's leadership team and its staff in establishing a culture of continuous improvement.

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

America's Choice Reports

The Forrest City Junior High adopted the America's Choice reform curriculum during the 2009-2010 school years as a result of being under ADE School Improvement status. America's Choice Specialists' Reports reveal that portions of the America's Choice Curriculum are being implemented. A new leadership team was recently. Although AC has functioned as a vehicle for some classroom changes, test scores for students have actually decreased in math and literacy. The adoption of this change has not proven to be effective at the Forrest City Junior High.

Teachers are reluctant to utilize the skills techniques and recommendations of the Specialist to enhance student achievement. America's Choice reports submitted by the Field Service Specialist indicates a concern with the: limited use of strategies to engage the students in the learning; insufficient questioning techniques being used on a consistent basis to check for understanding of learning; teachers not using data to inform instruction; and lack of bell-to-bell teaching.

America's Choice is now Pearson. Pearson observation data shows IMOs are being measured monthly by Leadership Team. Literacy observation data shows that instruction this year is more closely aligned to the curriculum and formative assessment is being used to guide instruction more so than other years. PLCs are being utilized to help foster collaboration. However, differentiated instruction is not where it should be at this point with students closing lessons.

Teacher Attendance Data

In analyzing data on teacher attendance from August 2011 through April 2012, 45 certified employees were absent from instruction an average of 7.06 days each out of a total 155 days possible. Because well trained substitutes are in high demand in every school and because of the expertise of teaching that is required at the secondary level, a limited substitute pool exists for Forrest City Junior High School. Teacher absenteeism hinders Forrest City Junior High School from being able to provide a quality instructional program. It is necessary to improve teacher attendance at Forrest City Junior High.

Discipline and Tardy Reports

Discipline reports from Forrest City Junior High were reviewed. Out of 3,769 discipline incidents that were reported from August 20, 2011 through May 17, 2012, 1055 of them related specifically to inappropriate classroom behaviors: insubordination 157 incidents; disorderly conduct 890 incidents; abusive language 8.

Additionally, there were 1,626 tardies noted in the report during this same time period.

Lesson Plans

A review of lesson plans collected thus far this year was conducted. Lesson plans are submitted by teachers weekly. A rubric is used to score the lesson plan for objectives guided and independent activities, instructional strategies and evidence of collaboration. Classroom Walkthrough (CWT) data collected suggest that teachers are not delivering the lessons as indicated on the lesson plan form. Differentiation of instruction and engaging students at higher levels of Bloom's Taxonomy is noted as a deficit area. Limited to no follow-up is being done to ensure that lesson delivery matches the instructional plan.
Core Team members check lesson plans weekly. These plans are checked for GANAG format; around 65% of teachers are using the GANAG format.

Professional Development Survey

A survey was conducted during the Spring of 2012. Forrest City Junior High educators indicated the need for professional development for the following strategies: Explicit Vocabulary 46%, Instruction/Word Wall 50%, Paired Reading, Paired Questioning,
Jigsaw 50%, Interactive Reading and Anticipation Guides 50%, Effective Questioning
56%, Summarizing and note taking, Cornell Notes 60%, Writing to Learn 57%, Graphic
Organizers 57%, Cooperative Learning 56%, Differentiation 56%, and Analyzing Student Work 57%. Additionally, 73% of the staff felt they needed additional professional development in grade level and/or vertical team planning to integrate subject area, 73% indicated need for same-course planning lessons/pacing guides, 73% expressed needing additional assistance in developing common assessments for learning (formative) and summative assessments, 73% indicated that additional professional development is needed in developing and/or revising curricula maps and/or pacing guides,

63% ranked Bloom's Taxonomy as a need and 88% of the staff expressed a need for additional support and professional development in Common Core. The Special Education areas of concern for the staff are: Response to Intervention (RTI) 63%, Accommodations for 504 students 63%, and Different Types of Disabilities 81%. When asked which areas of state-mandated assessments they needed support in, the staff identified the following: Writing multiple choice questions 63%, Writing open response questions 75%, Developing writing prompts 69%, Grading open response type items 63%, Data analysis 50%, and Developing rubrics 56%.

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

Survey Data-Teacher, Students, & Family

In an effort to improve school culture and student achievement, a school culture inventory survey was conducted in April 2012. The views of teachers, parents, and students were examined to identify strengths and areas of improvement. The survey examined factors including: school vision, standards/expectation, leadership, collaboration/communications, and alignment to standards, monitoring teaching and learning, professional development, learning environment, family, and community involvement.

The results indicate that parents are unclear about the school's mission, teacher's main purpose of helping students learn, school contacting parents, and parent involvement. The school scored low in those areas aforementioned. The school's ratings were most high in the following areas: grades are given fairly, discipline problems are handled fairly, school activities opportunities, and teachers showing respect for one another.

According to the student's survey, the school's climate has a need for improvement in the following areas: teachers make learning interesting by teaching in different ways, parental involvement, students reported feeling unsafe, and students do not feel those who are different from them show respect.

Educators, parents, and students identified a number of key points that, if addressed, should have a positive influence on student achievement and school culture. Overall, parents believed the school was doing a fair job of addressing the factors listed in the survey. The only exceptions to that belief dealt with the school having a clear purpose and communicating that purpose

to all stakeholders. Educators and students were in agreement with the parents on the questions related to the vision and mission of the school.

Educators' survey identified several areas for improvement. Not only, do they believe the school lacks a clear purpose and clear focus on improving student learning, but educators also do not believe that students were held to high expectations, challenged with a rigorous curriculum, nor taught with effective high-yield strategies. Students, likewise, expressed concerns about a lack of challenging classes. For educators and students, mutual respect was identified as a key factor to improving school culture. Students believe the learning environment could be improved, specifically in how students are treated by adults and how adults demonstrate respect for each other. Educators also noted challenges in how students and educators demonstrate respect for individual cultural differences.

Other Key Findings Include:

- Students indicate concerns with the fairness in grading and the handling of discipline issues.
- A gap exists between the perception of how students and educators perceive school to-family communications and how parents perceive them. Parents believe there is a frequent two-way communication between school and family, while students and educators list this area as a concern.
- Educators rated collaboration and communication as a major concern, noting a lack of common team planning and lack of trust with other staff members as primary evidence of this concern.
- Parents' indicated a lack of understanding of what the school is trying to accomplish as their perceived greatest need. Through the survey several factors were identified as areas for improving student achievement and school culture. Primary focus areas should include building a culture of mutual respect and high expectations for all students.

In 2013, a satisfaction survey was administered to 95 parents, 28 staff members, and 302 students. The final scores show that parents have an 85% satisfactory rate, while staff members have 96% satisfactory rate, and students have a 85% satisfactory opinion of our school.

Scholastic Audit –

The Scholastic Audit was reviewed extensively in Leadership Team meetings and staff meeting next step recommendations and other standard recommendations were incorporated into the Priority Improvement Plan.

Technology/Media Center

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

On the Forrest City Junior High campus, wireless access is reportedly unreliable campus-wide. In the 20 core classrooms (English, math, science, and history), 20 out of 20 teachers have desktop computers that are in working order. There are 25 additional computers in the building being used by administration, support staff and teachers of non-core courses. There are 176 student computers which includes a lab and one classroom mobile lab. No other technology is available for student use. Twenty of the 176 computers are inoperable and beyond repair. The Lab computers can only be used for designated reading programs and students are scheduled in the lab at various times during the day. Additionally, there are 37 SMART boards located in the classrooms.

The Forrest City Junior High campus maintains a media center. It houses the majority of current juvenile nonfiction for the school; it also houses a small computer area of 12 computers.

All computers at Forrest City Junior High are a minimum of 5 years old.

Classroom Walk-Throughs and Focused Walks

A total of 331 CWTs have been conducted this school year. The data shows that 92% of objectives are on grade level target. While in nearly 78% of classrooms, high yield strategies are being utilized by teachers.

Statewide Information System Reports

The Dropouts and Withdrawals report indicates that as of the third cycle reporting for the 2011-2012 school term, 4 student have dropped out or withdrew for other reasons. Additionally, 41 students have left Forrest City Junior High to enroll in another school. So far this year, 45 students have dropped out or withdrawn from Forrest City Junior High.

AYP Report

Forrest City Junior High has a 2011 AYP Status designation of State Directed (SD-7). Standards were not met for Mathematics or Literacy. Standards were met for attendance as well as the percent of students tested. Safe Harbor was not met for math or literacy for any of the subgroups. Growth was not met for any of the subgroups for math or literacy. The required percent of students was

tested in literacy and math for all subgroups. The Overall Math Status is list as SI_8 and the Overall Literacy status is listed as SI_8 on the 2011 Arkansas Adequate Yearly Progress: School Improvement report.

Arkansas School ESEA Accountability Reports

The accountability report for the 2011-2012 school year shows the Forrest City Junior High School as an achieving school in Literacy with 56.69 proficiency in performance. The same report shows Forrest City Junior High School as Needs Improvement School in Math with 43.97% proficiency in performance. The accountability report for the 2012-2013 school year shows the Forrest City Junior High School as an achieving school in Literacy with 51.40 proficiency in performance. The same report shows Forrest City Junior High School as an Achieving School in Math with 49.05% proficiency in performance.

ACSIP

A review of the ACSIP reveals a variety of activities aimed at increasing student achievement in literacy and math. Teachers report being informed of the contents, but not being involved in the development or revision of the plan. The plan contains a number of actions that indicate they were not implemented at all or as intended. Leadership follow through and accountability for implementation of ACSIP actions aimed at increasing student achievement and improving teacher practice has been limited.

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

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

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

   Yes, corrective action was addressed during the 2008-2009 school year as grant funds were sought and obtained through Foundation of the MidSouth to contract with Elbow 2 Elbow Educational Consulting to assist principals, instructional facilitators, and instructional staff on best classroom practices and assistance with data analysis. During this time improvements were noted in Benchmark scores in math and literacy. Some of the curriculum and structural changes made during this time period are still in effect.

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

   Other initiatives that began after a scholastic audit during the 2009-2010 school year include providing common planning time and the creation of Professional Learning Communities. The principal, in place at the time of the Scholastic Audit, was reassigned in 2010-11 and the assistant principal assumed the role as principal. This principal became ill and a new principal was hired beginning the 2011-2012 school year.

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

   The District Office staff is capable and committed to supporting the transformation efforts. The staff is experienced and it possessed the expertise to advise and assist principals and teachers throughout the process. The present superintendent has resigned effective June 30, 2014 and will be replaced.

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 school improvement specialist makes weekly visits. In the support of the SIS, the LEA takes suggestions into consideration and incorporates them as it benefits the school.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? Yes. All schools meet bimonthly to regulate initiatives regarding ESEA Flexibility waiver.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. The Forrest City School District Board of Education is committed to school improvement initiatives and their role as a policy-making board. The Board is in the process of taking applications to hire a new Superintendent as the current Superintendent has resigned effective June 30, 2014.

6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school. Forrest City Jr. High School has been successful in acquiring bright, energetic, new teachers by partnering with Teach for America. Local recruitment efforts include attending job fairs at four year institutions that graduate quality education majors. The district is committed to providing the follow-through necessary to ensure the plans developed and outlined in this application are followed by all parties.

7. Review the history of the LEA's use of state and federal funds. Forrest City School District worked its way out of fiscal distress two years ago. As a district in fiscal distress the Arkansas Department of Education has provided deliberate and controlled oversight for all expenditures during this two year period. The Arkansas Department of Education has developed rules for approval of all invoices and contracts that results in the acquisition of debt that the district must follow. As part of these rules all debt requests must be approved in advance before the Forrest City School District could actually incur the debt or enter into a contract. After the Arkansas Department of Education has approved the request then and only then Forrest City School District expend the dollars or enter into a contract. The Forrest City School District, while being released from the fiscal distress designation essentially is still following these rules internally.

   Under Arkansas State Standards Forrest City School District provides personnel, facilities, transportation and food services that comprise those services required to provide an appropriate public education. The Forrest City School District budgets a portion of it Title I, NSLA, Title IIA, Professional Development and Title IV state dollars. Following is a summary of specific funds designated to Forrest City Jr. High
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. The district administration will continue to meet Arkansas State Standards for Accreditation while utilizing all available resources to support the schools. The ACSIP funds are available and

allocated to the school and will be utilized to support the instructional program and the model as outlined.

9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. Unacceptable scores in student achievement and staff not maintaining a high level of expectations for self and students are the largest barriers to the district's capacity to serve Forrest City Jr. High School. Research indicates that these two barriers can be addressed and removed with an effective supported plan of intervention.

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

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

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

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

Transformation

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

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

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

   Arkansas State Statute has created a barrier that must be taken into consideration. That Statute ensures a teacher uninterrupted planning time that in practice has been used as a period free from students and teaching. Specialists working with building leadership will address a climate change to ensure that this time is sued for planning for effective instruction as allowed by the Statue.

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

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

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

   None exist

Turnaround

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

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

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

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

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

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

   None exist at this time.

Restart

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

Charter Schools

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

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

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

   No district policies address the formation of, limit, or create barriers to charter schools.

   The Forrest City School District currently has one conversion charter in the district, Lincoln Academy of Excellence.

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

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

Education Management Organizations

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

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

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

No district policies that address contracts with EMOs exist

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

None exist

Closure

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

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

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

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

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

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

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

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

   There are no available higher achieving schools in Forrest City.

