



ARKANSAS DEPARTMENT OF EDUCATION

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

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SCHOOL IMPROVEMENT GRANT FUNDS
SIG 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Fort Smith Public Schools	
Mailing Address (Street, P.O. Box, City/Zip) 811 North T Street Fort Smith, AR 72904	Starting Date July 1, 2015
Name, title and phone number of authorized contact person: Suzanne McPherson, Supervisor of Special Programs 479-784-8182, ext. 3514	Ending Date June 30, 2020
Amount of funds requested:	Number of schools to be served: 2

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

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

Date: _____
Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

FY 2014 school improvement funds are available for obligation by SEAs and LEAs through June 30, 2020.

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 an 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: May 27, 2015

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	Early Learning	Whole School Reform
Belle Point	050633000354	7-12	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Trusty Elementary	050633000377	K-6	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>						
			<input type="checkbox"/>						
			<input type="checkbox"/>						
			<input type="checkbox"/>						
			<input type="checkbox"/>						
			<input type="checkbox"/>						

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.

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: Belle Point LEA #: 6601005

Context

1. Grade levels (e.g., 9-12): 7-12
2. Total Enrollment: 105
3. % Free/Reduced Lunch: 93.5
4. % Special Education Students: 8.6
5. % English Language Learners: 11.4
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.Spanish
 - 2.Laotian
 - 3.

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

Belle Point receives students from all secondary schools in the district as well as mental health facilities and correctional institutions in the region. The district is 43% white, 11% black, 31% Latino, 6% Asian, 6% more than one race, and a small percentage of other. Belle Point's demographics change frequently. For instance, in 2013 41% of the students were Latino, but the current percentage is far less. Students are referred because they have not succeeded in the traditional school settings including problems in truancy, failing academics, pregnancy, violence and threatening behavior, and are often court-ordered to attend. Application for the center is made after a "continuum of interventions" has been attempted but positive behaviors in academics and discipline have not resulted. The poverty level of the students at Belle Point exceeds the district average of 72%. Belle Point is often the last stop before jail for the students.

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

School	Grade Span		School	Grade Span
Chaffin Junior High	7-9		Southside HS	10-12
Darby Junior High	7-9		Dept. of Youth Services and affiliates	7-12
Kimmons Junior High	7-9		Mill Creek Behavioral	7-12
Ramsey Junior High	7-9		Piney Ridge Center	7-12
Northside HS	10-12		Perspectives Mental Health	7-12
Juvenile Detention Center	7-12		Valley Mental Health	7-12
Trinity Behavioral Health	7-12		Lakeland Psychiatric Hospital	7-12
Springwoods Behavioral Health	7-12			

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
Director	B.S. in English language arts with ELL endorsement M.Ed. in educational leadership Most Outstanding M.Ed. Student Award University of Florida Presidential Award of Excellence Nominated for Fort Smith Public Schools Outstanding Teacher 5 years of experience teaching 1 year of experience as instructional facilitator and interventionist Completed Master Principal Institute Phase 1 by the Arkansas Leadership Academy Proficient in all 6 standards of LEADS	1.5	3.5	3.5

Instructional Facilitator/Interventionist	B.S. in elementary education with endorsements in SPED, ECH SPED, middle level English, social studies, and science M.Ed. in educational leadership M.Ed. in elementary education TESS summative rating of 3.25 (proficient)	1.5	1.5	4.5
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10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

The district utilizes the LEADS program adopted by the state. The LEADS rubric is based on ISLLC standards and other leadership systems with four levels for each component. In addition, the director submits self-ratings, yearly goals, and documents supporting progress on those goals into the electronic BloomBoard site. Goals are discussed with and approved by the Director of Secondary Education. A pre-assessment conference was held at the beginning of the school year with a team of the Deputy Superintendent, Assistant Superintendent for Human Resources, the Assistant Superintendent for Instructional Services, and the Director of Secondary Education. Questions this year related to implementation of the TESS model: strengths and weaknesses, value of data collected through the model, level of teacher accountability, degree of teachers seeing the relevance of the model to their work, adequacy of TESS training. The director also answered questions regarding the implementation of BloomBoard, Parent Link for parent contact via phone messages, Raptor visitor security system, and the new ACSIP planning document. The district leadership team conducts on-site visits at least three times a year. An interview with the director is held at the conclusion of each year with all team members and the Director of Financial Services. The director was asked to share additional reflections on the implementation of TESS and BloomBoard, progress in using technology for instruction and assessment, and what she regarded as her greatest challenges and needs.

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

The district implements TESS (Teacher Excellence Support System) adopted by the state including the preparation of PGPs (Professional Growth Plans) by teachers which includes a building wide goal (based on needs reflected in data) and at least one personal growth goal. Conversations regarding the goals are held between the director and teacher several times throughout the year in establishing appropriate and meaningful goals, checking progress toward the goals, and assessing end result of goals through a reflective process. At least one formal and two informal observations are conducted by the director each year. In addition, weekly implementation checks targeting school-wide initiatives and a minimum of 10 CWTs (Classroom Walk-Throughs) per week are conducted by the director who provides the teachers with immediate feedback on what she has observed. **See attached Classroom Observation Checklist**The instructional facilitator provides teachers with feedback although in a non-evaluative form to increase their professional growth. Teachers also conduct quarterly peer observations and provide feedback. The ADE School Improvement Specialist conducts weekly classroom visits, and the Secondary English/Language Arts Coordinator and Secondary Math Coordinator conduct weekly classroom visits. From those visits, the coordinators consult with the director weekly on professional development recommendations. The Boys Town audit occurred last September for program consultation and recalibration leading to a building-wide growth goal tied to the Boys Town behavior model. **See attached audit report**

All teachers at Belle Point met/showed growth on their PGP goals for 2014-2015. Out of 15 teachers, 13 scored a TESS summative rating of proficient or above.

