



# ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Osceola School District/Osceola High School	
Mailing Address (Street, P.O. Box, City/Zip) 2800 West Semmes Osceola, Arkansas 72370	Starting Date July 1, 2015
Name, title and phone number of authorized contact person: Michael Cox	Ending Date June 30, 2020
Amount of funds requested: \$1,321,102.50	Number of schools to be served: One

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 5/26/15 (Date).

Signature: *Michael N. Cox*  
Superintendent of Schools AND

Date: 5/26/15

Signature:  
School Board President

*James E. Baker*

Date: 5-26-15

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

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

Application Deadline: 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](mailto:rick.green@arkansas.gov).

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model					
				Turnaround	Restart	Closure	Transformation	Early Learning	Whole School Reform
Osceola High School	82828 10950 0825	9-12	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Osceola STEM Academy	16029 51319 50006	5-8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>						
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			<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 8, PART 1:

**8. DESCRIPTIVE INFORMATION: Needs Assessment**

Prior to selecting an Intervention Model, the LEA must complete all parts of section 8.

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: Osceola High School

LEA #: 4713051

Context

1. Grade levels (e.g., 9-12): 9-12

2. Total Enrollment: 339

3. % Free/Reduced Lunch: 96.2%

4. % Special Education Students: 11.2%

5. % English Language Learners: 1.5%

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

1. Spanish

2.

3.

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

Osceola High School is located in the Delta Region Northeast Arkansas and is considered the industrial hub of South Mississippi County. The district is surrounded by farm land and is bordered by the Mississippi River and Interstate 55. The community experiences intermittent opportunities of growth; however, the school struggles with reaping quality teacher applicants and retaining highly qualified teachers in shortage area.

As of the 2010 census, there were 7,757 people, 2,950 households, and 1,953 families residing in the city of Osceola, AR. The racial makeup of the city was 42.7% White, 53.9% Black or African-American, 0.10% American Indian, 0.20% Asian, 1.4% Some Other Race, and 1.6% two or more races. The population includes 2.5% Hispanic or Latino. The median income for a household in the city was \$32,163.00 with a per capita income of \$16,327.00. The population of twenty-five years or older includes only 56% of this population have a high school diploma or above. There are 961 single parent households and 314 grandparents raising their grandchildren households.

The Free and Reduced Lunch Status of Osceola High School is 96.2% with a graduation rate of 82.22% in 2013. The high school remains a Priority School with a Literacy status of Needs Improvement.

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
Osceola STEM Academy	5-8			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Michael Cox Superintendent	37 Years in education with 21 years experience as a superintendent	5	5	5
Alfred Hogan Assistant Superintendent	39 Years experience in education	2	2	2
Tiffany Morgan Principal	19 years in education with 10 years classroom experience and 9 years building principal experience	2.5	2.5	9
Shantel Raper Instructional Technology Director	11 years in education with 6 years experience in Business Education and 5 years experience in instructional leadership	5	11	11

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

The superintendent is formally evaluated on an annual basis by the Osceola School Board. Superintendent evaluations are used to determine contract extensions

In response to ADE supported legislation in the 2013, Osceola School District implemented the pilot principal evaluation system, LEADS-Leadership Excellence and Development System, for the 2013-2014 school year. All evaluators (principals and assistant principals) and teachers have participated in the required training.

#### Purpose

The purpose of the Arkansas Principal Evaluation System is to:

- Provide a cohesive process that includes clear expectations to guide principal preparation, induction, and continued professional development.
- Guide and sustain excellent leadership performance that ensures the improvement of teaching and learning.
- Assist higher education programs in developing the content and requirements of degree programs that prepare prospective principals.
- Provide a process that includes instruments to be used by reflective practitioners to promote their professional growth.

#### Introduction to Levels of Performance

The following categories represent the various performance levels in the

Arkansas Principal Evaluation System: Exemplary, Proficient, Progressing, and Not Meeting Standards. The purpose of the levels of performance is to advance professional growth of principals to ensure improved student learning.

#### *Exemplary*

Principals performing at the exemplary level have made a contribution to the profession both in and outside their school system. Exemplary performance not only meets the requirements for the proficient level but goes beyond and thus creates a model to which

other principals can aspire. Principals at the exemplary level have assumed considerable responsibility for their own learning. They routinely share their ideas, mentor other principals, and see their role as agents of system-wide improvement.

### *Proficient*

The proficient principal's performance meets the organization's needs.

Attaining the proficient level is challenging and may take years. A principal performing at the proficient level clearly understands the concepts underlying the function of each standard and implements those functions well. Proficiency is a rigorous level of achievement. Principals performing at this level are alert to practices that promote strong teaching and learning and serve as a resource to everyone in their building. In addition, they are continuously looking for ways to improve their leadership capabilities.

### *Progressing*

Principals with a progressing rating may reference the rubric to understand what they must do in order to become proficient. Although their current performance may be sporadic and only somewhat successful, they are motivated to take the actions necessary to become proficient. To help this person improve, additional reading, mentoring/coaching, and specific leadership trainings may be required. In addition, visitations to the schools of a proficient or exemplary leader may be included in the improvement process. Principals early in their careers are often at the progressing level, but improvement is likely to occur as they gain experience.

### *Not Meeting Standards*

Principals who have not demonstrated the necessary skills to be rated as progressing or proficient are designated as not meeting-standards. When performance is consistently at this level, effective organizations identify and document inadequate performance and prescribe intense intervention. If improvement is not made within a prescribed length of time, a recommendation for non-renewal of employment will result.

### Leadership Categories

Levels of leadership performance are divided into three categories: novice, inquiry and intensive.

The Novice Category is for individuals who are new to the district, the principalship, or have transitioned from assistant principal to principal. Principals working under an Alternative Licensure Completion Plan (ALCP) to become fully licensed remain in the novice category until the ALCP is completed.

The Inquiry Category is for principals who model life-long learning and consistently demonstrate progressing, proficient, and/or exemplary performance on standards and functions in the Arkansas Principal Evaluation Rubric.

The Intensive Category is for principals who receive a rating of not-meeting-standards on the Summative Evaluation Rubric according to the following guidelines:

The principal receives not-meeting-standards on two or more functions in Standard Two and/or

The principal receives not-meeting-standards and/or progressing on the majority of functions in any of the standards

The evaluator may also place the principal in the intensive category if he or she receives a rating of not-meeting-standards on any one function critical to ethical behavior, student learning, or safety.

When a principal is placed in the intensive category, the superintendent and principal will develop a Principal Professional Intensive Growth Plan. If progress is made in year one, a principal may remain in the Intensive Category for one additional year; however, if there is limited or no progress in year one, recommendation for non-renewal of employment will occur.

In addition, the Osceola High School Principal participates in the Arkansas Leadership Academy Master Principal Institute, which was designed to develop leadership skills of principals through three phases of professional development.

### Phase I

Phase I of the Master Principal Institute is open to all school principals with at least one year of experience and who have support and permission from their superintendents to participate. Principals from across the state meet during the year in four multi-day sessions for intense study while applying the learning from those sessions in their schools throughout the year.

### Phase II

Admission to the second phase of the program requires submission of a portfolio documenting the application of the lessons learned from the first phase and the results of that work to improve student and adult learning in the school.

### Phase III

To be admitted to the third phase, principals must complete a rigorous application process that includes evidence of their impact on education at the district, state, and regional levels. These portfolios are evaluated by stakeholders in education from

Arkansas as well as from out of state. Scorers received training through the Arkansas Leadership Academy.

After successful completion of all three phases, principals may choose to participate in a rigorous assessment by a team of trained examiners with at least one member from each team being from another state. The rigorous assessment process examines evidence from three primary sources:

- Student Performance: An analysis of student academic achievement data
- Principal Performance: An analysis of a portfolio created by the principal
- School Performance: A site visit to gather evidence

Successful completion of these steps qualifies an individual for Master School Principal status.

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

In response to ADE supported legislation, Osceola School District fully participated as a pilot school in 2013-2014 school year in the Arkansas Teacher Excellence and Support System (TESS) . The Osceola School District will continue into full year of implementation in 2015-2016. All evaluators, teachers and principals have participated in the required training. The information gained from performance evaluations shall be used in planning professional development and in-service training activities which are designed to improve instruction and professional competence. In addition, using student growth as part of the determination of a teacher's evaluation is a major change for the profession of teaching, but a challenge that Osceola School District embraces.

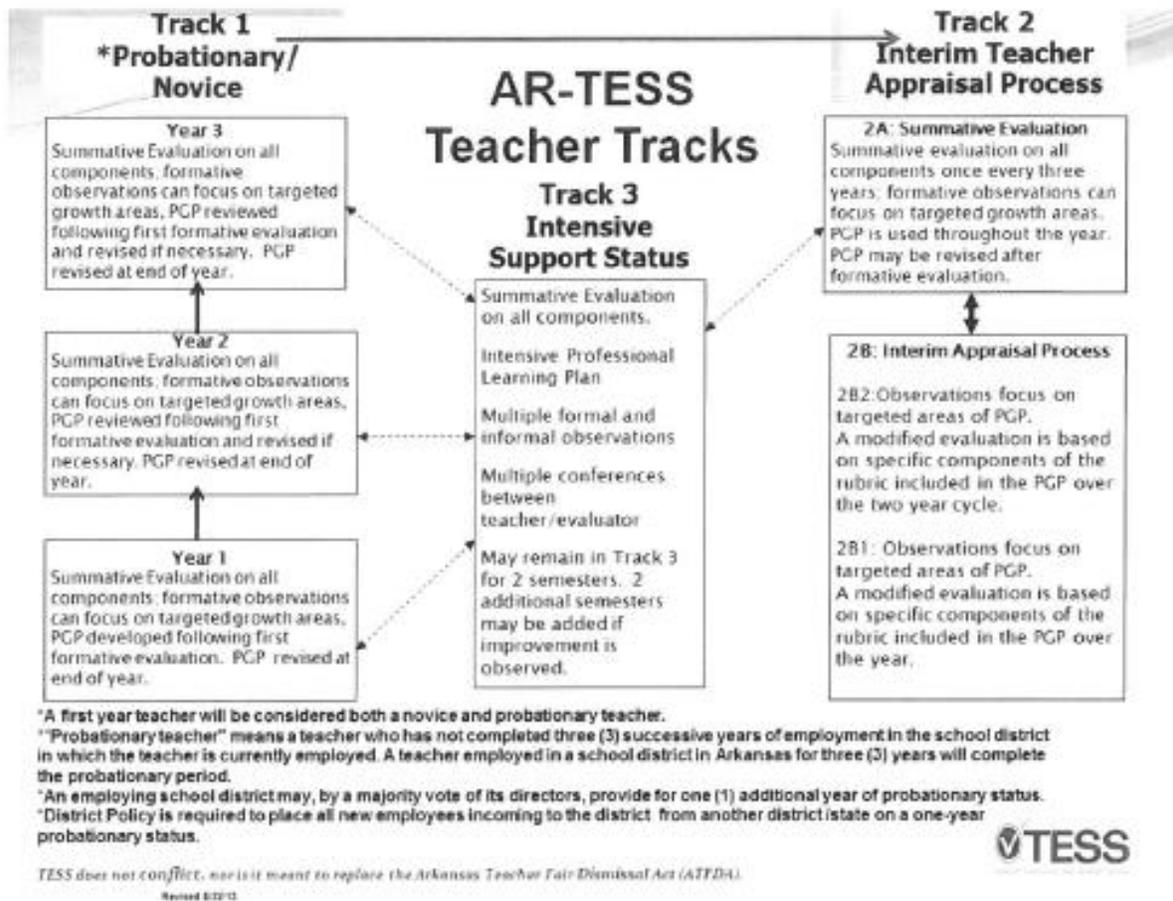
The overall goal of the Teacher Excellence and Support System evaluation process is to improve teaching and learning by objectively measuring how educators are doing, both in their teaching practice as well as in student growth. The new evaluation system will help principals and teachers with constructive feedback on strengths and areas for growth.

Arkansas Teacher Excellence Support System (TESS)

- Provide a transparent and consistent teacher evaluation system for public school districts and public charter schools
- Support teachers' roles in improving students' educational achievements
- Provide an integrated system to improve student learning that links evaluation procedures with curricular standards professional learning activities targeted support to encourage teachers in improving their knowledge and instructional skills
- Educators will take a leading role in influencing their professional development.
- All educators will be using a rubric that offers a detailed picture of practice at four levels of performance. These rubrics set the stage for both deep reflection and the professional dialogue that the education profession seeks.
- Every educator will also consider their students' specific needs and purposely choose one or more challenging goals for improving student growth. They will purposely monitor and analyze the impact of their professional development in relation with student growth.
- Every educator will collect and present evidence and conclusions about their progress towards their goals.

Arkansas Teacher Excellence Support System (TESS) includes four Performance Ratings: Distinguished, Proficient, Basic and Unsatisfactory.

In addition there are three tracks for evaluation cycle (see below)



### Professional Growth Plans (PGPs)

PGPs are the foundation of all teachers' growth, with additional focus for teachers in the interim appraisal process.

PGPs are an ongoing part of professional learning for teachers.

PGPs are collaboratively developed by teacher and administrator as a result of summative ratings.

### Summative Evaluations and Scoring

Summative observation is 75% of class period or at least 45 minutes for block scheduled classes. A post conference and reflective narrative for PGP should follow the observation. The new/continued PGP should be collaboratively developed by teacher and administrator based on summative observation and evidence. Teachers who do not meet the identified threshold of growth cannot receive a "Distinguished" rating. Teachers not meeting the threshold of growth for two consecutive years will be lowered one performance rating.

The evaluation process will be referenced to the work of Charlotte Danielson in order to increase knowledge of the Frameworks for Teaching. Every teacher has received a copy of Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson to be studied during professional learning communities. The Domains to be

The evaluation process will be referenced to the work of Charlotte Danielson in order to increase knowledge of the Frameworks for Teaching. Every teacher has received a copy of *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson to be studied during professional learning communities. The Domains to be applied are DOMAIN 1: Planning and Preparation, DOMAIN 2: The Classroom Environment, DOMAIN 3: Instruction and DOMAIN 4: Professional Responsibilities (see below)

<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>• 1a Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b Demonstrating Knowledge of Students</li> <li>• 1c Setting Instructional Outcomes</li> <li>• 1d Demonstrating Knowledge of Resources</li> <li>• 1e Designing Coherent Instruction</li> <li>• 1f Designing Student Assessments</li> </ul>	<p><b>Domain 2: Classroom Environment</b></p> <ul style="list-style-type: none"> <li>• 2a Creating an Environment of Respect and Rapport</li> <li>• 2b Establishing a Culture for Learning</li> <li>• 2c Managing Classroom Procedures</li> <li>• 2d Managing Student Behavior</li> <li>• 2e Organizing Physical Space</li> </ul>
<p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• 4a Reflecting on Teaching</li> <li>• 4b Maintaining Accurate Records</li> <li>• 4c Communicating with Families</li> <li>• 4d Participating in the Professional Community</li> <li>• 4e Growing and Developing Professionally</li> <li>• 4f Demonstrating Professionalism</li> </ul>	<p><b>Domain 3: Instruction</b></p> <ul style="list-style-type: none"> <li>• 3a Communicating With Students</li> <li>• 3b Using Questioning and Discussion Techniques</li> <li>• 3c Engaging Students in Learning</li> <li>• 3d Using Assessment in Instruction</li> <li>• 3e Demonstrating Flexibility and Responsiveness</li> </ul>

*It is important to note, that the current evaluation process, along with district administration support, coupled with increased building level principal growth, has allowed for appropriate teacher dismissals and resignations. It is important for the school leader to build a staff that is committed to the school's improvement goals and qualified to meet those goals. In the case of Osceola High School, changes in staff are required, such as releasing, replacing, and reassigning those who are not fully committed to turning around school performance. This process will include bringing in new staff to better meet the goals aligned with student success. As of May 2015, the turnover associated with Osceola High School includes 7 official resignations and 3 anticipated resignations. Many of these resignations are a result of the new principal's high expectations for accountability that identified a lack of commitment to the schools improvement goal. The School Improvement Grant will provide hiring bonuses and retention bonuses to attract qualified applicants, thus building a dedicated and cohesive staff that set high expectations for instruction, with a combined effort focused on improving student performance.*

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

Osceola High School joined the Arkansas Leadership Academy in 2012 and has continued to participate in the Team Institute. Under this initiative the high school formed the Osceola High School Leadership Team. The primary purpose of the team is to build capacity of teacher-leaders in the school. The team meets regularly to review, analyze, and interpret student data, visit classrooms, have solutions based discussions, plan/pace units of instruction, and deconstruct standards. The team also participates in the planning and presentations of professional development activities. Through the Arkansas Leadership Academy two teachers per year have attended the Teacher Institute. Also, the current principal is in Year III Master Principal and the previous principal attended Year I. Finally through the academy, the academic coach and the principal have completed Facilitator Training.