Step 2: Develop Profiles of Available Partners

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

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Public School Resource Center	Y	N	Consulting, Job Embedded Professional Development, School Improvement Specialist and Curricular Development Coach	The Arkansas Public School Resource Center (APSRC) has been approved by the Arkansas Department of Education as an external provider. APSRC has a record of successfully assisting schools by improving administrator/teacher practices that result in an increase in student academic achievement. APSRC also has been recognized as a curricular developer in its Common Core initiative – Achieving by Changing with grants to support that work from the Walton Family Foundation and the Gates Foundation.
Office of Educational Policy	N	Y	Technical Assistance for	Experience in development and implementation of

			Performance Pay Component	Differential Pay for Performance Plans in Arkansas Public Schools (Public Schools)
Great Rivers Education Cooperative	N	Y	Professional Development, Technology Support	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools)
Parent Association and Community Partners	N	Y	Varied forms of support from parents and community	Research supports parental and community involvement in schools
Forrest City District Central Office	N	Y	District Professional Development and support; progress monitoring	Increased teacher/administrator growth and implementation of best practices.

Turnaround

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

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Public School Resource Center	Y	N	Consulting, Job Embedded Professional Development, School Improvement Specialist	The Arkansas Public School Resource Center (APSRC) has been approved by the Arkansas Department of Education as an external provider. APSRC has a record of successfully assisting schools by improving administrator/teacher practices that result in an increase in student academic achievement. APSRC also has been recognized as a curricular developer in its Common Core initiative – Achieving by Changing with grants to support that work from the Walton Family Foundation and the Gates Foundation.
Office of Educational Policy	N	Y	Technical Assistance for Performance Pay Component	Experience in development and implementation of Differential Pay for Performance Plans in Arkansas Public Schools. (Public Schools)
Great Rivers Education Cooperative	N	Y	Professional Development, Technology	Provides districts with technology support and professional development

			Support	aimed at meeting individual needs of the school (Public Schools)
Parent Association and Community Partners	N	Y	Varied forms of support from parents and community	Research supports parental and community involvement
Forrest City District Office	N	Y	District professional development and support; progress monitoring	Increased teacher/administrator growth and implementation of best practices.

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

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

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Exalt	Y	N	School Operation	Experience operating public schools in Little Rock
Responsive Education	Y	N	School Operation	Experience operating public schools in Bentonville, Pine Bluff, and Little Rock

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

External partners available to assist district with school closures 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)
Arkansas Department of Education	Y	N	Technical Assistance	Past Closures

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

☐ Capacity to conduct rigorous charter/EMO selection process			✓	
☐ Capacity to exercise strong accountability for performance			✓	
Community Capacity				
☐ Strong community commitments to school	✓	✓	✓	
☐ Supply of external partners/providers			✓	
☐ Other higher performing schools in district				✓

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

   Best Fit Ranking of Intervention Models

   A. Best Fit: __Transformation_____

   B. Second Best Fit: _Turnaround_____

   C. Third Best Fit: _Restart_____

   D. Fourth Best Fit: ___Closure_____

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

The Transformation Model

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

A new principal was recruited for Forrest City Jr High during the Fall of 2011. Applicants were interviewed by a district and school committee and recommended for hire to the Board of Education by the Superintendent of Schools. Documentation of prior success in increasing student achievement was an expectation of the applicant. The applicant was expected to demonstrate to a high degree, all competencies of the Interstate School Leaders Licensure Consortium Standards including the ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students. The principal was to have the knowledge, ability, and the initiative to lead the staff in Common Core implementation and support teachers as they improve their instructional practices as well as practices in classroom management. An expectation was that the new leader must realize the importance of using data to inform instruction. Since improving parental and community involvement is crucial at Forrest City Junior High, the new leader was expected to have experience in building solid relationships with these two groups. Positive changes at Forrest City Junior High are occurring under his leadership.

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

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

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

The LEA is capable and committed to support the transformation efforts at Forrest City Junior High School. The institutional knowledge and the newly hired

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

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

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

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

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

The Turnaround Model

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

All teachers are required to participate in professional development which includes collaboration with building specialists. The district office staff, to include the Superintendent, does classroom walkthroughs monthly. Feedback is provided to the School Leadership Team following the site visit. Emerging leaders are identified through the CWT process, Leadership Team meeting participation, and regular presentations to the Board of Education regarding building level practices.

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

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

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

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

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

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

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

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

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

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

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

There are negative budgetary implications of retaining additional staff. This action of retaining surplus staff has caused school districts across the state to be designated in fiscal distress. Forrest City School District was just released, April 2012, from status of being a district in fiscal distress.

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

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

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

The principal will have increased flexibility and decision making authority as to how state and local funds are spent. Additionally, the principal will collaborate with the district office staff on the assignment/reassignment of staff with the principal making the final decision. Collaboration between school and district leadership on scheduling will occur and will be developed so as to support school Turnaround initiatives.

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

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

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.

3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?

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

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

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	ADE- Provide technical assistance and professional development opportunities as well as monitoring and assistance with ACSIP
Local Education Agency	District will create and implement a SIG Support Team. Provide support for grant management; financial and budget issues; and contractual issues. Provide support for Lead and Supporting Partners.
Internal Partner (LEA staff)	Support all SIG activities. Provide staff and resources for successful implementation of SIG activities.
Lead Partner	The Arkansas Public School Resource Center (APSRC) will provide job-embedded professional development to staff and school leadership supporting the implementation of the SIG defined activities. A contract will be developed between APSRC and the Forrest City School District to include benchmarks and deliverables, upon notice of the issuance of the grant funding.
Support Partner	Office of Educational Policy- Differential Pay for Performance component of the SIG. A contract will be developed with the Office of Educational Policy, to include benchmarks and deliverables, upon notice of grant funding.
Support Partner	Support Person- technical assistance for technology and professional development to staff members. A contract will be issued to provide a person on site to be dedicated to the campus for technology integration support.
Principal	Provide leadership for SIG implementation, Participate in Leadership Training provided by the Great Rivers Education Cooperative, and serve as the instructional leader of the school working in

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

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

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

The Forrest City School District intends to contract with the Arkansas Public School Resource Center (APSRC) to provide services as the lead partner in the development, implementation, and evaluation of the School Improvement Grant. The Forrest City School District has a long term working relationship with APSRC and has been a member for seven years. The District has been involved for the last two years in the Achieving by Changing Common Core initiative at APSRC. APSRC staff members have also served as the lead partner in the Forrest City Junior High's two 1003a grants and have provided exemplary services to the school and its staff. Based on this established working relationship, it was nature to partner with APSRC.

The performance expectations for APSRC will be tied to change in faculty and student performance goals. The key goals include:

- To increase the AMO on state approved assessments in the area of Literacy at the Forrest City Junior High School;
- To increase the AMO on state approved assessments in the area of Mathematics at the Forrest City Junior High School;
- To provide professional development, instructional and leadership support and coaching services at the Forrest City Junior High School;
- To prepare faculty and staff for implementation of the Common Core State Standards and Next Generation Assessment; and
- To increase the ability of the staff to use technology and embed it into instructional lessons.

This School Improvement Grant includes a strong management component that defines the services provided, measureable objectives and strong academic focus. By establishing a focus of all of the school improvement efforts on increasing academic achievement, everyone understands the outcomes are necessary for success. Increasing academic achievement is our guiding principle and will be the basis of all decision making. APSRC has completed a comprehensive needs assessment, met with our staff, assisted in the development of a detailed school improvement plan and is ready to initiate the activities necessary to assure that Forrest City Junior High continues improving and makes AMO.

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

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

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

   Person responsible: Superintendent (2014-2015 School year)

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

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

   APSRC will submit agendas to the Superintendent, District Instructional Facilitator, Forrest City Junior High Principal/Asst. Principals, and Project Manager on Monday outlining weekly activities. APSRC agendas are signed by school personnel at the end of the day. At the end of each school visit where suggestions for administrator follow-up are given and the next visit is planned, a debriefing of the outcomes will occur and an agenda will be developed to serve as the reminder for the upcoming visits. Additionally, APSRC Specialists will submit weekly written reports to the Superintendent and Project Manager outlining activities and challenges encountered the previous week.

The Project Manager will provide monthly updates relative to established Quarterly Benchmarks, proposed activities, and timelines to the Board of Education. Throughout SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation which will allow for making mid-course corrections as needed.

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

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

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

Step 5: Forge Working Relationships

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

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

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

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

The principal is committed to working with the external provider, APSRC, and supporting partners to build capacity at all levels to include enhancement of his own leadership practices as necessary to effectively lead school improvement efforts at Forrest City Junior High.

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

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

students to ensure success in this effort. Additionally, based on information shared by parents through parental involvement surveys and interactions with parents, six additional training sessions for parents will be scheduled throughout the year. In the spring 2013 parent survey, parents indicated wanting parenting sessions on how to help with homework, alcohol and drug abuse prevention, study skills and Benchmark testing. In addition to the topics of interest of specific parent groups, detailed information will be shared relative to Common Core implementation, state testing and use of data as a means of improvement at Forrest City Junior High. The Parent Coordinator will schedule and provide additional involvement/engagement opportunities for small groups of parents as need determine. Effort will also be increased to create a positive relationship with local media outlets to present and publish newsworthy events for Forrest City Junior High. The proposed Parent Coordinator is also being proposed for Forrest City Junior High in the SIG application. It is the belief of the district that one person could serve both schools and that having the same person in the position would benefit in building relationships with parents.

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

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

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

To create an atmosphere of a true professional learning community willing to do whatever it takes to improve student achievement at Forrest City Junior High, all meetings held will include agendas with minutes that will be posted and shared with everyone in the school community so that all are aware of the progress toward meeting established objectives. Leadership Team meetings will be a place where the vision and mission of Forrest City Junior High “to make a difference in the middle by educating the whole child” becomes a reality.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Reginald Murphy	Principal			
John Anderson	Assistant Principal			
Mitzi Blake	Math Instructional Facilitator			
Marlena Smith	Literacy Instructional Facilitator			
Judy Locke	Math Teacher			
Joseph Moseley	Art Teacher			
Joan DiGaetano	Parent Facilitator/ Self Contained Teacher			
Bernice Word	Counselor			

Meetings

Location	Date		Location	Date
Forrest City Junior High School	01-13-14		Forrest City Junior High School	02-03-14
Forrest City Junior High School	01-24-14		Forrest City Junior High School	02-10-14

ADE	01-28-14			

Step 7: Sustainability

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

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

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

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

Funds will be used to transform Forrest City Junior High School and build capacity among its leadership and staff. At the end of the grant period, building level leadership will have developed the leadership skills necessary to effectively continue improvement efforts. As PLCs will be established and fully functioning, the staff will have an increased

understanding of the power of utilizing data from formative assessment and effective teaching strategies to increase student achievement. Throughout the grant period, teacher knowledge and skills, and support to incorporate improvement practices will be developed. This new knowledge and skill attainment will result in permanent changes in the design and delivery of instruction.
Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and the creation of a culture of high expectations.

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

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

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

Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant funding period. The use of a Project Manager will allow for the monthly monitoring, ensuring the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Through these supports, the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel.

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

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

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

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

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

It is not anticipated that, with the degree of support planned, and the capacity building approach, a need will exist for the full time Technology support staff at the end of the grant period.

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

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

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

Goal 1: Cultivate Effective Teachers in order to increase the percentage of student in all identifiable subgroups scoring proficient or above on Literacy and Mathematics Exams through the use of GANAG Lesson Planning and Design based upon the research of Dr. Jane Pollock, creating distinguished, technology enhanced units of study and implementing standards based grading.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
To increase student achievement in reading, writing, and mathematics	At least a 10% annual growth in the percentage of students scoring proficient or advanced on the state assessments.	Results of state assessments	August 2014	May 2015	Building Principal and External Provider
To increase the rigor and relevance in lesson plans created by mathematics, literacy and other content teachers.	Teachers will attend training provided by Dr. Jane Pollock on utilizing the GANAG Lesson Plan Model	Documentation of teacher lesson plans to include the design of proficient and distinguished lesson plans.	August 2014	May 2015	Building Principal and External Provider
		CWT documentation conducted by administrators that provide evidence that activities in lesson plans are being taught in a proficient or distinguished manner.	August 2014	May 2015	Building Principal and External Provider
To increase the rigor and relevance of lessons and provide students with performance based assignments	Teachers will attend training provided by the external provider to learn to build technology enhanced, distinguished units of study through “HUDDLES”. (HUDDLES are multi-day, hands-on trainings)	Agenda, sign-in sheets and Units of Study created by all literacy, other content, and mathematics teachers.	July 2014	May 2015	Building Principal and External Provider

To increase student achievement in reading, writing, and mathematics	Teachers will work as PLC's to continue to design distinguished units of study outside of HUDDLEs. Provide each student with technology tools to be utilize for instruction "ebooks" and project based performance tasks	PLC Agenda, minutes, sign in sheets and additional units of study. Completed student performance tasks Lesson plan documentation of required reading of "ebooks" and proficient/distinguished instruction of tasks. CWT documentation conducted by administrators that provide evidence that activities in lesson plans are being taught in a proficient or distinguished manner.	July 2014	May 2015	Building Principal and External Provider
To increase student achievement in reading, writing and mathematics	Teachers will attend training on technology tools to learn: How to integrate this technology into student performance tasks How to use this device to assist with standards based grading Teachers will attend training on standards based grading.	Lesson plan documentation of student expectations and performance tasks tied to units of study Standards based grading rubrics/documents Gradebook documentation Standards based report cards	July 2014	May 2015	Building Principal and External Provider

