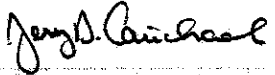
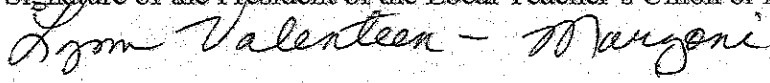


**IV. APPLICATION ASSURANCES
(CFDA No. 84.416)**

Legal Name of Applicant ¹ : Rogers Public School District #30	Applicant's NCES District ID ² : 0511970
Applicant's Mailing Address: 500 West Walnut Street, Rogers, AR 72756	
Employer Identification Number: 71-6021134	Organizational DUNS Number: 03-041-6895
Race to the Top – District Contact Name: (Single point of contact for communication) Janie Darr, EdD	Contact Position and Office: Superintendent of Schools
Contact Telephone: 479-636-3910	Contact E-mail Address: jdarr@rps.k12.ar.us
<p>Required applicant Signatures:</p> <ul style="list-style-type: none"> • To the best of my knowledge and belief, all of the information and data in this application are true and correct. • I further certify that I have read the application, am fully committed to it, and will support its implementation. • I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001) 	
Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Janie Darr, EdD, District Superintendent	Telephone: 479-636-3910
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: <i>Janie Darr</i>	Date: 10-24-12

¹ Individual LEA, Lead LEA for the consortium, or eligible legal entity

² Consortium applicants must provide the NCES District ID for each LEA in the consortium, on a separate page and include in the Appendix. Applicants may obtain their NCES District ID at <http://nces.ed.gov/ccd/districtsearch>.

Local School Board President (Printed Name):	Telephone:
Jerry Carmichael	479-640-3269
Signature of Local School Board President:	Date:
	10/24/12
President of the Local Teacher's Union or Association, if applicable (Printed Name):	Telephone:
Lynn Valenteen-Marzoni	479-631-3610
Signature of the President of the Local Teacher's Union or Association:	Date:
	10/24/2012

V. PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

Individual LEA applicants must complete the forms in this part. For consortia applicants, the Lead LEA or representative of the eligible legal entity must complete the forms in Part VI.

ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT
<p>Absolute Priority 1</p> <p>An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.</p>
<p>Absolute Priorities 2 through 5</p> <p>Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.</p> <p>Absolute Priority 2: Non-Rural LEAs in Race to the Top States. To meet this</p>

priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition

Absolute Priority 3: Rural LEAs in Race to the Top States. To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 5: Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

NOTE: Race to the Top Phase 1, 2, and 3 States are: Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is 14,500. The total Race to the Top – District grant funds requested is \$28,321,500.00, which is within the following range: (Check the **one** range of participating students (all as defined in this notice) that applies)

\$5-10 million - 2,000-5,000 participating students

\$10-20 million - 5,001-10,000 participating students

\$20-30 million - 10,001-25,000 participating students

\$30-40 million - 25,001+ participating students

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

The applicant meets the definition of local educational agency (as defined in this notice).

The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.

This application is the only Race to the Top – District application to which the applicant has signed on.

This application serves a minimum of 2,000 participating students (as defined in this notice).

At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA **OR** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that within 100 days of the grant award it will meet this standard.

The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that --

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

- (A) A teacher evaluation system (as defined in this notice);
- (B) A principal evaluation system (as defined in this notice); and
- (C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

X (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

X (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

X The application is signed by the superintendent or CEO, local school board president, and local teacher union or association president (where applicable).

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

X State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments OR evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part XXII, from pages 318 to 319 of the proposal.)

X Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments OR, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part XXII, from pages 316 to 317 of the proposal.)

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name):	
Janie Darr, EdD, Superintendent of Schools	
Signature of Superintendent or CEO of the LEA:	Date:
<i>Janie Darr</i>	10-24-12

VII. OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
 - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub-awards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the

requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77— Definitions that Apply to Department Regulations; 34 CFR Part 80— Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81— General Education Provisions Act—Enforcement; 34 CFR Part 82— New Restrictions on Lobbying; 34 CFR Part 84—Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85—Governmentwide Debarment and Suspension (Non-procurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): Janie Darr, EdD, Superintendent of Schools	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: <i>Janie Darr</i>	Date: <i>10-24-12</i>

SELECTION CRITERIA – A. VISION

(A)(1) **Articulating a comprehensive and coherent reform vision:** For many years, Rogers School District’s vision was to *Unite to Invite Learning*. As the school district entered the 21st Century, changing economic conditions and student demographics prompted considerable discussion concerning our aspirations for students that included the Rogers-Lowell Chamber of Commerce, parent-teacher groups, school board members, teachers, and administrators. What emerged was a vision which emphatically commits the district to personalize education for each student. This mission statement is as follows: *Our mission is to provide an environment of educational excellence where all belong, all learn, and all succeed*. This inclusive mission statement is the cornerstone of a comprehensive plan to address the socio emotional and academic needs to improve individual student achievement. (*Appendix pg 145*)

From this school-community commitment, a strategic plan emerged for the District that was created with significant input from both the business and school communities. The Rogers Public School District Strategic Plan is a living document. Each school improvement objective is followed with action statements, assigned responsibilities, measurement indicators, and timelines. This strategic plan includes multiple objectives in the key areas of leadership, data, curriculum and instruction, professional development, and communication. The plan is reviewed, evaluated, and revised annually by the Rogers-Lowell Chamber, by school leadership teams, and by the school board. (*Appendix pg 146-166*) This review is based on progress made and corrections needed to create environments that advance student learning.

Key components of the strategic plan include the following: Use of results from State summative assessments to improve student achievement; use of State summative and local formative data to make instructional decisions; recruiting minority teachers and staff, monitoring special education and ESOL department procedures and responsibilities to improve student achievement for students with disabilities and limited English proficiency; increasing the percentage of students taking and excelling in Advanced Placement, Pre-Advanced Placement, and Honors courses; improving graduation rates; improving Rogers Public Schools’ ability to prepare students for college and career readiness; and utilization of advanced technology to enhance data driven decisions, monitor student progress, as

well as intervene and enrich instruction as necessary.

This strategic plan also includes a series of objectives related to alignment of K-12 instruction and assessment models that equip students with the skills necessary for college and career readiness; programs that increase the use of effective instructional practices; and creation and implementation of effective research-based, long range professional development plans. One objective from that professional development section is to “build capacity to use data to improve student achievement.”

The centerpiece of the Rogers Public School District’s vision is personalized learning that enables students to thrive in an environment where mutual respect is the norm, where they can build on their unique strengths, where they are challenged, and where they can have an adequate knowledge base to pursue college and career aspirations.

This knowledge base includes both unique enrichment and remedial opportunities and the Common Core Standards for Arkansas Public Schools that were adopted in July 2010. These standards have been aligned with college and career expectations. They include rigorous expectations and application of knowledge through high-order thinking and problem solving skills. From the Common Core Standards, teachers and administrators in the Rogers Public Schools have developed curriculum guides for K-8 grades. K-2 grades implemented these standards in 2011-2012. Grades 3-8 are being implemented this 2012-2013. Implementation for grades 9-12 will take place during 2013-2014.

The complete Common Core Curriculum modules contain: (1) Year-long scope and sequence documents; (2) Module framing/overview documents; (3) Pacing guides; (4) Performance tasks - in the middle and end of each module; (5) Lesson plans; and (6) Supporting materials and resources. These modules will have periodic reviews and modifications by teams of curriculum specialists that include teachers, curriculum coordinators, and administrators with input from stakeholders.

While strides have been made to personalize educational experiences with a corresponding increase in student achievements as reflected in data discussed in this proposal, much more needs to be done. That is the reason for this application! The intent of the

Rogers School District is to have high academic standards; data systems that inform students and teachers leading to effective instruction; highly effective teachers and principals; high performing schools for all segments of our student population; and an environment that capitalizes on community assistance, support from agencies and post-secondary institutions, and parent participation.

We agree with Hugh B. Price, former President and CEO of the National Urban league who has written in *Mobilizing the Community to Help Students Succeed*: “If these academic chasms are to be closed and, more important, if the United States is to be a civil, prosperous, and globally competitive society in the 21st century, then we urgently need all hands on deck. This means educators and policymakers rising for real to the challenge of leaving no child behind. It means parents, as their children’s first teachers, shouldering their fair share of responsibility ...And it means communities relentlessly setting the value that achievement matters so that children embrace the message in earnest” (Price, 2008).