Generation Ready, formally known as JBHM Consulting Group partners with Osceola High School. The consultants work directly with administration, teachers, and students. They also lead and partner with the school staff to determine next steps. Osceola High School has two, sometimes three consultants, working "boots on the ground" with our students and staff.

Technology upgrades have been and continue to be a priority for the high school. Each classroom is equipped with a SmartBoard. The school has two classroom set of laptops and two classroom sets of iPads. We have four computer labs, one of which is a Mac Lab and another that accommodates a Pre-Engineering classroom that supports the Project Lead the Way curriculum.

The high school is currently making staff changes to accommodate the needs of our school but most importantly the needs of our students. The majority of the turnover remains in high stakes areas of math and literacy department where current scores have continuously been below the required Annual Measurable Objective. The administrators in collaboration with the Leadership Team will actively seek out quality teachers to fill these vacancies. These efforts include a partnership with Teach for America. Also included in these efforts; job fairs, seeking to speak to college classes/graduates of the need the community of Osceola has for passionate teachers. The school is also hopeful of a partnership with TeachCorp through the University of Arkansas.

The continued effort of PLC is an ongoing effort. Through our weekly PLCs planning and data analysis is of utmost importance.

In addition to the current reform efforts, the previous SIG opportunity has allowed for the following improvements over the past five years which include:

- Increasing Literacy EOC scores by 28% and Mathematic EOC scores by 18%.
- Increased capacity in instructional leadership by hiring a new principal in December of 2012 and providing support for improved performance.
- Hiring instructional coaches to facilitate classroom instruction .
- Providing professional development through JBHM and Renaissance Learning to enhance classroom instruction.
- Purchased technology to support math and literacy.

- Utilized a community liaison to support parental and community communication efforts.
- Recruited the efforts of Arkansas Northeastern College to provide a Career Coach to facilitate transition to college and careers.
- Saturday ACT Academy and Saturday enrichment provided four hours of academic remediation/enrichment for students grades 9-12.
- Participated in High Schools that Work through SREB, including MDC and LDC.
- The school has provided environmental changes such as cleanliness and the maintenance of the school.
- A new technology director was hired, along with an Instructional Technology Coordinator to address integration of technology at is always working.
- Through a low interest loan, energy efficient upgrades have been made to provide lighting and heating/air components.
- The district voluntarily reassessed the Free and Reduced Lunch percentages for a base year in order to determine an increase to 89% to 90% which resulted in increasing NSLA funds of approximately \$200 per ADM.
- An ALE program, CHOICES, has been implemented for at risk students increasing graduation rates.

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 11 <sup>th</sup> Grade EOC									54.35%	
Mathematics Algebra & Geometry								51%		
Science Biology								16%		

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 11th Grade EOC									49%	
Mathematics Algebra							59%			
Science								37%		
Geometry								51%		

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 11th Grade EOC									42%	
Mathematics Algebra							62%			
Science								18%		
Geometry								45%		

- a. Average daily attendance percentage for the 2014-2015 school year: 96.9%
- b. Mobility rate for the 2013-2014 school year: 1.2%
- c. Graduation rate for all students for the 2013-2014 school year: 82.22%

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

	All Students
2014	86.3% Estimated
2013	82.2%
2012	81.6%

### Key Questions

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

In analysis of 2012, 2013, and 2014 EOC LITERACY data found at Arkansas Data Center, we find African American students are scoring lower proficiency than White-Non-Hispanic students. This trend is consistent with Arkansas state averages with Osceola High School, African American population, scoring below 50% for the past 5 years on 11<sup>th</sup> Grade EOC Literacy . In addition, we find the percent of White-Non-Hispanic students scoring proficient or advanced in Literacy remains a concern.

Our LEP population does not have a sub-population. Osceola High School is a Provision II school in which all students receive Free and Reduced Lunch status; therefore , our All Students population represents our Economically Disadvantaged sub-population.

Although increasing literacy skills is the focus of this grant, further data disaggregation indicates that African American males to be the weakest subpopulation in mathematics as well. Osceola High School has made growth in mathematics over the past three years, with a 25% growth in Algebra and 22% growth in Geometry from 2010 to 2014. After further analysis it was determined that Osceola High School students continue to have difficulty in open-response type questions, math procedures and problem solving, all of which can be addressed through increased literacy skills as well as math intervention.

3 Year Trend Data in Mathematics include:

Algebra IEOC 2011/2012  
Combined Population:  
44% scored Proficient/Advanced

Algebra IEOC 2012/2013  
Combined Population:  
59% Proficient/Advanced  
African American 57%  
Hispanic 0%  
Caucasian 100%  
Economically Disadvantaged 59%  
Students W/ Disabilities 50%

Algebra 1 EOC 2013/2014  
Combined Population:  
51.11% Proficient/Advanced  
African American 46.55%  
Hispanic 0%  
Caucasian 80%  
Economically Disadvantaged 46.28%  
Student w/ Disabilities 0%

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

Although Osceola High School has witnessed tremendous growth in graduation rates from 56% graduation rate in 2011 to an 82% graduation rate in 2014. However, students with disabilities experience the lowest graduation rate, with a 33.3% graduation rate in 2012 and African-American students experience the second lowest graduation rate, with a 79% graduation rate in 2012 according to the 2013 Annual Measurable Objective report.

In analysis of Osceola High School graduation rate, we find the lack of attendance and access tardiness/early checkouts as a major barrier to graduation.

Our district policy indicates the requirement for attendance at school in order to receive credit for courses. In addition, we see a direct correlation in student achievement increases when students are present in class on a regular basis. Therefore, an emphasis in this grant will focus on providing student incentives through enrichment opportunities, as well as, extending the counselor/graduation coaches contract to enable them to work additional days in order to help our student's transition into the high school, as well as plan for graduation. Our current situation indicates that our students drop-out due to lack of credits for graduation around 11th grade. The counselor/graduation coach will monitor all of our students in grades 9-12 to ensure they are on track for graduation. In addition, they will identify at risk students and work with the grade level teachers to develop a plan of action to address their specific needs. A community/parent liaison has been hired with NSLA funds to help out will poor attendance and tardiness as well. These employees will be responsible for making sure our parents understand the importance of their children attending school every day.

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

Students in Osceola High School are experiencing lowest achievement in Literacy.

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

The main factors associated with Osceola High School are related to cultural issues due to student demographics, particularly economically disadvantaged students.

The student population is primarily African American, with most students from low socioeconomic backgrounds. In addition to the problems inherent in addressing the needs of large numbers of high poverty students, there remains a culture of low expectations or contentment for mediocrity for many students. These low expectations are manifested in high absentee rates, low graduation rates and a mind-set that does not stress the importance of education.

In 2009, a SIG model was introduced to confront the culture of low expectations, which was applied in order to build our capacity in instructional leaders and teachers to deliver effective and rigorous instruction to ALL students. However, the shortage of highly qualified teachers willing to locate to the area continues to preclude the decision to use the Turnaround Model as it requires replacing fifty percent of the teachers. In addition, closure is not an option, as there is no other high school in the district. Therefore, the Transformation Model will be used to reinforce the already positive components of the district, while introducing new strategies to embrace high expectations for students, teachers, and administrators. Osceola High School recognizes our need to seek additional outside providers to partner with us as we build the necessary capacity to ensure sustainability.

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?

As previously described in the demographics of the community, it is illustrated that the level of poverty in the community remains one of the greatest barriers to increased student achievement. Research continues to support that poverty often breeds a culture of low expectations, which can only be addressed with intense intervention.

Our selected strategies will continue to build on the previous processes of building a culture and climate of high expectations. This will include creating a network of dedicated teachers who have specific training in working with students of poverty.

All stakeholders will be informed and supported in order to improve the professional practice of instructional leaders and teachers thus resulting in higher student achievement. The model will confront the culture of accepting mediocrity by setting high

expectations for all stakeholders, as well as students. In creating this culture and climate, one of the first things to ensure is consistent policies and procedures are in place and implemented. Students and teachers must anticipate each day to be an important opportunity for learning; therefore, attendance incentives are another important component of this grant. There must be a qualified teacher present and in the classroom with clear expectations addressed to differentiate instruction to meet the needs of all students. Administrators, students and parents must have high expectations for behavior and achievement.

Furthermore, Osceola School District has a high turnover rate in regards to teachers in areas of shortage. The model selected for this grant will allow the district to recruit and retain quality teachers, which is a vital component to increasing student achievement. Principals have the administration support and skills needed to make positive changes that include recommendations that focus on having quality staff in crucial academic areas. In addition, the funds received from this grant will ensure an ongoing partnership with our external providers to provide quality professional development and support services. Although Osceola High School has found stability through administrative support and management of resources, such as fiscal accountability, assessment procedures and technology/facility support, it is still evident that instructional strategies are needed to build teacher capacity. Providing this type of intensive and continuous job-embedded professional development can be the catapult for our school to build and sustain teacher capacity.

While selecting an external partner, it was determined that Generation Ready would be the best fit in order to continue the relationship previously built with JBHM, which resulted in increased student test scores. We have been fortunate to have the support of a specialist who takes ownership of individual student success. It is important to continue this relationship until we reach the status of complete local sustainability. In review of our district plans, it was evident that changing the course of support services, professional development and classroom instruction would not be in the best interest of the staff and the students.

To add to our decision was the fact that with the assistance of Generation Ready, we continue to demonstrate growth rates in both literacy and math. Our challenge is to ensure our students have the skills they need to be literate both in traditional text and digital text. The Common Core State Standards are designed to address the issue of low literacy rates by raising expectations and emphasizing the need for students to engage with more complex texts.

In response to our need analysis, we find the Generation Ready Middle School Literacy Initiative (MSLI) is an ideal supplement to continue at the Osceola High School to address the deficiencies in reading and particularly reading comprehension. This transition to Osceola High School will allow students who are becoming fluent in the MSLI reciprocal reading strategy to continue the process throughout Osceola High School. The Generation Ready MSLI implementation in pilot schools demonstrates in three months between the two data collection points that the average growth in Degree

of Reading Power was 2.5 times the national average of other reading comprehension strategies.

These strategies coupled with technology support and data analysis will be supported by the Six Essential Practices for Improving Literacy Outcomes:

1. Effective literacy instruction across ELA and content areas
2. Small group text-based discussions around increasingly complex texts
3. Academic vocabulary introduced across disciplines
4. A tiered assessment strategy
5. Teams of teachers collaborating around student data
6. Job embedded PD for teachers to support the implementation.

During the past semester, we have seen decline in our TU literacy module assessments at the high school, while the middle school students utilizing this strategy is seeing growth. Therefore, it the desire of the Osceola High School to implement the Generation Ready student support services along with integration of instructional technology, with a specific focus on Middle School Literacy Initiative.

Generation Ready will continue to be implemented in the elementary school and middle school, which serve as feeder schools for the Osceola High School.

It is imperative that our students remain familiar with the routines and instructional strategies throughout their school years from kindergarten through the twelfth grade.

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

### Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

The Arkansas Department of Education conducted a Scholastic Audit at Osceola High School in February, 2009. The previous School Improvement Grant was based on the 2009 Scholastic Audit, it is important to note that these deficiencies have been addressed adequately. At that time, the areas of deficiencies and recommendations for improvement were as follows:

#### Standard 1:Curriculum

##### **FINDINGS:**

ADE Scholastic Audit findings on curriculum show that two indicators (29%) received a rating of 1, which indicates little or no development and implementation. Those indicators receiving a rating of 1 involve vertical communication and the intentional focus on key curriculum transition points and curriculum access to an academic core. The remaining five indicators (71%) received a rating of 2, indicating limited development or partial implementation. Those receiving a 2 rating relate to curriculum alignment; interscholastic discussions; elimination of unnecessary curricular overlaps; links from school curriculum to continuing education; and a systematic process for monitoring and evaluating the curriculum.

##### **RECOMMENDATIONS:**

Scholastic Audit recommendations for curriculum include the development of curriculum documents for all subject areas that are aligned with Arkansas Academic Content Standards and promote mastery as well as eliminate unintentional curricular gaps and overlaps. School leadership should ensure that the curriculum is research-based and provides higher-order thinking and problem-solving. District leadership should develop a plan to provide successful transitions from middle to high school, identifying key transition points in algebra and literacy. The plan should include a review of graduation plans and performance data with interventions to meet the needs of students.

##### **IMPLEMENTATION:**

Osceola High School in partnership with Arkansas Leadership Academy and Generation Ready has implemented a curriculum that is rigorous, intentional and aligned to state and local standards. This includes creating pacing guides with teacher

participation and the transition to Common Core State Standards. The school improvement process includes continuous support to build capacity in the school instructional leaders, including facilitating a systematic process of monitoring, evaluating and reviewing the curriculum.

### Standard 2: Classroom Evaluation/Assessment

#### **FINDINGS:**

ADE Scholastic Audit findings on classroom evaluation/assessment include evidence that led to rating of 1 for seven indicators (87%), while one indicator (13%) received a rating of 2. Those receiving a rating of 1 include the use of frequent, rigorous, aligned assessments; teacher collaboration in design of authentic assessments; student articulation of proficiency requirements; the use of test scores to identify curriculum gaps; provision of feedback by assessments for instructional purposes; and analysis of student work samples. The indicator receiving a rating of 2 relates to coordination of ACTAAP by school and district leadership.

#### **RECOMMENDATIONS:**

Scholastic Audit recommendations for classroom evaluation/assessment include the development and implementation of a classroom assessment policy by district administration with input from all stakeholders to ensure the appropriate use of local and state assessments. Through training and support for faculty, school leadership should facilitate the collaborative development and use of rigorous, relevant and authentic classroom assessments, both formative and summative, which inform instruction and provide students with meaningful feedback. School leadership should provide training and support for teachers on the creation and use of rubrics to define student performance levels with clear expectations and exemplary models are displayed.

#### **IMPLEMENTATION:**

Osceola High School in partnership with Arkansas Leadership Academy and Generation Ready has identified an appropriate process for assessing, understating and revising instruction in response to formative assessments. The instructional staff is currently being trained into monitor student progress through classroom evaluation tools and assessments.

### Standard 3: Instruction

#### **FINDINGS:**

ADE Scholastic Audit Team findings on instruction show that four indicators (50%) were evaluated with a rating of 1, while four (50%) received a rating of 2. Those receiving the lowest rating of 1 included the use of varied, effective instructional strategies; alignment of instruction; teacher examination and discussion of student work; and frequent monitoring and instructional use of homework. The indicators receiving a rating of 2 include consistent monitoring of instructional strategies for diverse student population; teacher demonstration of content knowledge; incorporation of technology; and sufficient instructional resources.

**RECOMMENDATIONS:**

Scholastic Audit recommendations for instruction include leadership monitoring of instruction to focus on student engagement and improved instructional strategies. Teachers should be supported to increase the use of high-yield strategies, such as graphic organizers and word walls, and increase student-centered learning, including cooperative and project-based learning. School leadership should provide teacher training and opportunities such as common planning time for collaboration on student work analysis to inform their instruction. Teachers should include provisions to address student learning styles, promote higher-order thinking skills, and differentiate instruction to meet needs of the diverse population, and align instruction to content standards. The principal should be involved in work and professional development sessions to assist and facilitate sharing.

**IMPLEMENTATION :**

Osceola High School has facilitated a combination of common planning time for content specific groups and grade-levels. During these professional learning team conversations, teachers are provided specific training on research based instructional strategies that address student performance needs. These strategies include reciprocal reading, annotation of text and writing strategies. In addition, decisions about professional development opportunities are based on needs assessment.

**Standard 4: School Culture****FINDINGS:**

ADE Scholastic Audit findings related to school culture resulted in a performance rating of 1 for six indicators (55%) and a rating of 2 for five indicators (45%). The indicators receiving the lowest 1 rating included leadership support for safe, orderly equitable learning environment; leadership promotes idea that all children can learn; high by teachers for all students; acceptance of teacher role in student success; and staff assignments maximize opportunities for all students. Indicators receiving a rating of 2 are teacher communication with families; evidence of caring staff; multiple communication strategies to all stakeholders; student achievement highly valued; and school/district support to meet the needs of all students.

**RECOMMENDATIONS:**

Scholastic Audit recommendations for school culture involve collaboration of leadership with all to establish a climate of high expectations and positive school culture. School leadership should establish an advisor/advisee program. School leadership should actively involve parents and community members in removing barriers to student academic success through an advisory task force with representatives from all stakeholders, which works to open and strengthen channels of communication between school and community and promote parent involvement to improve student achievement.

**IMPLEMENTATION :**

Osceola High School addressed supporting a safe, orderly, equitable environment through promoting a school environment that is conducive to learning. This includes addressing ways to decrease disciplinary referrals and increase student attendance. A community liaison has been hired in response to the recommendations. In addition, the students utilize four certified Career Development Facilitators, who work throughout the school as advisors in the positions of high school counselor, career coach, career and technical teacher and technology facilitator.