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

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

Goal 2 : Cultivating Effective Teachers to increase the percentage of student in all identifiable subgroups scoring proficient or above on Literacy and Mathematics Exams through the use of the Common Core State Standards based curriculum and implementation of best practices (including technology) and next generation assessments. Teachers will attend monthly "HUB" meetings to receive training on parental involvement, best practices, current curriculum and assessments.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
To increase student achievement in reading, writing, and mathematics	Teachers will attend monthly "HUB" meetings that will focus on topics such as: • Technology Training • Unit Development • Assessment • Lesson Design • Moving from Proficient to Distinguished • Student Performance Task	Training agendas documenting a focus on teaching and learning to include data analysis, high yield strategies, new generation assessments, curriculum implementation, technology enhanced lessons, data driven decisions for small group instruction, identifying gaps and designing effective interventions. Sign-in sheets, rubrics and monthly assignments	August 2014	May 2015	Building Principal and External Provider
To fully implement professional development strategies to improve student achievement	Teachers will work in PLC's to complete monthly assignments to be assessed at the following HUB meeting Teachers will work weekly with external provider curriculum specialist to implement standards	Agenda, minutes, completed assignments Sign-in sheets, agenda, pre and post survey of knowledge and practice	August 2014	May 2015	Building Principal and External Provider External Provider Instructional Specialist

	based instruction, assessments and grading	Reports submitted to building and district leadership weekly			
To increase student achievement in reading, writing and mathematics	Teachers will participate in training to learn to utilize MAP Data to drive classroom instruction, interventions and plan for benchmark boot camp.	Training documents, sign in sheets, lesson plans, and boot camp plan	August 2014	May 2015	Principal
	Teachers will receive training on creating formative assessments through Edoctrina.	Created assessments and results of student assessments, training documents and sign in sheets	September 2014	May 2015	Principal
Utilize data to drive instruction including interventions, parent training and benchmark boot camp	Teachers will participate in data analysis training	Training documents, sign in sheets, intervention and benchmark plans	August 2014	May 2015	Teachers/Principal
	Parent Training on topics such as: • Project Based Learning • Standards Based Grading	Agenda and parent sign in sheets Parent Evaluation Survey	August 2014	May 2015	Parent Facilitator
	Parent Curriculum nights will be held to share tools with parents that will assist their children in academic success.	Agenda, sign in sheets	August 2014	May 2015	Parent Facilitator Teachers/Principal

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

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

Goal 3: School Leadership and staff will create a school climate and culture of student academic success focused on three ideas: Learning, Collaboration and Results.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building leadership and staff model a high expectation of attendance, behavior and academic success	PLC will meet weekly and divide tasks	Agenda, minutes, sign in sheets, assignments with completed results	August 2014	May 2015	Building Principal and External Provider
	Teachers/Principals will work with external provider to develop professional development based upon the needs listed in the individual teacher PGP's (Adult Learning)	Teacher PGP's, Monthly professional development agenda and sign in sheets			
	Increase student attendance rate by 3%	State attendance rate for previous year and upcoming three years. (2013-14 thru 2016-17)	August 2014	May 2015	Building Principal and Testing Coordinator
	Establish Mentor/Mentee program for habitual non-attendance	Mentor daily logs of interaction regarding attendance	August 2014	May 2015	Mentor Program Coordinator
	Decrease percentage of discipline referrals by 10% over 2013-14	Teacher/parent contact logs. Copies of parent notifications according to policy and referrals to Truancy Officer			Building Principal
Building principal will implement a shared leadership model			August 2014	May 2015	
Increase reading, writing and mathematics scores					

Teachers demonstrate data driven instructional decision making to engage students in rigorous and relevant activities to increase achievement in reading writing and mathematics	At least 10% growth in percentage of students scoring proficient or advanced on state assessments. At least 35% of students will meet growth goal on NWEA MAP Assessments the first year of implementation. (National Average is 50%) This expectation will increase 5% each year until a minimum of 60% of students met their growth goal	CWT Data showing an increased level of rigor and student engagement MAP Results from Winter and Spring	August 2014 January 2015	May 2015 May 2015	Building Principal Classroom Teachers
Building principal will implement a shared leadership model Increase reading, writing and mathematics scores	Building principal will conduct an on-going analysis of building with PLC teacher leaders Teachers will implement the use of NWEA MAP Assessments Teachers will create formative assessments utilizing Edoctrina and the NWEA Item Bank	Agenda and minutes from meeting with leadership coach Monthly analysis assignments NWEA Rosters, Results	September 2014	May 2015	Principal
Teachers demonstrate data driven instructional decision making to engage students in rigorous and relevant activities to increase achievement in reading writing and mathematics	Teachers will work through PLC's to analyze data, create proper intervention and provide interim results to parents. Principal will redesign schedule to accommodate needed intervention	Copies of assessments, results and re-teach lesson plans PLC agenda/minutes Intervention Plan Progress Report shared with Parents (Signatures)	October 2014 September 2014	May 2015 May 2015	Leadership Team Leadership Team

A collaborative leadership team will demonstrate the use of data (including student survey) to design intervention schedule and plan for student motivation	based on data of student needs Leadership team will design an incentive program to motivate students PLC's will plan state assessment prep and host a "benchmark" boot camp prior to Spring assessments. (Intervention)	New Schedule Document Plan Outline PLC Agenda/Minutes Boot camp Plans and Student Results	August 2014 August 2014 January 2015	May 2015 May 2015 May 2015	Principal Leadership Team PLC Leaders

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

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

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

Focusing on the Forrest City Junior High Mustangs

The Forrest City Public Schools has initiated a comprehensive approach to school improvement with a set of differentiated strategies on each campus based on the analysis of specific longitudinal academic achievement performance. The District established an agenda on each campus specifically designed to meet the needs of the students and to improve instruction. We will examine the first set of interventions that focus on establishing student supports and interventions. It is the student's academic growth that the school improvement plan focuses on so we will begin with the students in mind.

Specialized Student Supports and Interventions

Maintaining Safety and Discipline Overview

The staff at the Forrest City Jr. High School has a dedication to nurturing the whole child. In order to nurture the whole child, FCJHS has implemented a tiered approach to maintain safety and discipline. This overview introduces some of the strategies and the narrative then presents more details about the tiered approach which follows a Response to Intervention (Rti) format. The initial strategies are utilized with every student moving to a stronger intervention that serves smaller numbers of students.

The Mustang Point System is an objective method to keep up with common student infractions. Each Nine Weeks, students start out with 100 points. Varying amounts of points can be deducted for tardies, dress code violations, office referrals, red zone infractions, and other behavioral infractions.

As a result of the Scholastic Audit held in 2012, the Forrest City Jr. High School made an effort to improve student celebrations. To foster an environment of well-being and accomplishment,

the FCJHS, now, has a number of student celebrations. Some celebrations, such as Principal's List, Honor Roll, and Perfect Attendance, are publicized on the honor board in the main hall of the school. Other celebrations include Student of the Week, which is selected by classroom teachers and posted in each classroom. One Student of the Week is drawn from the teacher selections and has an opportunity to face our building Principal in an athletic competition or a quiz natured competition. Rewards for building student of the week vary from free time to snacks. Other student celebrations include homeroom efforts in which students are acknowledged for highest Mustang Points and GPA. Students who have retained all 100 points in a quarter are named to the 100 point club, which is no small feat.

Privilege Cards are presented to students who maintain a certain amount of Mustang Points and do not have a significant amount of tardy infractions or absences. These Privilege Cards provide students with certain uniform waivers and free time outside after lunch.

While our school offers plenty of opportunities for students to be celebrated, we also offer support for students who need it. Students, who need specific interventions with regards to behavior, as confirmed by their total Mustang Points, are chosen to be a part of our Character Education Probation Program (CEPP). In this program, students must 1) take a daily behavior progress report around to each class 2) attend a weekly character education class 3) abstain from extra-curricular activities. CEPP students earn their way out by earning a certain amount of satisfactory progress reports.

Strategies Supporting Students: Advisory Program

Each student will have co-advisors that will assist them in registering for remediation and enrichment courses. Every Tuesday students will meet with their advisors during a homeroom period. The Tuesday homeroom period will serve multiple purposes. The main purposes of this period is to allow advisors an opportunity to advise their students on what mini-courses that need to take, and update the students on their Mustang Points System Score (see below). On alternate Tuesdays, the homeroom period will be used for Benchmark Prep. Finally, club sponsors may schedule meetings during this homeroom period on Tuesdays opposite of Benchmark Prep. Another responsibility of advisors is to monitor their group of students' Mustang Point System Score (MPSS). See description below of this intervention.
Listed below are the staff pairings for the Advisory Program:

7th	**8th**
Murphy -Siler	Arender - McKissick
Howard - Goodwin	Kelly - Kendrick
Taintor - Morgan	McNutt - Thonas
Hodges – G. Thomas	Beard - Klien
Locke - Blake	Willis - GT Department
Main - Chestnut	Vacarro - Hamilton
George -M. Vaccaro	McCrary - Wright
Watlington - Wilbon	Moore- M. Smith
Mosley - Phillips	Yates - McAdoo
McManners - McCoy	Turner - Indirect Services

Strategies Supporting Students: Mustang Point System (MPS)

The Mustang Point System is a comprehensive program that addresses every aspect of school with the exception of academics. These areas of focus include: attendance, tardiness, dress code, red zone, attending Saturday School/ detention hall, major infractions, and minor infractions. The MPS runs concurrent with the consequences for infractions specified in the student handbook. In other words, the MPS does not take the place of the discipline rendered by administrators when an infraction is committed (i.e. ISS, OSS, Saturday School, detention hall). The Mustang Point System allots every student 100 points each quarter. Points are deducted every time a student commits an infraction or has an unexcused absence. The counselor's office is in charge of managing the MPS through a computer format. All point deductions are reported to the counselor's office. Students receive updates of their point totals bimonthly during the homeroom period.

The MPS is used as an objective tool for determining eligibility for incentives, interventions, clubs, organizations, and athletics. In some cases the quarterly score for each nine weeks' period are the determining factor, while in other instances the cumulative score is used. A quarterly report is sent home to the parents with each report card.

Reporting Agents

Discipline Secretary	Principal	Assistant Principal
Tardy Table	Saturday School Staff	D-Hall Staff
Attendance Office	Red Zone Staff	

Point Deductions

-100 Videoing fights/mischief Possession of a weapon Possession of drugs/tobacco products **- 50** Fighting Profanity towards Staff Vandalism Trespassing Throwing food in the cafeteria **-25** Gang Affiliation Trespassing Contributing to a chaotic situation Theft of Property Bullying Disrespectful to adults Sexual Harassment Public Display of Affection Failure to report directly to the office Falsifying information (i.e. name, document) Inappropriate Use of Social Media	**-15** Failure to attend D-Hall/Sat. School Disruptive Behavior with substitute Leaving Campus without permission Insubordination Skipping/ Out of Area Misconduct in the Restroom **-10** Red Zone Violation Major disruptive behavior Inappropriate Behavior (i.e. cheating, lying) Electronic Device Infraction Misconduct on the Bus **-5** Dress Code Disruptive Behavior Tardy In the hallway without a pass Failure to return a document **-1** Unexcused Absence

Note: administrators will determine major vs. minor disruptive behaviors

MPS Requirements

➢ Beta Club	Cumulative Score of 80%
➢ Student Action Committee	Cumulative Score of 80%
➢ Student Council	Cumulative Score of 70%
➢ Privilege Card	Quarterly Score of 85%
➢ Character Education Probationary Program (CEPP)	Students who fall to zero in the Mustang Point System will be **immediately** enrolled into CEPP
➢ Extracurricular Activities Education (Athletics, Band, & Choir)	As stated in sanction #3 of the Character Probationary Program, students cannot participate in extracurricular activities after 3:20 until they have completed two satisfactory weeks in the program (practice ***is*** permissible). In cases where participation is required for a grade, an alternative assignment will be provided.
➢ Art Club, Chess Club, FBLA	Students who fall to zero in the Mustang Point System will be disqualified from these clubs until completion of two satisfactory weeks in the Character Education Probationary Program.
➢ Top 100 Field Trip (December)	The Top 100 students with the highest cumulative score (top 50 from both grades)
➢ End of the Year Field Trip (May)	Cumulative Score of 60%

We believe one of the important indicators of the success of the Mustang Point System is the significant reduction in disciplinary encounters during the last year when overall disciplinary infractions went down to 806 from a high of 7,011 in the 2010-11 school year:

	2010-11	2011-12	2012-13	2013-14	
Total Disciplinary Infractions	**7,011**	**2,539**	**1,955**	**860**	**Decreased by 87.8%**

Strategies Supporting Students: FCJHS Character Education Probationary Program 2.0

The FCJHS Character Education Probationary Program 2.0 is a 4-week process designed to promote satisfactory behavior at school. Students will have a 7-week window to complete 4 satisfactory weeks. Students are recommended for this program by a team of teachers or an

administrator. In addition, the student's disciplinary record is also used as a reference. The length of the program will be extended if the student fails to meet the requirements. The following are the sanctions for the CEPP:

- Daily Progress Reports due by 3:25 each Friday
- Assigned seating during lunch
- May not attend any extra-curricular activities after 3:20 (may attend practice)
- Character Education Workshops each Friday from 3:30-4:00

Students who comply with the CEPP sanctions will gradually work their way out of the program. A satisfactory week includes the following: 1) 30/35 satisfactory ratings on progress report, 2) compliance with assigned seating arrangement in cafeteria, 3) not attending any extracurricular activities after 3:20, 4) attending character education workshops. After two satisfactory weeks in the program, the students will have the privilege of removing sanction #2 or sanction #3. After three satisfactory weeks in the program, sanction #4 will be removed. Finally, after four satisfactory weeks in the program the remaining sanctions will be removed (thus excusing the student from the program). Another requirement of the program is active parental involvement. Parents are required to provide working contact numbers, monitor weekly progress reports, and check their email on a regular basis. A Zero Day Suspension (mandatory parent conference) will be utilized each week for students who fail to comply with the CEPP requirements. Parents will have the option of authorizing corporal punishment in place of zero day parent conferences. Non-compliance to this program may lead to placement in ALE or recommendation for expulsion.