The passion of the school board, teaching staff, and administration is to increase the knowledge and comprehension of all students. To do that, we recognize the need to increase our partnerships with outside agencies and with parents who have traditionally not had a close association with our schools. The proximity of international corporations such as Wal-Mart and Tyson Foods, creates a unique small urban community with a global footprint. We intend to increase program options for students, add additional schedule flexibility, take advantage of additional technologies, enhance corporate partnerships through relevant internships and expanded programs that allow students to enrich and/or remediate areas in their individualized educational plan, provide guidance that results in more responsibility for students to structure their own learning, and expand our utilization of other agencies that serve children. *Our mission is to provide an environment of educational excellence where all belong, all learn, and all succeed.*

(A)(2) Applicant’s approach to implementation

With the exception of one elementary school, all district schools have students from low-income families above the 40% rate listed in the application. The combined district rate of students from low-income families is approximately 60%. Therefore, all schools will

participate in the grant activities. In this growing school district, school boundaries are not constant and we want all students involved in meaningful change.

(a) A list of the schools that will participate in grant activities. All district schools will participate. Elementary schools are: Eastside, Garfield, Lowell, Northside, Westside, Grace Hill, Bonnie Grimes, Reagan, Frank Tillery, Joe Mathias, Bellview, Russell Jones, Elza Tucker, Old Wire Road, and Janie Darr (opening in 2013-2014). Middle schools are: Elmwood, Oakdale, Birch Kirskey, and Greer Lingle. High schools are: Rogers, Rogers Heritage, The Annex, and Rogers New Tech High (opening in 2013-2014).

(b) The total number of participating students, and participating students from low-income families, participating students who are high-need students (as defined by this notice). As indicated in chart A2, the participation rate will be 100%. There are approximately 8,229 students from low-income families. Please note that the school district intends to include those students enrolled in a New Tech High School to open in the fall of 2013. That school will emphasize project-based learning.

(A)(3) LEA-wide reform & change. This Race to the Top proposal will accelerate and allow the district to scale up improvement measures currently underway in the areas of student achievement, teacher and administrator proficiency, community resource assistance, and school-family partnerships. It will encourage both innovative and reflective thinking on the part of students, their parents or guardians, and school personnel. It will lead to an expanded utilization of technology by students and teachers pointed to increased student comprehension. It will be goal oriented; it will enable increased proficiency in communication skills; and it will result in increased accountability for students, teachers, and principals.

The logic of this proposal is to accelerate student excellence and expand educational opportunities and partnerships. This will be accomplished by building upon our successes and expanding beyond the schoolhouse walls. The district initiative to improve the proficiency of teachers, building team leaders, and district administrators was begun in 2010 with an investment in professional

development to accomplish this initiative. Presently 300 teachers have been trained by author and nationally recognized educator Dr. Jane Pollock. There is need to train another 800 certified staff in the next four years. This initiative can only be sustained with resources to completely train our staff in research-based instructional techniques that have a proven record of increased student achievement. (*Appendix pg 167*)

Recognizing the importance of 21st century learners needs, the district has embarked on a journey to embrace the learning needs of today's students by increasing customized educational experiences for students as they learn common core skills, extend learning experiences in areas of interest, and become aware of new educational possibilities outside their current knowledge base. This is evidenced through the commitment to open a New Tech High school in the fall of 2013. (*Appendix pg 168*) This unique learning environment open to all students in the district will embrace project-based learning, build readiness for college through concurrent credit experiences, and provide educational relevance through internships with community businesses that will all be supported in a technology-rich building with one-on-one computing and ubiquitous access to the worldwide web. The district has invested in this new approach to education, but in order to move forward will need additional resources and technology infrastructure through state grants and district funds for a facility remodel. This new approach will become a reality in the fall of 2013. The desire is to migrate toward ubiquitous access to the worldwide web for all students by placing technology in the hands of all students in grades 3-12.

Increased understanding and utilization of district and community resources is another theme of Rogers Public School's efforts to improve. Presently the district enjoys partnerships with non-profit and for-profit agencies. Presently the district supports many programs with grants. Pre-Kindergarten classrooms are funded with Arkansas Better Chance and 21st Century Community Learning Center grants, schools receive bilingual support at each building through AmeriCorps grants, and an afterschool program at one middle school is funded by a 21st Century Learning Center grant. Unfortunately, with the help of these grants, Rogers can only fund 17 Pre-K classrooms, but the need to expand this opportunity is evidenced by the annual "waiting list", even though the income criteria are set at 200% below the federal poverty level. AmeriCorps grants are supplemented with local business grants and district

in-kind support, and the 21CCLC programs enjoy good participation rates but limited opportunities for students. All of these resources are being sustained through private, governmental and district efforts; however, the district will need additional resources to keep up with the community demands.

The district has several partnerships and charitable relationships with community agencies and service providers. Presently, the district has agreements to allow mental health service providers to conduct sessions inside the school day to insure those students in need can receive services independent of parental transportation and economic resources. The severity and range of social-emotional disorders continue to increase; therefore, some students remain underserved. Dental care for children is supported by the Ronald McDonald mobile dental lab and through the charitable efforts of the local Altrusa organization.

With a 60% poverty rate, Rogers Public Schools has made strides in meeting the social, cultural and physical needs of our students. The district offers a free summer lunch program that served over 450 lunches to students each day in the summer of 2012. Educational experiences include Camp Invention, a week long summer program designed to increase interest in science for elementary students, a fifth grade over-night trip to Ozark Natural Science Center partially funded through private donations, and field trips to nearby Hobbs State Park and nationally recognized Crystal Bridges Museum of Modern Art. Thirteen schools had summer book programs that shared 19,500 books and allowed many elementary students to continue their reading while training parents how to support their student at home. The district supports the Boys and Girls Club of Rogers that provides services after school to students from three of our 24 schools and by providing breakfast and lunch during the summer months.

While the district has a track record of providing a variety of learning experiences, the impact is limited. The district desires to expand summer learning opportunities and include the cultural resources, such as the Walton Arts Center, Crystal Bridges summer programs, an Art Camp, and extend the Camp Invention summer program. All of these programs could be staffed by temporary staff such as local college and high school students. The district could provide in-kind support through facilities and seek local grants to

sustain transportation and other support services.

Finally, the district enjoys proximity to many post secondary educational institutions including the University of Arkansas, John Brown University, and Northwest Arkansas Community College. Unfortunately, as recently as 2008, only 29% of Rogers Public Schools' graduates enrolled in post secondary institutions. Again, through district initiatives and partnerships with these institutions, that enrollment rate has increased to 49% in 2011. (*Appendix pg 169*) This was done through annual night meetings for first generation potential college students to remove myths about American college opportunities, increased recruitment efforts from these post secondary institutions and district supported scholarship coordinators and community volunteer efforts to help families navigate the application and financial aid process. These efforts have certainly helped, but much work is still needed. The American educational system remains a mystery to many of the district's parents and guardians. The PADRES parent education program and district publications have helped, but there are still too many promising students not accessing a post secondary education.

The following is a list of major recognitions received in recent years by the Rogers School District and its employees from educational organizations and national media publications. The purpose is not to boast, as later in this application we list needs and gaps we must address in order to meet all students' needs. Instead, the purpose is four-fold. First, we want to affirm we are moving in the right direction. Second, we want to document that we are serious about improved student performance. Third, with the stimulus provided by this grant we are confident we are in a position to do much better. Fourth, we affirm that we will utilize what we learn to influence student success in other school districts as well.

At all levels, schools, teachers, and administrators in Rogers have received recognition for achievements and accomplishments. This September 2012, the National Center for Educational Achievement (a department of ACT Inc.) identified fourteen schools in Northwest Arkansas as higher achieving schools for 2012. The Rogers Public School District had five elementary schools named to this list. No other school district in Northwest Arkansas had more than three schools

Also in 2012, *U.S. News and World* magazine ranked Rogers High School and Rogers Heritage High School, each with over 2000 students, as the 4th and 5th best high schools in Arkansas. The only high schools ranked higher was one large, neighboring high school with low student diversity and two very small charter schools with a combined student population of approximately 350 students.

Again in 2012, *Money* magazine recently ranked the City of Rogers as one of the top 100 places in America to live. In their ranking the previous year, this magazine indicated that new residents are "...drawn by top-notch schools and outdoor activities..."