**Standard 5: Student, Family and Community Support****FINDINGS:**

ADE Scholastic Audit findings on the area of student/family/community support show that one indicator (20%) received a rating of 1, and four indicators (80%) received a 2. The indicator receiving the lowest rating is active partnership of family and community members. The remaining indicators receiving a 2 include student access to all curriculum; reduction to barriers to learning; provision of additional assistance opportunities for students; and maintenance of accurate student records system.

**RECOMMENDATIONS:**

Audit recommendations for student/family/community support focus on the redesign of the remediation instructional program to function as a true extension of classroom instruction with written guidelines on entry and exit criteria, appropriate staffing, and evaluation of its effectiveness. School leadership with the aid of Special Education Coordinator should develop a plan to revisit the implementation of the co-teaching model. School leadership should provide on-going, job-embedded professional development related to co-teaching and evaluate its implementation. The district should develop a process to use technology needed for an effective student records system and efficient data management practices. Professional development in access and use of data would support and sustain data management at the school and classroom levels.

**IMPLEMENTATION:**

Osceola High School implemented processes to address student, family and community support by reviewing the parental engagement priority as outlined in the school ACSIP plan. In addition, a community liaison is utilized to facilitate communication throughout the community, particularly in regards to parent communication. A School Messenger notification system has been put in place to ensure parents are notified of absentees and announcements.

**Standard 6: Professional Growth, Development and Evaluation****FINDINGS:**

ADE Scholastic Audit findings on professional growth, development and evaluation show that four indicators (33%) received a rating of 1 and eight indicators (67%) were evaluated with a rating of 2. The lowest-rated indicators included alignment of staff development priorities with student performance goals and staff professional growth

plans; use of employee evaluation and individual professional growth plans to improve staff proficiency and change instructional practice; and personnel evaluation process to meet or exceed statute standards. Indicators receiving a rating of 2 include support for long-term professional growth; plan for building instructional capacity; professional development connected in school improvement plan with student learning goals, student achievement, and specific instructional needs; on-going, job-embedded professional development; clearly defined evaluation process; leadership provision of fiscal resources for appropriate staff development.

**RECOMMENDATIONS:**

Scholastic Audit recommendations for professional development and evaluation focus on school and district leadership to design a process for long-term, job-embedded professional development to promote organizational, professional, and personal growth of staff members. District leadership should create a professional development committee with representatives from K-12 all stakeholder groups to be responsible for using a variety of data to identify trends and priorities and a method for evaluating the professional development effectiveness and impact on staff behavior and student achievement. School leadership should plan professional development aligned with individual teacher needs, student learning needs, and total school improvement efforts. District and school administrators should ensure that the formal evaluation process is used and that all teachers and administrators have Individual Professional Growth Plans collaboratively developed with the supervisor, which correlate to improved student achievement and are based on needs identified through the results of a well-defined, organized system of evaluation.

**IMPLEMENTATION:**

Osceola High School promotes the professional practice of staff by increasing the instructional capacity of the classroom teachers. The building leadership team has input in all district professional development calendars and utilizes opportunities for building training that is focused on school improvement efforts. Generation Ready specialist support the professional practices that directly correlated with the needs of the students based on interim assessments. In addition, Generation Ready provides job-embedded professional development that supports teacher instructional growth.

Standard 7: Leadership

**FINDINGS:**

ADE Scholastic Audit findings on leadership resulted in a rating of 1 for four indicators (36%), a rating of 2 for six indicators (55%), and a rating of 3 for one indicator (9%). Indicators with the lowest evaluation are shared vision; decisions focused on student data; protection of instructional time; and resource planning and allocation. Indicators with a rating of 2 relate to data disaggregation; ensuring staff access to curriculum materials; policy and resource infrastructure; school board focus on academic performance; and principal leadership skills. The indicator with a rating of 3 is administrator growth plans.

**RECOMMENDATIONS :**

Scholastic Audit recommendations for leadership include the development of

instructional leadership capacity at the school level for the principal, dean of students, counselor, and staff department chairs or representatives. The principal should collaborate with all stakeholder groups to review and redesign the master schedule to provide quality instruction and maximize student learning. School leadership should continue the practice of conducting unannounced classroom observations to provide meaningful feedback to teachers in order to inform instruction. Additional school personnel, including deans of students should complete classroom observations.

#### **IMPLEMENTATION:**

Since the time of the Scholastic Audit, the principal at Osceola High School has been replaced with a principal with proven experience with an exemplary school as designated by the Arkansas Department of Education. Extensive support is provided for the principal, who serves as the primary instructional leaders. This support is ongoing through district administration mentoring, Generation Ready specialists and Arkansas Leadership Academy. The principals participate in Arkansas Leadership Master Principal's training as well as other quality professional development opportunities. The school board is informed and made aware of instructional practices, as well as updated on assessment data. In addition, the school board is a part of the communication in the priority needs of the school, such as hiring and retaining effective teachers and administrators. This can only be made possible with incentives from SIG for hiring teachers in the Delta.

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

#### **FINDINGS:**

ADE Scholastic Audit findings on school organization and fiscal resources show an evaluation rating of 1 for six indicators (60%) and a rating of 2 for four indicators (40%). Indicators receiving the lowest rating are related to allocation of staff based on student learning needs; efficient use of instructional time; staff planning vertically and horizontally; and schedule alignment with school mission. Indicators receiving a 2 include organization for use of all available resources and student access to the entire curriculum.

#### **RECOMMENDATIONS:**

Scholastic Audit recommendations for school organization and fiscal resources include a school-based budget for implementing a coordinated plan, developed jointly with district administration, for school improvement, supplementing the funding provided through categorical sources identified in the ACSIP. The principal should ensure that the master schedule attends to the needs of students and the strengths of teachers, that students and parents have the necessary information to make informed decisions about course selection, and that class size differences and student class conflicts are minimized. The principal, with assistance from stakeholders, should evaluate the use of human and other resources in order to recommend needed changes.

#### **IMPLEMENTATION:**

With the support of the central office and the school board, Osceola High School utilizes Arkansas Leadership Academy and Generation Ready to support instructional leaders

in effective decision-making that support high levels of staff and student performance. This includes utilizing all available resources, as identified in the ACSIP, to ensure master schedules and materials/supplies are efficient and provide maximized student learning opportunities, allocating staff effectively and efficiently.

### Standard 9: Comprehensive and Effective Planning

#### **FINDINGS:**

ADE Scholastic Audit findings on planning led to an evaluation rating of 1 for twelve indicators (75%) and a rating of 2 for four indicators (25%). Indicators receiving the lowest rating relate to collaborative development of vision, beliefs, and mission; planning for data collection and analysis and the use of data in school improvement plan; research and expectations reflected in plans; student analysis of their learning needs; identification of strengths and limitations; goals for building capacity; alignment of school improvement action steps with goals and objectives; ACSIP implementation and evaluation; alignment of ACSIP with school profile, mission, and desired results; Indicators receiving a 2 include defining results for student learning; identification of resources and timelines in ACSIP; evaluation of the degree to which expected impact is achieved; and commitment to continuous improvement.

#### **RECOMMENDATIONS:**

Scholastic Audit recommendations for comprehensive and effective planning call for school leadership and all stakeholders to revisit the mission statement and develop vision and belief statements to guide decision-making and be widely shared with school and community. The ACSIP should be collaboratively developed by a team of all stakeholder groups, including school administration, all staff members, and other representatives. It should involve collection and analysis of multiple sources of data, the use of research and a needs assessment to identify interventions, and development of action items aligned to stated goals that focus on closing achievement gaps of sub-populations and on building instructional capacity through on-going, job-embedded professional development. A systematic, data-driven process for evaluating the level of implementation and effectiveness of the ACSIP must be developed by the ACSIP Committee.

#### **IMPLEMENTATION:**

Osceola High School participates in ongoing district development and review of all plans of improvement, including summer work-groups dedicated to designing the ACSIP. Through this process, the leadership teams evaluate all available data and develop needs assessments and action plans to meet those needs. Stakeholders support the learning community to focus on specific priorities, interventions and actions as outlined in the ACSIP. The professional learning communities are a vital component of the success of effective planning. In coordination with the community liaison, the professional learning communities facilitate parental support meetings that share student data performance.

#### **Timelines**

The Scholastic Audit was performed in February 2009 and timelines for implementation have been ongoing since that time. The ASCIP serves as the plan of action for district performance; therefore, timelines are created each year to meet appropriate goals.

### **Evaluation**

The administration and school leadership team reviewed the recommendations and began a plan to address the recommendations. Changes within the administration of Osceola School District since this time include the hiring of a new superintendent and assistant superintendent, as well as strategic placement of a new high school principal.

At this point, the change of leadership in these key areas have now created a unique opportunity to continue to address the findings of the 2009 Scholastic Audit and nurture the positive leadership abilities in the district. This includes ensuring school leaders value conducive evaluations and address those needs efficiently and appropriately.

Generation Ready specialists, along with Arkansas Leadership Academy will support the school's focus on the ACSIP, including all identified strategies for school improvement and to address the corrective actions set forth by the Scholastic Audit.

Weekly work reports from Generation Ready and Arkansas Leadership Academy are provided to the superintendent and principal to serve as evidence of school performance process. These reports document the school's ongoing activities toward improvement and describe issues with implementation and ensuring fidelity of the process. The work report creates an opportunity for discussion and allows facilitation of feedback to the superintendent to ensure accountability. Reports are made to the school board upon request.

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 Superintendent will monitor professional development and external service providers for Osceola High School through work reports and District/Campus Leadership Team participation to ensure that all offerings are consistent with the goals addressed in the SIG application. The LEA will provide continuous school improvement efforts at the building level. The Superintendent and the district leadership staff will monitor and provide support that set expectations for the building level administrators and staff to readily implement the selected model of transformation,

The LEA will commit to the following as it leads to school improvement:

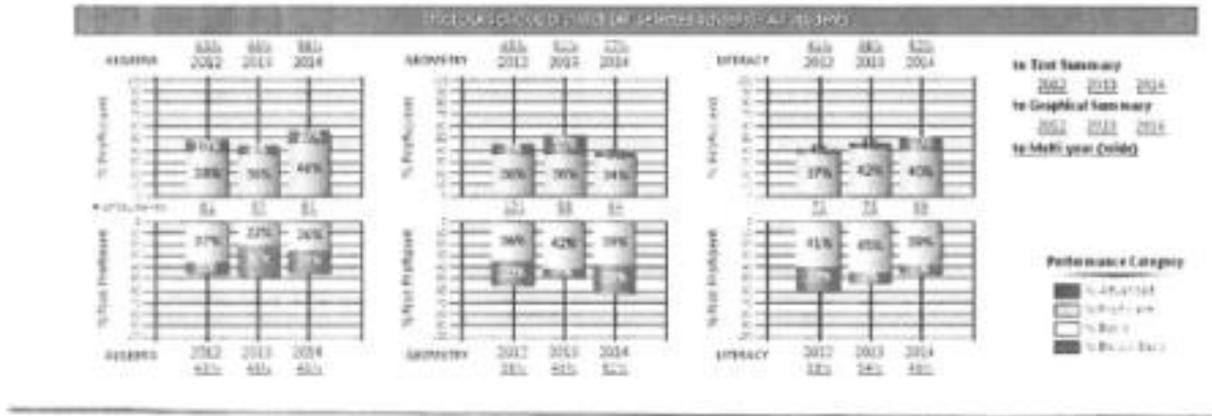
- support the Osceola High School principal in all efforts to be the instructional leader of the campus.
- provide support tools that value and protect the time of the Osceola High School principal by supporting the need to be in classrooms to ensure quality instruction is going on daily.
- fully monitor and support all efforts outlined in the transformation model of the School Improvement Grant.
- facilitate and support all efforts to ensure faculty and staff participate in high-quality, job-embedded professional development that is aligned to student success
- fully monitor the implementation of teacher evaluations as it relates to board policies and TESS, In addition, to supporting decisions to place a teacher on a Teacher Improvement Plan.
- facilitate and support recruiting and retaining quality teachers, particularly those designated in shortage areas for Arkansas Department of Education.
- support efforts for high expectations including policies to increase attendance rates for teachers and students.
- support personnel in place to help with attendance efforts and graduation requirements.
- fully monitor and support efforts for data analysis to determine instructional approaches.

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

Osceola School District in support of Osceola High School is aware of the roles and responsibilities of the instructional leaders and the importance of providing continuous support either locally or in partnership with external providers. An important factor in this support is to ensure the principal has sufficient time to observe classrooms to ensure quality instruction is taking place. The approaches of this transformation include ensuring the principal is equipped with the necessary components to provide students with quality instruction through:

- The role of the math and literacy interventionist will be a beneficial component as a result of the School Improvement Grant, as teachers and students will be provided with quality literacy strategies that can be utilized in the classroom daily. In addition, the interventionist will be responsible for coordinating the data analysis process.
- In addition, the early start enrichment tutors and coordinator will have the responsibility to ensure quality data driven instruction and appropriate materials and supplies are being provided in an extended day. This instruction may be in the form of enrichment opportunities as requested by student's needs and interests, such as book clubs, scholarship essay writing workshops, literacy remediation and math tutoring.
- Principals will be responsible for recruiting quality staff through signing bonuses and retention pay in areas designated as critical academic licensure shortage areas.
- In collaboration with the leadership team, the superintendent will be responsible for providing quality professional development that is aligned with the goals of the School Improvement Grant. These include additional training provided by Generation Ready.
- The District Test Coordinator will be responsible for implementing Measures of Academic Progress (MAP) and the professional development for data analysis which includes 3 workshops: Stepping Stones to Using Data, Growth and Goals, and Climbing the Data Ladder.
- The Instructional Technology Coordinator and Technology Director will ensure technology is available for MAP testing and classroom instruction.
- The principal will coordinate student enrichment incentives to increase student attendance and decrease student behavioral issues in order to promote student performance.

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).



2013 EOC data for Literacy  
 Combined 47%  
 African American 39%  
 Hispanic 0%  
 Caucasian 76%  
 Asian NA  
 Economically Disadvantaged 46%  
 Students w/Disabilities 0%

2014 EOC data for Literacy  
 Combined 52%  
 African American 35%  
 Hispanic NA%  
 Caucasian 82%  
 Asian NA  
 Economically Disadvantaged 46%  
 Students w/Disabilities 0%

2013 EOC data for Literacy  
 Combined 41%  
 African American 36%  
 Hispanic NA  
 Caucasian 64%  
 Asian NA  
 Economically Disadvantaged 39%  
 Students w/Disabilities 0%

2013-2014 EOC data for Geometry  
 Combined 37%  
 African American 34%  
 Hispanic NA  
 Caucasian 100%  
 Asian NA  
 Economically Disadvantaged 32%  
 Students w/Disabilities 0%

2013-2014 EOC data for Algebra  
 Combined 56%  
 African American 54%  
 Hispanic 0%  
 Caucasian 60%  
 Asian NA  
 Economically Disadvantaged 53%  
 Students w/Disabilities 0%

Algebra EOC 2012/2013  
 Combined 57% African American 57% Hispanic 0% Caucasian 70% Asian NA Economically Disadvantaged 59% Students w/Disabilities 0%

Geometry EOC 2012/2013  
 Combined 51% African American 43% Hispanic 0% Caucasian 72% Asian NA Economically Disadvantaged 51% Students w/Disabilities 0%

## ADVANCED PLACEMENT

In 2014, 59 students took AP Courses with a total of 13 AP exams with 2. This data is an additional indicator of a curriculum that does not set high expectations for student achievement.

# AP Current Year Score Summary (2014)

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each.