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

- Change in administrator twice over past several years,
- Revision of school's vision, mission, and purpose statements and creation of a school slogan—Where All Students Can Succeed—transitioning from behavior to academic learning focus
- All teachers trained in SIOP,
- Utilization of Larry and Mary Anne Lock of L & M Consulting (Larry provided coaching for the administrator, Mary Anne provided coaching for teachers in instructional strategies),
- On-site Boys Town consultant coaching of teachers,
- All teachers trained in Boys Town Specialized Classroom Management Model,
- Addition of a half-time instructional facilitator/half-time interventionist,
- Contract with a Perspectives mental health professional who is also now full time,
- Incorporation of school-wide initiative in instructional strategies (purpose, relevance, rigor, higher-level essential and guiding questions, and student engagement),
- Revision of in-school suspension program,
- Inclusion of methods for credit recovery,
- Addition of some PLCs,
- Average of 95.4 hours of professional development per teacher for 2014-2015,
- Adoption of a literacy initiative where every student has a book at all times and sustained silent reading periods,
- Inclusion of hands-on activities through STEAM,
- Utilization of Secondary English/Language Arts and Secondary Math Coordinators to focus on mastery of content with teachers.
- Addition of technology: computers so that junior high is now 1-to-1, 50 iPads, an additional Promethean board, 4 mobile labs, announcements and lesson plans all through Google docs, formative assessment data analysis required on EXCEL,
- Provision of professional development to teachers on the use of technology in instruction and use of Google docs,
- At home visits with parents regarding student's academic progress,
- Adoption of quarterly schoolwide initiatives (constructed response questions mirroring PARCC, Frayer model for conceptual understanding, double-entry journals, follow-up questioning, use of non-fiction texts, 10/2 system of 10 minutes of teacher talk reinforced by 2 minutes of student talk, standards-based essential and guiding questions which must be answered by students as an exit ticket each day) with accountability for implementation via EXCEL reports and observations during classroom walk-throughs,
- Immediate feedback provided after walk-throughs, and
- Submission of weekly e-mail to staff called Week in Review Preview summarizing what was observed in the walkthroughs.

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	2014	2013	2012	2011	2010
Reading/Language/English		24	32	19	15
Mathematics		26	33	17	12
Science		0	18	11	0
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: 2012-2014

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2014	2013	2012	2014	2013	2012	2014	2013	2012	2014	2013	2012	2014	2013	2012
Reading/ Language/ English		30	45		15	0		20	43						
Mathematics		36	32		1	29		22	50						
Science		25	13		13	20		0	25						
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: 2014

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					63%	43%			13%	
Mathematics					25%	43%	12%	18%		
Science					0 %			0 %		
Social Studies										
Writing										
Other										

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					22%	25%			25%	
Mathematics					22%	31%	30%	13%		
Science					0%			0%		
Social Studies										
Writing										
Other										

Test Year: 2012

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					25%	43%			22%	
Mathematics					50%	21%	33%	38%		
Science					13%			22%		
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2014-2015 school year:

5. Mobility rate for the 2014-2015 school year: **See Exhibit D**

6. Graduation rate for all students for the 2013-2014 school year: 100%_

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

	All Students
2014	1.92%
2013	5.45%
2012	6.33%

See attached supplemental data Exhibit A, Exhibit B, Exhibit D, and Boys Town Audit

Key Questions

1. Which subpopulation of students are experiencing the lowest achievement?
 95% of the students fall into the TAGG group, so all students and sub-populations are nearly one and the same. Out of the total, 74% are reading at 3 or more grade levels below.

2. Which subpopulation of students are experiencing the lowest graduation rates?
 The TAGG students are experiencing slightly higher graduation rates than all students.

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

Students are experiencing the lowest scores in science; math scores are low as well as 11th grade English.

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

The local economy has been affected by the loss of several major industries. Many students come from homes of high poverty (higher than the district average), generational poverty, single parent with little formal education, and with a parent who is or has been incarcerated. Students, especially those who are juniors and seniors, are their own caregivers at home lacking any parental supervision. A high percentage have a FINS (Family in Need of Services) petition filed on them, are or have been incarcerated, have court-mandated attendance and mental health services, and are either homeless or come in and out of a shelter, foster care, drug rehabilitation, and residential/day treatment. Often a student may be 18 years old but in 10th grade due to lack of credits, and these students may check themselves out. Students come to school lacking social, emotional, and academic skills. One hundred percent of the students receiving services through Perspectives Mental Health have been diagnosed with oppositional defiant disorder; 52% are diagnosed with a mood disorder. It is imperative that psychological, social, physiological, and survival needs be met before deep and enduring learning can occur. Belle Point strives to meet the needs of the whole child blending academic and personal growth for each child. Attendance is an issue due to health concerns, monthly court appearances, and the influence of drugs. Because of the behavioral issues, the selection of the Boys Town model and training is imperative.

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

Students are referred from throughout the district and institutions in the region. Because these students have not succeeded in traditional school settings and are considered at-risk, they require different instructional strategies which include more hands-on and engaging learning. They also require assistance in developing social skills, character development, and behavioral control using research-based motivational techniques. An SIS or any other provider must be knowledgeable of the needs of an alternative learning environment and be able to address both academic strategies and social-emotional needs through very engaging practices.

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.

A. Instructional program was traditional although the needs are for non-traditional instruction. *Belle Point began by revising its mission, vision, and purpose statements to incorporate a statement that “All Students Can Succeed.” The school incorporates the Boys Town Model for behavioral modification which includes a curriculum centered around developing social skills through a reward/merit system. The maximum teacher-student ratio is 1:15, but most classes are less than this. While the core curriculum is based on Common Core State Standards, teachers have moved to more engaging instruction (as noted previously with the school-wide initiatives) and instruction that is more closely connected and relevant to the students’ lives—these strategies are not only shared with the teachers through professional development, but the teachers are monitored and held accountable now for their implementation. Project-based learning has been a new focus in instruction. Credit recovery options have also been added.*

B. Technology is not integrated into instruction in all classrooms. *Belle Point has purchased numerous computers and iPads for student use as well as a few additional Promethean boards for the classrooms and PLC room. All junior high students are now 1:1 with technology. Professional development via a district IT specialist has been provided to the staff. All announcements and weekly reports from the director are sent electronically, and teachers must now share their lesson plans through Google docs. Accelerated Reader and IXL math programs are being used, and some digital textbooks have been incorporated.*

C. There is lack of expectation that teachers truly integrate research-based instructional practices into their instruction. *More frequent classroom walkthroughs are being conducted. Observations by the director additionally target implementation of the school-wide instructional initiatives and daily posting of essential and guiding questions. Immediate feedback is provided by the director regarding these observations as well as all aspects of instruction according to the TESS rubric. Teachers are required to assign exit tickets each day from students in response to the essential and guiding questions; the information from the exit tickets is analyzed in an EXCEL document which is sent to the director weekly. The director provides feedback on this data.*

D. Formative assessment is not used regularly and consistently to inform instruction. *PLCs have been added at least quarterly at which time TLI assessment data is included in the discussions. Each week, the director shares data from observations and exit ticket summaries with the staff. The teachers conducted a book study of Why Formative Assessment Matters and added DRA and STAR tests for progress monitoring.*

E. Teachers do not receive individual feedback after classroom observations. *Written feedback is now provided immediately after a walkthrough and formal/informal observations. Establishment of professional growth goals and progress toward their fulfillment is conducted several times a year between the director and each teacher.*

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

The LEA has funded an instructional facilitator/interventionist for Belle Point to build the capacity of the teachers. The LEA also provides extensive professional development through summer workshops, a technology academy and additional workshops, SLOP training (now required of all teachers), ASCD library of books available electronically, and secondary mini-conferences and collaboration sessions. Secondary literacy, math, and science coordinators provide job-embedded professional development in the schools. The central office staff supports quality instruction by conducting their own classroom observations (COST: Central Office Support Team) providing written and verbal feedback following each visit. The district has piloted digital conversion (paperless along with increased academic use of technology by teachers and students) in three schools this year; the plan is to increase the number of digital conversion schools each year by providing more technology equipment and personnel who provide embedded professional development regarding the use of this technology.