District personnel and school awards since 2010 include the Council on Economics Education Middle Level Teacher of the Year, the Arkansas High School Assistant Principal of the Year, the Outstanding Environmental Educator of the Year, the National P.E. Teacher of the Year, the Arkansas Economic Educator of the Year, and the University of Arkansas's Office of Education Policy "Outstanding Performance Awards" with four schools honored as being among the top 20 "beating the odds" schools, the Arkansas Association of Curriculum and Supervision Administrator of the Year, a National Math & Science Institute All-American Teacher of the Year, the Arkansas High School Principal of the Year, the Arkansas Middle School Assistant Principal of the Year, the Arkansas State Counselor of the Year, and a National Distinguished Title I School.

Again in 2012, Rogers School District has seen one of its schools with a high number of students from low income families designated as a National Blue Ribbon School. This school joins other schools previously honored. Currently, 93 teachers in the Rogers School District hold the highest teaching credential from the National Board for Professional Teaching Standards. That number increases each year.

While students, schools, and teachers have earned a series of recognitions for excellence, we can and must do much more. It is the intent of the Rogers School District, and the passion of its teachers and administrators to advance learning for all students and our commitment to continuous improvement. The district's intent will be to share future student successes resulting in the stimulus provided by this Race to the Top grant with other school districts while also learning best practices from other school districts as our

mission is continuous improvement.

(A)(4) LEA-wide goals for improved student outcomes

Rogers School District goals and objectives for educational improvement are detailed in Rogers Arkansas Comprehensive School Improvement Plan (ACSIP). (*Appendix pg 170-239*) This plan focuses on both individual schools and district improvement. It is revised annually based on accomplishments. The ACSIP plan is in accordance with the state curricular framework. It is also based on internal analysis of student progress in each building and at the district level.

The objective of this grant application is to creatively utilize resources, increase meaningful parent involvement, and expand partnerships with public and private agencies. The district embraces the concept that *what gets measured, gets done*. The district committed to data driven decision making many years ago and in 2005 invested in a new position, a Director of Accountability, to help properly measure progress, interpret data and build the “data” capacity in certified staff. At that point, annual goals articulated in the strategic plan were tied to at least one measurement and regular reports to senior leadership were scheduled. Review of summative progress became an annual event, but formative assessments were also reviewed multiple times throughout the school year as principals presented data to their respective assistant superintendent. Those meetings resulted in student by student discussions and program analysis that identified at risk students and matched them with appropriate interventions. This process will allow for increased personalization of learning sought in the grant. It was through such systemic changes that the district was able to meet the challenges of No Child Left Behind, an ever escalating level of accountability and academic achievement and an ever larger population of students belonging to the subgroups identified in the Elementary and Secondary Education Act. What could have been a convergence of circumstances with negative consequences became an opportunity and produced one of Arkansas’ best districts. The district has a proven record of setting ambitious yet achievable goals and meeting those targets.

From 2003 until 2011, Rogers School District never failed to meet the Arkansas Accountability standards under NCLB. During that

time, the demographics of the school aged populations continued to challenge the district and the percent of students qualifying for free and/or reduced lunch changed from 41% in 2003 to 60% in 2012. The number of K-12 English language learners went from 2503 in 2003 to 4902 in 2012.

For the past seven years, the district’s strategic plan has included goals for closing the achievement gap, improving graduation rates, preparing students for college, and improving performance on state summative tests. Race to the Top funding would revitalize and double the district’s efforts to move forward.

(A)(2) Applicant’s Approach to Implementation

			School Demographics								
			Raw Data Actual numbers or estimates (*equals estimates)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	(B/E)*100 % of Participating Students in the School	(D/B)*100 % of Participating students from low-income families	(D/E)*100 % of Total LEA or consortium low-income population
Rogers School District	Eastside Elementary	K-5 Literacy/Math/Science	32	594	470*	429	8229	594	100	72	5.21
Rogers School District	Garfield Elementary	K-5 Literacy/Math/Science	6	128	75*	83	8229	128	100	65	1.01

			School Demographics								
			Raw Data Actual numbers or estimates (*equals estimates)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (D/B)*100	% of Participating students from low-income families (D/R)*100	% of Total LEA or consortium low-income population (D/E)*100
Rogers School District	Lowell Elementary	K-5 Literacy/Math/Science	26	471	320*	238	8229	471	100	51	2.89
Rogers School District	Northside Elementary	K-5 Literacy/Math/Science	26	502	316*	297	8229	502	100	59	3.61
Rogers School District	Westside Elementary	K-5 Literacy/Math/Science	27	467	340*	261	8229	467	100	56	3.17
Rogers School District	Grace Hill Elementary	K-5 Literacy/Math/Science	28	510	443*	414	8229	510	100	81	5.03
Rogers School District	Bonnie Grimes Elementary	K-5 Literacy/Math/Science	31	607	534*	432	8229	607	100	71	5.25
Rogers School District	Reagan Elementary	K-5 Literacy/Math/Science	26	503	271*	246	8229	503	100	49	2.99
Rogers School	Frank Tillery Elementary	K-5 Literacy/Math/Science	32	618	407*	441	8229	618	100	67	5.36

			School Demographics								
			Raw Data Actual numbers or estimates (*equals estimates)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/E)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
District											
Rogers School District	Joe Mathias Elementary	K-5 Literacy/Math/Science	28	554	506*	420	8229	554	100	76	5.10
Rogers School District	Bellview Elementary	K-5 Literacy/Math/Science	29	598	138*	41	8229	598	100	7	.50
Rogers School District	Russell Jones Elementary	K-5 Literacy/Math/Science	28	511	474*	363	8229	511	100	71	4.41
Rogers School District	Elza Tucker Elementary	K-5 Literacy/Math/Science	41	579	309*	317	8229	579	100	55	3.85
Rogers School District	Old Wire Elementary	K-5 Literacy/Math/Science	30	579	528*	435	8229	579	100	75	5.29
Rogers School District	Elmwood Middle School	6-8 Literacy/Math/Science	75	874	443	488	8229	874	100	56	5.93

			School Demographics								
			Raw Data Actual numbers or estimates (*equals estimates)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (D/B)*100	% of Participating students from low-income families (D/R)*100	% of Total LEA or consortium low-income population (D/E)*100
Rogers School District	Oakdale Middle School	6-8 Literacy/Math/Science	49	691	500	442	8229	691	100	64	5.37
Rogers School District	Birch Kirskey Middle School	6-8 Literacy/Math/Science	57	861	512	442	8229	861	100	52	5.37
Rogers School District	Greer Lingle Middle School	6-8 Literacy/Math/Science	49	795	484	412	8229	795	100	48	5.01
Rogers School District	Rogers High School	9-12 Literacy/Math/Science	108	2112	1184*	909	8229	2112	100	43	11.05
Rogers School District	Rogers Heritage High School	9-12 Literacy/Math/Science	98	2009	1213*	1032	8229	2009	100	51	12.54
Rogers School District	Annex	7-12 Literacy/Math/Science	7	138	138	87	8229	138	100	63	1.06
Rogers School	Rogers New Tech High (Opening Fall of	9-12 Literacy/Math/Science	15*	300*	180*	180*	8229	300	100	60*	60*

			School Demographics								
			Raw Data Actual numbers or estimates (*equals estimates)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
District	2013)										
TOTAL											100

(A)(4) LEA-wide goals for improved student outcomes

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

*Tests within the Arkansas Comprehensive Testing, Assessment and Accountability Program are math and literacy exams in grades 3-8 and end-of-course exams in algebra, geometry and 11th grade literacy.

Students are considered proficient or advanced if they meet or exceed cut scores defined in ACTAAP.

Each student in grades 4-8 is considered to have made growth if their annual performance will reach or exceed proficiency in their eighth grade.