✓ Data Updated Jul 2, 2014, Report Run May 19, 2015

Show : \*  Go

Disciplines:

Osceola High School (041910)

Total AP Students in Your School: 25

School Totals for this View	2	1	Total Exams
Number of Exams	4	55	59
Percentage of Total Exams	7	93	100
Number of AP Students	2	25	

Subject Totals	2	1	Total Exams
Studio Art: 2-D Design Portfolio	2	3	5
English Literature and Composition	2	17	19
United States History		17	17
Statistics		8	8
Biology		10	10

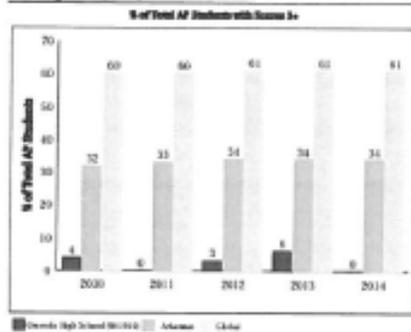
## AP Five-Year School Score Summary (2014)

Print / Download Options

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, and to a table that provides the year of total exams, total unique students and both the number and percentage of AP students with one or more scores of 2 or higher. The subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Jul 2, 2014, Report Run May 19, 2015

Osceola High School (041910)



	2010	2011	2012	2013	2014
<b>Osceola High School (041910)</b>					
Total AP Students	49	67	87	88	91
Number of Exams	76	195	131	86	81
AP Students with Scores 3+	2	0	2	3	6
% of Total AP Students with Scores 3+	4.1	0.0	2.3	3.4	6.6
<b>Arkansas</b>					
Total AP Students	26,491	25,877	24,811	24,176	24,029
Number of Exams	74,461	73,044	66,266	45,495	45,724
AP Students with Scores 3+	6,614	7,290	8,611	8,451	8,249
% of Total AP Students with Scores 3+	24.9	28.1	34.8	35.0	34.3
<b>Global</b>					
Total AP Students	1,916,913	1,962,110	2,006,643	2,011,600	2,002,051
Number of Exams	3,788,285	3,475,286	3,314,679	3,916,408	4,170,247
AP Students with Scores 3+	1,108,913	1,180,647	1,270,851	1,311,098	1,332,141
% of Total AP Students with Scores 3+	57.9	60.2	63.3	65.2	66.5

## SECTION B, PART 2:

### B. **DESCRIPTIVE INFORMATION : LEA Capacity**

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? Yes, the hiring of a new superintendent for the 2010-2011 school year has created a new level of interest, excitement, and higher expectations for the academic success of all students.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. All stakeholders have been involved in discussions through Building Communities meetings, school board meetings, leadership team discussions and local building level discussion.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? Yes, the LEA provides full support for all school improvement efforts.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? Yes, the district mirrors all appropriate efforts across all building levels. The LEA has used Generation Ready support specialists in all schools, including using 1003a grant funds for additional professional development.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. The LEA analyzes the schools organization model to adjust as needed to meet the needs of all students.
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. The LEA participates in all efforts to recruit quality teachers. Osceola School District has advertised for teaching vacancies, participated in job fairs, utilized website and social media in order to hire qualified applicants. In addition, the district has utilized Teach for America staff members who have demonstrated an energetic approach to teaching and a depth of content knowledge.
7. Review the history of the LEA's use of state and federal funds. All LEA federal funds are coordinated effectively in response to selected interventions in this model and the ACSIP.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. All LEA federal funds will continue to be coordinated effectively in response to selected interventions in this model and the ACSIP. Osceola School District will use non-allocated Title I and NSLA funds to supplement 1003g funding.

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

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

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

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

#### 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:

The Teacher Fair Dismissal Act could prevent the non-renewal or dismissal of teachers and/or principals. State Statutes and dollars strongly support the transformation of any schools that are consistently low performing. There are a few barriers in the amount of time that schools can ask teachers to use their planning period for conference, meetings with the principals and work with the consultants. Since the law is written where if the teacher is directly planning for instruction, this time can be used. Much of the work with Generation Ready consultants and teachers does include

actual classroom instructional planning/lesson planning, differentiated instruction for struggling learners etc.

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

No existing policy would hinder implementation of the transformation model. Osceola School District vision and mission statements support the transformation model and increased student achievement

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

None exist at this time

## Turnaround

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

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

The Teacher Fair Dismissal Act requires that teachers be notified on or before May 1 for non-renewal or dismissal. Due process is required. Furthermore, the shortage of teachers willing to teach in the Delta would hinder the ability to hire an additional 50% of teachers.

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

Osceola School District Board Policy follows the Arkansas Teacher Fair Dismissal Act, which only allows a district to terminate a teacher for just cause. Dismissing 50% of the staff would not be lawful.

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

None exist at this time.

## Restart

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

### Charter Schools

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

A state statute limits the number of charter schools in Arkansas. Although this option remains as a conversion charter school, it is the belief of the leadership team that the restart model is not the best option for Osceola High School.

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

There are no barriers at this time. Currently, all 5th-8th-grade students in the district attend the Osceola STEM Academy, which is a conversion charter school.

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

None exist at this time.

## Education Management Organizations

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

We are not aware of any statutes or policies that specifically address or interfere with *district* contracts with Education Management Organizations. except for the limitation on charters.

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

No district policies are present that address contracts with Education Management Organizations.

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

None exist at this *time*.

## 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:

There are no other high schools in the area; therefore, the State Board would have to approve the closing of the high school. Students would have to attend another school district.

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

No district policies exist.

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 are no available higher achieving schools with the capacity to accept 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:

We are not aware of any statuses or policies that specifically address or interfere with the district contracts with Evidence-Based Whole School Reform models.

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

There are no district policies present that address contracts with Evidence-Based School Reform.

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

None Exist at this time.

## 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:

We are not aware of any statuses or policies that specifically address or interfere with the district contracts with Early Learning Models.

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

There are no district policies present that address contracts with Early Learning Models.

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

None Exist at this time.

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Generation Ready	N	Y	Job-embedded professional development	Provides professional development for curriculum support in developing capacity for teachers. Provides support for sustainability for instructional leaders.
Northwest Evaluation Assessments	N	Y	Job-embedded professional development	Provides adaptive formative assessments for data. Provides professional development for curriculum support and data analysis.
Crowley's Ridge Educational Coop	N	Y	Job-embedded professional development	Provides curriculum support to build capacity for teachers.
Arkansas Leadership Academy	Y	Y	Job-embedded professional development	Provides support for capacity for instructional leadership

## 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)
Generation Ready	Y	Y	Job-embedded Professional Development	Provides professional development for curriculum support in developing capacity for teachers. Provides support for sustainability for instructional leaders.
Northwest Evaluation Assessments	N	Y	Job-embedded Professional Development	Provides adaptive formative assessments for data. Provides professional development for curriculum support and data analysis.
Crowley's Ridge Educational Coop	N	Y	Job-embedded Professional Development	Provides curriculum support to build capacity for teachers.

Restart

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

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

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

Closure

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

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
N/A				

## Evidence Based Whole School Reform

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

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				

## 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
<b>School Performance</b>						
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓	✓	
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓			✓	
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓		
<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓				
<b>School Capacity</b>						
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓			
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓				
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓	✓	
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓	✓	
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓	✓	
<input type="checkbox"/> Physical plant deficiencies				✓		
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓				

<b>District Capacity</b>						
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓	✓	✓
<input type="checkbox"/> 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			✓			
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓		✓	
<b>Community Capacity</b>						
<input type="checkbox"/> Strong community commitments to school	✓	✓	✓			
<input type="checkbox"/> Supply of external partners/providers			✓		✓	
<input type="checkbox"/> Other higher performing schools in district				✓		

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

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Evidence Based Whole School Reform

D. Fourth Best Fit: Restart \_\_\_\_\_

E. Fifth Best Fit: Early Learning Model \_\_\_\_\_

F. Sixth Best Fit: Cloure \_\_\_\_\_

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

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#### The Transformation Model

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

Osceola School District will utilize Generation Ready to provide job embedded support and professional development to build continued capacity for the current leadership. The current principal has been at Osceola High School for less than two years and has made positive changes; therefore, no changes in leadership are anticipated. At this point, there is no evidence of assessment data to warrant a change in leadership. The principal demonstrates an ability to carry out the goals of the transformation model, with proven experience as a principal of the exemplary school, Osceola Elementary School for the 2012 school year. School Improvement Specialist will focus on building capacity within the school leadership team, by equipping instructional leaders with the necessary strategies to create a positive school culture that leads to accountability for student success.

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

Osceola School District will support the leader in providing an opportunity to grow teacher capacity through TESS evaluations. The superintendent will support recruitment efforts for highly effective teachers through the newspaper advertisements, job fair, and website notifications. In addition, the principal and the leadership team will be provided with job-embedded guidance to identify ineffective practices and correct these practices through modeling, professional development and professional learning communities, all guided by Generation Ready specialists. In the event that ineffective teachers need to be replaced the LEA will provide administrative and financial support to ensure the hiring of quality staff.

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

Osceola High School has embraced the support of Generation Ready and Arkansas Leadership Academy as it specialist analyze ineffective practices and details plans of corrective actions. The LEA will assist the chosen provider, Generation Ready, in continuing their proven record of transforming low performing schools.

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

The transformation will lead to changed that are focused on student success, rather than adult preferences. Policies will need to be reviewed for changes in regards to teacher incentives, retention and attendance policies. The Personal Policy Committee and leadership staff will be included in developing and adopting these new policies. Staffing and scheduling decisions will be made in regards to student achievement and a conducive learning environment.

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

The principal will be considered the instructional leader with limited interaction with day-to-day disciplinarian action. The principal will have high expectations to be present in the classrooms on a daily basis. In addition, it is imperative that the principal set high expectations for all staff, with frequent monitoring to assure the fidelity of all implementations. The principal will receive continuous training and updates on classroom walkthroughs, observations and evaluations. Sustainability will result from ongoing support to improve professional practices by confronting the climate of low expectations.

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## The Turnaround Model

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

NA

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?

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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?

NA

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?

NA

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?

NA

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## The Restart Model

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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## School Closure Model

1. What are the metrics to identify schools to be closed?

NA

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?

NA

3. How will the students and their families be supported by the LEA through the re-enrollment process?

NA

4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?

NA

5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?

NA

6. How will current staff be reassigned-what is the process for determining which staff members are dismissed and which staff members are reassigned?

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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

NA

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## Whole School Reform

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

NA

2. How will the LEA enable the school leader to make strategic staff replacements and recruit highly effective teachers?

NA

3. What changes in teaching and learning in one full academic content area will be emphasized in this whole school reform model?

NA

4. What non-academic support will be provided for all students?

NA

5. How will the district and LEA involve families and the community?

NA

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## Early Learning Model

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

NA

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

NA

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

NA

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

NA

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?

NA

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 INIMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	Arkansas Department of Education will continue to monitor and assist with ACSIP and serve as needed. The School Improvement Director will continue to provide quidance and support.
Local Education Agency	The district will provide all necessary support for Osceola High School. The LEA will partner with the School Improvement External Provider, which is Arkansas Leadership Academy . The LEA will implement all necessary policies.
Internal Partner (LEA staff)	The LEA staff will support all SIG activities and ensure the success of Osceola High School in partnership with the external ovider.
Lead Partner	No outside management requested.
Support Partner	Generation Ready will serve as a support partner for professional development. In addition, Generation Ready specialist will provide instructional leader mentorship, teacher coaching, data analysis and instructional modeling.
Support Partner	Crowley's Ridge Educational Cooperative will provide technical assistance for technology and professional development to staff members. In addition, Osceola High School will utilize Northwest Evaluation Association (NWEA) in partnership with Arkansas Public School Resource Center (APSRC) for assistance with data collection, analysis and interpretation. Arkansas Northeastern College is a partner for concurrent credit, blended Advanced Placement courses and Career Coaches.
Principal	The principal will provide leadership for SIG

	implementation and serve as the instructional leader of the school while working in cooperation with the external provider to ensure teacher accountability and student success.
School Staff	The school staff will serve as a leadership team in regards to supporting all SIG activities, ACSIP planning and implementation, participating in appropriate professional development and collaborating in creating a climate of success for students.
Parents and Community	In collaboration with the community liaison, partnerships have been developed to support student learning through guest speakers, entrepreneurship classes and support for the overall academic program of the school.

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

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

Specialists will provide on-site, job embedded consultation and professional development as determined by evaluations and needs assessments.

The services provided will be a continuation of the previous work as provided by JBHM through Generation Ready and will include the following various support areas:

#### School Improvement Support

- Support, in association with the school staff needs.
- Ensuring the teachers' effective use and delivery of essential curriculum.
- Protecting instructional time.
- Monitoring the school's efforts to provide a safe and orderly environment that is conducive to learning.
- Assessing student achievement daily, weekly, monthly, and yearly.
- Promoting professional practice to ensure the instructional team members build their capacity for student success.
- Conduct focused faculty meetings and grade meetings when appropriate.
  
- Strengthen the instructional leadership at the school by:
  - o Mentoring, monitoring and advising the local school administration in implementing a supervision plan that provides students with a guaranteed essential curriculum that is linked to appropriate assessment.
- Advising and directing on needed procedural modifications discovered .
- Observing classrooms and providing post observation conferencing with teachers and administrators.
- Coaching and mentoring building administrators in classroom observation and conferencing.

Monitor and evaluate the successful implementation of school's plans to include the following:

- Implementation of the district attendance plan.
- Implementation of staff performance expectations.
- Participation in the development of teacher and staff professional improvement plans.
- Planning and conducting professional development activities.
- Monitoring the instructional program to ensure standards and supporting materials form the basis of the instructional program.
- Provide weekly work reports to the Superintendent and reports to the School Board as requested.

#### Special Education Support

Specialist(s) will coach and mentor district staff in the following activities:

- Provide job embedded professional development on topics of need, as requested by district staff
- Review placement and services for students with disabilities
- Provide training for staff in strategies for effectively including students with disabilities in the least restrictive environment
- Increase instructional competency of teachers in teaching standards/objective and monitoring academic growth for students with disabilities
- Schedule meetings with school administrators, special education teachers and general education teachers when appropriate
- Provide work reports to the Superintendent and the Special Education Director

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

As previously described, Osceola High School has participated with Generation Ready through the JBHM partnership since 2008. Instructional leadership growth is evident; however, sustainability measures are still needed.

The Generation Ready job-embedded consultants will serve to build leadership capabilities and teacher effectiveness through mentoring to discuss ideas and challenges. Supported by integrated management tools the consultants will partner with the instructional leaders in context of their daily routine, modeling best practices and guiding their practices forward. They also act as facilitators in working group discussions and productive interaction with other leaders and teachers .

Since school change starts at the top, the external provider will work directly with the principal over the next three years. The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated.

The specialists leading the engagement will work directly with leadership at the school district to help resolve any issues and implement procedures that improve their working relationships with the school.

Organizational charts will be developed to clearly outline responsibilities of current support staff, along with additional staff added through the SIG. Data desegregation teams will follow a protocol for analysis of data and action steps to address interim needs.

## 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 LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. It will work closely with the district to ensure all monies available to the schools are closely aligned with the work of the school and the external provider and lead partner. The money spent will be closely monitored and used judiciously, and the activities will be closely monitored to ensure they are implemented with fidelity and efficacy.

The principal will work closely with the external provider to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work together with the consultants to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job embedded professional development provided on a daily basis.

The school will work closely with lead teams inside the school to ensure every staff member clearly understands their role and is receiving benefits of the job embedded professional development. All faculty will be held to a high standard of implementing all areas of the consultants work reports and prescriptive actions with fidelity . All faculty will be responsible for the work to ensure high student academic success is achieved. All teachers will teach reading, writing and math and will plan for the needs of individual students.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Michael Cox	Superintendent	Alfred Hogan	Assistant Superintendent
Shantel Raper	Assessment Coordinator	Terri Kane	Math Coach
Tiffany Morgan	Principal	Roy Pugh	Dean of Students
Stefanie Lewallen	Counselor	Clifton Hummel-Young	Teacher Leadership Team
Annette James	Teacher Leadership Team	Terri Davis	Generation Ready Consultant
Blain Alexander	Arkansas Leadership Academy Capacity Builder	Kyra Guy	Student Leadership Team
Tavion Bass	Student Leadership Team	Taya Jones	Student Leadership Team
Brian Doss	Student	Akeyla Barksdale	Student
Brenden Parker	Student	Karen Devers	Parent
Michelle Shepperson	Parent	Brian Doss Sr.	Parent
Stefanie Lewallen	Career Development Facilitator		

Meetings

Location	Date	Location	Date
Arkansas Department of Education	April 21, 2015	Osceola School District	December 3, 2014
Osceola School District	January 21, 2015	Osceola School District	February 4, 2015
Osceola School District	March 11, 2015	Arkansas Northeastern Community College/Community Meeting	April 21, 2015
Osceola School District	April 21, 2015	Osceola School District	May 14, 2015

## 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.

This is a crucial time for Osceola High School to replace ineffective teachers with a committed staff that can be retained for more than one year. According to studies conducted by the Center for Child and Family Policy at Duke University, sign on bonus and retention programs were effective in reducing turnover rates. In addition, this research suggested that these salary differentials were an effective strategy for improving the quality of education in high-poverty schools. The initial funds from the SIG will help the district build teacher capacity at a time when the educational process is introducing new components for all teachers. For example, new teachers, as well as veteran teachers, are in the novice arena of TESS, Common Core State Standards and ultimately the PARCC assessment. This provides an opportune time to train all teachers and set clear expectations for instructional procedures. The attrition rate

should reduce over time saving the district cost for reoccurring professional development needs. In addition, as Generation Ready builds capacity in a stable staff and faculty, their days can be reduced which in turn the savings can be invested in sustaining the quality staff hired.