Strategies Supporting Students: Self-Contained Behavioral Intervention

Forrest City Junior High School's diverse and high needs student population exhibit significant behavioral issues. The data on major disciplinary infractions reflects a high need for a specialized learning environment designed to provide students with an appropriate educational intervention focusing on remediation of behavioral issues. In reviewing the disciplinary data longitudinally, a significant shift has occurred in the number of incidents but the problem is still impacting the learning environment of the campus. In the two year review of major disciplinary infractions and in discussions with school staff and administrators, there was a definite opinion that the safety of the schools was not an issue but the area of orderly learning environment is impacted by behavioral episodes.

Major Disciplinary Infractions @ FCJHS 2010-2014

	2010-2011	2011-2012	2012-2013	2013-2014	**Percentage of Change**
Disorderly Conduct	2, 043	1,845	1, 620	706	**Decreased 65.44%**
Insubordination	365	332	115	44	**Decreased 87.94%**

Bullying	142	81	87	36	**Decreased 74.64%**
Truancy	225	195	72	53	**Decreased 76.44%**
Fighting	150	86	61	21	**Decreased 86%**
Total Disciplinary Infractions	7,011	2,539	1,955	860	**Decreased 87.8%**

Forrest City has an extremely high level of mental health problems and providers within the community. Many of the treatment plans focus on family issues. These issues impact the school performance of a significant portion of the student body. Three different counseling services provide direct one-to-one counseling sessions (many are court mandated) on the campus of Forrest City Junior High. The administrators and counseling staff have actively supported the therapist's agendas and have provided a secure, private site for those sessions. When you pair the behavioral episodes with a significant percentage of students impacted by mental health issues the school staff needs to develop a specific intervention. The intervention should provide support but not be punitive. Due to the intensity of the need, Forrest City Junior High is planning to institute an innovative response as part of this proposal.

The self-contained behavioral intervention program would provide a separate learning environment to students whose social, emotional or behavioral needs require highly supportive and supervised special education services throughout the school day. The behavior intervention classroom would essentially serve as a school-within-a-school. Students who are enrolled in the behavior intervention program would receive instruction in a specially designed two-room setting within the junior high school building. Students in this specialized behavior intervention environment would focus their attention on developing skills for meeting academic requirements, improving social interaction and developing their abilities to manage their own behaviors so that they could eventually transition back into participation in the larger school environment.

The behavioral intervention program is more than a separate classroom. Students in the program have access to individual and group counseling services based on their own specialized learning and treatment plans. There would be specific crisis intervention services available and detailed in their personalized plan. Students would receive academic services through the school day from staff who are familiar with the needs of emotionally and behaviorally challenged students. The self-contained program would have an emphasis on students taking an active role in identifying their progress through the structured behavioral modification system that is designed around levels of performance. The level system helps students realize the connection between their performance and the privileges they receive. Students placed in the program would have already participated in the Junior High's Mustang Points system and would have experience, in a less structured environment, to this behavioral modification strategy.

Students participation level upon entry would be for the entire school day, including lunch, physical education and electives. Each student's progress would be reviewed regularly in weekly staffing and parental conferences. Parents will be provided frequent updates (based on the personalized learning plan) regarding the academic and behavioral performance of the student. Each student's progress and personalized learning plan are formally reviewed each semester. Counseling services would be provided within the classroom environment and the therapist would be part of the management team that evaluates student improvement weekly.

Once a student's performance demonstrates a sustained period of academic and behavioral success, the student may be considered for a gradual return to the regular educational environment and interaction with peers in the larger school settings. Once a student is recommended for gradual integration into the junior high environment, school staff members will closely monitor the student's performance to consider making a recommendation for increased integration into the school environment.

Strategies Supporting Students: Alternative Learning Environment

The top of the behavioral intervention strategies is the District's ALE program because it is located in Madison, Arkansas which is approximately 5 miles from the Junior High School. The Forrest City Public School District provides an Alternative Learning Environment (ALE) program for its schools. The ALE program is provided by the district and is part of an intervention plan. It is designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement is decided by the Alternative Education Placement Team, appointed by the Superintendent, which shall have the responsibility of determining student placement in the ALE.

There are clear guidelines regarding entry criteria for ALE. Students who are placed in the ALE shall generally exhibit at least two of the following characteristics:

- Disruptive behavior;
- Drop out from school;
- Personal or family problems or situations;
- Recurring absenteeism; and/or
- Transition to or from residential programs.

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
- Abuse: physical, mental, or sexual;
- Frequent relocation of residency;
- Homelessness;
- Inadequate emotional support;
- Mental/physical health problem;
- Pregnancy; and/or

- Single parenting.

The teachers and administrator of the ALE shall determine exit criteria for students assigned to the district's ALE on which to base the student's return to the regular school program of instruction. The District's ALE program follows all state rules and regulations and is fully accredited.

Extended Day - School and Community-Based Service Learning

School-based programs engage students in service learning projects that allow students to apply academic content knowledge and Common Core State Standards to real world situations to meet critical community needs. Students experience extended learning through the connection of reading, math, science, and community and school beautification projects. Selected teachers (4 content areas: Math, Science, and Fine Arts, and Career Orientation) work with students to create and develop projects around the school and community to enhance the environment. Service Learning Programs have opportunities for intergenerational programs that span the school, family and community. These programs will be summer and after-school programs that will extend learning beyond the classroom.

Extended Day - Restructure/Enhance With Digital Courses After School and Saturday School

After School sessions are now being offered Monday and Thursday. As stated in the Scholastic Audit, enrollment is voluntary and participation is limited. Efforts to increase enrollment has also been limited so the decision has been made to utilize digital courses to enhance the learning environment. This would allow a broader set of students to participate because the digital catalogue includes credit courses so advanced students could pursue an elective credit or take a high school course in preparation for the transition to high school and college entry. Students will be able to choose a course they would like to complete from over 1500 courses on the eResources Digital Portal. The courses are designed to provide an entire semester of structured learning activities in a blended format. Restructuring/Enhancing these programs will include providing training for the staff on blended learning and how to most effectively use the digital coursework. Adding the new classes for additional support to students identified in need of remediation. A summer program will be offered for 15 days in June. A digital curriculum for use in the after school program and the summer school program uses highly qualified teachers and is based on the Common Core State Standards. The curriculum will ensure that appropriate grade level activities are incorporated that engage students in the learning process and allows for their progress to be monitored via examinations. Opportunities to add relevance and authentic experiences to the core areas will be included in the blended component. Communication procedures between the day teacher and the after school teacher will be established. The after school program will support the skill and concepts learned during the regular school day.

Additionally, the students of Forrest City Junior High have limited opportunities to be exposed to the arts. Field experiences are planned as a part of the Extended Day Summer and After School Program. The criteria for participating in the field experiences will include the student participation in the on campus sessions. Students needing additional support will be targeted for attendance. The Parental Involvement Coordinator will work closely with school leadership in this process to ensure parent support for the program. College field trips will be taken throughout the year. This activity will serve to further support the climate of high expectations for students at Forrest City Jr. High

Specialized Staff Supports and Interventions

The Forrest City Public Schools has initiated a comprehensive approach to school improvement with a set of differentiated strategies on each campus based on the analysis of specific longitudinal academic achievement performance. The District established an agenda on each campus specifically designed to meet the needs of the students and to improve instruction with a focus on supporting staff members as they make changes to their pedagogy to meet the needs of the students they serve.

Forrest City Junior High School (FCJH) defined its two turnaround strategies: Effective Teachers and Rigorous and aligned instructional program (strengthening instruction) based on the data analysis which was enhanced with teacher input. Forrest City Junior High administration and teaching staff have committed to establishing a systematic set of professional development activities over the next year to develop the staff's abilities in these two areas.

Services of External Provider

APSRC will provide Coaches and Specialists to provide support and mentor the instructional leaders through on-site, job-embedded consultation focusing on improving academic achievement in literacy and mathematics across the entire curriculum and improving instructional strategies for the entire staff. The focus of all support services by the external provider is to address change in these specific areas:

* Ensure teachers' use of Common core curriculum and effective instructional strategies;
* Monitor and implement strategies to support the school's efforts to provide a safe and orderly learning environment;
* Assess student achievement and track trends to allow for the adjustment to the curriculum made based on student needs;
* Monitor the implementation of the Forrest City Junior High's accountability plan;
* Strengthen instructional leadership; and
* Promote professional practice.

The services will be based on a team approach with content, coaching, technology, instructional, and leadership strands provided to the Junior High School staff. The

APSRC team will provide approximately 240 days of service per year including the intensive summer huddle events. The APSRC team will include Dr. Jane Pollock, a national expert in improving student learning. She will provide onsite services with digital follow ups accounting for 20 days annually. The APSRC plan will systematically focus, with the entire faculty, on lesson planning, formative and summative assessment and teaching critical thinking skills across the curriculum. The following descriptors provide a detailed list of services that will be delivered to the entire faculty at Forrest City Junior High.

National Consultant – Lesson Planning, Formative and Summative Assessment, and Teaching Critical Thinking Skills Across the Curriculum

Forrest City Junior High will contract with the Arkansas Public School Resource Center (APSRC), an Arkansas Department of Education approved external provider, who will broker the services of Dr. Jane Pollock, Learning Horizons to provide a sequenced set of professional development sessions designed to create classrooms designed by master teachers of master learners for the 21st century. The sequence of teacher learning will be based on this five part design:

1 – **Overview of The Big Four, Research on Feedback, and GANAG**
(*GANAG is the acronym for designing a lesson plan created by Jane E. Pollock)*
Research-based Lesson Design using High Yield Strategies – The Big 9;
2 – **The Gs of GANAG** – Lesson planning and planning for student self-assessment – introduce OSS (score sheets);
3 – **The ANA of GANAG** – Declarative/Procedural Knowledge and Interactive Notebooks (IN9);
4 – **Application** – Teaching critical and creative thinking skills using technology; and
5 – **Assessment** – Formative and Summative Assessment and Scoring to the Standards.

Dr. Jane E. Pollock will present what really works in schools to improve student learning –*the teacher*. She will share direct instructional strategies utilizing her conceptual models for "The Big Four" and GANAG (acronym for designing a lesson plan created by Jane E. Pollock) to impact learning. These research based strategies have evidence of making a difference in instruction and directly contributes to student learning gains. The change that occurs as a result of this systematic training is the creation of teachers who:

- Use learning targets, ones that are robust, not just daily classroom activities;
- Use instructional strategies that help learners remember and apply information and skills, not just do schoolwork;
- Use varied assessment strategies as formative feedback; and
- Track classroom data through grading, record keeping, and reporting for improvement.

The skill set was developed by Dr. Pollock and is detailed in her book – *Improving Student Learning One Teacher at a Time* published by ASCD. Dr. Pollock will be on-site and provide the direct professional development activities which will be supported

by a Coach provided by APSRC who will do classroom visitations and small group updates to assure fidelity of implementation across the entire school.

During the initial training, the comprehensive professional development design will then focus on implementing Pollock's Big Four. Every teacher knows the cornerstone for teaching, or C-I-A – Curriculum, Instruction, and Assessment – so why do we need to have #4 or, The Big Four? C-I-A refers to what and how a teacher teaches; The Big Four emphasizes student learning.

During the 20th century, teaching improved dramatically as resources and technology allowed for more communication among educators. In *Improving Student Learning One Teacher at a Time* (Pollock, 2007) Pollock writes,

> "In 1956, Bloom suggested that having curricula would improve learning (we might think of this as "the Big One"). Two decades later, Madeline Hunter added that for teachers to use curricula effectively, they must become master teachers ("the Big Two"). Grant Wiggins's addendum came 10 years after that: a recommendation of authentic assessment ("the Big Three"). Teachers were improving their craft in the late 1980s, but they still sanctioned the normal curve of student learning."

Looking back, the Big Three left out one very critical player: **the student**.

The targets were simply the teaching targets. With the Big Four, the targets are robust statements designed to generate feedback to the individual learner. Giving this direct, standards-specific feedback is essential to moving all students toward higher levels of learning and achievement. In the 21st century, The Big Four **(**Pollock) incorporates the foundations but adds the critical component to improving learning for *all* students:

- **Use a well-articulated curriculum.** Know and use clearly articulated learning targets—ones that are robust concepts, generalizations, or procedures rather than only statements of daily classroom objectives.
- **Plan for delivery.** Plan and use instructional strategies that will help the learner remember content and apply information and skills rather than just do schoolwork.
- **Vary assessment.** Use a range of assessment methods to clarify the learner's status relative to learning targets, and generate the information necessary to help the learner achieve these targets.
- **Give criterion-based feedback.** Give methodical feedback to the learner based on the targets, and refine record keeping and reporting accordingly.

Many teachers say that they are already implementing the Big Four. Certainly they have a curriculum, create lesson plans, use some varied assessment techniques, and give feedback in the form of grades. But if we ask the same teachers if *all* of their students perform to expectations, we might get a very different set of reactions—possibly including some that shift the blame for failure to the students: "I did my best,

but the students didn't do their part." Such thinking traps us in the cycle of teaching for ourselves; that is, teaching to become "master teachers" rather than teaching to create a classroom of "master learners."

The next set of learnings that will be presented in this systematic plan designed to build a rigorous and aligned instructional program. The trainings will be focused on developing and implementing Pollock's five –stage GANAG lesson planning and delivery schema that train teachers to plan to deliberately teach students using the 9 high yield strategies every day to learn better.