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
LITERACY								
3 rd Grade Literacy	All Students	84.4%	85.7%	87.0%	88.3%	89.6%	90.9%	92.2%
	Hispanic	80.5%	82.1%	83.8%	85.4%	87.0%	88.6%	90.3%

Proficiency Level	White	88.0%	89.0%	90.0%	91.0%	92.0%	93.0%	94.0%
	Economically Disadvantaged	80.6%	82.2%	83.8%	85.4%	87.0%	88.7%	90.3%
	English Learners	77.5%	79.3%	81.2%	83.1%	85.0%	86.9%	88.7%
	Students with Disabilities	47.5%	51.9%	56.3%	60.6%	65.0%	69.4%	73.8%
4th Grade Literacy Proficiency Level	All Students	90.9%	91.6%	92.4%	93.2%	93.9%	94.7%	95.4%
	Hispanic	90.4%	91.2%	92.0%	92.8%	93.6%	94.4%	95.2%
	White	92.1%	92.8%	93.4%	94.1%	94.7%	95.4%	96.1%
	Economically Disadvantaged	88.6%	89.6%	90.5%	91.5%	92.4%	93.4%	94.3%
	English Learners	89.4%	90.3%	91.2%	92.1%	92.9%	93.8%	94.7%
	Students with Disabilities	60.4%	63.7%	67.0%	70.3%	73.6%	76.9%	80.2%
4th Grade Literacy Growth	All Students	89.0%	89.9%	90.9%	91.8%	92.7%	93.6%	94.5%
	Hispanic	89.6%	90.5%	91.4%	92.2%	93.1%	94.0%	94.8%
	White	88.1%	89.1%	90.1%	91.1%	92.1%	93.1%	94.1%
	Economically Disadvantaged	88.5%	89.4%	90.4%	91.4%	92.3%	93.3%	94.2%
	English Learners	89.4%	90.3%	91.2%	92.0%	92.9%	93.8%	94.7%
	Students with Disabilities	78.9%	80.7%	82.4%	84.2%	85.9%	87.7%	89.4%
5th Grade Literacy Proficiency Level	All Students	84.5%	85.8%	87.1%	88.4%	89.7%	91.0%	92.3%
	Hispanic	79.8%	81.5%	83.2%	84.8%	86.5%	88.2%	89.9%
	White	88.3%	89.3%	90.2%	91.2%	92.2%	93.2%	94.1%
	Economically Disadvantaged	78.2%	80.0%	81.8%	83.6%	85.4%	87.3%	89.1%
	English	76.2%	78.2%	80.2%	82.2%	84.1%	86.1%	88.1%

	Learners							
	Students with Disabilities	44.3%	49.0%	53.6%	58.3%	62.9%	67.5%	72.2%
5 th Grade Literacy Growth	All Students	87.2%	88.3%	89.3%	90.4%	91.5%	92.5%	93.6%
	Hispanic	83.8%	85.1%	86.5%	87.8%	89.2%	90.5%	91.9%
	White	89.6%	90.5%	91.4%	92.2%	93.1%	93.9%	94.8%
	Economically Disadvantaged	82.4%	83.9%	85.3%	86.8%	88.3%	89.7%	91.2%
	English Learners	81.2%	82.8%	84.3%	85.9%	87.5%	89.0%	90.6%
	Students with Disabilities	56.4%	60.0%	63.7%	67.3%	70.9%	74.6%	78.2%
6 th Grade Literacy Proficiency Level	All Students	79.8%	81.5%	83.2%	84.9%	86.6%	88.2%	89.9%
	Hispanic	74.2%	76.3%	78.5%	80.6%	82.8%	84.9%	87.1%
	White	84.4%	85.7%	87.0%	88.3%	89.6%	90.9%	92.2%
	Economically Disadvantaged	73.9%	76.1%	78.3%	80.4%	82.6%	84.8%	87.0%
	English Learners	69.2%	71.8%	74.3%	76.9%	79.5%	82.0%	84.6%
	Students with Disabilities	37.4%	42.6%	47.8%	53.1%	58.3%	63.5%	68.7%
6 th Grade Literacy Growth	All Students	83.9%	85.2%	86.6%	87.9%	89.3%	90.6%	91.9%
	Hispanic	81.9%	83.4%	84.9%	86.4%	87.9%	89.4%	91.0%
	White	85.6%	86.8%	88.0%	89.2%	90.4%	91.6%	92.8%
	Economically Disadvantaged	80.6%	82.2%	83.8%	85.4%	87.1%	88.7%	90.3%
	English Learners	79.7%	81.4%	83.1%	84.8%	86.5%	88.2%	89.8%
	Students with Disabilities	45.5%	50.0%	54.5%	59.1%	63.6%	68.2%	72.7%
7 th Grade	All Students	82.3%	83.8%	85.3%	86.8%	88.2%	89.7%	91.2%

Literacy Proficiency Level	Hispanic	78.7%	80.5%	82.3%	84.0%	85.8%	87.6%	89.4%
	White	84.7%	86.0%	87.2%	88.5%	89.8%	91.1%	92.3%
	Economically Disadvantaged	76.9%	78.8%	80.8%	82.7%	84.6%	86.5%	88.8%
	English Learners	70.7%	73.1%	75.6%	78.0%	80.5%	82.9%	85.3%
	Students with Disabilities	38.3%	43.5%	48.6%	53.8%	58.9%	64.0%	69.2%
7th Grade Literacy Growth	All Students	83.4%	84.8%	86.2%	87.6%	89.0%	90.3%	91.7%
	Hispanic	81.0%	82.6%	84.2%	85.7%	87.3%	88.9%	90.5%
	White	85.1%	86.4%	87.6%	88.9%	90.1%	91.3%	92.6%
	Economically Disadvantaged	79.0%	80.7%	82.5%	84.2%	86.0%	87.7%	89.5%
	English Learners	74.6%	76.7%	78.8%	80.9%	83.1%	85.2%	87.3%
	Students with Disabilities	39.2%	44.3%	49.3%	54.4%	59.5%	64.5%	69.6%
8th Grade Literacy Proficiency Level	All Students	87.5%	88.5%	89.6%	90.6%	91.6%	92.7%	93.7%
	Hispanic	80.7%	82.3%	83.9%	85.5%	87.1%	88.7%	90.3%
	White	91.5%	92.2%	92.9%	93.6%	94.3%	95.0%	95.7%
	Economically Disadvantaged	80.9%	82.5%	84.1%	85.7%	87.3%	88.9%	90.5%
	English Learners	72.8%	75.1%	77.4%	79.6%	81.9%	84.2%	86.4%
	Students with Disabilities	45.3%	49.8%	54.4%	59.0%	63.5%	68.1%	72.6%
11th Literacy Proficiency Level	All Students	69.8%	72.3%	74.8%	77.3%	79.8%	82.4%	84.9%
	Hispanic	49.5%	53.7%	57.9%	62.1%	66.3%	70.6%	74.8%
	White	81.2%	82.7%	84.3%	85.9%	87.4%	89.0%	90.6%
	Economically Disadvantaged	53.4%	57.3%	61.2%	65.1%	68.9%	72.8%	76.7%

	English Learners	27.4%	33.4%	39.5%	45.5%	51.6%	57.6%	63.7%
	Students with Disabilities	20.9%	27.5%	34.1%	40.7%	47.3%	53.9%	60.5%

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
MATH								
3 rd Grade Math Proficiency Level	All Students	91.4%	92.1%	92.8%	93.5%	94.3%	95.0%	95.7%
	Hispanic	90.3%	91.1%	91.9%	92.7%	93.5%	94.3%	95.1%
	White	92.4%	93.1%	93.7%	94.3%	95.0%	95.6%	96.2%
	Economically Disadvantaged	89.4%	90.3%	91.1%	92.0%	92.9%	93.8%	94.7%
	English Learners	88.7%	89.7%	90.6%	91.5%	92.5%	93.4%	94.4%
	Students with Disabilities	66.0%	68.8%	71.6%	74.5%	77.3%	80.1%	83.0%
4 th Grade Math Proficiency Level	All Students	87.7%	88.7%	89.8%	90.8%	91.8%	92.8%	93.9%
	Hispanic	85.1%	86.3%	87.6%	88.8%	90.1%	91.3%	92.5%
	White	90.1%	90.9%	91.7%	92.6%	93.4%	94.2%	95.0%
	Economically Disadvantaged	84.8%	86.0%	87.3%	88.6%	89.8%	91.1%	92.4%
	English Learners	83.6%	85.0%	86.3%	87.7%	89.1%	90.4%	91.8%
	Students with Disabilities	67.2%	69.9%	72.6%	75.4%	78.1%	80.8%	83.6%
4 th Grade Math Growth	All Students	60.3%	63.6%	66.9%	70.2%	73.6%	76.9%	80.2%
	Hispanic	51.2%	55.3%	59.3%	63.4%	67.5%	71.5%	75.6%
	White	66.8%	69.6%	72.3%	75.1%	77.9%	80.6%	83.4%