Furthermore, the district will commit to sustaining these expectations by building capacity among its leadership and staff. At the end of the grant period, building level leadership will have developed the leadership skills necessary to effectively continue improvement efforts. In addition, instructional leaders and teachers will be seasoned in the process of utilizing data to drive instruction and ultimately increase student achievement. At this time, the cost of external providers will begin to decrease and NSLA funds will be used to sustain SIG efforts.

Throughout the grant period, the Generation Ready consultants will provide teachers and students literacy knowledge and skills, and deliver support to incorporate improvement practices. This new knowledge and skill attainment will result in permanent changes in the design and delivery of quality instruction.

The ADE Project Manager will allow for appropriate monitoring to ensure the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

As instructional capacity is achieved, the need for additional support through service providers will be reduced. Therefore, the administration feels the district will be able to sustain the salary of the literacy coach and the early start extended day at the end of the grant period.

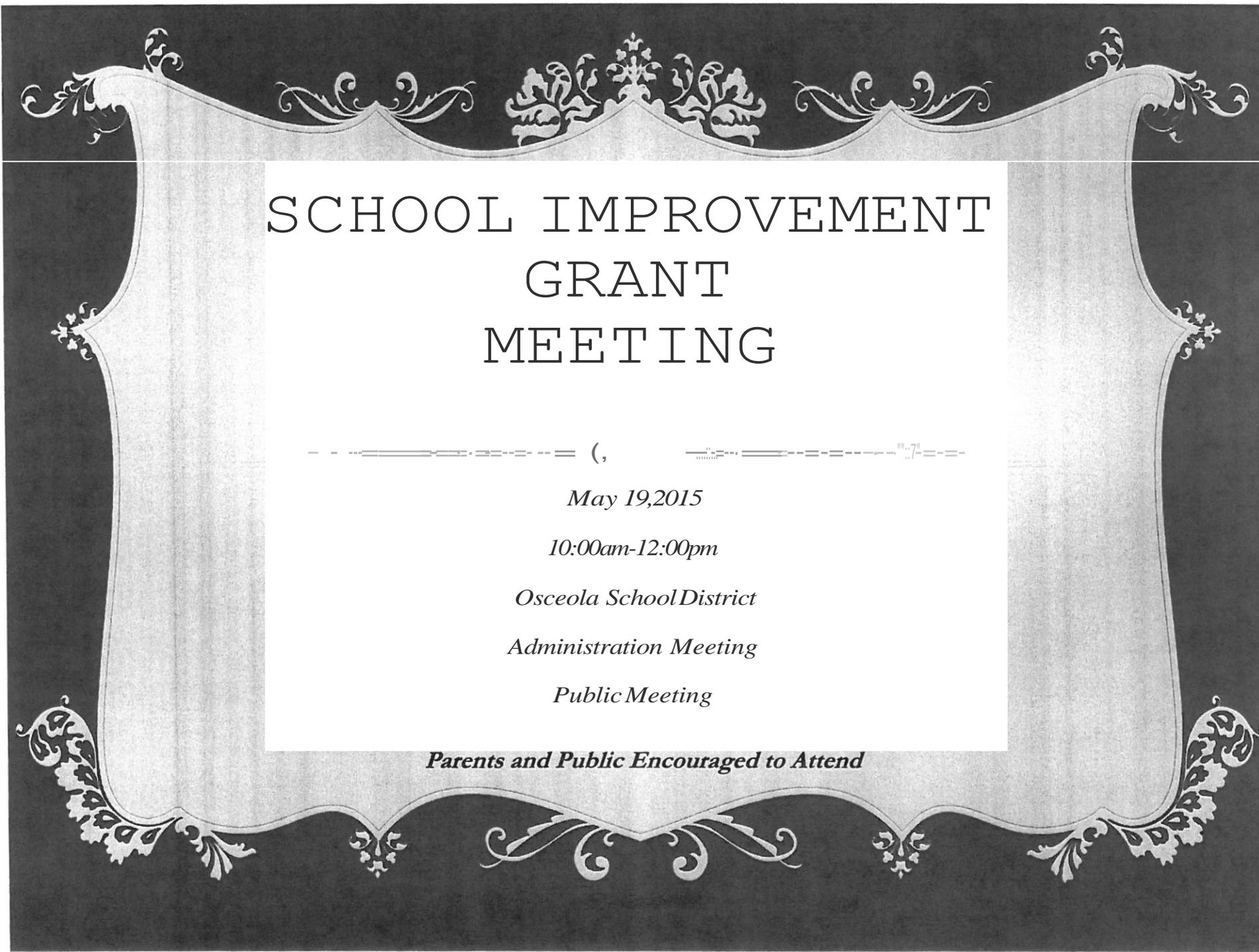
## Step 8

### 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.

**School Improvement Grant Meeting  
Osceola Administration Building  
May 19, 2015  
10:00 am -12:00**

- 1. Review SIG Models**
- 2. Needs Analysis**
- 3. Review possible solutions**
- 4. Develop Goals**
- 5. Work Collaboratively on Grant**



SCHOOL IMPROVEMENT  
GRANT  
MEETING

----- ( -----  
*May 19, 2015*

*10:00am-12:00pm*

*Osceola School District*

*Administration Meeting*

*Public Meeting*

*Parents and Public Encouraged to Attend*

**Osceola School District  
Parental Involvement Plan  
2014 – 2015**

The Osceola School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall work to

1. Involve parents and community representatives to have input in the review of the Parental Involvement Plan that includes programs and practices that enhance parental involvement and reflect the needs of students and their families. The Plan will be included in the District Handbook given to parents at Open House. It will also be posted on the District website.
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities by providing training from the district parent coordinator on how to plan activities that parents can participate in with their children while learning tips on how to help their children at home. The parent facilitators in each school will assist staff in planning effective Parental Involvement Meetings that focus on Literacy, Math, conducting productive Parent/Teacher Conferences and encouraging healthy eating and wellness in the home.
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start and Focus. Students from Head Start and Focus will be invited to take a tour of the Kindergarten Center, visit classrooms, and meet teachers to prepare for a smooth transition into Kindergarten. Parent Information Tips will be shared with the Head Start Center and Focus so they can distribute them to their parents. Kim Reece, District Parent Coordinator, will be responsible for providing the tips.
4. Provide information to parents about national, state, and local educational goals and how they relate to the Common Core Standards. Also provide parents with suggestions on ways they can work with the district to improve their child's academic achievement. A copy of parent's rights will be included in the Parent Information Packet given at Open House. More information pertaining to this will be disseminated to parents and community members at Family Involvement Meeting Nights. Kim Reece, District Parent Coordinator, will be responsible for this.
5. Provide parents with the materials and training they need to be better able to help their child be successful. The district will allow all parents to use the District-wide Parent Resource Center located on the North Elementary Campus and visit each school's Library to receive parenting information that is available on the Parent Shelf. Parental training in Literacy, Math, and Technology will be provided by individual schools during activities throughout the school year. Each school's Parent Facilitator will be responsible

for this: Sarah Green (North Elementary), Janice Jarvis (Carroll Smith Elementary), Katie Stokes (STEM Academy), and Jennifer Lewis (Osceola High School).

6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents. This will be achieved during professional development workshops.
7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand. Parents will receive the information in the form of school newsletters, newspaper announcements, district website posts, and in Parent Information Packets given at school Open Houses. District Parent Coordinator, Kim Reece, will ensure that ESL Parents understand the information sent to them by contacting her @ 563-1155.
8. Survey parents annually that will include questions to identify barriers that keep them from being involved in their child's education as well as questions relating to the effectiveness of school communication and school climate. Parent Facilitators, Sarah Green (North Elementary), Janice Jarvis (CSE), Katie Stokes (STEM Academy), and Jennifer Lewis (OHS) will conduct the survey and collect the results.
9. Offer Parent meetings at a variety of times in order to accommodate all parents. The meetings will be conducted in a way that all parents will feel welcomed into the schools.
10. Find and modify other successful parent and community involvement programs to suit the needs of the district. This will be achieved by sending parent facilitators to workshops, conferences, and any technical assistance meetings that appear to be beneficial; and also sending the District Parent Coordinator to the State Parental Involvement Conference each year.
11. Train parents to enhance and promote the involvement of other parents. The District Parent Coordinator will assist in the development of parent engagement groups at each school and provide tips on recruiting estranged parents to attend school events. Parents will have the opportunity to benefit from activities such as "Second Cup of Coffee" which invites parents into the school with a "no strings attached" approach. Parent Facilitators will be responsible for carrying out the event.
12. The District will reserve a minimum of 1% of the Title I, Part A allocation for parental involvement.
13. Monitor each school in the district to ensure that the following tasks are performed:
  - a) Review /revise parent involvement plans. This will be done in April, 2014, with the Parent Advisory Committee at each school. The District Parent Coordinator, Kim Reece, will meet with the committees. Her contact number is 563-1155.
  - b) Offer flexible meeting times
  - c) Provide information to parents about the school's program, including a Parent Information Packet
  - d) Make sure the School-Parent Compact is included in the District Policy Handbook and signed by appropriate persons
  - e) Provide training for parents in working with their children.

Mr. Alfred Hogan, Assistant Superintendent, will ensure that these monitoring/site visits

are conducted.

14. Ensure that the District Parental Involvement Plan is posted on the District website ([www.osdl.org](http://www.osdl.org)).
15. Contact information for the District Parent Coordinator and Parent Facilitators is as listed:
  - Kim Reece, District Parent Coordinator 870-563-1155
  - Sarah Green, Parent Facilitator (North Elementary) 870-563-1155
  - Janice Jarvis, Parent Facilitator (Carroll Smith Elementary) 870-563-2371
  - Katie Stokes, Parent Facilitator (STEM Academy) 870-563-2150
  - Jennifer Lewis, Parent Facilitator (Osceola High School) 870-563-2192
16. Parents will be invited by the Parent Facilitators to assist in the development of an evaluation procedure to measure the effectiveness of parental involvement activities and programs in the district. Parents will help evaluate the findings, make recommendations, and provide suggestions as it relates to parental involvement. The listed people represent the District's Parental Involvement Committee known as STAMP (Students, Teachers and Motivated Parents.) They also work with students to identify things they would like to see happening in each of our schools. District Parental Involvement Committee (STAMP):
  - Stephanie Twyman – Parent
  - Angela Carter – Parent
  - Catressa Young – Parent
  - Trina Pearson - School Employee & Parent
  - Bud & Tracey Gore - Parents
  - Patricia Wilkins - Grandparent
  - Lana Carney - School Employee & Parent
  - Anyeka England - Parent
  - Angela Jones - Parent
  - Linda O'Kane - Parent
  - Pamela Mitchell - Parent
  - Felicia Houston - Parent
  - Karen Devers – Business Manager & Parent
  - Candice Flie-White - Business Manager & Parent
  - Amy Robertson - Parent
  - Sandra Landry - Administrator
  - Shaina Smith - Student
  - Mariya Roller - Student
17. An annual parent activity evaluation will be reported to parents, staff, and community at the annual Spring Title I Parent Meeting. District Parent Coordinator, Kim Reece, will develop and disseminate the annual report.
18. Parent recruitment to serve on the District ACSIP committee to develop the Title I application will be implemented by the Parent Facilitators.

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(q) LEA Goals and Objectives

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

Goal 1: To meet 2016 Annual Measurable Objective in MATH- Performance -All Students 61%.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
To increase student performance and growth in Algebra & Geometry	<p>At least 5% annual growth in percentage of students performing at proficient or advanced on mathstate assessment.</p> <p>Student participation in early start enrichment.</p> <p>All students demonstrate growth on MAP interim assessment.</p>	<p>Results on standardized assessment.</p> <p>Continuous demonstration of growth on MAP formative assessments.</p> <p>Demonstration of performance on TLI assessments.</p> <p>Classroom walk-throughs to document use of best practices.</p> <p>Professional Learning Community agendas and meeting notes addressing data analysis and instructional strategies.</p>	August 2015	<p>Fall 2016 Fall 2016 Fall 2016</p> <p>Quarterly 2015-2018</p> <p>Quarterly 2015-2018</p> <p>Daily 2015-2018</p> <p>Weekly 2015-2018</p>	<p>Building level instructional leader-Principal</p> <p>Math interventionist</p> <p>Math Coach</p> <p>Algebra Teacher Geometry Teacher</p> <p>Early Start Facilitator Generation Ready Consultant</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: To meet Annual Measurable Objective in LITERACY –Performance -All Students 67%.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>To increase student performance and growth in Literacy.</p>	<p>At least 5% annual growth in percentage of students performing at proficient or advanced on math state assessment.</p> <p>Student participation in early start enrichment.</p> <p>All students demonstrate growth on MAP interim assessment.</p>	<p>Results on standardized assessment.</p> <p>Continuous demonstration of growth on MAP formative assessments.</p> <p>Demonstration of performance on TLI assessments .</p> <p>Classroom walk-throughs to document use of best practices.</p> <p>Professional Learning Community agendas and meeting notes addressing data analysis and instructional strategies .</p>	<p>August 2015</p>	<p>Fall 2016 Fall 2016 Fall 2016</p> <p>Quarterly 2015-2018</p> <p>Quarterly 2015-2018</p> <p>Daily 2015-2018</p> <p>Weekly 2015-2018</p>	<p>Building level instructional leader-Principal</p> <p>Literacy Interventionist</p> <p>Literacy Coach</p> <p>All Literacy &amp; Social Studies Teachers</p> <p>Early Start Facilitator</p> <p>Generation Ready Consultant</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: School leaders and staff provide a school culture and climate that is positive and conducive to learning by investing in quality teaching staff, positive behavior interventions and rigorous instructional strategies.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Principal, building level instructional leaders and staff demonstrate high expectations for teaching, learning, discipline, and attendance.</p>	<p>Professional Development Plan will be implemented in July to prepare teachers for the First Days of School.</p> <p>Classroom observations will reflect 80% student engagement in response to teachers high expectations in the classroom.</p> <p>Reduce teacher attrition rate by 20%.</p> <p>Increase student attendance rate by 5% each year.</p> <p>Decrease student early check out and tardies by 20% each year.</p> <p>Decrease student discipline referrals by 10% each year.</p> <p>All students with 4 or more behavior infractions will be placed on a behavior modification plan.</p> <p>Maintain a graduation rate that meets AMO.</p>	<p>Sign in sheets and agendas.</p> <p>Principal classroom observations and walkthroughs reflecting TESS.</p> <p>Generation Ready work reports.</p> <p>Professional Learning Communities agendas and weekly notes that address goals.</p> <p>Attendance reports.</p> <p>Discipline Reports</p>	<p>July 2015</p>	<p>Weekly 2015-2018</p> <p>Weekly 2015-2018</p> <p>Weekly 2015-2018</p> <p>Quarterly 2015-2018</p> <p>Quarterly 2015-2018</p>	<p>Building level instructional leader-Principal</p> <p>Literacy &amp; Math Coach</p> <p>All Teachers</p> <p>Attendance Clerk</p> <p>Generation Ready Specialist</p> <p>Behavior 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 4: Student achievement is monitored in order to identify needs and adjust instruction to improve student learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Building leaders and teachers ensure that student progress is monitored frequently, using assessment strategies that promote student achievement.</p>	<p>MAP assessment data is used to differentiate classroom instruction and guide response to intervention classrooms.</p> <p>Data analysis procedures are implemented to monitor student learning.</p> <p>Effectively allocate resources, including technology, for monitoring student progress.</p>	<p>Differentiation of instruction is documented in lesson plans and evident through classroom observations.</p> <p>Data collection records are present with analysis, implementation and reflective practices in place.</p> <p>Progress monitoring logs of current and past non-mastered standards.</p>	<p>July 2015</p>	<p>June 2016 June 2017 June 2018</p>	<p>Principal</p> <p>Literacy &amp; Math Coach</p> <p>Teachers</p> <p>District Test Coordinator</p> <p>Generation Ready 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 5: Osceola High School will decrease the number of discipline referrals by 20% through intense classroom management training and full implementation of Positive Behavior Interventions and Supports (PBIS).

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
To create an environment conducive to learning by decreasing disruptions that negatively effect learning environment.	PSIS matrix  Data analysis procedures are implemented to monitor student discipline.  Effectively allocate resources and include training for staff on classroom management.	Student GPS System  Behavior Interventionist progress monitoring quarterly log.  Instructional practices accommodate a variety of learning styles documented in the lesson plans.	July 2015	June 2016 June 2017 June 2018	Building Principal  Dean of Students  Teachers  Behavior Interventionist

## SECTION 8, PART 4:

### **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 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.

Osceola School District will design and implement interventions by employing a variety of strategies centered on best practices to ensure that students not achieving at a proficient level on math and literacy state assessments will show improvement in the coming school year.