GANAG is the acronym for designing a lesson plan created by Jane E. Pollock who updated Madeline Hunter's schema for 21st century learners. Using research introduced by Jane E. Pollock and her colleagues in *Classroom Instruction that Works*, (1st edition, Marzano, Pickering and Pollock, 2001) Jane updated Madeline Hunter's schema in GANAG which includes:

- **G GOAL/standard or objective stage**
  Set objectives and provide feedback.
  Recognize effort and provide recognition.
- **A ACCESS PRIOR KNOWLEDGE stage**
  Identify similarities and differences.
  Use nonlinguistic representations.
  Use cooperative learning.
  Use questions, cues, and advance organizers.
- **N NEW INFORMATION stage**
  Summarize and take notes.
  Provide practice.
  Use cooperative learning.
  Use questions, cues, and advance organizers.
- **A APPLY stage**
  Identify similarities and differences.
  Provide practice.
  Generate and test hypotheses.
  Use questions, cues, and advance organizers.
- **G GOAL REVIEW or summarize stage**
  Set objectives and provide feedback.
  Recognize effort and provide recognition.

As students use the high-yield strategies daily to engage with the lesson content, they have continual opportunities to seek and receive feedback about the progress they are making toward lesson goals—the standards and daily objectives.

The power of this professional development strategy is that it is research-based, systemic and will occur on-site with specific coaching support to assure its full implementation. These services will be delivered in a blended format with on-site

trainings with Dr. Pollock supported by digitally based follow up and direct coaching support by the other APSRC team members.

Technology Supporting Instructional Improvement and Improving Academic Achievement

Another enhancement to this systematic plan is the utilization of technology as an instructional support tool. The technology professional development plan is designed to build a rigorous and aligned instructional program that utilizes direct technology training so that the teachers can effectively use these tools to enhance instruction. It is based on the national ISTE standards for teachers.

We know that technology tools are only as effective as the teacher's ability to use them to the benefit of ***all* students**. The ISTE Standards are the standards for learning, teaching and leading in the digital age and are widely recognized and adopted worldwide. It is important to provide professional learning experiences that support these standards.

The ISTE Standards for Teachers delineate the following categories for teachers:

- Facilitate and Inspire Student Learning and Creativity;
- Design and Develop Digital Age Learning Experiences and Assessments;
- Model Digital Age Work and Learning;
- Promote and Model Digital Citizenship and Responsibility; and
- Engage in Professional Growth and Leadership.

The pairing of the ISTE Standards to Pollock's instructional design will allow for the development comprehensive and rigorous lesson plans that embed technology use by the students into the curriculum and assessment. We will support the school leadership in developing a shared vision for educational technology among all educational stakeholders, including teachers and support staff, school and district administrators, teacher educators, and students. Our outcome is to establish the essential skills necessary to effectively leverage technology for learning. Stakeholders at every level will be informed, involved and trained. School administration will model the effective use of technology in order for teachers to incorporate technology on a broad scale. Therefore, training will be provided not only to teachers, but also to administrators.

Teacher training will focus on the ISTE Standards for teachers and each of these categories. Training will be delivered in the following ways:

- Face-to-face
- Digitally through webinars and recorded PD

- Through the development of Professional Learning Networks

The technology professional development plan utilized the following outline of trainings that will be provided to the Forrest City Junior High staff including:

- Introduction and Overview of Training/Program
    - Assessment of Technology Skills
    - Introduction of ISTE Standards
    - Establish Edmodo Group
        - Training for teachers
        - Training for administrators
        - Discussion of ISTE Standards in Edmodo Groups
    - Basic technology training on devices
- Engage in Professional Growth and Leadership
    - Developing a PLN – teachers and administrators
    - Continue Edmodo Group
        - Join Edmodo Community
        - Evaluate current research on tech tool, post reflection in local Edmodo group. Dialog with others about their reflections.
    - Twitter for Administrators
    - Twitter for Teachers
    - Blogging in the Classroom
- Facilitate and Inspire Student Learning and Creativity
    - Project-based learning
        - ePals, Skype for Education, Discovery Education
    - Create class blog or Edmodo group
    - Google Docs
- Design and Develop Digital Age Learning Experiences and Assessments
    - Incorporating technology into lesson plans
    - Web Tools
    - Students as active participants in learning
    - Flipped Lessons
    - Personalizing Learning with Technology
    - Assessing with Technology
    - ISTE Standards for Students
- Model Digital Age Work and Learning
    - Transference of current knowledge to new tools
    - Communication and collaboration with digital tools
    - Research, analyze and evaluation tools
- Promote and Model Digital Citizenship and Responsibility

- Digital Citizenship
- Incorporate into classroom environment
- Learner-centered strategies/equitable access
- Digital etiquette
- Connecting with other culture

The specific outcomes for the technology professional development plan include:

- Develop an awareness of the technology resources available to them and their students;
- Exhibit the ability how to use the tools;
- Incorporate the ISTE Standards for Teachers and Students into their GANAG lesson planning and classroom practice;
- Utilize technology to increase communication with students and parents;
- Integrate technology into their instruction;
- Evaluate effective technology integration; and
- Provide students the opportunity to use technology and digital media strategically and capably.

All of the technology trainings will support the development and implementation of Dr. Pollock's five –stage GANAG lesson planning and delivery schema that train teachers to plan to deliberately teach students using the 9 high yield strategies every day to learn better (See above descriptor).

As students use the high-yield strategies daily to engage with the lesson content, they have continual opportunities to seek and receive feedback about the progress they are making toward lesson goals—the standards and daily objectives.

The power of the combination of these two professional development strategies is that they are both nationally validated, research-based, systemic and will occur on-site with specific coaching support to assure their full implementation.

Developing Common Core Instructional Units of Study
Forrest City School District and the Junior High have been participating in the Achieving by Changing Common Core initiative designed and implemented by the Arkansas Public School Resource Center (APSRC). The implementation plan includes a "**Curriculum Huddle**" – a retreat for staff each year that lasts for three days and focuses on the development of a Common Core unit of study with GANAG lesson plans, assessment items, student activities, and instructional materials necessary for the presentation of the unit. This intensive professional development will have team building activities incorporated and pairs of teachers writing integrated units of study. This intensive process is designed to give participants the deep knowledge and

understanding they need to create Common Core daily lesson plans; this includes technology skills for advanced searches, how to capture quality Open Educational Resources, text types, writing requirements, and high-yield strategies. The outcome is to create GANAG lessons with resources and then carry that knowledge back to the classroom when planning and delivering instruction.

Systematic Professional Development

The APSRC team has developed a systematic professional development plan that will be provided to the Forrest City Junior High staff over the next three years. The plan includes specific training modules that will be designed for blended service delivery. The professional development training will focus on increasing academic achievement by improving teacher's instructional skills.

Each year professional development sessions focusing on these areas will be provided to the staff – via PLCs or content specific groupings or for the entire faculty.

- **Digital Content Resources** – Each staff member will be provided access to the Achieving by Changing Common Core units of study in Literacy and Mathematics. These units are available via the web at www.achievingbychanging.net. They are nine week integrated curricular units that will be the basis of instructional design for the Junior High. All staff will have access via face-to-face and training/support in monthly "Hub" meetings and with the use of technology by participating in electronic webinars/Google Hangouts and/or Edmodo.
- **Virtual Professional Development & Support** – The entire APSRC team will provide on-site and virtual support and coaching delivered via electronic means (webinars, Google Hangouts, digital resources, electronic feedback, Skype, etc.) on specific customized PD determined by the leadership team.
- **Intensive Support** – including all of the Dr. Jane Pollock work which was described previously.
- **Ongoing Leadership Training** – Which is designed to establish both teacher and administrative leaders while building their capacity to be instructional leaders on the campus and in each classroom? One of the areas of focus here will be on full implementation of TESS.

The professional development plan will also include a monthly **"Hub" meeting** where specific skills are presented to the entire faculty in a blended learning format. The "Hub" meeting is designed to allow for 45 minute presentations across the entire month during the early release PLC time that is built into the weekly schedule. Professional development will be specialized by providing **curriculum-focused** professional development. Our aim is to deliver efficient and effective support helping educators provide the richest learning opportunities possible for their students. The trainings are organized around seven major categories:

- Leadership
- Technology
- Standards
- Content
- Instruction

- Assessment and
- Accountability

Specific professional development components are provided to allow your review of the content in each of these areas for Forrest City Junior High to be implemented as part of the school improvement process and includes:

Leadership

- **Curriculum Leadership Session: Focused Planning**
  Audience: Districts/schools designate their leadership team (8 to 10 people)
  Length: 2 days (face-to-face and via technology)
  Description: We guide them through a 3-step process of
  - identifying their Current Reality;
  - decision that must be made in the Complex Change Model; and
  - their development of an Action Plan.

  Intended Results: Participants develop a three-year vision so they can prioritize and budget time and resources
- **Curriculum Leadership Session**: **Analyzing a Common Core Classroom**
  Audience: K-12 Administrators
  Length: 1 day
  Description: What are the "big rocks" you should be looking for in a Common Core classroom? The goal of this workshop to help administrators identify and analyze key instructional strategies and practices that need to be occurring routinely in classrooms. This will also assist in clearly establishing the current state of reality in the implementation process.
  Intended Outcome: Participants leave with a walk-through type tool focused on the key elements of Common Core Standards and Next Gen Assessment.
- **Curriculum Leadership Session**: **Building Teacher Leaders in Common Core Implementation**
  Audience: We can work with a designated leadership team and they deliver to their key staff members or we can work alongside them with their staff members. (i.e., facilitators, lead teachers, dept. chairs, etc.)
  Length: Ongoing trainings with staff over a designated period of time
  Description: Getting down to the nitty-gritty work required by the "Perfect Storm"… how to work through the real issues faced in putting everything together: standards, content, instruction, assessment, and accountability
  Intended Outcome: Build support for and ensure quality implementation of Common Core Standards in preparation for Next-Gen Assessments

Technology"dot.com" Do **O**ne **T**hing**.C**reate **O**ne More

Audience: K-12 teachers, instructional facilitators, curriculum leaders
Length: 3 days or can be spread across time in small increments
Description: Technology emphasis building upon good lesson design. Participants will learn ways to use technology in meaningful ways to strengthen good teaching; using the SAMR Model (substitute, augment, modify, redefine)

they will explore free tech tools (APPs and Web 2.0 tools) that support what is being taught, they will learn to create PARCC like assessment tasks
Intended Results: Technology rich lessons that can be replicated in other classrooms. These will be added to the digital resources for others to use.

- **Tinkering with Technology: Tips, Tricks, and Tools for the Classroom**
  Audience: K-12 teachers, instructional facilitators, curriculum leaders
  Length: Minimum 1 day, longer as requested over time
  Description: Learn ways to use the tech tools you already have! Explore a multitude of great free resources! Plan efficient and effective ways to incorporate them into your classroom.
  Intended Results: Technology enhanced lessons that can be replicated in other classrooms.

Standards

- **New Teacher Orientation to Common Core and Next Generation Assessment**
  Audience: New teachers
  Length: Minimum 1 day, longer as requested over time
  Description: Those just entering the teaching profession need an opportunity to engage with Common Core State Standards. Explore the what, why, and how!
  Intended Results: Participants leave with basic tools to begin developing their own Common Core classroom. They will have tools to help them answer basic parent questions about Common Core and PARCC assessments.
- **What Does a Common Core Classroom Really Look Like?**
  Audience: K-12 Teachers & Administrators
  Length: 1 day
  Description: In this interactive workshop, participants will review and discuss the components of a Common Core Classroom. Through media, they will analyze exemplar Common Core Classrooms and have collaborative discussions with others about the components that are needed.
  Intended Results: Self-reflection about personal implementation of the shifts required by Common Core. Develop a deeper understanding of the shifts that are required in our classrooms.

Content

Our goal is to embed these topics (as they relate to a subject area) in all of the following content specific sessions- Analysis – Close Reading – Presentation – Research – Text Types – Vocabulary – Writing

- **Common Core Math Standards and Next Generation Assessment**
  Audience: math teachers, instructional facilitators, curriculum leaders
  Length: 1 day
  Description: Participants will deepen their understanding of the shifts required in math instruction. Are conceptual understanding, procedural skill and fluency, and real-world applications part of your daily math routines? Participants will explore several sources for content-rich tasks as outlined in the Common Core Standards, the PARCC Model Content Frameworks, and PARCC math assessment item types.

Intended Results: Participants will create their own chart showing them areas of strength and areas that need additional instructional planning.

- **Are You Hitting the Target? Analyze Your Literacy Units to be Sure**
  Audience: K-11 Literacy teachers, instructional facilitators, curriculum leaders
  Length: 1 day
  Description: Participants will receive a copy of our Zoom! Document so that they can take their Literacy Units and make sure they are meeting the text requirements, reading and writing expectations, research tasks, and performance tasks as outlined in the Common Core Standards, the PARCC Model Content Frameworks, and assessment item types.
  Intended Results: Participants will create their own chart showing them areas of strength and areas that need additional instructional planning.
- **Tour of the ELA Maps: Do You Know the Hidden Treasures Within?**
  Audience: K-11 ELA, Art, or Social Studies teachers (Grade levels, grade bands, or K-12)
  Length: 1 or 2 days
  Description: Discover the strengths of the Common Core (Gates Maps), explore the treasures that await in the Digital Resources!
  Intended Results: Participants leave with a deep knowledge of the resources available, why they are important, and how to use them.
- **Common Core Literacy in the Social Studies Classroom**
  Audience: K-4, 5-8, 9-12
  Length: 1 day each
  Description: How do you fuse CC Literacy Standards and Social Studies content? We'll take a look at these topics: **Analysis** – **Close Reading – Presentation – Research** – **Text Types – Vocabulary** – **Writing** through the lens of a Social Studies teacher.
  Intended Results: Participants will explore resources and develop lesson plans that address both content and literacy expectations.
- **Common Core Literacy in the Science Classroom**
  Audience: K-4, 5-8, 9-12
  Length: 1 day each
  Description: How do you fuse CC Literacy Standards and Science content? We'll take a look at these topics: **Analysis** – **Close Reading – Presentation – Research** – **Text Types – Vocabulary** – **Writing** through the lens of a Science teacher.
  Intended Results: Participants will explore resources and develop lesson plans that address both content and literacy expectations.
- **Common Core Literacy in the Arts**
  Audience: Teachers of art, music, drama
  Length: 1 day
  Description: How do you fuse CC Literacy Standards and the Arts? We'll take a look at these topics: **Analysis** – **Close Reading – Presentation – Research** – **Text Types – Vocabulary** – **Writing** through the lens of an Art teacher.
  Intended Results: Participants will explore resources and develop lesson plans that address both content and literacy expectations.