Student Achievement and Accountability will also assist the school in monitoring and analyzing state assessment, TLI, student attendance, discipline incident, truancy, teacher attendance, graduation rate, and teacher performance on TESS data.

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

A revised daily schedule will allow for a flex period. With extended learning time, this period directly after the lunch period will be designated for: social skill building activities, New Tech activities, academic literacy and math interventions, and wellness development. A revised schedule will also allow professional learning community (PLC) time for teachers. Opportunities for professional development to meet the teachers' needs will be provided including on-site coaching/modeling through an instructional facilitator. The director will continue to conduct classroom observations followed by feedback provided to staff. A Boys Town Specialist will also conduct classroom observations focused on fidelity to the model. The director will also continue to consult with content coordinators for assistance in instruction and professional growth. In conjunction with district staff, compliance with the regulations of the grant will be addressed.

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).

- Teacher round table on strengths and weaknesses of the school and priority student needs and professional growth needs.
- Data from the observations of the educational consultants.
- TESS and CWT observations, implementation checks.
- TLI data, ELDA data, Accelerated Reader data.
- Number of absences and discipline reports.
- Student survey on what would help them be successful.
- DRA scores
- STAR reading diagnostic assessment
- TABE (Test of Adult Basic Education) with diagnostic.
- Mental health screenings.
- San Diego Quick Assessment of Word Recognition.
- IXL math program
- Perceptual data from staff need survey
- Perceptual data from parent survey
- Exit ticket data
- Internal needs assessment
- Professional development perceptual survey of teachers

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? Yes, numerous initiatives have been implemented—see sections above.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. Yes, all parties are supportive of the success of Belle Point students.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? Not yet
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? All new teachers are required to participate in several professional development and mentoring programs.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. Yes, the director has been in this position only two years; many other staff are also recent.
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. Yes, the district has an effective and intensive recruitment and mentoring plan.
7. Review the history of the LEA's use of state and federal funds. Student Achievement and Accountability has the staff and resources to assure compliance.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. The school also has operating, Title I, NSL, ELL, and Title III funds for utilization on initiatives.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. No barriers

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:

State adoption of TESS and LEADS support growth in instructional and administrative capacity which lead to student achievement.

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

The director has served less than 2 years and has been implementing numerous reforms with fidelity. She received a Proficient summative rating on her LEADS evaluation with proficiency in all domains. Replacement of the director is thus not warranted. The district supports all efforts to improve student achievement with school board and central office support and funds. A department of Student Achievement and Accountability serves to provide instructional guidance and financial oversight for federal and state funds. The district has a history of collaboration between the departments of human resources, student services, transportation, food services, instruction, assessment, etc. to implement any academic improvement initiative. Principals also hold collaborative meetings regarding programs and initiatives.

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

The district has previously resolved any issues with the Classroom Teachers' Association about teachers working beyond the 3:30 school day and includes additional pay for the extended time worked.

Turnaround

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

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

State adoption of TESS and LEADS support growth in instructional and administrative capacity which lead to student achievement and also provides a rubric for assessing whether teachers should be on an improvement plan or dismissed.

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

The director has served less than 2 years and has been implementing numerous reforms with fidelity. She received a Proficient summative rating on her LEADS evaluation with proficiency in all domains.

Teacher retention is already an issue for Belle Point; only 13 of 22 staff members have at least 3 or more consecutive years of service at Belle Point. Due to the specialized needs of the students and thus specialized training required of teachers, replacing half of the staff would then create difficulties in preparing new staff adequately to immediately implement strategies for student success. The school currently has high-quality teachers; out of the 15 teachers...

12 have at least a master's degree

6 have at least 15 hours above a master's degree

15 are highly qualified in their subject area

13 have 3 or more certifications on their license

15 are trained in the Boys Town Specialized Classroom Management Model

15 are trained in SIOP

15 met/showed growth on 2014-2015 PGP goals

13 scored a TESS summative rating of proficient or above

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

Our district has an active Classroom Teachers' Association. The Turnaround Model is not affected positively or negatively as a result of this collaboration.

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:

State has provisions for schools to apply as charters. No application from the area has yet been accepted by the state, nor has any school applied to be an ALE charter.

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

District policies neither limit nor promote the establishment of charter schools.

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

None

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:

State statutes neither limit nor promote the establishment of EMOs.

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

There are no district policies which would limit or promote the establishment of EMOs.

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

None

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:

State statutes allow and provide support for the systematic closure of a local school.

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

There are no district policies which limit or promote the closure of a specific school.

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

None

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

There is no other ALE near; Belle Point was created for a special population of students who were not successful in their home schools. Returning them to these schools would not benefit the students.

Evidence-Based Whole School Reform Model

An LEA must implement this model in partnership with a whole-school reform model developer. A developer is defined as an entity or individual that maintains propriety rights for the model; or has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process that determines that the developer is likely to produce strong results for the school. The model must be evidence based and meet the following criteria:

- At least one study meeting What Works Clearinghouse evidence standards
 - Statistically favorable impact on academic achievement or attainment on schools similar to the applicant
 - Must also be a whole-school reform model
 - Model chosen must be identified by ED as meeting the applicable requirements
1. State statutes and policies that address contracts with external providers, limit them, create barriers to them, or provide support for them and how:

State statutes allow for this model.

2. District policies that address contracts with external providers, limit them, create barriers to them, or provide support for them and how:

District policies neither limit nor promote the use of external providers. External providers have been utilized in the past with varying success.

3. District contractual agreements, including collective bargaining, that affect contracts with external providers and how:

None

Early Learning Model

An LEA that selects this model must:

- Offer full-day kindergarten
 - Establish or expand a high-quality preschool program
 - Provide educators, including preschool teachers, with joint planning time
 - Implement additional requirements that are the same as the transformation model (except no requirement for increased learning time)
1. State statutes and policies that address preschool programs and kindergarten enrollment, limit it, create barriers to it, or provide support for it and how:

Not applicable to a secondary ALE.

2. District policies that address preschool programs and kindergarten enrollment, limit it, create barriers to it, or provide support for it and how:

Not applicable to a secondary ALE.