The specific interventions will focus on the following areas:

#### **Math & Literacy Intervention-**

Osceola School District Math/Literacy Interventions are intended to supplement instruction provided by the general education teacher and assist students in demonstrating growth. This additional support is provided by utilizing a variety of strategies. Interventions are intended to assist students who are at risk or who are identified as not meeting designated performance levels, or who have mitigating circumstances preventing achievement. Therefore, the Math/Literacy Interventionist and Behavior Interventionist play a vital role in this process.

Osceola School District's RTI program includes the following:

- Appropriate instruction delivered to all students in the general education class by qualified personnel;
- MAP assessments will be utilized for all students in the class to identify those students who are not making academic progress at expected rates;
- Repeated MAP assessments will take place to monitor student growth
- Teacher-made assessments may be used;
- Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classrooms that provides information about their child's progress.
- The school district ensures that staff has the knowledge and skills necessary to implement an RTI program.

- It is expected that administrators, classroom teachers, support personnel, and parents will work in collaboration through RTI process in making appropriate educational decisions for all students.
- Students who demonstrate specific areas of weakness on the NWEA Measures of Academic Progress (MAP) testing will be considered for placement in a Tier II Intervention program provided by the SIG funded math/literacy interventionist.
- The PLC groups will review individual student needs every three weeks by disaggregating data.
- The RTI team, (Principal, Academic Coaches, Interventionist, Generation Ready and teachers) conduct ongoing oversight, monitoring, and review.

A three-tiered RTI program is in place to allow for flexibility in meeting the needs of students with varying levels of deficiency with:

- Tier 1 interventions available in all settings for all students with the aim of being preventive and proactive.
- Tier 2 interventions designed for small groups of students with an expectation of high efficiency and rapid response and are provided by Interventionist in a pull-out.
- Tier 3 interventions generally for students who require the highest degree of frequency and lowest number of students.

\*Math/Literacy Interventionist Job Description Attached

**OTHER RESOURCES:** Utilize current Title 1 funds for instructional materials to supplement the current classroom resources. In addition, trained para-professionals will be utilized for small groups during intervention. The district currently utilized NWEA MAP testing to serve as an assessment screener.

## ATTACHMENT 1

### Osceola School District GRANT FUNDED

*The job of Academic Interventionist* was established for the purpose/s of developing and managing academic intervention programming for students in literacy and math.

The Academic Interventionist will report directly to the Building Principal.

Academic Interventionist will be assigned to schools at the discretion of Superintendent.

#### **Education:**

No less than a Bachelor's degree in job related area.

#### **Experience:**

Several years of teaching with a concentration in interventions.

#### **ROLE AND RESPONSIBILITIES:**

The Intervention Specialist will facilitate each component of the academic RTI Team process, including:

- Utilizing achievement and other student data to determine placement.

- Monitoring progress of students identified for intervention, and facilitating entry/exit decision-making.

- Identifying instructional best practices and proven curriculum for literacy and math.

- Assisting administrators with professional development for all teachers in current literacy and math intervention and differentiation strategies

- Developing a communication plan for parents of students participating in interventions.

- Participate as an integral member of the district leadership team, including periodic after school meetings.

- Participate as an integral member of the district leadership team, including periodic after school meetings.

- Instructs individual and small groups of students for the purpose of improving literacy and math achievement levels.

- Analyzes class and grade level data in math and literacy.

- Other duties may be assigned as needed.

Early Start Intervention

**EARLY START**  
is a **SMART**  
**START**

6:45-7:45 am

Students who arrive early will be assigned to an Early Start enrichment group each quarter.

Early Start Facilitator/Tutor A  
Tutor B  
Tutor C  
Tutor D

<b>Group A</b>	<b>Group B</b>	<b>Group C</b>	<b>Group D</b>
<b>Algebraic Chess Concepts</b>	<b>Book Club</b>	<b>Robotics</b>	<b>Breakfast Club</b>
Students who attend will have the opportunity to learn the strategic game of chess, while applying mathematical concepts. Students will have an opportunity to participate in Chess Club and competitions.	Students who attend will participate in literacy circles to analyze grade/reading level appropriate books. Students will have an opportunity to participate in an annual Reading Fair.	Students who attend will build robots utilizing the Project Lead the Way curriculum. Students will have the opportunity to participate in state Robotics competition.	Students who attend will be allowed to create nutritional breakfast snacks while meeting with the student leadership team to facilitate a student mentoring program.

OTHER RESOURCES: Utilize current Title 1 funds for instructional materials to supplement the current classroom resources. Perkins funds can be used for Robotics. The Arkansas Leadership Academy will provide the support for the Student Leadership Team.

## Behavior Intervention

A behavioral intervention plan is designed to improve overall climate and culture of our school by decreasing student behavior issues and increasing student attendance .

A behavioral intervention plan will serve to support the student in order to help him or her change behavior. Effective support plans consist of multiple interventions or support strategies and are not punishment; therefore, the PBIS program is an integral component for success.

Comprehensive behavioral intervention plans have antecedent and setting event modifications, the teaching of alternative skills, consequence strategies, and lifestyle interventions . Some examples of positive supports that might be included in a behavior intervention plan are:

- Teaching the child replacement behaviors
- Rewarding the child for using socially acceptable behavior
- Teaching the child to avoid the behavior "triggers"
- Teaching the child to identify emotions
- Changing the responses of the adults
- Changing negative stimuli in the environment
- Identify a caring adult to give positive time at school
- Supporting the child at problematic times

\*Behavior Interventionist Job Description Attached

\*See PBIS Matrix Attached

\*See Behavior Plan Attached

**OTHER RESOURCES:** Alternative Learning Environment (CHOICES) is already in place to help transition students to and from the regular classroom. PBIS program is already in place, however, a coordinator is needed for full benefits. Title 1 funds can be used for behavior resources.

**ATTACHMENT 2**  
**Osceola School District**  
**GRANT FUNDED POSITION**

*The job of Behavior Interventionist* was established for the purpose/s of assisting teachers in providing instruction to individuals or small groups of students with behavior challenges. This position is also responsible for developing behavior plans for monitoring, redirecting and modifying student progress regarding inappropriate behaviors and performance, administering intensive behavior intervention programs to identified students, and coordinating Positive Behavior Interventions Supports (PSIS).

The Behavior Interventionist will report directly to the Building Principal.

Behavior Interventionist will be assigned to schools at the discretion of Superintendent.

**Education:**

No less than a Bachelors degree in job related area.

**Experience:**

Experience working with applicable age students who have behavior challenges  
Experience working with students with special needs  
De-escalation experience

**ROLE AND RESPONSIBILITIES:**

Assists in providing instruction to behaviorally challenged individuals or small groups of students, reinforcing instruction as directed by the teacher.

Administers one-to-one intensive behavior intervention to students.

Actively participates in behavior intervention meetings and professional development.

Collects data and records anecdotal student progress notes and maintains behavioral charting data.

Monitors and assists students in prescribed learning activities.

Monitors, observes and reports behavior of students according to approved procedures, including progress regarding student performance and behavior.

Assists students and parents by providing proper examples, emotional support and general guidance as directed.

Communicates with teachers regarding programs and materials to meet student needs.

Assists students in developing self-help and self-advocacy skills as directed.

Supports Positive Behavior Intervention System (PSIS) initiatives.

Tracks student absenteeism and coordinates with Student Resource Officer and attendance clerks to decrease truancy.

Directs student group activities as assigned.

Provides assistance with de-escalating student behaviors and reintegration back into the classroom.

Completes other duties as assigned.

**"Be Respectli.0! Be Respo11siG0e! Be Sale!"**

**PBIS EXPECTATIONS MATRIX**

	<b>Classroom</b>	<b>Cafeteria</b>	<b>Bathrooms</b>	<b>Hallways</b>	<b>Buses</b>	<b>Computer Lab/Library</b>	<b>School Grounds</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Raise your hand</li> <li>Use appropriate language</li> <li>Use an appropriate tone</li> <li>Keep your hands &amp; feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Listen to adults</li> <li>Exhibit good table manners</li> <li>Keep food on your plate or in your mouth</li> <li>Keep food in cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others</li> <li>Keep the facilities clean</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands &amp; feet to yourself</li> <li>Observe personal space</li> <li>Listen to adults in hallway</li> <li>Use your quiet inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Wait in line</li> <li>Listen to the bus driver</li> <li>Share seats</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Use your quiet inside voice</li> <li>Raise your hand to be recognized</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Use appropriate language</li> <li>Obey fire drill procedures</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Employ active listening</li> <li>Participate actively</li> </ul>	<ul style="list-style-type: none"> <li>Stay in designated area</li> <li>Clean up your eating area</li> </ul>	<ul style="list-style-type: none"> <li>Do your business &amp; leave</li> <li>Flush the toilet</li> <li>Throw trash in appropriate receptacles</li> <li>Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>Carry a valid hall pass</li> <li>Go straight to your destination</li> <li>Use your own locker</li> <li>Pick up litter</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated while the bus is moving</li> <li>Keep your body and belongings inside the bus</li> </ul>	<ul style="list-style-type: none"> <li>Follow media center and computer lab rules</li> <li>Use equipment correctly</li> <li>Access only appropriate websites</li> </ul>	<ul style="list-style-type: none"> <li>Dispose of trash in appropriate receptacles</li> <li>Use equipment correctly</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>Keep your hands &amp; feet to yourself</li> <li>Remain in assigned location</li> </ul>	<ul style="list-style-type: none"> <li>Wait in line for your turn</li> </ul>	<ul style="list-style-type: none"> <li>Report problems, vandalism, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Walk on the right</li> <li>Wear appropriate shoes at all times</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit in an orderly fashion</li> <li>Stay in your seat</li> <li>Report any incidents</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit in orderly fashion</li> <li>Stay in your seat</li> <li>Report any incidents</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment correctly</li> <li>Keep your hands &amp; feet to yourself</li> </ul>

## BEHAVIOR INTERVENTION PLAN

<b>Student Information:</b>	<b>Name:</b> _____	<b>Date:</b> _____
	<b>School:</b> _____	<b>Grade:</b> _____
<b>BIP Report By:</b>	_____	
<b>Problem Behavior:</b> <i>Inappropriate behavior(s)</i>	_____	
<b>Replacement Behavior:</b> <i>What is expected of the student?</i>	_____	
<b>Method of Teaching Replacement Behavior and By Whom:</b> <i>How will we teach the desired behavior and who will teach it?</i>	<input type="checkbox"/> direct instruction, by: _____ <input type="checkbox"/> social skills training, by: _____ <input type="checkbox"/> anger management, by: _____ <input type="checkbox"/> providing cues, by: _____ <input type="checkbox"/> role playing, by: _____ <input type="checkbox"/> modeling, by: _____ <input type="checkbox"/> behavior contract, by: _____ <input type="checkbox"/> stress management, by: _____ <input type="checkbox"/> decision-making lesson, by: _____ <input type="checkbox"/> use of mentor(s), by: _____ <input type="checkbox"/> other _____ ' by: _____	
<b>Accommodations, Interventions, and Who's Responsible for Them:</b> <i>What help will we give the student to help him/her succeed?</i>  <i>It is VERY important that these accommodations and/or recommendations be followed consistently by teacher(s), aides, and school staff.</i>	<b>Accommodations to assist the student in displaying the replacement behavior:</b> <input type="checkbox"/> clear, concise directions <input type="checkbox"/> supervise free time <input type="checkbox"/> frequent reminders/prompts <input type="checkbox"/> avoid strong criticism <input type="checkbox"/> frequent breaks/vary activities <input type="checkbox"/> predictable, routine schedule <input type="checkbox"/> teacher/staff proximity <input type="checkbox"/> specified study area <input type="checkbox"/> reprimand the student privately <input type="checkbox"/> preferential seating <input type="checkbox"/> modify assignments <input type="checkbox"/> avoid power struggles <input type="checkbox"/> review rules & expectations <input type="checkbox"/> specifically define limits <input type="checkbox"/> provide alternate recess <input type="checkbox"/> avoid physical contact <input type="checkbox"/> provide cooling off period <input type="checkbox"/> provide highly-structured setting <input type="checkbox"/> communicate regularly with parents <input type="checkbox"/> other _____	
	<b>Interventions &amp; Who's Responsible for Them:</b> 1. _____  2. _____  3. _____  4. _____	
<b>Method of Measuring Progress:</b> <i>How will we know if it's working or not?</i>	<input type="checkbox"/> direct observation <input type="checkbox"/> daily behavior sheet <input type="checkbox"/> weekly behavior sheet <input type="checkbox"/> charting/graphing <input type="checkbox"/> self-monitoring <input type="checkbox"/> number of discipline referrals <input type="checkbox"/> other: _____	
<b>Length of behavior plan</b>	<input type="checkbox"/> one week <input type="checkbox"/> two weeks <input type="checkbox"/> other: _____	
<b>Positive Consequences for Appropriate Behavior:</b> <i>What can the student earn?</i>	<input type="checkbox"/> verbal praise <input type="checkbox"/> immediate feedback <input type="checkbox"/> computer time <input type="checkbox"/> earned privileges <input type="checkbox"/> earned tokens/points <input type="checkbox"/> positive call or note home <input type="checkbox"/> tangible rewards <input type="checkbox"/> free time <input type="checkbox"/> positive visit to office <input type="checkbox"/> other _____	
<b>Negative Consequences for Inappropriate Behavior:</b> <i>What happens if student does not behave?</i>	<input type="checkbox"/> loss of points/tokens <input type="checkbox"/> loss of privileges <input type="checkbox"/> time out <input type="checkbox"/> phone call home <input type="checkbox"/> work detail <input type="checkbox"/> detention <input type="checkbox"/> send to office <input type="checkbox"/> in-school suspension <input type="checkbox"/> out-of-school suspension <input type="checkbox"/> escort to another area <input type="checkbox"/> other _____	

## **Teacher Recruitment/Retention and Training**

Osceola School District continues to struggle with teacher turnover. Enhanced instructional process are not effective when the district is required to start with new teachers each year. Furthermore, students long for a stable learning environment; therefore, this intervention is the cornerstone of the success of all other components. The changes in staff are required, such as releasing, replacing, and reassigning those who are not fully committed to turning around school performance. As noted earlier, as of May 2015, some changes in staff includes an overall district turnover of over 25 teachers. The Osceola School District has implemented a local recruitment bonus policy. The School Improvement Grant will supplement the district's current hiring bonus policy by providing retention bonuses to maintain a qualified staff, thus building a dedicated and cohesive staff that set high expectations for instruction, with a combined effort focused on improving student performance.

- Piloting the teacher attendance incentive program to review effectiveness on student performance in correlation with teacher attendance. The district will maintain effective records on this pilot attendance policy and share the results with the Arkansas Department of Education for possible adoption for other schools experiencing teacher attendance problems.
- Utilizing teacher sign-on and retention bonuses to recruit quality teachers. The district will maintain effective records on this pilot attendance policy and share the results with the Arkansas Department of Education for possible adoption for other schools experiencing teacher attendance problems.

### **Professional Development:**

Once our teachers are hired, it is the desire of the priority schools to provide an extended professional development program to help teachers prepare for their first 20 days in school.

\*See Osceola School District Priority School Professional Development Plan.

\*See Osceola School District Recruitment Policy and advertisement attached.

\*See proposed Osceola School District Retention Policy attached.

**OTHER RESOURCES:** The Osceola School District will provide teacher copies of The First Days of School, Harry Wong. Arkansas Leadership Academy and Generation Ready will partner with the district for professional development offerings. The South Mississippi County Chamber of Commerce will provide teacher incentive program (perfect attendance bonus, Chamber Dollars and recognition) for all local teachers.