Instruction

- **Madeline Hunter Was Right! Daily Lesson Planning with GANAG and High-Yield Strategies**
  Audience: K-12 teachers, instructional facilitators, curriculum leaders

Length: 1 day
Description: Unit plans are one thing, daily plans quite another! Looking for a quick, easy, but highly effective teaching plan? We'll use Dr. Jane Pollock's GANAG schema to efficient and effectively plan for daily lessons. Use five high-yield strategies in the first five minutes of every class, every day. Without spending a dime!
Intended Results: A GANAG lesson plan to use!

- **Interactive Notebooking Using GANAG and High-Yield Strategies**
  Audience: K-12 teachers, instructional facilitators, curriculum leaders
  Length: 1 day
  Description: Interactive notebooking is powerful formative assessment tool that doesn't cost thousands of dollars, yet yields observable, measurable data of actual student learning. Based in sound research notebooking is a powerful way to hit many of the Common Core expectations!
  Intended Results: Leave with guidelines, ideas, and a plan for implementing interactive notebooks in any classroom, at any grade level.

Assessment

- **Next Generation Assessments: Do You Know What to Expect?**
  Audience: K-12 teachers, instructional facilitators, curriculum leaders, administrators
  Length: 1 day
  Description: What will the new assessments look like? The role of the standards, text-types, text complexity, multi-media, gaming, and
  Intended Results: Participants leave with a deep understanding of the coming assessments, item types, and the technology that will be needed.
- **Technology-Enhanced Assessment**
  Audience: K-12 teachers, instructional facilitators, curriculum leaders
  Length: 1 day or multiple days
  Description: How do we build PARCC like assessments using free Web 2.0 tools?
  Explore some free tools, get some ideas for engaging student tasks, and create your own assessment items! (Google Forms, Gooru, Edmodo, Newsela, Fur.ly, etc.)
  Intended Results: Teacher- created assessment tasks using free technology tools.
- **Putting the Pieces Together – Scoring to the Standards**
  Audience: K-12 teachers, instructional facilitators, curriculum leaders
  Length: 1 day
  Description: This is done AFTER GANAG and NOTEBOOKING
  Intended Results: Conversations about and plans for scoring to the standards.

Accountability & Accessibility

- **Universal Design for Learning**
  Audience: K-12 teachers, instructional facilitators, curriculum leaders, administrators
  Length: 1 day
  Description: What does PARCC say about Accessibility Features and Accommodations? What is UDL?

Tools for the classroom will be explored.
Intended Results: Leave with tools that can be used in the classroom.

- **TESS Artifacts**
  Audience: K-12 teachers, instructional facilitators, curriculum leaders, administrators
  Length: 1 day
  Description: How to develop, capture, and organize TESS artifacts efficiently using Web 2.0 tools and APPS.
  Intended Results: TESS artifacts developed, portfolio developed using LiveBinder template

The Leadership Team will have the opportunity to define the implementation calendar of professional development trainings and monthly the decision will be made on the topic of the "Hub" meeting will defined by this group with the project manager assuming responsibility for organizing the APSRC team for implementation. A Year at a Glance one page document will detail each year's professional development plan and will be distributed to all staff.

Establishing a Formative Assessment System – North West Evaluation Association

Forrest City Junior High will implement the Northwest Evaluation Association's Measures of Academic Progress. This nationally normed assessment will be administered 3 times per school year. It will allow teachers to "tailor" instruction based on the results from MAP. The assessment provides an individual student growth indicator which can be utilized for teacher growth.

Northwest Evaluation Association™ (NWEA™) is a global not-for-profit educational services organization dedicated to the belief that assessments should make a difference for students. NWEA devotes extensive resources to research and development and better ways to gather data to improve instruction and increase student learning. Since delivering its first computerized adaptive test in 1986, NWEA has continued to grow its assessment offerings, research activities, and professional development services in support of its mission: Partnering to help all kids learn®. To this end, NWEA offers a variety of assessment products, including Measures of Academic Progress® (MAP®) and the Formative Assessment Item Bank (FAIB).

Measures of Academic Progress (MAP)
In 2000, MAP became the first operational computerized adaptive test (CAT) to be introduced into U.S. schools. Today, MAP assessments are administered to nearly 8 million students annually, with over 42 million assessments administered during the 2012-13 school year. MAP is a computer adaptive interim assessment, designed to be given up to four times per year to measure a student's academic achievement and calculate academic growth. MAP assessments accurately reflect the instructional level of each student by adjusting to student responses throughout each test. If a student answers an item correctly, the follow-up item is more difficult; if a student answers an

item incorrectly, the follow-up item is easier. MAP assessments accurately reveal an individual's precise learning and measure achievement and growth at the individual student level regardless of whether the student is performing above, at, or below grade level.
MAP assessments are available for mathematics, reading, language usage, and science. MAP test items are tied to the RIT scale (short for Rausch Unit, the item response model used to create the scale). The scale provides an equal unit of measurement, much like inches on a ruler, and provides the core instrument for correlating student achievement levels to actual test items. MAP is tied to DesCartes: A Continuum of Learning® a powerful instructional resource. Additionally, MAP can be used to link student results data to numerous third party digital instructional content providers in order to create student-specific learning paths. These providers include Compass Learning®, Study Island®, and Edgenuity™. MAP provides rich, scalable data you can trust to inform instruction and help educators make important decisions at the school, program and district levels. MAP tests are based on a secured item pool of over 46,000 calibrated items that are not shared by any other product.

Formative Assessment Item Bank (FAIB)
Forrest City Junior High has initiated the development of a test bank of questions that can be utilized for teacher made tests. They have chosen FAIB for their assessment tool. The FAIB is a repository of over 78,000 high-quality items aligned to state standards and the Common Core State Standards (CCSS). No MAP items are in the FAIB. The items are designed to be used by educators to create custom formative assessments built at the district, classroom, and individual levels. The FAIB is a robust bank that provides tremendous variety and flexibility, allowing educators to select items that most closely reflect their curriculum and instruction. Educators also can select the most appropriate items for their student population and the time of year the test is given. FAIB items are available for mathematics, English language arts, science, and social studies.

The FAIB offers a variety of item types, including multiple choice, constructed response, technology enhanced (TEIs), and writing prompts. The FAIB is dynamic and continues to grow. NWEA provides updates each year so educators can have access to new items, new item types, new reading passages, updated alignments, and other possible improvements. The items in the FAIB are developed using a rigorous item development process that includes multiple rounds of review to help ensure that the items are developed using best practices, are grade appropriate, accurate, free of potential bias and sensitivity concerns, and follow the principles of universal design. FAIB offers items aligned to the Common Core State Standards.
Each item in the FAIB is identified with Bloom's Revised Taxonomy and Webb's Depth of Knowledge (DOK) level. The purpose of the FAIB is to provide educators with items for use on custom formative assessments, so it contains a variety of items at each cognitive level to allow educators to test a wide range of student abilities. To ensure the FAIB meets educators' specific formative assessment needs and serves a wide range of student populations, NWEA allows educators to modify items to reflect local

expectations and vocabulary. Some of the items and passages in the FAIB for grades 3–5 are available in Spanish.

The FAIB is available through a number of platform vendors that provide the functionality needed to access and effectively use the item bank. Edoctrina is the vendor Forrest City School District has selected as a partner.

Differential Pay for Performance - Year 1-2-3

A Differential Pay for Performance Program is proposed for implementation as a part of the School Improvement Grant. In keeping with establishing a culture of high expectations for all, monetary incentives will be available certified and non-certified staff members as achievement targets are established. Dr. Gary Ritter, University of Arkansas Office of Education Policy, has agreed to assist the Forrest City School District to develop an incentive/reward plan that includes multiple measures of student and teacher performance which will include data obtained from student performance on Benchmarks/Common Core Assessments, multiple teacher evaluations, and staff attendance. Additional options for inclusions to be determined with staff input is student attendance, ACT, as well as an interim assessment component utilizing the Northwest Evaluation Association (NWEA) assessments. Dr. Ritter has designed and implemented similar incentive programs using NWEA in the past three years in various Arkansas school districts. This proposed activity is not yet fully developed as Dr. Ritter feels that teacher buy-in is a large component of the initiative. He will work with the district/school/staff to
formulate a plan to include the measures mentioned above and to determine the percentages allocated to each measure.

School Climate and Culture / Security

In an effort to provide a safe and orderly environment, a security guard is proposed and additional security cameras will be installed around the campus. Six mobile units are proposed for purchasing. Administrators will utilize the additional mobile units to coordinate with the current tardy system aimed at stopping students from roaming the hallways under the pretense of scanning their IDs in the main office when they are tardy. A security audit will be completed with a resulting list of upgrades that need to be put in place to assure a safe, secure learning environment.

Project Manager - Year 1-2-3

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

Specialized Parent and Community Supports and Interventions

The Forrest City Public Schools has initiated a comprehensive approach to school improvement with a set of differentiated strategies on each campus based on the analysis of specific longitudinal academic achievement performance. The District established an agenda on each campus specifically designed to meet the needs of the students and to improve instruction with a focus on supporting parents as they work as a partner with educators to assure high quality instruction and academic excellence.

Forrest City Junior High School (FCJH) defined its two turnaround strategies: Effective Teachers and Rigorous and aligned instructional program (strengthening instruction) based on the data analysis which was enhanced with teacher input. Forrest City Junior High administration and teaching staff have committed to establishing a systematic set of parental involvement and community engagement activities resulting in more support for the school district and the students it serves.

The Junior High will focus its parental and community supports around the model developed by Project Appleseed which has 6 main components:

* Parenting
* Volunteering
* Learning at Home
* Communicating
* Decision Making and
* Collaborating with the Community.

Utilizing this national model, the parental involvement coordinator established the priorities for the coming years by reviewing the last three years' of parental and community involvement services and placing those in one of the six components. The result of that analysis was utilized in developing a new engagement plan.

Forrest City Junior High has a highly capable parental involvement coordinator who establishes and implements and active engagement agenda with parents and the community. While her efforts have assured the involvement of parents the delivery of service has been episodic. The new focus is on what should be maintained, in the future, and how could the services be revamped to be more effective in addressing student needs. The areas of engagement that will be maintained are defined below.

Community Outreach and Parental Involvement Strategies –

* Increase the time of the contract for the parental involvement coordinator
* Explore a flex schedule to allow more contact with parents when they are available.
* Train the Parent Coordinator with materials from Parents for Public Schools.
* Contact Parents for Public Schools to seek a trainer for a community awareness session based on their model of involvement.
* Design and implement an informational booth at Wal Mart to engage the public and parents with grade specific information about the Junior High and its curriculum.
* Provide English instruction for parents who are not yet fluent with English.
* Provide access to the school's computer lab to support parents with technology training.

* Distribute Information at the hospital about the district and junior high within each new baby welcoming packet.
* Hold a Stakeholder's Receptions twice a year.
* Implement Project-Based Learning nights for Parents and the Community help at regular intervals during the school year.
* Distribute a Parental Survey and use its results to determine the schedule and types of parental involvement sessions to be help
* Implement parental trainings on topics that are content specific.
* Establish two advisory boards – one focusing on parental needs and challenges and the second focusing on students.
* Provide access to AVID for parents.
* Seek a pledge regarding parental involvement from every parent based on Project Appleseed's commitment.

The focus of this year's parental and community engagement are from Project Appleseed's Three Purposes which will be the 3 areas the parental involvement coordinator will establish parental and community advisory councils and plan each year's activities:

* Increasing student achievement by mobilizing parent, family and community volunteers inside and outside schools. The core of Project Appleseed's national award winning work to build social capital is our learning compact called the Parental Involvement Pledge. Based on the words of President Woodrow Wilson, the Parental Involvement Pledge is the most widely distributed compact in the United States. By signing the Pledge, parents agree to "take personal responsibility" for their children's education by promising to help their children with homework fifteen minutes each school night and to volunteer at their local school at least five hours each semester.
* Strengthening fitness & nutrition by supporting family participation in physical activities and healthy eating. Join parents, grandparents & caring adults who have pledged to support their children's participation in physical activities and healthy eating, to be active role models, and to include healthy eating and physical activity in family events.
* Enhancing the learning environment by utilizing alumni and community giving – as universities do - As public school districts deal with more and more budget shortfalls, organized parents, community members and educators are turning to alumni philanthropy to finance school projects.