3. District contractual agreements, including collective bargaining, that affect preschool programs and kindergarten enrollment, limit it, create barriers to it, or provide support for it and how:

N/A

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)
Boys Town	N	Y	Professional development	Nationally noted as authority on behavior modification
New Tech	N	Y	Professional development and curriculum	See attached information on program
Arkansas Department of Education	N	Y	On-site consultations	Provided for all priority schools
Partners in Education	N	Y	Mentors	Prior support for school
Juvenile Detention Center	N	Y	Mentors	Prior collaboration with school
Cooper Clinic	N	Y	Mentors	Prior collaboration with school
Department of Youth Services	N	Y	Mentors	Prior collaboration with school
Sebastian County Juvenile Department	N	Y	Mentors	Prior collaboration with school
Fort Smith Police Department	N	Y	Mentors	Prior collaboration with school
Department of Human Services	N	Y	Mentors	Prior collaboration with school

US Army	N	Y	Mentors	Prior collaboration with school
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Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in 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)
Boys Town	N	Y	Professional development	Nationally noted as authority on behavior modification
Arkansas Department of Education	N	Y	On-site consultation	Provided for all priority schools

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	Y	On-site consultation	Provided for all priority schools

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)
Arkansas Department of Education	N	Y	On-site consultation	Provided for all priority schools

Early Learning Model

An LEA that selects this model must:

- Offer full-day kindergarten
- Establish or expand a high-quality preschool program
- Provide educators, including preschool teachers, with joint planning time
- Implement additional requirements that are the same as the transformation model (except no requirement for increased learning time)

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)
N/A				

Step 3: Determine Best-Fit Model and Partners

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

Characteristics of Performance and capacity						
	Intervention Model					
Characteristic	Turnaround	Transformational	Restart	Closure	Evidence Based Whole School Reform Model	Early Learning Model
School Performance						
X All students experience low achievement/graduation rates.	✓		✓	✓	✓	
X Select sub-groups of students experiencing low-performance		✓			✓	
X Students experiencing low-achievement in all core subject areas	✓		✓	✓		
<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓				
School Capacity						
X Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓			
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓				
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓	✓	
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓	✓	
X History of chronic-low-achievement	✓		✓	✓	✓	
<input type="checkbox"/> Physical plant deficiencies				✓		
X Evidence of response to prior reform efforts	✓	✓				

District Capacity						
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓	✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓		✓	✓
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓			
<input type="checkbox"/> Strong charter school law			✓			
<input type="checkbox"/> Experience authorizing charter schools			✓			
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓			
X Capacity to exercise strong accountability for performance			✓		✓	
Community Capacity						
X Strong community commitments to school	✓	✓	✓			
<input type="checkbox"/> Supply of external partners/providers			✓		✓	
X Other higher performing schools in district				✓		

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

Best Fit Ranking of Intervention Models

A. Best Fit: __Turnaround_____

B. Second Best Fit: __Transformation_____

C. Third Best Fit: __Evidence-based Whole School Reform_____

D. Fourth Best Fit: ___ Restart_____

E. Fifth Best Fit: _____

F. Sixth Best Fit: _____

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

The Transformation Model

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

The director is still relatively new to this position and has been implementing numerous reforms, so replacement is not indicated. Director has been participating in the Leadership Academy's Master Principal Institute. District expectations for an administrator (in addition to educational and licensure requirements) are: effective supervision of curriculum and instruction, staff, accounting of funds, operation and maintenance of the building, school policies and regulations, students attendance, school and community relations, welfare of students during school hours, cafeteria personnel, and to keep central office staff fully informed of the needs of the school. The district also provides multiple opportunities for professional growth for administrators including the expectation that all administrators will attend the AAEA conference.

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

The district has a strong and effective human resources department which assists with any staff changes. The human resources department actively recruits good candidates, has rigorous screening methods, and provides a thorough mentoring program for the first year of employment. Implementation of TESS provides a rubric for evaluating staff along with methods for moving struggling staff into tracks with more support, especially through instructional facilitators. Staff changes have already occurred to assure that effective teachers are working with the students, and new hires are expected to be experienced and motivated to work with such high-need students as well as being strong in peer-collaboration, flexibility, innovation, and discipline.

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

The Superintendent, Deputy Superintendent, Assistant Superintendent for Human Resources, Assistant Superintendent for Instruction, Director of Secondary Education,

and Director of Student Achievement and Accountability all reviewed and approved the grant objectives prior to submission. District staff in a variety of capacities will continue its monitoring and support for the school. The district leadership team will provide consultation with the director over initiatives and their implementation. The Director of Student Achievement and Accountability will continue ongoing oversight of progress on academic goals on state assessments and interim assessments via TLI. Data analysis assistance and instructional support will be provided by the Supervisor of Curriculum and Federal Programs. The Supervisor of Special Programs will oversee the expenditure of funds according to the grant. Professional development and technology integration will be supported through content coordinators and the Supervisor of Professional Development. A variety of central office staff also read the quarterly reports of the School Improvement Specialist and provide any comments or support needed based on those reports.

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

The district already permits great flexibility by the director in addressing the needs of her school in the areas of programming, staffing, and budgeting. Staff members in the office of Student Achievement and Accountability strive to find funding to implement school requests based on their needs.

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

Through consultation with the Director of Secondary Education and the various other central-office staff noted above, the director has numerous resource people on which to rely for guidance and support. These have been in place and will continue to sustain the reforms.

The Turnaround Model

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

The human resources department actively recruits good candidates, has rigorous screening methods, and provides a thorough mentoring program for the first year of employment. The district salary schedule and benefits provided are significantly higher than most districts and thus enticing to recruit effective teachers and leaders.

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

The director is still relatively new to this position and has been implementing numerous reforms, so replacement is not indicated. Director has been participating in the Leadership

Academy's Master Principal Institute. The district also provides multiple opportunities for professional growth for administrators including the expectation that all administrators will attend the AAEA conference.

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

Schools hire the most effective teachers available through a screening and interview process; the director seeks candidates with experience rather than those who are new and thus less costly. Candidates are expected to be understanding of the needs of students in poverty and struggling academically and driven to utilize the most effective strategies in addressing the needs.

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

Due to the high turn-over in the past several years, this is not an issue. New hires have been those committed to the mission, vision, and goals of the school.

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

This is not an issue with the Classroom Teachers' Association.

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

Not applicable, but the district has a strong record of finding different assignment for staff which is better suited to their capabilities.

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

Not applicable.

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?

Numerous central office staff are available for support.

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 director currently has a high degree of decision-making and flexibility in guiding the work of the school.

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?

Remaining with the current director will allow continuity of reforms already initiated; she and the current staff have been the primary decision-makers regarding use of grant funds in order to fully implement plans.