**Attachment 3**

AGENDA  
Osceola High School  
Summer Professional Development Plan

Day 1 - Wednesday, July 22, 2015

8:00	Classroom Environment: 2c: Managing Classroom Procedures 2d: Managing Student Behavior	Read over teacher handbook looking at school rules and procedures – have highlighters and post-it tabs so teachers can easily mark important items	Tiffany Morgan Dr. Bruce Daniels Terri Davis Kathie Jamieson
9:30		Break	
9:45	Classroom Environment : 2c: Managing Classroom Procedures 2d: Managing Student Behavior	Teachers brainstorm a list of procedures needed for the classroom. Compare it to ours. In groups teachers need to write procedures for every item on the list. Share out ideas...are there any that we can all do the same way?	Tiffany Morgan Dr. Bruce Daniels Terri Davis Kathie Jamieson
11:30		Lunch	
<del>12:15</del> 1	Planning and Preparation: a: Demonstrating Knowledge of Content and Pedagogy e: Setting Instructional Outcomes	Break into content level groups Look at Pacing guides for Module 1 What new teaching is there? What standards link together?	Tiffany Morgan Dr. Bruce Daniels Terri Davis Kathie Jamieson
1:45		Break	
2:00	Planning and Preparation: a: Demonstrating Knowledge of Content and Pedagogy e: Setting Instructional Outcomes	Plan for chunk teaching - what 3 or 4 mini-modules could you have that would lead to the final TU test? Include anchor texts and any other supporting texts.	Tiffany Morgan Dr. Bruce Daniels Terri Davis Kathie Jamieson
2:45	Closure Activity		

Day 2 – Thursday, July 23, 2015

8:00 I	<p>Planning and Preparation:</p> <p>a: Demonstrating Knowledge of Content and Pedagogy</p> <p>b: Demonstrating Knowledge of Students</p> <p>e: Setting Instructional Outcomes</p> <p>d: Demonstrating Knowledge of Resourced</p> <p>e: Designing Coherent Instruction</p> <p>If: Designing Student Assessments</p>	<p>Teachers will analyze Student Assessment Data using:</p> <ul style="list-style-type: none"> <li>• TLI</li> <li>• MAP</li> <li>• STAR</li> <li>• Attendance</li> <li>• Behavior</li> </ul>	<p>Dr. Dawn Bessie Terri Davis Kathie Jamieson</p>
9:45		Break	
10:00	<p>Planning and Preparation:</p> <p>a: Demonstrating Knowledge of Content and Pedagogy</p> <p>b: Demonstrating Knowledge of Students</p> <p>e: Setting Instructional Outcomes</p> <p>d: Demonstrating Knowledge of Resourced</p> <p>e: Designing Coherent Instruction</p> <p>If: Designing Student Assessments</p>	<p>Teachers will be exposed to the lesson plan criteria and the rationale.</p> <p>Teachers will create a Mini module that will include a unit plan, daily activities and assessments, and a formative assessment that aligns with Literacy and Math Common Core State Standards</p>	<p>Dr. Dawn Bessie Terri Davis Kathie Jamieson</p> <p>Give teachers strategy notebooks</p>
12:00		Lunch	
12:45	<p>Planning and Preparation:</p> <p>a: Demonstrating Knowledge of Content and Pedagogy</p> <p>b: Demonstrating Knowledge of Students</p> <p>e: Setting Instructional Outcomes</p> <p>d: Demonstrating Knowledge of Resourced</p> <p>e: Designing Coherent Instruction</p> <p>If: Designing Student Assessments</p>	<p>Teachers will continue work to create a Mini module that will include a unit plan, daily activities and assessments, and a formative assessment that aligns with Literacy and Math Common Core State Standards</p>	<p>Dr. Dawn Bessie Terri Davis Kathie Jamieson</p>
2:45	Closure Activity		Tiffany Morgan

Day 3 – Tuesday, July 28, 2015

8:00	<p>Teachers will analyze Student Assessment Data using:</p> <ul style="list-style-type: none"> <li>• TU</li> <li>• MAP</li> <li>• STAR</li> <li>• Attendance Behavior</li> </ul>		<p>Tiffany Morgan Terri Davis Kathie Jamieson</p>
9:45		Break	
10:00	<p>Planning and Preparation:</p> <p>a: Demonstrating Knowledge of Content and Pedagogy</p> <p>b: Demonstrating Knowledge of Students</p> <p>e: Setting Instructional Outcomes</p> <p>d: Demonstrating Knowledge of Resourced</p> <p>e: Designing Coherent Instruction</p> <p>If: Designing Student Assessments</p>	<p>Teachers will be exposed to the lesson plan criteria and the rationale.</p> <p>Teachers will create a Mini module that will include a unit plan, daily activities and assessments, and a formative assessment that aligns with Literacy and Math Common Core State Standards</p>	<p>Tiffany Morgan Terri Davis Kathie Jamieson</p> <p>*Give teachers strategy notebooks</p>
12:00		Lunch	
12:45	<p>Planning and Preparation:</p> <p>a: Demonstrating Knowledge of Content and Pedagogy</p> <p>b: Demonstrating Knowledge of Students</p> <p>e: Setting Instructional Outcomes</p> <p>d: Demonstrating Knowledge of Resourced</p> <p>e: Designing Coherent Instruction</p> <p>If: Designing Student Assessments</p>	<p>Teachers will continue work to create a Mini module that will include a unit plan, daily activities and assessments, and a formative assessment that aligns with Literacy and Math Common Core State Standards</p>	<p>Tiffany Morgan Terri Davis Kathie Jamieson</p>
2:45	Closure Activity		Tiffany Morgan

Day 4 – Wednesday, July 29, 2015

<p>8:00</p>	<p>■ Planning and Preparation :</p> <ul style="list-style-type: none"> <li>a : Demonstrating Knowledge of Content and Pedagogy</li> <li>b: Demonstrating Knowledge of Students</li> <li>e: Setting Instructional Outcomes</li> <li>1d: Demonstrating Knowledge of Resourced</li> <li>e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> </ul>	<p>Using the Pacing guides, teachers will create an early focus calendar.</p> <p>Look at all remaining modules and the tested items, create an academic calendar showing when each of the standards will be addressed .</p> <p>Map out the year .</p>	<p>Tiffany Morgan Terri Davis Kathie Jamieson</p>
<p>12:00</p>		<p>Lunch</p>	
<p>■</p>	<p>Planning and Preparation:</p> <ul style="list-style-type: none"> <li>a: Demonstrating Knowledge of Content and Pedagogy</li> <li>b: Demonstrating Knowledge of Students</li> <li>e: Setting Instructional Outcomes</li> <li>1d: Demonstrating Knowledge of Resourced</li> <li>e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> </ul>	<p>Continue planning through the remainder of day .</p> <p>Create an academic calendar showing when each of the standards will be addressed .</p> <p>Map out the year</p>	<p>Tiffany Morgan Terri Davis Kathie Jamieson</p>
<p>2:45</p>	<p>Closure Activity</p>		

Day 5 - Thursday, July 30, 2015

8:00	<p>Planning and Preparation:</p> <ul style="list-style-type: none"> <li>a: Demonstrating Knowledge of Content and Pedagogy</li> <li>b: Demonstrating Knowledge of Students</li> <li>e: Setting Instructional Outcomes</li> <li>d: Demonstrating Knowledge of Resources</li> <li>e: Designing Coherent Instruction</li> <li>If: Designing Student Assessments</li> </ul>	Teachers share academic calendar with grade a like staff.	Dr. Dawn Bessie Terri Davis Kathie Jamieson
9:30		Break	
9:45	<p>Classroom Environment:</p> <ul style="list-style-type: none"> <li>2c: Managing Classroom Procedures</li> <li>2d: Managing Student Behavior</li> </ul>	<p>Staff works as a whole group to create student expectations (classrooms, ISS, cafeteria, halls, etc.)</p> <p>*Rules - consequences and rewards</p>	Dr. Dawn Bessie Terri Davis Kathie Jamieson
12:00		Lunch	
12:45	<p>Classroom Environment:</p> <ul style="list-style-type: none"> <li>2a: Creating an environment of Respect and Rapport</li> <li>2b: Establishing a culture for Learning</li> <li>2c: Managing Classroom Procedures</li> <li>2d: Managing Student Behavior</li> <li>2e: Organizing Physical Space</li> </ul>	Work to make rooms inviting to students. (PRINCIPAL EXPECTATIONS OF ROOM, Student expectations posted/rules posted, cleanliness, neatness, desk arrangement with seating charts, bulletin boards, walls, ETC)	Dr. Dawn Bessie Terri Davis Kathie Jamieson
3:00	Closure activity		

## ATIACHMENT 4

### **Policy No. A Incentives for Teacher Recruitment and Retention in District Shortage Areas**

The purpose of this policy is to further the district's goal in recruiting and retaining teachers in the district's shortage areas as defined below.

#### **A . Definitions:**

"District shortage area(s)" means the following licensure areas: Art, Gifted and Talented, Library/Media, Special Education and Counselor.

"Grades 5-12 shortage area(s)" means the following Licensure areas for grades 5-12: all District-wide shortage areas, Career and Technical Education, Foreign Language, Language Arts, Mathematics and Science.

"Teacher" means a licensed classroom teacher who was hired to teach in a district shortage area.

#### **B . Incentives**

At the end of the school year and upon completion of a licensed teacher's contracted teaching obligations, a teacher who completes the entire current school year teaching in the district in a district shortage area may be entitled to receive in addition to all other contracted salary and benefits:

(1) For a newly hired teacher who is not currently teaching in the district, a one-time signing bonus in the amount of \$3,000.00 for the first year of service in teaching in a district-wide or grades 5-12 shortage area to be paid upon completion of the full year of teaching;

(2) For a newly hired teacher who meets the requirements of subdivision (8)(1) and who continues to teach in the district in the same district-wide or grades 5-12 shortage area, and who completes the second full year of contracted teaching obligations, a retention bonus in the amount of \$2,000.00 in addition to all other contracted salary and benefits;

(3) For a newly hired teacher who meets the requirements of subdivisions (8)(1) and (2) of this section, who continues to teach in the same district-wide or grades 5-12 shortage area, and who completes a third year of contracted teaching obligations, a retention bonus in the amount of \$2,000.00 in addition to all other contracted salary and benefits; and

(4) For a teacher who meets the requirements of subdivisions (8)(1)-(3) of this section, who continues to teach in the same district-wide or grades 5-12 shortage area, and who completes his or her fourth year of contracted teaching obligations, a retention bonus in the amount of \$3,000.00 in addition to all other contracted salary and benefits.

A teacher shall not be entitled to a bonus provided under this section unless the teacher has fulfilled his or her contractual obligations for the current school year.

The bonus amounts provided under this section are the maximum amounts to be paid to qualifying teachers teaching in district-wide or grades 5-12 shortage areas and are subject to the appropriation and availability of funding for the payment of the bonuses.

If the funds appropriated and available for the payment of the bonuses under this section are insufficient to pay the maximum bonus amounts to each qualifying teacher, the district shall distribute the available funding to qualified teachers on a pro rata basis.

**OSCEOLA SCHOOL DISTRICT  
VALUES QUALITY TEACHING**



**\$10,000.00 SIGN ON AND RETENTION BONUSES  
FOR NEW TEACHERS IN DISTRICT SHORTAGE AREAS**

**CURRENT OPENINGS ELIGIBLE FOR  
\$10,000 INCENTIVES**

High School Math - 2 openings  
High School Math Coach  
High School Literacy Coach  
High School English – 2 openings  
High School Career and Technical Education – 2 openings  
High School Library/Media Specialist  
High School Science  
Project Lead The Way Pre Engineering Teacher  
Mid-level Language Arts/Social Studies Teacher  
Mid-level Science—7th Grade  
Mid-level Language Arts Teacher  
GT Teacher - K-8  
Special Education Teacher- 2 openings

**OTHER CURRENT OPENINGS**

High School/Middle School Choir  
High School Social Studies  
Social Studies Grades 5-8  
Elementary Teacher - 4 openings  
ALE Teacher Grades 5-12 – 2 openings

**MORE REASONS  
TO COME TO OSCEOLA**

Competitive Pay Scale  
Advancement Opportunities  
Advanced Technology in All Classrooms  
Student Loan Forgiveness Options  
Quality Professional Development and  
Training Opportunities  
Monthly Perfect Attendance Pay  
All District Accumulated Sick Days Paid  
Upon Retirement  
Free Lunches for students

\*\*\*\*\*  
*Osceola is a growing community with  
industrial growth and community wide  
SUPPORT including incentives from the  
City of Osceola and South Mississippi  
County Chamber of Commerce such as :*

Educator Recognition Incentives and  
Additional Perfect Attendance Rewards



**COME TO OSCEOLA SCHOOL DISTRICT WHERE YOU ARE VALUED AND REWARDED  
FOR YOUR PASSION OF TEACHING OUR STUDENTS!**

If you are ready to see how far your talents for educating students can take  
you, contact us to join our team

Visit [www.osd1.org](http://www.osd1.org)  
OR Call 870-563-2561

ATTACHMENT 5

**Policy No. B  
Incentives for Teacher Retention in District Shortage Areas contingent on award of  
School Improvement Grant 1003g**

The purpose of this policy is to further the district's goal in recruiting and retaining teachers in the district's shortage areas as defined below.

**C. Definitions:**

"District shortage area(s)" means the following licensure areas: Art, Gifted and Talented, Library/Media, Special Education and Counselor.

"Grades 5-12 shortage area(s)" means the following Licensure areas for grades 5-12: all District-wide shortage areas, Career and Technical Education, Foreign Language, Language Arts, Mathematics, Social Studies and Science.

"Teacher" means a licensed classroom teacher who was hired to teach in a district shortage area.

**D. Incentives**

At the end of the school year and upon completion of a licensed teacher's contracted teaching obligations, a teacher who completes the entire current school year teaching in the district in a district shortage area may be entitled to receive in addition to all other contracted salary and benefits:

(1) For a highly qualified teacher who has taught in the district prior to 2015-2016 AND has an overall formative rating of Proficient or Distinguished, a first year retention bonus in the amount of \$3,000.00 for Year 1 SIG 1003g for teaching in a district-wide or grades 5-12 shortage area to be paid upon completion of the full year of teaching in addition to all other contracted salary and benefits;

(2) For a highly qualified teacher who meets the requirements of subdivision (8)(1) and who continues to teach in the district in the same district-wide or grades 5-12 shortage area, and who completes the first full year of contracted teaching obligations, a retention bonus will be paid in the amount of \$2,000.00 for Year 2 of SIG 1003g in addition to all other contracted salary and benefits;

(3) For a highly qualified teacher who meets the requirements of subdivisions (8)(1) and (2) of this section, who continues to teach in the same district-wide or grades 5-12 shortage area, and who completes a second year of contracted teaching obligations, a retention bonus in the amount of \$2,000.00 for Year 3 of SIG 1003g in addition to all other contracted salary and benefits; and

(4) For a highly qualified teacher who meets the requirements of subdivisions (8)(1)-(3) of this section, who continues to teach in the same district-wide or grades 5-12 shortage area, and who completes his or her third year of contracted teaching obligations, a retention bonus in the amount of \$2,000.00 for Year 4 of SIG 1003g in addition to all other contracted salary and benefits.

(5) For a highly qualified teacher who meets the requirements of subdivisions (8)(1)-(3) of this section, who continues to teach in the same district-wide or grades 5-12 shortage area, and who completes his or her third year of contracted teaching obligations, a retention bonus in the amount of \$1,000.00 for Year 5 of SIG 1003g in addition to all other contracted salary and benefits.

A teacher shall not be entitled to a bonus provided under this section unless the teacher has fulfilled his or her contractual obligations for the current school year.

The bonus amounts provided under this section are the maximum amounts to be paid to qualifying teachers teaching in district-wide or grades 5-12 shortage areas and are subject to the appropriation and availability of funding for the payment of the bonuses.

If the funds appropriated and available for the payment of the bonuses under this section are insufficient to pay the maximum bonus amounts to each qualifying teacher, the district shall distribute the available funding to qualified teachers on a pro rata basis.

## **External Providers:**

It is our intention to extend our services with our current required external provider, Generation Ready. They have proven to be successful for principal mentorship and sustaining professional learning communities.

Generation Ready school design using the 5 essential practices designed precepts that are in collaboration to be for student success. Each of these practices work together to elements create a learning environment that is differentiated to serve individuals student need and the strategies to meet these needs.

The essential practices initiated by Generation Ready include:

- 1) The school must use a research-based curriculum, aligned with district, state and national standards and taught with fidelity to all students.
- 2) The school environment and culture must be safe, secure and orderly so that learning can happen.
- 3) Both the amount and quality of instructional time must be increased for all students, particularly in reading, math and writing, including substantial time for guided practice of acquired skills.
- 4) Student achievement must be monitored constantly and consistently, using technology to both assess and analyze the data.
- 5) School policies and procedures must support the ongoing implementation of educational best practices - not just on professional development days, but every day of the school year.

Our relationship with Generation Ready supports the above ideas and lends additional support the above ideas and the instructional leadership, building sustainable professional learning communities, and engaging the communities' success.

Performance expectations with quarterly benchmarks will be evaluated and reviewed by the superintendent and ADE Project Manager for effectiveness.

\*See sample contract

## **Sustainability**

Currently the district is paying SubTeach approximately \$115,000.00 per year to supply substitutes. The district anticipates savings realized by this new attendance policy will be used to sustain the incentive program in the future.

NSLA and Title I, budgets will be adjusted to maintain the math interventionist, early start program and MAP testing.

The district will review the effectiveness of the student enrichment incentive and sustain any successful initiatives with Title I and additional grant opportunities. Because student and teacher attendance is a high priority, the success of this program we will ensure this initiative is sustained.

Generation Ready will build capacity within our leaders, teachers, and academic coaches. The savings associated with reducing days from Generation Ready will allow the district to sustain the programs in place.

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.