Communication is one of the 6 components of Project Appleseed's model and Forrest City Junior High is committed to transparency and open communication with parents and the community. The parent coordinator will work to coordinate with local social and health service providers to help meet the needs of the families of Forrest City Junior High School and Forrest City High School. Activities implemented at the two schools will be consistent with district initiatives for parental involvement/engagement. Activities to encourage meaningful involvement/engagement with our families will include parent/guardian sessions focusing on topics of interest to parents, Edline usage, discipline, effective parenting, social issues, and beyond high school. In addition to informal sessions, a back to school fair along with six formal information/sharing sessions will be planned and offered over the course of the year. A light meal and child care will be provided so as not to exclude parents needing this support to attend. These activities will complement the additional efforts of the administration and staff that are planned for the regular school day. It is the expectation that teachers will establish two-way communications with parents and guardians. To this end, each teacher will be required to initiate a

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

SECTION B, PART 5:

ADE Timeline

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

ADE REVIEW PROCESS:

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

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

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

May 2014– June 2014 Pre-implementation
Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

May	
June	* Gather bids for technology purchases * Initial meeting between Office of Education Policy, District Leadership and School Leadership regarding the Differential Pay for Performance Plan to be developed with staff input – Develop Contract * Develop contract with Dr. Pollock with timeline of service delivery and outcomes

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	* Develop/Revise Teacher and Student Handbook * Order hardware and software * Order Pollock's book * Schedule time for wireless upgrades during summer months * Contract with Arkansas Public School Resource Center (APSRC) for specified job embedded professional development services * Contract with Office of Education Policy for specified technical assistance services * Contract with NWEA * Form District School Improvement Team * Hire Project Manager * Hire Parent Coordinator * Contract with Great Rivers Education Cooperative for Technology Integration Support position * Hire Literacy Interventionist -Reading Coach * Initial meeting between APSRC team, District School Improvement Team, and School Leadership Team to prepare for implementation * Review current policies (found n district policy handbook), curriculum and last year's attendance * Practice planning to establish what to retain or replace * Plan beginning of year PD and activities with teachers * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly analyze student data * Hire Security Guard * 3 person team present at ADE training in Little Rock
August	* Initial meeting between Office of Education Policy and Forrest City Jr. High staff to develop the Differential Pay for Performance Plan with staff input in developing teacher year end growth goals * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center * Inventory current periodical subscription for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, APSRC Specialists, Project Manager and

	State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Forrest City Jr. High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting weekly and establish their focus for the year * Data from state Benchmark exams analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Forrest City Jr. High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions * Book Study of Pollock's text * Evaluation of data and intervention * Training of staff to administer NWEA * Create Schedule of Intervention * Train Admin and teachers on Rigor/Relevance Reviews * Establish PGP's with teachers * School Leadership develops and implements an incentive program for student attendance * Discipline committee created and school plan developed * Conduct two day New Teacher Orientation for teachers new to Forrest City Jr. High * Survey teaching staff to determine needs for basic math and literacy supplies * Technology needs assessment conducted * Existing digital equipment is repaired or replaced * Technology delivered and distributed * Training for teachers/students on usage of technology in core classrooms * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator, Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students * Establish processes and procedures for timely and accurate completion of portfolio assessments for special services students * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers * Student incentive plan developed * Parent phone numbers entered into district parent notification system

	* Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning * Finalize initial Common Core Exemplar texts choices; purchase needed texts * Identify students for targeted assistance * Media Specialists/teachers train students on technology * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
September	* Training and support continued for teachers/students on usage of technology in core classrooms * Continue training on the Differential Pay for Performance Plan with staff * Develop Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * Principal, administrative support staff to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers- ongoing throughout the year APSRC Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons * Schedule six Parental Involvement sessions to be offered throughout the year * Continue to repair or replace any necessary digital equipment or internal connections * Technology integration support provided to teachers * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data * Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in core classrooms * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines * Monitor processes and procedures for special services teachers to support benchmark readiness for

	special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP. * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center novels ordered, processed and shelved * Books for Classroom Libraries ordered * Convene faculty and other stakeholders to begin review and revision of ACSIP * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Form Common Core Cadre from ELA, math, science , ss, technical subject teachers and leadership; schedule monthly meetings * Schedule monthly professional development devoted to Common Core * Administer NWEA Assessments to students * Train teachers on NWEA Report Utilization * Utilize NWEA to determine remediation * Begin schedule of intervention * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
October	* Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Inventory current Media Center subscriptions of periodicals * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase * Periodicals subscriptions completed, received, available to students/staff * Classroom library novels purchased, coded and available to students with checkout procedures developed and communicated to students

	* Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed * Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Provide job embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Train teachers on NWEA Goal Setting (creating a data and achievement culture) * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * * Technology integration support provided to teachers * Analyze data from NWEA assessments * Pearson representative that will be present making reports and part of leadership team weekly
November	* District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.

	* Weekly Leadership Team meetings continue * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Analyze data for the check-out of new novels in Media Center and classroom libraries * Nonfiction print resources ordered for Media Center * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Analyze data from NWEA assessments in PLCs * Teachers collaborate to create Formative Performance Tasks * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps
December	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps

	* Administer Winter assessment of NWEA * Pearson representative that will be present making reports and part of leadership team weekly
January	* Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes data for periodicals, fiction and nonfiction print usage * Conduct R/R/Reviews and share findings with teachers * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Midyear Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy * Support implementation of Common Core sample Performance tasks across the curriculum * Analyze data from NWEA Winter assessment and organize instructional groups * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

February	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes usage of print resources * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze Benchmark/Common Core Writing Samples * Analyze data from NWEA and student instructional groupings * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
March	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue District School Improvement Team meeting to review SIG implementation. * The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences

	with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP. * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze data from teacher made assessments to establish groups for intensive remediation * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
April	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the

	regular classroom setting * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Review of Common Core sample Performance tasks for science, social studies, and technical subjects * Analyze data from remediation groups and correlate to NWEA assessment data in small PLCs * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly *
May	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze Benchmark/Common Core Writing Samples

	* Analyze data from any assessments and get data analysis tools ready for reviewing all assessment results to decide if an appeal is required * Spring NWEA Assessments * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly *
June	* District School Improvement Team meeting to review SIG implementation. * The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Analyze any available data from Benchmarks/Common Core Assessments to decide if appeal is necessary * Office of Education Policy to compute year end growth and bonus amounts * Determine scheduling and staffing needs to fully implement Common Core * Design Huddle Summer Retreat * Pearson representative that will be present making reports and part of leadership team weekly *
July	* Analyze increased funding needed for implementation of Common Core elements for 2013-2014 * Office of Education Policy to compute year end growth and bonus amounts * Determine staffing, scheduling, funding and resource needs for initial phase of Common Core implementation * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly * Implement Huddle Summer Retreat

2015-2016 School Year

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

July	* Develop, distribute, and gain commitment signatures from all partners * Office of Education Policy will establish the system for Differential Performance Pay and develop Teacher buy-in at Forrest City Jr. High * Schedule and implement summer Huddle for staff * Program Manager will develop a Year at a Glance calendar * APSRC coach and specialist will develop an implementation plan with a Year at a Glance document included that will be shared with staff. * APSRC team will design PD days for the kickoff of the school year

August	* Initial meeting between Office of Education Policy and Forrest City Jr. High Staff to develop the Differential Pay for Performance Plan Teacher year end growth goals. * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center. * Inventory current periodical subscriptions for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, APSRC Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members. * Schedule weekly Forrest City Jr. High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting and establish an instruction focus for the year * Data from state Benchmark exams analyzed and data walls created * School Improvement and APSRC Specialists to review Arkansas' Smart Accountability Plan and ASCIP with Forrest City Jr. High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions. * School Leadership reviews and revises the incentive program for student attendance * Discipline committee reconvenes to review and amend school plan * Conduct two day New Teacher Orientation for teachers new to Forrest City Jr. High * Survey teaching staff to determine needs for basic math and literacy supplies * Technology needs assessment conducted by APSRC team * Existing digital equipment is repaired or replaced * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * PLCs meets weekly * Technical assistance in effective instructional leadership practices provided to building administrator by APSRC team member * Principal, administrative support staff to develop a schedule and begin weekly observations to

	include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students. * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students. * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers. * Student incentive plan revised as needed * Parent phone numbers entered into district parent notification system * Establish schedule for Dr. Jane Pollock's professional development * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning with assistance of Dr. Pollock * Revise Common Core Cadre as needed; schedule weekly meetings * Schedule professional development devoted to TESS implementation focusing in teacher portfolio development to support PGPs * Schedule Common Core modeling of curricular units and/or key instructional pieces in core classrooms * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly * Complete process of reviewing, updating and establishing PGPs to support TESS and the professional development plan

September	* Training for and teachers/students on usage of iPad in mathematics and literacy classroom * Continue training on the Differential Pay for Performance Plan with staff * Review Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * Principal, administrative support staff to continue weekly classroom observations to include reflection conferences with teachers * APSRC Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons * Plan the first of six Parental Involvement/Engagement sessions * Continue to repair or replace any necessary digital equipment or internal connections * Technology integration support provided to teachers * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data * Monitor and support student-centered instruction and development of individualized student plans to promote mastery - ongoing throughout the year * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data

	disaggregation in the core subjects * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in core areas using FAIB * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Books for Classroom Libraries ordered * Publicize to parents, students and the community the digital courses via the eResources Digital Portal * Convene faculty and other stakeholders to begin review and revision of ACSIP * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Establish after school extended year program * Determine PD needed to develop Common Core content -area expertise in Language Arts /Math/Social Studies/Science based on PGP's * Schedule department level meetings based on Common Core Unit requirements * Analyze data from NWEA Assessment * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

October	* APSRC team will provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Inventory current Media Center subscriptions of periodicals * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase * Periodical subscriptions completed, received, available to students/staff * Classroom library novels purchased, coded, and available to students with checkout procedures developed and communicated to students * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed * Administer NWEA assessment

	* Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards using FAIB * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP

	* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walk-throughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers * Train teachers on how to use individual student results on NWEA to establish learning goals per student and using Descartes establish groups for specific instructional supports * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly * Monitor after school extended year program and compare data on attendance, registration and student involvement to last year's data.
November	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress-monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers

	* Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Analyze for the checkout of new novels in Media Center and classroom libraries * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly * Analyze data from NWEA assessments - Winter * Schedule technology training as needed to enhance implementation of Common Core units * Review progress on PGPs and develop chart of items that must be addressed in personalized PD plans

December	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Continue to monitor functionality of digital equipment and repair as needed

	* Technology integration support provided to teachers * Analyze data from NWEA assessment and reevaluate grouping of students for instruction * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

January	* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Midyear Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy * Analyze data from NWEA assessment and compare it to teacher made assessments with FAIB * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

February	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator

	* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes usage of print resources * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

March	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP

	* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers * Analyze data from NWEA assessment in small PLC groups and track progress * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

April	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Principals, administrative support to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * District vertical alignment of Common Core Pacing Guides for 2013-2014 * Analyze data from NWEA assessment and teacher made FAIB assessments * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
May	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * The Project Manager will provide progress monitoring reports relative to the goals, objectives,

	benchmarks and activities

	* Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center to analyze data on usage of periodicals, determine needs, orders placed for next school year * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Determine materials needed for Common Core implementation; place orders * Present NWEA annual assessment data per teacher, per subject and per grade with an analysis of numbers of students meeting their growth goals * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

June	* District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from Benchmarks/Common Core Assessments * Office of Education Policy to compute year end growth and bonus amounts * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
July	* Schedule and plan Summer Retreat/Huddle meeting

2016-2017 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	* Host Summer Retreat/Huddle Meeting

August	* Office of Education Policy will submit Teacher Report cards indicating amounts to be paid to each staff member based on gains in student achievement, ratings on teacher evaluations and teacher attendance for the 2013-2014 school term * Initial meeting between Office of Education Policy, District Leadership and School Leadership regarding the Differential Pay for Performance Plan to be developed with staff input * Initial meeting between Office of Education Policy and Forrest City Jr. High Staff to develop the Differential Pay for Performance Plan with staff input in developing teacher year end growth goals * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center * Inventory current periodical subscription for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, APSRC Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Forrest City Jr. High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting weekly and establish instructional focus for the year * Data from state Benchmark/Common Core Assessments analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Forrest City Jr. High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions * Conduct two day New Teacher Orientation for teachers new to Forrest City Jr. High * Survey teaching staff to determine needs for basic math and literacy supplies * Technology integration support provided to teachers * Digital wiring replaced or repaired

	* Existing digital equipment is repaired or replaced * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers * Parent phone numbers entered into district parent notification system * Parental involvement sessions planned * Revise Common Core Cadre; schedule weekly meetings * Schedule Common Core professional development * Review/revise 2013-2014 Common Core units implemented in core classes * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

September	* Training for teachers/students on usage of iPad in mathematics and literacy classroom * Continue training on the Differential Pay for Performance Plan with staff * Develop Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * PLCs meet weekly * Principal, administrative support staff to continue weekly classroom observations to include reflection conferences with teachers * APSRC Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons * Continue to repair or replace any necessary digital equipment or internal connections * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place.

	* Analyze instructional materials, resources, lesson design and delivery and multiple forms of data * Monitor and support student-centered instruction and development of individualized students plan to promote mastery ongoing throughout the year * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in Literacy and Mathematics * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Books for Classroom Libraries ordered * Convene faculty and other stakeholders to begin review and revision of ACSIP * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Repeat revised Common Core units in all ELA and math classes * Design additional units incorporating all curricular areas
October	* Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Inventory current Media Center subscriptions of periodicals Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase

	* Periodical subscriptions completed, received, available to students/staff * Classroom library novels purchased coded and available to students with checkout procedures developed and communicated to students * Media Center to develop and communicate checkout procedures to staff and students * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed * Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers - ongoing throughout the year * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting

	* PLCs meet weekly * Digital media received and inventoried * Technology walkthroughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers * Research additional inclusions of technology to enhance Common Core units
November	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Nonfiction print resources ordered for Media Center * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Continue analysis of Common Core pacing guides and student products

December	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.