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 School Improvement Specialist	Observation, consultation, and advisement Technical assistance with the grant and ACSIP
Local Education Agency Central office staff	Observation, consultation, and advisement Support for ACSIP Data monitoring and analysis Professional development
Internal Partner (LEA staff) School Improvement Specialist Literacy, math, social studies, and science coordinators	Observation, consultation, and advisement; preparation of state reports Curricular and instructional development and professional development
Support Partner Boys Town	Professional development and embedded coaching and modeling
Support Partner New Tech Network	Site specialist to conduct training, implementation checks and support
Principal Maria Arnold	Instructional leader: observes and facilitates consultation with building staff and central office staff on instructional needs, oversees all initiatives and collects data, addresses discipline issues
School Staff	Leadership teams, collaboration in PLCs, implementation of effective strategies and initiatives, implementation of Boys Town model for behavior
Parents and Community	Input and guidance in decisions and event planning, financial support, and support for celebrations of student achievement

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.

Central Office Staff

Performance expectations:

- Continue COST observations
- Consult with director at least quarterly on data analysis, degree of implementation, and plans for new initiatives
- Ongoing leadership, technology, and financial support (including other funding sources)
- Ongoing assistance with ACSIP
- As needed professional development

Benchmark: Director report of sufficient support

Internal Providers

SIS performance expectations:

- Daily classroom observations
- Weekly consultation with director on needs assessment and actions to address needs
- Participation in quarterly staff meetings regarding level of implementation and plans for new initiatives
- Weekly reports to ADE, director, and central office staff on progress

Content coordinators performance expectations:

- A minimum of quarterly school visits to conduct observations; information shared with director
- On call for coaching and modeling in classrooms
- On call for professional development
- Support in strategic planning

Benchmarks:

100% of staff will be implementing instructional initiatives with fidelity; 100% of staff will be integrating technology into instruction

Boys Town

Performance expectations:

- Training of 100% of staff on specialized classroom management model
- Weekly observations in all classrooms regarding fidelity of implementation
- As needed coaching and modeling of procedures for staff needing support
- As needed conferencing with parents
- As needed consultation with district social worker

Benchmark:

100% of staff will apply the model with fidelity; discipline referrals will decrease

New Tech Network

Performance expectations:

See overview and commitment form in attached documents

Benchmark:

100% of students will complete a quarterly project/task at adequate level

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

District staff will read (and respond if necessary) all reports from the School Improvement Specialists (ADE and internal). District staff will adhere to the LEADS rubric for administrators along with additional information from their on-site observations. Classroom visits by district staff will specifically target the level of implementation of instructional and behavior initiatives. The district leadership team will yearly assess the performance of the director including examination of achievement data and staff performance. The Director of Student Achievement and Accountability and the Supervisor of Special Programs will continually monitor expenditures to assure that grant goals are being met.

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 district has a long history of working collaboratively and effectively with Boys Town, Partners in Education, PTAs, mental health services, and the police department; the district will continue to support these partnerships. The district has experience, procedures, and infrastructure to secure agreements with outside vendors. Relationships with Boys Town consultants will remain. A school leadership team has been active for the past two years, but all teachers are frequently consulted for needs assessment and problem-solving. Strong support from the content coordinators will continue to build capacity among the teachers.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
John Harris	ADE School Improvement Specialist		Susan Holder	Instructional Facilitator
Maria Arnold	Director		Kim Nash, Kathy Ewing, Dale Frazier, Holly Fulson	Teachers
Dr. Benny Gooden	Superintendent		Kathryn Miller	Counselor
Dr. Gordon Floyd	Deputy Superintendent		Mary Hillian	Financial Secretary
Dr. Annette Henderson	Asst. Supt. Human Resources		Vance Gregory	Technology Director
Dr. Barry Owen	Asst. Supt. Instruction			
Marty Mahan	Director Secondary Education			
Dr. Kellie Cohen	Dir. Student Achievement and Accountability			
Suzanne McPherson	Supervisor Special Programs			
Kathy Haaser	Dir. Special Education			

Meetings

Location	Date		Location	Date
Little Rock	4-21-15		Belle Point	5-18-15
Belle Point	4-22-15		Service Center	5-19-15
Belle Point	4-27-15		Email and phone conversations	ongoing
Belle Point	5-6-15			

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.

Step 8

Parent and Community Engagement

The LEA must provide documentation (agendas, public notices, minutes, etc...) of efforts to engage families and community in the selection of the intervention model. They must also provide to the SEA at each quarterly monitoring visit, evidence of continued engagement during the planning, pre-implementation, and implementation of the selected model. The LEA will also develop a perceptual survey of parents, students, and the community on the effectiveness of the selected model and activities on an annual basis. The results of these surveys must be submitted with its application for renewal.

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: Increase criterion-referenced test scores in math

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>A. Increase the number of students proficient on state standardized tests</p> <p>B. Increase growth in students Below Basic to Basic, Basic to Proficient</p>	<ol style="list-style-type: none"> 1. Meet growth target of 68.9% 2. 10% increase demonstrated on TLI assessments 3. 5% increase on TABE math computation 4. 5% increase on TABE applied math 5. 100% of students completing a New Tech task each quarter 	<p>TLI interim assessment results TABE scores PARCC/EOC scores IXL math scores College Ready task completion</p>	<p>August 2015</p>	<p>May 2020</p>	<p>Math instructional facilitator/interventionist</p>

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

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

Goal 2: Increase criterion-referenced test scores in literacy

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>A. Increase the number of students proficient on state standardized test</p> <p>B. Increase growth in students Below Basic to Basic, Basic to Proficient</p>	<ol style="list-style-type: none"> 1. Meet growth target of 75.93% 2. 10% increase on TLI interim assessments 3. 100% of students attaining a minimum gain of one reading level each year 4. 100% of students completing one New Tech task each quarter 	<p>TLI interim assessment results TABE scores PARCC/EOC scores STAR data Accelerated Reader data San Diego assessment data College Ready task completion</p>	<p>August 2015</p>	<p>May 2020</p>	<p>Literacy instructional facilitator/interventionist</p>

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

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

Goal 3: Reduce student misbehavior, office referrals, suspensions, and time out of class

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ul style="list-style-type: none"> A. Reduce the number of disciplinary infractions B. Recalibrate teachers regularly and offer feedback formally and informally regarding implementation of Boys Town behavior model C. Provide more mental health services to address issues leading to misbehavior 	<ul style="list-style-type: none"> 1. Decrease the number of annual suspensions by 20% 2. Decrease the number of quarterly office referrals by 10% 3. 100% of students receiving counseling services 	<ul style="list-style-type: none"> Suspension report Office referral spreadsheet Boys Town point card PGPs Successful transitions of students back to home school 	August 2015	May 2020	Boys Town Specialist

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 4: Increase attendance rate, time in class, and graduation rate; reduce drop-out rate