	Economically Disadvantaged	54.1%	57.9%	61.7%	65.6%	69.4%	73.2%	77.0%
	English Learners	52.6%	56.6%	60.5%	64.5%	68.4%	72.4%	76.3%
	Students with Disabilities	45.9%	50.4%	54.9%	59.4%	63.9%	68.4%	72.9%
5 th Grade Math Proficiency Level	All Students	87.8%	88.9%	89.9%	90.9%	91.9%	92.9%	93.9%
	Hispanic	84.2%	85.5%	86.8%	88.1%	89.4%	90.8%	92.1%
	White	90.8%	91.6%	92.3%	93.1%	93.9%	94.6%	95.4%
	Economically Disadvantaged	83.1%	84.5%	85.9%	87.3%	88.7%	90.1%	91.5%
	English Learners	82.1%	83.6%	85.1%	86.6%	88.1%	89.5%	91.0%
	Students with Disabilities	60.9%	64.1%	67.4%	70.7%	73.9%	77.2%	80.4%
5 th Grade Math Growth	All Students	79.3%	81.0%	82.7%	84.5%	86.2%	87.9%	89.6%
	Hispanic	73.1%	75.3%	77.6%	79.8%	82.0%	84.3%	86.5%
	White	83.8%	85.2%	86.5%	87.9%	89.2%	90.6%	91.9%
	Economically Disadvantaged	72.7%	75.0%	77.2%	79.5%	81.8%	84.1%	86.3%
	English Learners	69.1%	71.6%	74.2%	76.8%	79.4%	82.0%	84.5%
	Students with Disabilities	55.3%	59.0%	62.8%	66.5%	70.2%	73.9%	77.7%
6 th Grade Math Proficiency Level	All Students	83.1%	84.5%	85.9%	87.3%	88.7%	90.1%	91.6%
	Hispanic	77.7%	79.5%	81.4%	83.3%	85.1%	87.0%	88.8%
	White	87.4%	88.5%	89.5%	90.6%	91.6%	92.7%	93.7%
	Economically Disadvantaged	77.9%	79.7%	81.6%	83.4%	85.3%	87.1%	88.9%
	English Learners	71.5%	73.9%	76.3%	78.6%	81.0%	83.4%	85.8%
	Students with Disabilities	51.9%	55.9%	59.9%	63.9%	67.9%	71.9%	76.0%
6 th Grade	All Students	81.1%	82.7%	84.2%	85.8%	87.4%	89.0%	90.5%

Math Growth	Hispanic	75.3%	77.3%	79.4%	81.5%	83.5%	85.9%	87.6%
	White	86.0%	87.2%	88.3%	89.5%	90.7%	91.8%	93.0%
	Economically Disadvantaged	75.8%	77.8%	79.8%	81.8%	83.8%	85.9%	87.9%
	English Learners	69.3%	71.8%	74.4%	76.9%	79.5%	82.1%	84.6%
	Students with Disabilities	50.9%	55.0%	59.1%	63.2%	67.3%	71.4%	75.5%
7th Grade Math Proficiency Level	All Students	83.8%	85.2%	86.5%	87.9%	89.2%	90.6%	91.9%
	Hispanic	79.4%	81.1%	82.9%	84.6%	86.3%	88.0%	89.7%
	White	87.0%	88.1%	89.2%	90.2%	91.3%	92.4%	93.5%
	Economically Disadvantaged	78.6%	80.4%	82.2%	84.0%	85.8%	87.5%	89.3%
	English Learners	73.3%	75.5%	77.7%	80.0%	82.2%	84.4%	86.6%
	Students with Disabilities	52.5%	56.5%	60.4%	64.4%	68.3%	72.3%	76.3%
7th Grade Math Growth	All Students	82.2%	83.7%	85.1%	86.6%	88.1%	89.6%	91.1%
	Hispanic	78.3%	80.1%	81.9%	83.7%	85.5%	87.3%	89.1%
	White	85.1%	86.4%	87.6%	88.9%	90.1%	91.3%	92.3%
	Economically Disadvantaged	77.6%	79.5%	81.3%	83.2%	85.1%	86.9%	88.8%
	English Learners	71.9%	74.2%	76.6%	78.9%	81.2%	83.6%	85.9%
	Students with Disabilities	46.1%	50.6%	55.1%	59.6%	64.1%	68.5%	73.0%
8th Grade Math Proficiency Level	All Students	82.0%	83.5%	85.0%	86.5%	88.0%	89.5%	91.0%
	Hispanic	71.9%	74.2%	76.6%	78.9%	81.3%	83.6%	85.9%
	White	88.0%	89.0%	90.0%	91.0%	92.0%	93.0%	94.0%
	Economically Disadvantaged	71.6%	74.0%	76.3%	78.7%	81.1%	83.4%	85.8%
	English Learners	58.7%	62.1%	65.5%	69.0%	72.4%	75.9%	79.3%
	Students with	26.2%	32.3%	38.5%	44.6%	50.8%	56.9%	63.1%

	Disabilities							
8-12 Algebra Proficiency Level	All Students	82.0%	83.5%	85.0%	86.5%	88.0%	89.5%	91.0%
	Hispanic	71.7%	74.1%	76.4%	78.8%	81.1%	83.5%	85.9%
	White	90.1%	90.9%	91.7%	92.6%	93.4%	94.2%	95.0%
	Economically Disadvantaged	74.4%	76.5%	78.6%	80.8%	82.9%	85.1%	87.2%
	English Learners	64.0%	67.0%	70.0%	73.0%	76.0%	79.0%	82.0%
	Students with Disabilities	54.0%	57.8%	61.7%	65.5%	69.3%	73.2%	77.0%
9-12 Geometry Proficiency Level	All Students	81.4%	82.9%	84.5%	86.0%	87.6%	89.1%	90.7%
	Hispanic	67.8%	70.4%	73.1%	75.8%	78.5%	81.2%	83.9%
	White	90.3%	91.1%	91.9%	92.7%	93.5%	94.3%	95.1%
	Economically Disadvantaged	73.0%	75.3%	77.5%	79.8%	82.0%	84.3%	86.5%
	English Learners	55.1%	58.8%	62.6%	66.3%	70.1%	73.8%	77.5%
	Students with Disabilities	37.8%	43.0%	48.1%	53.3%	58.5%	63.7%	68.9%

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Using performance on Arkansas benchmark exams and 2010-2011 as a baseline, achievement gaps for each subgroup will be reduced over the six years in the chart below (All student proficiency performance – subgroup proficiency performance divided by 6 years times 50% equals annual improvement)

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
3 rd Grade Literacy	Hispanic / All Students	80.5 / 84.4	82.1 / 85.7	83.8 / 87.0	85.4 / 88.3	87.0 / 89.6	88.6 / 90.9	90.3 / 92.2
	White / All Students	88.0 / 84.4	89.0 / 85.7	90.0 / 87.0	91.0 / 88.3	92.0 / 89.6	93.0 / 90.9	94.0 / 92.2

	Economically Disadvantaged / All Students	80.6 / 84.4	82.2 / 85.7	83.8 / 87.0	85.4 / 88.3	87.0 / 89.6	88.7 / 90.9	90.3 / 92.2
	English Learners / All Students	77.5 / 84.4	79.3 / 85.7	81.2 / 87.0	83.1 / 88.3	85.0 / 89.6	86.9 / 90.9	88.7 / 92.2
	Student with Disabilities / All Students	47.5 / 84.4	51.9 / 85.7	56.3 / 87.0	60.6 / 88.3	65.0 / 89.6	69.4 / 90.9	73.9 / 92.2
3 rd Grade Math	Hispanic / All Students	90.3 / 91.4	91.1 / 92.1	91.9 / 92.8	92.7 / 93.5	93.5 / 94.3	94.3 / 95.0	95.1 / 95.7
	White / All Students	92.4 / 91.4	93.1 / 92.1	93.7 / 92.8	94.3 / 93.5	95.0 / 94.3	95.6 / 95.0	96.2 / 95.7
	Economically Disadvantaged / All Students	89.4 / 91.4	90.3 / 92.1	91.1 / 92.8	92.0 / 93.5	92.9 / 94.3	93.8 / 95.0	94.7 / 95.7
	English Learners / All Students	88.7 / 91.4	89.7 / 92.1	90.6 / 92.8	91.5 / 93.5	92.5 / 94.3	93.4 / 95.0	94.4 / 95.7
	Student with Disabilities / All Students	66.0 / 91.4	68.8 / 92.1	71.6 / 92.8	74.5 / 93.5	77.3 / 94.3	80.1 / 95.0	83.0 / 95.7
4 th Grade Literacy	Hispanic / All Students	90.4 / 90.9	91.2 / 91.6	92.0 / 92.4	92.8 / 93.2	93.6 / 93.9	94.4 / 94.7	95.2 / 95.4
	White / All Students	92.1 / 90.9	92.8 / 91.6	93.4 / 92.4	94.1 / 93.2	94.7 / 93.9	95.4 / 94.7	96.1 / 95.4
	Economically Disadvantaged / All Students	88.6 / 90.9	89.6 / 91.6	90.5 / 92.4	91.5 / 93.2	92.4 / 93.9	93.4 / 94.7	94.3 / 95.4
	English Learners / All Students	89.4 / 90.9	90.3 / 91.6	91.2 / 92.4	92.1 / 93.2	92.9 / 93.9	93.8 / 94.7	94.7 / 95.4
	Student with Disabilities / All Students	60.4 / 90.9	63.7 / 91.6	67.0 / 92.4	70.3 / 93.2	73.6 / 93.9	76.9 / 94.7	80.2 / 95.4
4 th Grade	Hispanic / All	85.1 / 87.7	86.3 / 88.7	87.6 / 89.8	88.8 / 90.8	90.1 / 91.8	91.3 / 92.8	92.5 / 93.9