	* Principal, administrative support staff continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Analyze data from NWEA assessment * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

January	* Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students

	* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Midyear Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

February	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes usage of print resources * PLCs meet weekly

	* Technology walk-through conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze available Common Core testing information * Conduct R/R/Reviews and share findings with teachers

	* Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
March	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers * Participate in Mock Common Core testing; analyze results, create data walls * Conduct R/R/Reviews and share findings with teachers

	* Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
April	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator

	* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Principals, administrative support to continue weekly observations to include reflection conferences with teachers * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Design and implement remediation based on Mock Common Core results * Conduct R/R/Reviews and share findings with teachers

	* Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
May	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for
	special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center to analyze data on usage of periodicals, determine needs, orders placed for next school year. * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Analyze data from NWEA assessment * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly

June	* District School Improvement Team meeting to review SIG implementation. * Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from Benchmarks/Common Core Assessments * Office of Education Policy to compute year end growth and bonus amounts * Analyze Common Core Testing results as available; create data walls * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly
July	* Office of Education Policy to compute year end growth and bonus amounts * Office of Education Policy to complete year end evaluation of effectiveness of the program * Conduct R/R/Reviews and share findings with teachers * Continue TESS process, PLC's, analyze student progress and determine next steps * Pearson representative that will be present making reports and part of leadership team weekly * Analysis of assessment results from NWEA will be shared with faculty and related to state growth model (if it has been approved) * Analysis of state assessment results and AMOs to see if any appeals need to be submitted

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
01-13-2014 Leadership Team		R. Murphy	Principal
		J. Anderson	Assistant Principal
		J. DiGaetano	SPED teacher
		N. McCrary	Social Studies teacher
		M. Smith	Literacy Facilitator
		J. Taintor	Math Teacher
		M. Blake	Math Facilitator
		J. Moseley	Fine Arts Teacher
01-13-2014	Core Leadership	R. Murphy	Principal
		J. Anderson	Assistant Principal
		M. Smith	Literacy Facilitator
		M. Blake	Math Facilitator
01-15-2014	Entire Staff Survey	All Departments	
01-24-2014 pm	District Administrators	R. Murphy	Principal
		J. Hughes	Interim Superintendent
		S. Mills	Federal Programs
		M. Smith and M. Blake	Instructional Facilitators
01-24-2014 am	Literacy and Math	R. Murphy	Principal
		M. Smith	Literacy Facilitator
		M. Blake	Math Facilitator
02-18-2014	Entire Staff	All Departments	

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

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

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

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Forrest City School District Priority School: Forrest City Junior High School

Total 3-Year Budget $4,988,474.00

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 during the school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

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

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

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

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

☐				
☐				
Subtotal				
☐5. LEA-activities designed to support implementation of the turnaround model				
☐				
☐				
☐				
Subtotal				
Total for Transformation Model				

CLOSURE MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
☐Costs associated with parent and community outreach				
☐Costs for student attending new school				
Subtotal				

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
☐Select a new principal				
☐Assign effective teachers and leaders to lowest				

achieving schools				
☒Recruit, place and retain staff- New Teacher Orientation		3,600	3,600	3,600
☐Select new staff				
☐Replace staff deemed ineffective				
☐Negotiate collective bargaining agreements				
☐Support for staff being reassigned				
☐Retaining surplus staff				
☐Create partnerships to support transformation model				
☐Change decision-making policies and mechanisms around infusion of human capital				
☐Adopt a new governance structure				
☒High-quality, job-embedded professional development APSRC Team and Dr. Jane Pollock		512,000	532,000	542,000
☐Implementing data collection and analysis structures				
☐Increase learning time (extended day, week, and/or year)		16,000	20,000	25,000
☒Student supports (emotional, social, and community-based) Supplies for Self-contained Behavioral Intervention Room Parental Involvement activities and sessions for parents Student incentives for academics, attendance, behavior yearly College field trips		26,750 4,800 32,900 1,900	6,250 4,800 32,900 1,900	8,950 4,800 32,900 1,900
Additional options (specify) Any of the required and permissible activities under the transformational of new				

school model				
Contract amount with Office of Education Policy for technical assistance on Differential Pay Component Differential Performance Pay Component		22,000 270,000	22,000 270,000	22,000 270,000
NWEA Assessment – MAP		3,000	6,750	6,750
Service Learning projects Digital Course Tuition Field Experiences- Saturdays/After School		24,900 16,000 7,310	24,900 30,000 7,310	24,900 45,000 7,310
LEA-activities designed to support implementation of the transformation model				
Technology: Surface Tablets for 1 to 1 for Core and elective classrooms 20 charging carts@ 1500 Year 1 with 5 replacements each for year 2 and 3 Computer Lab Replacement costs for computers only year 2 and 3 Student Headphones with microphone to support Surface Tablets Headphones with microphones Teacher Technology Purchase of Surface Tablets,		301,950 30,000 6,000 34,000	27,450 7,500 22,000 600 15,000	27,450 7,500 22,000 600 15,000

Computer speakers for classrooms, and headphones with microphones and Apps		4,500	4,500	4,500
Software MDM license for Surface Tablets		5,393	5,393	5,393
Software –PlascoTrac Student Tracking System		3,100	3,100	3,100
Security System Software and Maintenance Program				
Media Center- update library titles necessary for implementation of Common Core		75,000	50,000	
Purchase classroom library book sets and individual titles for 5 core classrooms		36,000	10,000	36,000
Portable electronic board/projector and computer for Library		5,000		
Professional Library for teachers/administrators for purchase of Pollack texts		2,500	2,500	2,500
Periodicals for library		1,000	1,000	1,000
Encyclopedia Britannica Online		425	425	425
Summer Faculty Retreat/Huddle		22,500	22,500	22,500
Mileage for participants to attend summer retreat .42 per mile x 124 miles x 13 car participants= $677		677	677	677
Mandatory Summer School Improvement Training with ADE travel expenses for 3 staff members		350	350	350

Core content area Teacher materials and Supplies		59,520	49,600	49,600
Arkansas Department of Education Staff Support (to be assigned)		100,000	100,000	100,000
Intervention Coach – Reading Teacher		58,208	59,688	60,425
Project Manager – Certified, full time position		58,208	59,688	60,425
Full time staff for Self-contained Behavioral Intervention Classroom		58,208	59,688	60,425
Technology Integration and Support - Certified, full time person		58,208	59,688	60,425
One Security Guard		22,295	22,468	22,642
Note: all increments are based on the Forrest City School District salary schedule				
Current Total		1,884,202	1,546,225	1,558,047

Priority: 1003a

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
2210	National Consultant	$40,000
2210	Coaching Services	$8,000
2230	Technology Professional Development	$30,000
66000	Purchase of Technology hardware/software	$43,425.22
63000-65000	Substitute Teachers	$7,803.85
2210	Purchased Services- Evaluation	$5,000
Total		$134,229.07

Budget Narrative:

Requirements

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

All items below are being requested as a part of the School Improvement Grant. ACSIP will be the overall descriptor of other district funds that are being utilized at Forrest City Jr. High School due to the limited availability of foundation aide dollars.

Recruit, place and retain staff:

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

High-quality, job embedded professional development:

APSRC Team to provide 240 of school based job-embedded professional development each year. 240 days x $1,800 a day = $432,000; yearly

Dr. Jane Pollock to provide onsite and digital job-embedded professional development each year 20 days x $4,000 a day= $80,000 yearly

Increase Learning Time
After school 2 days per week for 2 hours with 4 staff @$25 per hour for blended learning educational intervention Year 1 $16,000 with increases of time annually Year 2 20,000 Year 3 25,000

Student Supports (emotional, social, and community-based):
Supplies for Self-contained Behavioral Intervention Room including furniture, technology, equipment and curriculum Yr1=$26,750, YR2=$6,250, YR3=$8,950

$4,800 - Parental Involvement/engagement activities; yearly

$ 32,900 - Student Incentives for academics, attendance, and behavior (field trips, tshirts, calculators, supplies, books, etc.) yearly

College Field trips (Transportation for 4 trips $1,200; $10 for meals x 70 students per trip = $700) total: $1,900 yearly

Permissible Activities:

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

Differential Performance Pay Component (Award amount maximum of $5,000 x 49 certified staff and $1,000 x 25 classified staff) - $270,000 available for Maximum Payout. Amount not awarded will be reallocated for additional needed activities based on approval from ADE. The maximum amount available for the award will be $270,000 if all targets are met. Yearly.

NWEA Formative Assessment – Measures of Academic Progress tests@ $6.00 per student year 1 increasing to $13.50 in year 2 and 3

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

Digital Course Tuition utilized in blended learning extended day option that emphasizes access to remediation, credit enhancement, concurrent college courses, and enrichment online courses that are web-based and can be accessed 24 hours 7 days weekly. Year 1 $16,000 and increasing to Year 2 $30,000 and $ 45,000 year 3.

$7,310 yearly- Field Experiences - Saturdays/After School 4 trips 75 students - $120 per trip for bus and driver fee x 4 trips = $480, meals for 75 students & 2 sponsors = $770 x 4 trips = $3,080, Admission Fees - $3,750 to allow for cultural opportunities throughout the school year to increase student learning, attendance and behavior by adding relevant and authentic experiences in the core areas (i.e. trips to the Orpheum Theater, Playhouse on the Square in Memphis, TN to connect the literature our students are reading to real live performance, Clinton Presidential Library, etc.)

Technology:

Surface Tablets for 1 to 1 for Core and elective classrooms – 550 @ $549 each Replacements Years 2 and 3 50@$549 each

20 charging carts@ $1500 each Year 1 $30, 00 with replacement of 5 per year in Years 2 and 3

Replacement costs for computers only year 2 and year 3 Year 2 $22,000; Year 3 $22,000

Student Headphones with microphone to support Surface Tablets
Headphones with microphones 500@$12 each with replacements of 50 each in year 2 and 3

Teacher Technology Purchase of Surface Tablets, Computer speakers for classrooms, and headphones with microphones and Apps (for technology training) Year 1 $34,000 Year 2 & 3 $15,000

Software MDM license for Surface Tablets to utilize the tool for PARCC assessment $9.00 per student @ 500

Software maintenance and license for tracking tardies - ***PlascoTrac*** Student Tracking System – $5,393 yearly

Security System Software and Maintenance Program $3,100 yearly

Media Center

Update library titles necessary for implementation of Common Core (library titles $75,000 yr 1; $50,000 year 2);

Purchase classroom library book sets and individual titles for 5 core classrooms $36,000 year 1 and year 3; replacement costs year 2 of $10,000

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

Professional Library for teachers/administrators 50 books x $50 per book = $2,500; Jane Pollock Professional books for PLC book study sessions 25 books X $50 = $1,250 Year 1 Total = $3,750 Year 2 -3 Book study selections $2,200 each year
Periodicals for library $1,000 Yearly
Encyclopedia Britannica online Yearly $425

Summer Faculty Retreat/ Huddle
45 staff members lodging, meals and supplies $500 per person= $22,500
Mileage for participants to attend summer retreat. 42 per mile x 124 miles x 13 cars participants = $677

Materials and Supplies for Core Content area Teacher (year 1- 496 students x $30.00 x 4 core areas =$59,520); Year 2 and year 3 496 students x $25 per student x 4 core areas $49,600

Staffing

Arkansas Department of Education Staff Support (to be assigned) @ $100,000 annually

Intervention Coach – Reading Teacher
Year 1 $46,942 salary + $11,266 benefits = $58,208;
Year 2 $48,136 salary + $11,552 benefits = $59,688
Year 3 $48,730 salary + $11,695 benefits = $60,425

Project Manager – Certified, full time position
Year 1 $46,942 salary + $11,266 benefits = $58,208;
Year 2 $48,136 salary + $11,552 benefits = $59,688
Year 3 $48,730 salary + $11,695 benefits = $60,425

Half time Parental Involvement Coordinator
Year 1 $23,471 salary + $5,633 benefits = $29,104
Year 2 $24,068 salary + $5,776 benefits = $29,844
Year 3 $24,365 salary + $5,847 benefits = $30,212

Full time staff for Self-contained Behavioral Intervention Classroom

Year 1 $46,942 salary + $11,266 benefits = $58,208;
Year 2 $48,136 salary + $11,552 benefits = $59,688
Year 3 $48,730 salary + $11,695 benefits = $60,425

One Security Guard
Year 1 $17,980 salary + $4,315 benefits = $22,295
Year 2 $18,120 salary + $4,348 benefits = $22,468
Year 3 $18,260 salary + $4,382 benefits = $22,642

Note: All increments are based on the Forrest City School District salary schedule

D. ASSURANCES

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

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

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds;
3. If it implements a restart model in a priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.

Applicants receiving funding under the School Improvement Grant program must report to the ADE the following school-level data:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
6. Discipline incidents,
7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
9. Teacher attendance rate.

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

Superintendent's Signature Date

Superintendent's Printed Name

SECTION E:

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

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

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

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

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

School Name: Forrest City Junior High School

LEA #: 6201010

SECTION A, Part 1 General Information
- ☒ LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served
- ☒ Selection of Identified Schools
- ☒ Identification of Intervention Models

SECTION B, PART 1 Needs Assessment
- ☒ Develop a Profile of the School's Context
- _____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities
- ☒ Selecting the Intervention Model and Partners for a Low-Achieving School
- ☒ Develop Profiles of Available Partners
- ☒ Determine Best-Fit Model and Partners
- ☒ Define Roles and Develop Contracts
- ☒ Forge Working Relationships
- ☒ Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
- ☒ Annual Goals

SECTION B, PART 4
- ☒ Proposed Activities

SECTION B, PART 5
- ☒ Timeline

SECTION B, PART 6

☒ LEA Consultation

SECTION C

☒ Budget

SECTION D

☒ Assurances

SECTION E

☒ Waivers

ATTACHMENTS (scanned or mailed):

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

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

☐ Principal's Professional Growth Plan

School Board minutes will be sent after March 20, 2014 School Board Meeting.
The other items will be scanned.

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/AdolLitResearchBrief.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