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ul style="list-style-type: none"> A. Increase student attendance rate through increased engagement in lessons B. Increase college and career readiness C. Assist students in regaining lost credits 	<ul style="list-style-type: none"> 1. Increase attendance rate to 80% 2. Decrease tardies by 5% 3. 30% of students participation in credit recovery 	Attendance records Tardy records Social worker and Boys Town Specialist contact log on truancies and parent contact Transcripts of credits	August 2015	May 2020	Director Social worker Boys Town Specialist Instructional facilitators

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 5: Increase college and career readiness

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>A. Seniors enrolled at Belle Point will receive a high school diploma</p> <p>B. Seniors will enroll in college or obtain technical certification after graduation</p> <p>C. Students 16 years and older will be employed in the community</p>	<ol style="list-style-type: none"> 1. 100% of seniors will earn a high school diploma 2. 50% of seniors will enroll in college or technical certification courses after graduation 3. 50% of students 16 year and older will be employed in the community 4. Participation by community members in lunchtime mentoring program 	<p>Attendance records</p> <p>Grades/credits accrued</p> <p>Individual graduation plan</p> <p>Employment records</p>	<p>August 2015</p>	<p>May 2020</p>	<p>Counselor</p> <p>Interventionist</p> <p>Credit recovery teacher</p> <p>Social worker</p>

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

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

Goal 6: Increase parental involvement regarding student achievement

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>A. Improve communication and increase transparency of academic program</p> <p>B. Increase parent participation in academic and college and career tasks (e.g., STEAM night)</p>	<ol style="list-style-type: none"> 1. 100% of homes visited during the year 2. 100% of parents at each academic challenge night 	<p>Event sign-in sheets Teacher to parent contact logs Social worker and Boys Town Specialist home visit logs Signed progress reports and report cards</p>	<p>August 2015</p>	<p>May 2020</p>	<p>All teachers Social worker Boys Town Specialist Parent Involvement Facilitator</p>

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

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

Goal 7: Increase digital literacy and use of technology by students

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>A. Increase access to various modes of technology for socioeconomically disadvantaged students</p> <p>B. Improve student ability to effectively and critically navigate, evaluate, and create information using a range of digital technologies</p> <p>C. Increase student interaction in STEAM labs and college and career tasks via technology</p>	<ol style="list-style-type: none"> 1. 100% of students using ChromeBooks 2. 100% of students and teachers receiving specific and tailored technological instruction on a weekly basis 3. Creation of innovation labs 4. Completion of college and career tasks 	<p>Technology facilitator's weekly schedule</p> <p>Student projects using technology</p> <p>Record of innovation lab use</p>	<p>September 2015</p>	<p>June 2019</p>	<p>Teachers Technology Facilitator</p>

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

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

Goal 8: Improve the physical and mental health and wellness of the whole child

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>A. Provide additional mental health services and substance abuse counseling</p> <p>B. Promote healthy living and behaviorally good decision-making</p>	<p>1. 100% of students will receive counseling</p> <p>2. 100% of students will participate in activities designed to promote wise and healthy decision-making</p>	<p>Required mental health paperwork</p> <p>Schedule of responsibility training sessions</p>	<p>August 2015</p>	<p>May 2020</p>	<p>Mental health provider Boys Town Specialist</p>

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

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

Goal 9: Strengthen non-traditional instruction

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
A. Educate students who require a non-traditional approach to learning through improved and engaging instruction via STEAM activities, innovation labs, and New Tech tasks	<ol style="list-style-type: none"> 1. 100% of teachers will use research-based instructional strategies, esp. the quarterly initiatives 2. Student engagement will increase by 25% 3. Instructional facilitators will bi-weekly co-plan with teachers and model instructional strategies in classroom 4. 100% of students will complete quarterly New Tech tasks 	PGP's Classroom Walkthrough notes TESS observations Instructional facilitator schedules Collaboration time agendas and notes Professional development sign-ins Teacher questionnaires following professional development offerings Exit tickets formative and summative data results Tier 3 AIP student tracking toward proficiency data via EXCEL	August 2015	May 2020	Director Instructional Facilitators

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.

School staff met to brainstorm creative means of addressing the achievement needs (as identified by examination of the data) of students and to maximize learning time of students. Out of these discussions and with consultation and advice from district staff, the school has revised its schedule to maintain core instruction time but to also provide additional courses and offerings to encourage attendance at school and to provide increased intervention support. The schedule has also been revised to provide teacher collaboration time in addition to planning time which will be guided by instructional facilitator to assure maximum focus and productivity.

Alignment with other resources:

The district will continue to fund the Literacy Instructional Facilitator/Interventionist and part-time social worker. The district also funds the content coordinators who provide guidance and job-embedded professional development as well as numerous year-round professional development opportunities through the Professional Development department. SIGa funds for 2015-2016 will provide a book study on poverty and another on adjusting attitudes/behavior, math tutoring, attendance at a School Improvement Conference, and one Promethean board. Data analysis and data-based decision-making is already a strong component and expectation of the district which will also continue to guide the work of schools. The district will continue to provide programs such as Accelerated Reader and TLI for formative assessments which provide additional data for teachers to provide remediation and interventions. The district will continue to provide credit recovery options. Relationships with PTA and Partners in Education have a long history which will continue. Retention of staff members who have been provided the additional professional development will be a goal so that the benefits and implementation of those strategies will endure deepening the capacity of the school.

Sustainability is also addressed below. The district will consider funding the additional positions beyond the grant if they prove effective.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

Extended Learning

Teachers will be expected to report an additional 15 minutes earlier in the morning (7:30 rather than 7:45) to assist in conducting student searches which currently delays the beginning of school. The school day for students (Monday through Friday) will begin as usual but extend from the current 2:55 to 3:55 resulting in an additional hour for learning. Teachers and secretary will stay an additional 45 minutes (from 3:30 to 4:15) to address the extended learning time and assist with dismissal. The revised schedule will include a skills building period from 12:00-1:00.

Increase in Staff

Due to the high number of behavioral incidents, the current instructional facilitator/interventionist must often also intervene which detracts from her original purpose. A Boys Town Specialist will be able to assist in dealing with such students as well as build the capacity of teachers to deal with the issues by providing initial training for new staff and then following the coaching model for fidelity of implementation of the Boys Town model in the classrooms. The specialist will need to go through the training of trainers in Nebraska. The Boys Town Specialist will also make phone calls and conduct home visits to elicit more parent information and engagement in the needs of their students.

With the need to increase technology to meet ALE goals of a differentiated learning environment that provides more student engagement and also prepares them for a world that utilizes technology, a Technology Facilitator is needed to assist with running the innovation labs and New Tech program. The Technology Facilitator would also provide job-embedded professional development so that the teachers were more skilled in using technology for instruction and communication. Due to the amount of grant funds, a financial secretary will need to be added.

Materials and Supplies

Junior high students now have 1-1 devices; the additional ChromeBooks will allow the senior high students to each have a device. Access to technology is critical for these students who come from poverty and have little access at home. Additional SMARTboards will allow teachers to utilize technology in instruction.