Math	Students							
	White / All Students	90.1 / 87.7	90.9 / 88.7	91.7 / 89.8	92.6 / 90.8	93.4 / 91.8	94.2 / 92.8	95.0 / 93.9
	Economically Disadvantaged / All Students	84.8 / 87.7	86.0 / 88.7	87.3 / 89.8	88.6 / 90.8	89.8 / 91.8	91.1 / 92.8	92.4 / 93.9
	English Learners / All Students	83.6 / 87.7	85.0 / 88.7	86.3 / 89.8	87.7 / 90.8	89.1 / 91.8	90.4 / 92.8	91.8 / 93.9
	Student with Disabilities / All Students	67.2 / 87.7	69.9 / 88.7	72.6 / 89.8	75.4 / 90.8	78.1 / 91.8	80.8 / 92.8	83.6 / 93.9
5 th Grade Literacy	Hispanic / All Students	79.8 / 84.5	81.5 / 85.8	83.2 / 87.1	84.8 / 88.4	86.5 / 89.7	88.2 / 91.0	89.9 / 92.3
	White / All Students	88.3 / 84.5	89.3 / 85.8	90.2 / 87.1	91.2 / 88.4	92.2 / 89.7	93.2 / 91.0	94.1 / 92.3
	Economically Disadvantaged / All Students	78.2 / 84.5	80.0 / 85.8	81.8 / 87.1	83.6 / 88.4	85.4 / 89.7	87.3 / 91.0	89.1 / 92.3
	English Learners / All Students	76.2 / 84.5	78.2 / 85.8	80.2 / 87.1	82.2 / 88.4	84.1 / 89.7	86.1 / 91.0	88.1 / 92.3
	Students with Disabilities / All Students	44.1 / 84.5	49.0 / 85.8	53.6 / 87.1	58.3 / 88.4	62.9 / 89.7	67.5 / 91.0	72.2 / 92.3
5 th Grade Math	Hispanic / All Students	84.2 / 87.8	85.5 / 88.9	86.8 / 89.9	88.1 / 90.9	89.4 / 91.9	90.8 / 92.9	92.1 / 93.9
	White / All Students	90.8 / 87.8	91.6 / 88.9	92.3 / 89.9	93.1 / 90.9	93.9 / 91.9	94.6 / 92.9	95.4 / 93.9
	Economically Disadvantaged / All Students	83.1 / 87.8	84.5 / 88.9	85.9 / 89.9	87.3 / 90.9	88.7 / 91.9	90.1 / 92.9	91.5 / 93.9
	English Learners / All Students	82.1 / 87.8	83.6 / 88.9	85.1 / 89.9	86.6 / 90.9	88.1 / 91.9	89.5 / 92.9	91.0 / 93.9
	Students with	60.9 / 87.8	64.1 / 88.9	67.4 / 89.9	70.7 / 90.9	73.9 / 91.9	77.2 / 92.9	80.4 / 93.9

	Disabilities / All Students							
6 th Grade Literacy	Hispanic / All Students	74.2 / 79.8	76.3 / 81.5	78.5 / 83.2	80.6 / 84.9	82.8 / 86.6	84.9 / 88.2	87.1 / 89.9
	White / All Students	84.4 / 79.8	85.7 / 81.5	87.0 / 83.2	88.3 / 84.9	89.6 / 86.6	90.9 / 88.2	92.2 / 89.9
	Economically Disadvantaged / All Students	73.9 / 79.8	76.1 / 81.5	78.3 / 83.2	80.4 / 84.9	82.6 / 86.6	84.8 / 88.2	87.0 / 89.9
	English Learners / All Students	69.2 / 79.8	71.8 / 81.5	74.3 / 83.2	76.9 / 84.9	79.5 / 86.6	82.0 / 88.2	84.6 / 89.9
	Student with Disabilities / All Students	37.4 / 79.8	42.6 / 81.5	47.8 / 83.2	53.1 / 84.9	58.3 / 86.6	63.5 / 88.2	68.7 / 89.9
6 th Grade Math	Hispanic / All Students	77.7 / 83.1	79.5 / 84.5	81.4 / 85.9	83.3 / 87.3	85.1 / 88.7	87.0 / 90.1	88.8 / 91.6
	White / All Students	87.4 / 83.1	88.8 / 84.5	89.5 / 85.9	90.6 / 87.3	91.6 / 88.7	92.7 / 90.1	93.7 / 91.6
	Economically Disadvantaged / All Students	77.9 / 83.1	79.7 / 84.5	81.6 / 85.9	83.4 / 87.3	85.3 / 88.7	87.1 / 90.1	88.9 / 91.6
	English Learners / All Students	71.5 / 83.1	73.9 / 84.5	76.3 / 85.9	78.6 / 87.3	81.0 / 88.7	83.4 / 90.1	85.8 / 91.6
	Student with Disabilities / All Students	51.9 / 83.1	55.9 / 84.5	59.9 / 85.9	63.9 / 87.3	67.9 / 88.7	71.9 / 90.1	76.0 / 91.6
7 th Grade Literacy	Hispanic / All Students	78.7 / 82.3	80.5 / 83.8	82.3 / 85.3	84.0 / 86.8	85.8 / 88.2	87.6 / 89.7	89.4 / 91.2
	White / All Students	84.7 / 82.3	86.0 / 83.8	87.2 / 85.3	88.5 / 86.8	89.8 / 88.2	91.1 / 89.7	92.3 / 91.2
	Economically Disadvantaged / All Students	76.9 / 82.3	78.8 / 83.8	80.8 / 85.3	82.7 / 86.8	84.6 / 88.2	86.5 / 89.7	88.8 / 91.2

	English Learners / All Students	70.7 / 82.3	73.1 / 83.8	75.6 / 85.3	78.0 / 86.8	80.5 / 88.2	82.9 / 89.7	85.3 / 91.2
	Student with Disabilities / All Students	38.3 / 82.3	43.5 / 83.8	48.6 / 85.3	53.8 / 86.8	58.9 / 88.2	64.0 / 89.7	69.2 / 91.2
7 th Grade Math	Hispanic / All Students	79.4 / 83.8	81.1 / 85.2	82.9 / 86.5	84.6 / 87.9	86.3 / 89.2	88.0 / 90.6	89.7 / 91.9
	White / All Students	87.0 / 83.8	88.1 / 85.2	89.2 / 86.5	90.2 / 87.9	91.3 / 89.2	92.4 / 90.6	93.5 / 91.9
	Economically Disadvantaged / All Students	78.6 / 83.8	80.4 / 85.2	82.2 / 86.5	84.0 / 87.9	85.8 / 89.2	87.5 / 90.6	89.3 / 91.9
	English Learners / All Students	73.3 / 83.8	75.5 / 85.2	77.7 / 86.5	80.0 / 87.9	82.2 / 89.2	84.4 / 90.6	86.6 / 91.9
	Student with Disabilities / All Students	52.5 / 83.8	56.5 / 85.2	60.4 / 86.5	64.4 / 87.9	68.3 / 89.2	72.3 / 90.6	76.3 / 91.9
8 th Grade Literacy	Hispanic / All Students	80.7 / 87.5	82.3 / 88.5	83.9 / 89.6	85.5 / 90.6	87.1 / 91.6	88.7 / 92.7	90.3 / 93.7
	White / All Students	91.5 / 87.5	92.2 / 88.5	92.9 / 89.6	93.6 / 90.6	94.3 / 91.6	95.0 / 92.7	95.7 / 93.7
	Economically Disadvantaged / All Students	80.9 / 87.5	82.5 / 88.5	84.1 / 89.6	85.7 / 90.6	87.3 / 91.6	88.9 / 92.7	90.5 / 93.7
	English Learners / All Students	72.8 / 87.5	75.1 / 88.5	77.4 / 89.6	79.6 / 90.6	81.9 / 91.6	84.2 / 92.7	86.4 / 93.7
	Student with Disabilities / All Students	45.3 / 87.5	49.8 / 88.5	54.4 / 89.6	59.0 / 90.6	63.5 / 91.6	68.1 / 92.7	72.6 / 93.7
8 th Grade Math	Hispanic / All Students	71.9 / 82.0	74.2 / 83.5	76.6 / 85.0	78.9 / 86.5	81.3 / 88.0	83.6 / 89.5	85.9 / 91.0
	White / All Students	88.0 / 82.0	89.0 / 83.5	90.0 / 85.0	91.0 / 86.5	92.0 / 88.0	93.0 / 89.5	94.0 / 91.0