May	<p>Meet with School Leadership team (including Project Manager if designated at this time)</p> <p>Communicate the award of the SIG with faculty/staff and stakeholders. including utilizing media to share goals of the SIG.</p> <p>Review specific grant requirements with those represented in roles of responsibility.</p> <p>Develop professional development plans to include offerings made possible with SIG, which specifically include creating an 20 day academic plan to include classroom procedures, routines, expectations, and instructional best practices.</p> <p>Begin to purchase technology to administer MAP</p> <p>In collaboration with Generation Ready and Crowleys Ridge Educational Cooperative, Osceola High School and Osceola STEM Academy literacy, social studies and career/technical educators will begin vertical alignment following the LDC model.</p>
June	<p>Initial meeting with Generation Ready to outline goals of the grant and finalize any action plans for meeting goals of this grant.</p> <p>Finalize professional development schedule for 2015-2016 school year.</p> <p>Schedule MAP data analysis training.</p> <p>Continue to purchase needed technology.</p> <p>Outline clear criteria for teacher for teacher attendance incentives and communicate criteria with PPC and faculty and staff.</p> <p>Continue hiring process if needed.</p> <p>Plan for teacher training and professional development.</p> <p>Continuation of vertical alignment and LDC.</p>

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.

<p>July</p>	<p>Community liaison and leadership team will plan a parent meeting to describe the benefits of the SIG. Finalize hiring decisions and purchasing decisions for the first semester. Finalize Teacher Training program in a joint effort between Osceola STEM Academy and Osceola High School. Provide professional development in MAP data analysis Plans for early professional development will be finalized and materials will be purchased as needed.</p>
<p>August</p>	<p>Implement Teacher Training program for early August. Generation Ready will provide professional development on Common Core Literacy in Technical Subjects and Common Core Literacy. In collaboration with leadership team, the Literacy Coach will finalize plan of action for the upcoming year. Skills learned for data analysis professional development will be disseminated to staff through PLCs. Administer MAP assessment. Implement the data analysis process. This data will be immediately utilized to drive instructional practices. The principal and mentoring teachers will share expectations for student attendance, behavior and their personal investment in the learning process. The community liaison will ensure parents and community are aware of the criteria for student enrichment incentives. Implement Early Start literacy enrichment.</p>
<p>September</p>	<p>Continue Early Start literacy enrichment. Review SIG goals in PLC meeting. Meet with ADE Project Manager. Continue Common Core Literacy in Technical Subjects professional development with Generation Ready. Review classroom walkthrough data to ensure SIG goals are being met. Review MAP assessment data. Implement the data analysis process.</p>
<p>October</p>	<p>Continue Early Start literacy enrichment. Review SIG goals in PLC meeting. Continue Common Core Literacy in Technical Subjects professional development with Generation Ready. Review classroom walkthrough data to ensure SIG goals are being met. Administer MAP assessment. Implement the data analysis <u>process</u>.</p>

	<p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives.</p>
November	<p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p>
December	<p>Plan professional development for NWEA data analysis.</p> <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives</p>
January	<p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p>
February	<p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p>
March	<p>Plan professional development for NWEA data analysis.</p> <p>Continue Early Start literacy enrichment.</p>

	<p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance , behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance , behavior and progress incentives</p>
April	<p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p>
May	<p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance , behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance , behavior and progress incentives</p>
June	<p>Follow up meeting with Generation Ready to review goals of the grant and finalize any action plans for meeting goals of this grant.</p> <p>Finalize professional development schedule for 2016-2017 school year.</p> <p>Schedule MAP data analysis training for year 2 and all new teachers .</p> <p>Purchase and update needed technology.</p> <p>Review criteria for teacher for teacher attendance incentives and communicate criteria with PPC and faculty and staff.</p> <p>Continue hiring process if needed.</p> <p>Plan for Teacher Training Program</p>
July	<p>Community liaison and leadership team will _elan a parent meeting to describe the benefits of the SIG.</p>

	<p>Finalize hiring decisions and purchasing decisions for the first semester .</p> <p>Finalize Freshman Transition in a joint effort between Osceola STEM Academy (rising 9<sup>th</sup> Grade students) and Osceola High School.</p> <p>Provide professional development in MAP data analysis</p> <p>Plans for early start will be finalized and materials will be purchased as needed.</p>
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2016-2017 School Year

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

July	Professional Development needs continued
August	<p>Implement a Freshman Transition program in early August.</p> <p>Generation Ready will provide professional development on Common Core Literacy in Technical Subjects and Common Core Literacy or as designated by review of professional development needs. In collaboration with leadership team, the Literacy Coach will finalize plan of action for the upcoming year.</p> <p>Review of data analysis process will be disseminated to staff through PLCs.</p> <p>Administer MAP assessment. Implement the data analysis process. This data will be immediately utilized to drive instructional practices.</p> <p>The principal and mentoring teachers will review expectations for student attendance , behavior and their personal investment in the learning process. The community liaison will ensure parents and community are aware of the criteria for student enrichment incentives.</p> <p>Implement Early Start literacy enrichment.</p>
September	<p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data . Implement the <u>data analysis process</u>.</p>
October	<p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives.</p>

November	<p>Continue Early Start literacy enrichment.  Review SIG goals in PLC meeting. Meet with ADE Project Manager.  Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.  Review classroom walkthrough data to ensure SIG goals are being met.  Review MAP assessment data. Implement the data analysis process.</p>
December	<p>Plan professional development for NWEA data analysis.  Continue Early Start literacy enrichment.  Review SIG goals in PLC meeting.  Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.  Review classroom walkthrough data to ensure SIG goals are being met.  Administer MAP assessment. Implement the data analysis process.  Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.  Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives</p>
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March	<p>Plan professional development for NWEA data analysis.  Continue Early Start literacy enrichment.  Review SIG goals in PLC meeting.  Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.  Review classroom walkthrough data to ensure SIG goals are being met.</p>

	<p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives</p>
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June	<p>Follow up meeting with Generation Ready to review goals of the grant and finalize any action plans for meeting goals of this grant.</p> <p>Finalize professional development schedule for 2016-2017 school year.</p> <p>Schedule MAP data analysis training for year 3 and all new teachers.</p> <p>Purchase and update needed technology.</p> <p>Review criteria for teacher for teacher attendance incentives and communicate criteria with PPC and faculty and staff.</p> <p>Continue hiring process if needed.</p> <p>Plan for freshman transition</p>
July	<p>Community liaison and leadership team will plan a parent meeting to describe the benefits of the SIG.</p> <p>Finalize hiring decisions and purchasing decisions for the first semester.</p> <p>Finalize Freshman Transition in a joint effort between Osceola STEM Academy (rising 9th Grade students) and Osceola High School.</p> <p>Provide professional development in MAP data analysis</p> <p>Plans for early start will be finalized and materials will be 2_ urchased as needed.</p>

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.

July	Professional Development needs continued
August	<p>Implement a Freshman Transition program in early August.</p> <p>Generation Ready will provide professional development on Common Core Literacy in Technical Subjects and Common Core Literacy or as designated by review of professional development needs. In collaboration with leadership team, the Literacy Coach will finalize plan of action for the upcoming year.</p> <p>Review of data analysis process will be disseminated to staff through PLCs.</p> <p>Administer MAP assessment. Implement the data analysis process. This data will be immediately utilized to drive instructional practices.</p> <p>The principal and mentoring teachers will review expectations for student attendance, behavior and their personal investment in the learning process. The community liaison will ensure parents and community are aware of the criteria for student enrichment incentives.</p> <p>Implement Early Start literacy enrichment.</p>
September	<p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting. Meet with ADE Project Manager.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Review MAP assessment data. Implement the data analysis process.</p>
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	<p>incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives.</p>
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March	<p>Plan professional development for NWEA data analysis .</p> <p>Continue Early Start literacy enrichment.</p> <p>Review SIG goals in PLC meeting.</p> <p>Continue Common Core Literacy in Technical Subjects professional development with Generation Ready.</p> <p>Review classroom walkthrough data to ensure SIG goals are being met.</p> <p>Administer MAP assessment. Implement the data analysis process.</p> <p>Review teacher attendance and award incentives. Analyze the impact of this pilot project of attendance incentives.</p> <p>Review student attendance, behavior and progress and award enrichment incentive. Analyze the impact of this pilot project of student attendance, behavior and progress incentives</p>
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June	<p>Follow up meeting with Generation Ready to review goals of the grant and finalize any action plans for meeting goals of this grant.</p> <p>Finalize professional development schedule for 2016-2017 school year.</p> <p>Schedule MAP data analysis training for year 4 and all new teachers.</p> <p>Purchase and update needed technology.</p> <p>Review criteria for teacher for teacher attendance incentives and communicate criteria with PPC and</p>

	faculty and staff. Continue hiring process if needed. Plan for freshman transition. Review plan for sustainability.
July	

SECTION B, PART 6:

**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
8/2018	Administration Mathematics Literacy	Tiffany Morgan	Principal
		TBD	Math
		TBD	Literacy
12/2018	Administration Mathematics Literacy	Tiffany Morgan	Principal
		TBD	Math
		TBD	Literacy
05/2019	Administration Mathematics Literacy	Tiffany Morgan	Principal
		TBD	Math
		TBD	Literacy
8/2019	Administration Mathematics Literacy	Tiffany Morgan	Principal
		TBD	Math
		TBD	Literacy
12/2019	Administration Mathematics Literacy	Tiffany Morgan	Principal
		TBD	Math
		TBD	Literacy
5/2020	Administration Mathematics Literacy	Tiffany Morgan	Principal
		TBD	Math
		TBD	Literacy
8/2020	Administration Mathematics Literacy	Tiffany Morgan	Principal
		TBD	Math
		TBD	Literacy

## SCHOOL IMPROVEMENT GRANT 5-YEAR BUDGET REQUEST

District/School: Osceola School District

Priority School Osceola High School

Total 5-Year Budget \$1,321,102.50

### **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					
LJ>Select a new principal						
<input type="radio"/> Assign effective teachers and leaders to lowest achieving schools						
<input checked="" type="checkbox"/> Recruit, place and retain staff Recruitment Materials & Supplies	\$1,000.00	\$75,000.00 \$1,000.00	\$50,000.00 \$1,000.00	\$50,000.00 \$1,000.00	\$50,000.00 \$1,000.00	\$25,000.00 \$1,000.00
Select new staff- 1.0 FTE Literacy/Math Interventionist .5 FTE Behavior Interventionist		\$43,245.00 \$21,622.50	\$43,745.00 \$21,872.50	\$44,145.00 \$22,072.50	District will sustain positions	District will sustain positions
<input type="radio"/> Replace staff deemed ineffective						

○ Negotiate collective bargaining agreements						
LJ Support for staff being reassigned						
LJ Retaining surplus staff						
LJ Create partnerships to support transformation model						
○ Change decision-making policies and mechanisms around infusion of human capital						
LJ Adopt a new governance structure						
C8.] High-quality, job-embedded professional development	\$40,000.00	\$54,000.00	\$94,000.00	\$94,000.00	District will sustain in regular PD	District will sustain in regular PD
Implementing data collection and analysis structures						
Increase learning team (extended day, week, and/or year) Salary and Benefits		\$23,400.00	\$23,400.00	\$23,400.00		
○ Student supports (emotional, social, and community-based)						
Additional options (specify) Any of the required and permissible activities under the transformational of new school model						
LEA-activities designed to support implementation of the transformation model						
1:8] Material and supplies for Early Start	\$1,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$1,000.00

[8J Less than 15% for Technology to support Literacy and Data Collection		\$61,200.00	\$55,000.00			
LJ Student Enrichment Incentive						
Less than 10% for external provider	\$10,000.00	\$20,000.00	\$30,000.00	\$30,000.00		
ADE Support		\$100,000.00	\$100,000.00	\$100,000.00		
Total	\$1,321,102.50	\$52,000.00	\$401,467.50	\$421,017.50	\$366,617.50	\$53,000.00 \$27,000.00

**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
Teacher Recruitment	District will implement Recruitment Policy	\$60,000 .00

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<b>Total</b>		

## Budget Narrative:

### Requirements

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

**BUDGET SUMMARY:** The three year budget will allow for implementation for teacher retention which will allow the district to provide instructional stability, with literacy/math interventionist to enhance student performance, a behavior interventionist to work along with the deans of students in order to decrease discipline problems, an extended day that will allow for more student learning time to increase achievement, and extended professional development to ensure our teachers are provided with the skill sets needed to provide quality classroom instruction.

1-Hire a 1.0 FTE literacy/math interventionist to serve grades 9-12. Total \$131,135.00

The salary and benefits for the position will be funded under the SIG for three years. Upon completion of School Improvement Grant, the district will utilize NSLA funds to sustain this position.

(SEE LITERACY/MATH INTERVENTIONIST JOB DESCRIPTION-ATTACHMENT 1)

2-Hire a.5 FTE Behavior Interventionist to serve grades 9-12, ALE and ISS. Total \$65,567.50 Upon completion of School Improvement Grant, the district will utilize Title Ifunds to sustain this position.

The salary and benefits for the position will be funded under the SIG for three years.

(SEE BEHAVIOR INTERVENTIONIST JOB DESCRIPTION-ATTACHMENT 2)

3-Add additional days for teacher professional development. Total \$282,000.00 Upon completion of School Improvement Grant, teachers will have received ample professional development days. The PD plan initiatives will be embedded into regularly scheduled professional development in order to provide sustainability.

\*5 additional summer days @ \$200.00 per day= \$1,000 x 30 Teachers = \$30,000.00 per year.

\*2 after school days a month @ \$50.00 an hour= \$100 x 18 days=\$1,800.00 x 30 Teachers=\$54,000.00 per year.

\*Specialized professional development for First Days of School. (SEE PD PLAN ATTACHMENT 3)

\*Trainers- \$5,000.00 per year

\*PD Materials & Supplies-\$5,000.00 per year

4-Recruit, place and retain quality staff. Total \$256,000.00

\*Costs associated with attending career fairs, creating marketing materials and advertisements , \$2,000 per year.

\*Osceola School District will utilize local funds for teacher recruitment and retention incentives.

\$10,000 per teacher 6 teachers= \$60,000.00 total for 3 years.

(SEE DISTRICT RECRUITMENT POLICY ATTACHMENT 4)

\*In addition, the South Mississippi County Chamber of Commerce and City of Osceola are providing teacher incentives in the form of perfect attendance bonus and local chamber dollars.

\*Requesting SIG funds to provide retention incentive for highly qualified teachers who have been with the district for 1 year or more.

25 Teachers x \$10,000.00=\$250,000 .00 total

(SEE SIG RETENTION POLICY PLAN ATTACHMENT 5)

The Osceola School District

5-Extending the school day with early-start tutoring and enrichment starting at 6:45- 7:45 am. Total \$80,200.00

\*3 teachers will be paid \$30 an hour x 5 days=\$150.00 x 3 teachers= \$450 a week x 36 weeks = \$16,200.00 per year.

\*An early start facilitator will be paid \$250 a week to ensure appropriate instruction is taking place.

\$200.00 x 36=\$7,200.00 per year.

\*Materials and supplies fo Early Start = \$10,000.00

6-In addition, 10% of funds will be spent to utilize Generation Ready as an external provider to provide support for the instructional leadership of the Osceola High School . Total \$82,500.00

\*Osceola School District will use local funds for the partnership with Generation Ready to provide professional development. The SIG grant will allow an extension of this partnership and this may include bringing in additional

specialists in the areas of literacy, special education, struggling learners or literacy in technical areas. 60 days x \$1,500.00 per day= \$90,000.00

7-Also included in the budget is 15% of funds for Chromebooks to implement technology engagement in 4 math and 4 literacy classrooms and provide a computer lab for interim testing. Total \$116,200.00

\*2 Interim Testing Lab= 55 computers x \$1,000.00= \$55,000.00

\*240 Chromebooks x \$225 .00 = \$54,000.00

\*8 Chromebook carts x \$900.00 = \$7,200.00

STATEMENT OF ASSURANCES

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

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds;
3. If it implements a restart model in a priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.
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/18), 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 *Michael H. Cox*

Date *5/26/15*

Superintendent's Printed Name *Michael H. Cox*

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

DRural 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:

LEA #:

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

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

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

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

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

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

Principal's Professional Growth Plan

## Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

## Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

[http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end)

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

[http://www.ira.org/resources/issues/focus\\_adolescent.html](http://www.ira.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/Adol%20ResearchBrief.pdf>

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

Council of Chief State School Officers  
Adolescent Literacy toolkit available at  
[http://www.ccsso.org/projects/secondary\\_school\\_redesign/Adolescent\\_Literacy\\_Toolkit](http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit)

Content Area Literacy Guide available at  
[http://www.ccsso.org/contentUploads/FINAL%20CCSS%20CONTENT%20AREA%20LITERACY%20GUIDE\\_FINAL.pdf](http://www.ccsso.org/contentUploads/FINAL%20CCSS%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/adl\\_tpg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adl_tpg_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>