The New Tech program will provide tasks for students to complete using technology that develop college and career skills, often in the STEAM fields. **See attached information** The tasks are project-based, and supplies for students will be needed.

Innovation labs will provide state-of-the-art technological equipment for students to learn in STEAM fields. **See attached photos** Not only is this valuable for future careers, but it will increase student engagement and decrease attendance issues.

The students need mentors as models of leadership and professional behavior as well as providing guidance on careers. The school will invite such potential mentors as: judges, school board members, Partners in Education members, detectives, those working in STEAM jobs, Leadership Fort Smith participants, DHS staff to meet with their mentees at lunch at least once a month. Funds are needed to cover the costs of the mentors' cafeteria lunches.

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	April 15, 2015
3. Release LEA applications and guidelines for eligible applicants and technical assistance for applicants.	April 29, 2015
4. LEA application due for priority schools.	May 27, 2015
5. Application Review by ADE * Review process is on the following page.	June 1-5, 2015
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2014-2015 school year.	June 19, 2015
7. Provide technical assistance for initial grant implementation.	June 2015 – September 2015

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.

July 2015 – August 2015 Pre-implementation

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

July 2015 – August 2015 Pre-implementation	
July	Post new staff positions on district website and other recruiting arenas Conduct interviews for new staff positions and select best candidates Arrange training for Boys Town Specialist Training for School Improvement Specialist Training for financial secretary at Parker Center Consultation with SIS Complete agreements with New Tech Network Complete paperwork for purchase of ChromeBooks and SMARTboards
August	Training of Math Instructional Facilitator/Interventionist by district Secondary Math Coordinator Introduction of new staff to existing staff and orientation to building Begin weekly classroom walkthroughs and Boys Town observations Send invitations to community support personnel for mentoring lunches Review of PGPs with staff

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.

2015-2016 School Year	
September	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Weekly monitoring between director and Boys Town Specialist Installation of ChromeBooks Initiate planning with New Tech and director, instructional facilitators, and technology facilitator Complete paperwork for purchase of materials for innovation labs
October	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Weekly monitoring between director and Boys Town Specialist Quarterly monitoring between director and technology facilitator and mental health provider Analysis of TLI data, discussion of results with staff PGP review with staff
November	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly monitoring between director and Boys Town Specialist Weekly consultation between director and SIS Analysis of PARCC and EOC data, discussions of results with staff
December	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly monitoring between director and Boys Town Specialist Weekly consultation between director and SIS Analysis of TLI data, discussion of results with staff PGP review with staff
January	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Planning meetings on innovation lab development
February	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider PGP review with staff
March	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS

April	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider PGP review with staff
May	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Evaluation of implementation progress and results of initiatives in consultation with staff
June	Complete paperwork for purchase of innovation lab Staff training on use of innovation lab

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.

2016-2017 School Year	
July	Consult and plan with literacy and math instructional facilitators based on identified student needs
August	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Analysis of PARCC and EOC data, discussions of results with staff Train new staff in Boys Town model Begin weekly classroom walkthroughs and Boys Town observations Send invitations to community support personnel for mentoring lunches PGP review with staff
September	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Director and technology facilitator monitoring of innovation lab
October	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider Director and technology facilitator monitoring of innovation lab Analysis of TLI data, discussion of results with staff PGP review with staff
November	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Director and technology facilitator monitoring of innovation lab Host New Tech task evening event with students and parents
December	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider Director and technology facilitator monitoring of innovation lab Analysis of TLI data, discussion of results with staff PGP review with staff
January	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff

	<p>Weekly consultation between director and SIS</p> <p>Director and technology facilitator monitoring of innovation lab</p> <p>Host New Tech task evening event with students and parents</p>
February	<p>Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff</p> <p>Weekly consultation between director and SIS</p> <p>Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider</p> <p>Director and technology facilitator monitoring of innovation lab</p>
March	<p>Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff</p> <p>Weekly consultation between director and SIS</p> <p>Director and technology facilitator monitoring of innovation lab</p> <p>Host New Tech task evening event with students and parents</p> <p>PGP review with staff</p>
April	<p>Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider</p> <p>Director and technology facilitator monitoring of innovation lab</p>
May	<p>Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff</p> <p>Weekly consultation between director and SIS</p> <p>Director and technology facilitator monitoring of innovation lab</p> <p>Evaluation of implementation progress and results of initiatives in consultation with staff</p> <p>Host New Tech task evening event with students and parents</p>
June	
July	

2017-2018 School Year

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

2017-2018 School Year	
July	
August	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Director and technology facilitator monitoring of innovation lab Analysis of PARCC and EOC data, discussions of results with staff Train new staff in Boys Town model Begin weekly classroom walkthroughs and Boys Town observations Send invitations to community support personnel for mentoring lunches PGP review with staff
September	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS
October	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider Director and technology facilitator monitoring of innovation lab Analysis of TLI data, discussion of results with staff PGP review with staff
November	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Director and technology facilitator monitoring of innovation lab Host New Tech task evening event with students and parents
December	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider Director and technology facilitator monitoring of innovation lab

	Analysis of TLI data, discussion of results with staff
January	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Director and technology facilitator monitoring of innovation lab Host New Tech task evening event with students and parents PGP review with staff
February	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider Director and technology facilitator monitoring of innovation lab
March	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Director and technology facilitator monitoring of innovation lab Host New Tech task evening event with students and parents PGP review with staff
April	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Quarterly monitoring between director and Boys Town Specialist, technology facilitator, and mental health provider Director and technology facilitator monitoring of innovation lab
May	Bi-weekly curriculum meetings between literacy and math instructional facilitators and staff Weekly consultation between director and SIS Director and technology facilitator monitoring of innovation lab Evaluation of implementation progress and results of initiatives in consultation with staff Host New Tech task evening event with students and parents
June	
July	

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
4-27-15	Student Achievement and Accountability	Suzanne McPherson	Supervisor Special Programs
		Mary Hillian	Financial Secretary
5-6-15	Student Achievement and Accountability	Suzanne McPherson	Supervisor Special Programs
		Mary Hillian	Financial Secretary
5-11-15	Special Education	Kathy Haaser	Director
5-18-15	Student Achievement and Accountability	Suzanne McPherson	Supervisor Special Programs
		Mary Hillian	Financial Secretary

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, two years of sustainability activities, 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 \$10,000,000 over five 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 5-YEAR BUDGET REQUEST

District/School: Fort Smith

Priority School Belle Point

Total 5-Year Budget \$3,845,173

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 FIVE 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.