	English Learners / All Students	58.7 / 82.0	62.1 / 83.5	65.5 / 85.0	69.0 / 86.5	72.4 / 88.0	75.9 / 89.5	79.3 / 91.0
	Student with Disabilities / All Students	26.2 / 82.0	32.3 / 83.5	38.5 / 85.0	44.6 / 86.5	50.8 / 88.0	56.9 / 89.5	63.1 / 91.0
11 th Grade Literacy	Hispanic / All Students	80.7 / 87.5	82.3 / 88.5	83.9 / 89.6	85.5 / 90.6	87.1 / 91.6	88.7 / 92.7	90.3 / 93.7
	White / All Students	91.5 / 87.5	92.2 / 88.5	92.9 / 89.6	93.6 / 90.6	94.3 / 91.6	95.0 / 92.7	95.7 / 93.7
	Economically Disadvantaged / All Students	80.9 / 87.5	82.5 / 88.5	84.1 / 89.6	85.7 / 90.6	87.3 / 91.6	88.9 / 92.7	90.5 / 93.7
	English Learners / All Students	72.8 / 87.5	75.1 / 88.5	77.4 / 89.6	79.6 / 90.6	81.9 / 91.6	84.2 / 92.7	86.4 / 93.7
	Student with Disabilities / All Students	45.3 / 87.5	49.8 / 88.5	54.4 / 89.6	59.0 / 90.6	63.5 / 91.6	68.1 / 92.7	72.6 / 93.7
8 th -12 th Grade Algebra	Hispanic / All Students	71.7 / 82.0	74.1 / 83.5	76.4 / 85.0	78.8 / 86.5	81.1 / 88.0	83.5 / 89.5	85.9 / 91.0
	White / All Students	90.1 / 82.0	90.9 / 83.5	91.7 / 85.0	92.6 / 86.5	93.4 / 88.0	94.2 / 89.5	95.0 / 91.0
	Economically Disadvantaged / All Students	74.4 / 82.0	76.5 / 83.5	78.6 / 85.0	80.8 / 86.5	82.9 / 88.0	85.1 / 89.5	87.2 / 91.0
	English Learners / All Students	64.0 / 82.0	67.0 / 83.5	70.0 / 85.0	73.0 / 86.5	76.0 / 88.0	79.0 / 89.5	82.0 / 91.0
	Student with Disabilities / All Students	54.0 / 82.0	57.8 / 83.5	61.7 / 85.0	65.5 / 86.5	69.3 / 88.0	73.2 / 89.5	77.0 / 91.0

8 th -12 th Grade Geometry	Hispanic / All Students	67.8 / 81.4	70.4 / 82.9	73.1 / 84.5	75.8 / 86.0	78.5 / 87.6	81.2 / 89.1	83.9 / 90.7
	White / All Students	90.3 / 81.4	91.1 / 82.9	91.9 / 84.5	92.7 / 86.0	93.5 / 87.6	94.3 / 89.1	95.1 / 90.7
	Economically Disadvantaged / All Students	73.0 / 81.4	75.3 / 82.9	77.5 / 84.5	79.8 / 86.0	82.0 / 87.6	84.3 / 89.1	86.5 / 90.7
	English Learners / All Students	55.1 / 81.4	58.8 / 82.9	62.6 / 84.5	66.3 / 86.0	70.1 / 87.6	73.8 / 89.1	77.5 / 90.7
	Student with Disabilities / All Students	37.8 / 81.4	43.0 / 82.9	48.1 / 84.5	53.3 / 86.0	58.5 / 87.6	63.7 / 89.1	68.9 / 90.7

(A)(4)(c) Graduation rates as determined by the Arkansas Department of Education								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High school graduation rate	All Student	85.4	86.1	86.8	87.5	88.2	88.9	89.6
	Hispanic	80.4	81.2	82.0	82.9	83.7	84.5	85.4
	White	88.6	90.1	90.6	91.1	91.6	92.1	92.6
	Economically Disadvantaged	80.0	80.9	81.8	82.7	83.6	84.5	85.4
	English Learners	75.7	77.4	79.1	80.8	82.5	84.2	85.9
	Students with Disabilities	83.5	83.6	84.0	84.4	84.7	85.0	85.4
(A)(4)(d) College enrollment (as defined in this notice) rates								
NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For								

example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation
- (College enrollment rate) = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)*100

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College Enrollment rate	OVERALL	46.7%	N/A	49.0%	51.0%	53.0%	55.0%	57.0%
	Caucasian	32.3%	N/A	35.1%	37.9%	40.8%	43.7%	46.5%
	Hispanic	12.6%	N/A	19.4%	26.2%	33.0%	39.8%	46.6%
	Economically Disadvantaged	16.8%	N/A	22.8%	28.8%	34.8%	40.8%	46.8%
	English Learners	4.4%	N/A	8.65%	13.1%	17.4%	21.7%	25.9%
	Special Education	1.7%	N/A	6.2%	10.7%	15.2%	19.7%	24.2%

Optional: (A)(4)(e) Postsecondary Degree Attainment

Data provided by the annual reports from the National Student Clearinghouse represents the percent of graduating class that attains a postsecondary degree within six years of graduation

Goal area	LEA	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)

Postsecondary degree attainment	OVERALL	26%	28%	30%	32%	34%	36%	38%
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(B) Prior Record of Success and Conditions for Reform (45 total points)

(B)(1) Demonstrating a clear track record of success

The data indicates a clear record of increasing student success for all students, progress toward narrowing the gap among students from low-income homes and homes where English was not the first language, and the need to continue to increase achievement and close the gap. Based on objective data, Rogers Public Schools have been recognized for significant reforms in our lowest achieving schools. Further details concerning this progress are found in test data summary charts in the appendix. Our resolve is to facilitate life-changing student successes for students at all levels. The appendix contains longitudinal summary data of test scores.

1. The ACTAAP Benchmark 11th Grade Literacy Test indicates continuing progress for students from various backgrounds as well as the continuing disparity between various groups which is one reason for this grant application. These scores indicate a clear record of increasing success in overall achievement and in narrowing the gap among Caucasian students as compared with students who come from families that are economically disadvantaged and/or from families where English is the second language.
 - a. 11th Grade Literacy - Hispanics: Scores for Caucasian students increased 8 percentage points from 2008-2009 to 2011-2012 to 87% *Proficient* or *Advanced* while scores for Hispanic students increased 16 percent to 61% *Proficient* or *Advanced*. (*Appendix pg 240*)
 - b. 11th Grade Literacy – Economically Disadvantaged: From 2008-2009 to 2011-2012, *Proficient/Advanced* scores for disadvantaged students increased 17 percent while scores for the combined population increased 12 percent. (*Appendix pg 241*)

- c. 11th Grade Literacy – *Proficient/Advanced* scores for students from Limited English families increased 25 percent from 2008-2009 to 2011-2012 while the combined population increased their scores by 9 percent. There remains, however, a significant gap. (*Appendix pg 242*)
 2. The ACTAAP Benchmark 3rd Grade Literacy Test illustrates significant increases in student progress.
 - a. 3rd Grade Literacy – Caucasian vs. Hispanic: Scores for Caucasian students increased by 14 percent from 2008-2009 to 2011-2012 to 90% *Proficient/Advanced* while scores for Hispanic students increased 23 percent from 65% to 88% *Proficient/Advanced*. (*Appendix pg 243*)
 - b. 3rd Grade Literacy – Economically Disadvantaged vs. Combined Population: *Proficient/Advanced* scores for Economically Disadvantaged increased 24% percent from 2008-2009 to 2011-2012 while scores for the Combined Population increased 16% during the same period. (*Appendix pg 244*)
 - c. 3rd Grade Literacy – Limited English Proficient vs. Combined Population: *Proficient/Advanced* scores for Limited English Proficient students increased 25% percent from 2008-2009 to 2011-2012 while scores for the Combined population increased 16% during the same period. (*Appendix pg 245*)
 3. The ACTAAP Benchmark 3rd Grade Math Test illustrates significant increases in student progress.
 - a. 3rd Grade Mathematics – Caucasian vs. Hispanic: *Proficient/Advanced* scores for Caucasian students increased 4% from 2008-2009 to 2011-2012 to 95% while scores for Hispanic students increased 6% to 92%. (*Appendix pg 246*)
 - b. 3rd Grade Mathematics – Economically Disadvantaged vs. Combined Population: *Proficient/Advanced* scores for Economically Disadvantaged increased 7% to 92% while scores for the combined population increased 5% to 94%. (*Appendix pg 247*)
 - c. 3rd Grade Mathematics – Limited English Proficient vs. Combined Population: *Proficient/Advanced* scores for Limited English Proficient students increased 6% to 92% while scores for the combined population increased 5 percent to 94%. (*Appendix pg 248*)