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3	YEAR 4	YEAR 5
	Pre - Imp				Sustainability	Sustainability
<input type="checkbox"/> Select a new principal						
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools						
XRecruit, place and retain staff						
XSelect new staff		\$329,000	\$323,000	\$323,000	\$153,000	\$153,000
<input type="checkbox"/> Replace staff deemed ineffective						
<input type="checkbox"/> Negotiate collective bargaining agreements						
<input type="checkbox"/> Support for staff being reassigned						
<input type="checkbox"/> Retaining surplus staff						
XCreate partnerships to support transformation model						

<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital						
<input type="checkbox"/> Adopt a new governance structure						
X High-quality, job-embedded professional development		\$3072				
X Implementing data collection and analysis structures						
X Increase learning team (extended day, week, and/or year)		\$329,953	\$345,653	\$333,352	\$244,950	\$244,950
X Student supports (emotional, social, and community-based)		\$180,329	\$175,829	\$175,829	\$175,828	\$175,828
Additional options (specify) Any of the required and permissible activities under the transformational of new school model		\$115,600				
X LEA-activities designed to support implementation of the transformation model						
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						
Total		\$1,020,954	\$844,482	\$832,181	\$573,779	\$573,778

Priority:

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
ADE School Improvement Specialist	Required by ADE \$100,000 x 5 years	\$500,000
1.0 FTE Boys Town Specialist	Salary and benefits of \$85,000 x 5 years Computer and printer Desk and chair Training of Trainers Registration <ul style="list-style-type: none"> • 4 nights x \$100 hotel • Mileage (570 miles x \$.45/mile) • Meals (\$45/day x 5 days) • Stipend (off-contract time) 5 days x 8 hours/day x \$31 (district rate) 	\$425,000 \$1500 \$750 \$950 \$400 \$257 \$225 \$1240
1.0 FTE Math Instructional Facilitator/Interventionist	Salary and benefits of \$85,000 x 3 years Computer and printer Desk and chair	\$255,000 \$1500 \$750
1.0 FTE Technology Facilitator	Salary and benefits of \$85,000 x 3 years Computer and printer Desk and chair	\$255,000 \$1500 \$750
1.0 FTE Mental health provider	Salary and benefits of \$85,000 x 5 years Computer and printer Desk and chair	\$425,000 \$1500 \$750
1.0 FTE Financial Secretary	Salary and benefits of \$53,000 x 5 years Computer and printer	\$267,500 \$1500
Extended learning	Salaries and benefits (additional hour = .1325 of contract) <ul style="list-style-type: none"> • 19 teachers \$85,000 x .1325 x 5 years • Director \$97,000 x .1325 x 5 years • Secretary \$30.50/hour x .5 hours x 179 days/year x 5 years • Substitute teachers 36/year x .1325 x \$80/day x 5 years 	\$1,069,937 \$64,263 \$13,649 \$1908
New Tech program, training, and support	(draft pricing from New Tech based on number of students) Planning Year 1 Year 1 Year 2 Year 3 Stipends for evening events with students and parents <ul style="list-style-type: none"> • 19 teachers x \$31/hour x 2 hours x 4 quarters x 5 years • Director x \$38/hour x 2 hours x 4 quarters x 5 years 	\$41,700 \$106,300 \$100,700 \$88,400 \$23,560 \$1520

Supplies for project-based learning	\$25 per student x 150 students x 4 quarters x 5 years	\$75,000
Innovation labs	\$25,000 x 2	\$50,000
ChromeBooks	100 Chromebooks plus mice x \$450 each 4 charging carts x \$2150 each	\$45,000 \$8600
SMARTboards and projectors	2 x \$6000 package	\$12,000
Lunch for mentors	25 mentors per month x 10 months x \$3.25 per lunch x 5 years	\$4063
Total		\$3,845,173

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

Goal #	Audit Code	Additional Needs to Meet Goal	Sustainability
1	C	Math instructional facilitator/interventionist, innovation labs, STEAM tasks via New Tech Network Extended day SMARTboards	Instructional facilitator will build capacity among teachers Innovation labs will be permanent equipment for continued use New Tech program will be owned by the school following the 3 year initial implementation for continued use
2	C	New Tech tasks and project-based learning require literacy skills (especially in developing presentations), ChromeBooks will develop research and compositional skills Extended day SMARTboards	New Tech program will be owned by the school following the 3 year initial implementation for continued use

3	A	Boys Town Specialist	Staff member will build capacity among teachers through job-embedded professional development and monitoring, reducing discipline incidents will establish a culture of behavioral expectations
4	A	Boys Town Specialist; New Tech college and career ready tasks, innovation labs, STEAM and college/career ready project-based learning activities (with materials) will increase student engagement	New Tech program will be owned by the school following the 3 year initial implementation for continued use, training in project-based learning will develop the instructional capacity of teachers
5	B, C, D	New Tech college and career ready tasks will assist students in seeing the relevancy of their learning; community mentors Extended day ChromeBooks and SMARTboards	New Tech program will be owned by the school following the 3 year initial implementation for continued use, community mentors are available now and in the future
6	A	New Tech tasks, Boys Town Specialist	New Tech program will be owned by the school following the 3 year initial implementation for continued use, activities will build capacity of parents
7	A, B	ChromeBooks and SMARTboards so that students have access to technology for use in all content courses and to implement New Tech, New Tech tasks, innovation labs, Technology Facilitator	New Tech program will be owned by the school following the 3 year initial implementation for continued use, the Technology Facilitator will develop capacity of the teachers through job-embedded professional development
8	A	Mental health provider, Boys Town Specialist	
9		New Tech tasks, innovation labs, Technology Facilitator Extended day	New Tech program will be owned by the school following the 3 year initial implementation for continued use, Technology Facilitator will develop capacity of the teachers through job-embedded professional development

D. ASSURANCES

STATEMENT OF ASSURANCES

By the signature of the Superintendent of Fort Smith Public Schools 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.
5. Follow all state laws regarding salaries and bonuses including faculty votes.
6. Engage parents and community throughout the SIG grant process.

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.
9. Teacher attendance rate.
10. Graduation rate.
11. College Enrollment rate.
12. Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup.

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

Dr. Benny Gooden
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

Rural schools may waive one component of the Transformation or Turnaround Model.

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: Belle Point

LEA #: 6601005

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

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

 X Identification of Intervention Models

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

 X Develop a Profile of the School's Performance

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

 X Develop Profiles of Available Partners

 X Determine Best-Fit Model and Partners

 X Define Roles and Develop Contracts

 X Forge Working Relationships

 X Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

X Annual Goals

SECTION B, PART 4

X Proposed Activities

SECTION B, PART 5

X Timeline

SECTION B, PART 6

X LEA Consultation

SECTION C

X Budget

SECTION D

X Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

X School Board Minutes Showing Approval of SIG 1003(g) Application **coming in late June**

X Principal's Professional Growth Plan

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at
<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdoLitResearchBrief.pdf>

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

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

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

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

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

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