4. The ACTAAP Benchmark Literacy tests in grades 3 through 8 and high school echo the above four year very positive trends except for a dip in 6th grade district-wide scores last year which is being addressed. Of note is that the fifth grade literacy scores indicated a 28% increase to 92% *Proficient/Advanced* for Hispanic students over that four year period with an 11% increase to 94% *Proficient/Advanced* for Caucasian students. (*Appendix pg 249*)
5. The ACTAAP Benchmark Mathematics and Algebra scores again illustrate significant increases over the four year period from 2008-2009 to 2011-2012. There was a 3% increase to 89% *Proficient/Advanced* for Caucasian students while Hispanic students demonstrated a 19% increase to 77%. The combined population increased their scores by 9% to 84% *Proficient/Advanced* while Economically Disadvantaged students' scores increased 14% to 78%. Limited English Proficient students' scores increased 20% in four years to 67%. (*Appendix pg 250*)
6. Iowa Test of Basic Skills in grades one through nine in mathematics, language, reading, and science (grades 5 and 7) reveal that district combined subjects in each category were above the 50th percentile and above state averages. While district scores demonstrate considerable successes throughout the district, the board of education, administration, teachers, and staff are not satisfied. Rogers School District is looking at ways it can increase teaching competency, add promising resources for students and teachers, increase community partnerships, encourage greater parent participation, personalize programs for students, and increase the utilization of data analysis as a basis for continuing forward progress in student achievement. (*Appendix pg 251-254*)
7. High School Graduation Rates: Our commitment is to work respectfully and purposely with our students as we marshal new resources, customize coursework, personalize education addressed to individual needs and aspirations, and challenge our students to graduate from high school. This grant reflects our intention to increase the percentage of graduates.

	2008-2009	2009-2010	2010-2011
Graduation Rate	85.3%	89.2%	85.4%

8. College enrollment: The percentage of students enrolled in college immediately following graduation from high school was 29% in 2008; 44% in 2009; 55% in 2010; and 49% in 2011. Rogers School District intends to significantly improve the

percentage of students enrolled in college immediately following graduation.

Class of	2007	2008	2009	2010	2011
Total in class	718	678	778	850	413*
Total enrolled	210	197	344	471	204*
Percent enrolled	29%	29%	44%	55%	49%*
Total in public	168	169	297	423	179*
Total in private	42	28	47	48	25*

(*Note: 2011 does not contain data from Rogers Heritage HS that just opened. Also, the 2007 and 2008 data does not reflect enrollment in the local community college.)

Achieving ambitious and significant reforms in low performing schools: Rogers' students score above grade level and above Arkansas averages in all its schools. District administrators and teachers appreciate the fact that we have a diverse student population that includes many from homes where English was or is the second language. While achievement trends are in the right direction, and our district has received a variety of accolades, our mission is to see that increasing numbers of our students at all levels are successful. Specific ways the Rogers School District has and is addressing low performing schools include the following: all principals are involved in continuing district leadership studies; all schools have a full time literacy specialist except for a very small school that has a half-time specialist; all schools, except the school with the fewest students from low income families, have a mathematics facilitator; teachers are involved in specialized training during the school year by an outside consultant who specializes in effective lesson planning with attention to individual students; professional development is customized for teachers; a customized evaluation instrument (Rogers Customized Classroom Walk-Through survey – *Appendix pg 255*) is utilized to help teachers understand their classroom environment; district curriculum coordinators observe teaching, develop an electronic presentation of what was observed, and place that presentation on the website so that

other teachers can benefit from learning about effective classroom practices that were observed; professional collaborative learning community meetings are held regularly with student improvement a focus; electronic curricula and electronic evaluation instruments are available to teachers; and the district is proactive in encouraging parents to be involved in their children's education with one example being a program called PADRES (Parents Advancing Readiness for Educational Success), that has large numbers of Hispanic parents participating.

9. Making student performance data available to staffs, educators, and parents:
 - a. District personnel utilize an electronic data base called "FileMaker Pro" which has been customized for use in the Rogers School District. It includes an array of past and present student performance data. Access is password protected and is based on position. To explain further, teachers have full access to their students; principals have access to students throughout their schools; and district administrators supervising schools have access to data throughout the district. (*Appendix pg 256-262*)
 - b. School personnel share school-wide performance data information following summative testing at parent teacher meetings, at open houses for parents, and through articles in the media. Formative test information is shared at parent teacher conferences and upon request by parents.
 - c. Common Core performance data are scored by teachers using rubrics developed in the Rogers Public Schools. That performance data is shared with principals and support personnel as needed.
 - d. Reports of student progress in secondary school classes are available electronically to parents. Report cards are issued quarterly. Teachers are encouraged to call parents to communicate good progress as well as concerns.
 - e. Reports concerning student progress are made regularly at public school board meetings. The school public relations specialist communicates regularly with area media concerning student progress.

(B)(3) State context for implementation

The State of Arkansas through the Arkansas Department of Education, utilizes extensive state-required electronic reports on all phases of a school district's operations in a system called Arkansas's Statewide Longitudinal Data System (SLDS). The state conducts regular evaluative visits of various sub-parts of a school district's operations such as food service. The state conducts a vigorous analysis to insure that school districts operate under a balanced budget. The Arkansas Legislative Audit Committee conducts hearings when irregularities are found in a school district's audit.

The Arkansas Department of Education has established instructional and curricular standards for all schools and all grades. The Arkansas Department of Education evaluates whether school districts are meeting state educational standards each year by analyzing electronic data and then sending in teams of evaluators to examine hard data in school districts. They also evaluate each school district's comprehensive plan to insure standards and plans go forward.

Rogers Public Schools and each individual school meet all Arkansas Department of Education (ADE) requirements outlined in the *ADE Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts*. As a result, the Rogers School District and all district schools are fully accredited by the Arkansas Department of Education.

The state contracts with the University of Arkansas and its NORMES (National Office for Research on Measurement and Evaluation Systems) office to calculate annual remediation and grade inflation indices as well as a variety of other measures to determine school districts' progress. This data is used in the state's annual evaluations of school districts. The state requires remediation for all students in grades three through eight who do not score proficient or advanced on the literacy or mathematics Benchmark Examinations. (AR Code Ann. 8-15-433)

While progress needs to occur in preschool programs, Arkansas has been a leader in requiring full day kindergarten programs with class size limits of 20. Class size and/or teaching load limits are also set and remain in place in all other grades at a time when school

districts in many other states are increasing class sizes.

The Arkansas *Smart Arkansas Initiative* includes requirements for completion of the Smart Core for graduation:

- Four units of mathematics, including Algebra I, Geometry, Algebra II and a fourth unit of higher-level mathematics such as Statistics or Calculus;
- Four units of English
- Three units of laboratory-based science, and
- Three units of social studies

In academic dimensions measured by the State of Arkansas, Rogers School District has been deemed satisfactory or above satisfactory. (Exceptions occur when subgroups of individual schools are cited based on a need to close a performance gap – which is a clear objective of this grant.) Within this context of state guidelines, Rogers School District has the ability to personalize the educational environment as proposed in this Race to the Top grant. The letter of assurance from the Arkansas Commissioner of Education attests that the state will support these efforts by the Rogers School District to advance educational achievement, elevate teacher and administrator competencies, and incorporate parents and community agencies in assisting in the education of all our students.

On January 15, 2010, Ali M. Brady, Arkansas Assistant Attorney General, certified that the state does not have any legal, statutory, or regulatory barriers at the state level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation. (Arkansas Race to the Top Grant Application Phase I)

(B)(4) Stakeholder engagement and support

This grant proposal is the result of input from many persons throughout the school community. As discussions occurred throughout the district in schools and in district-level meetings concerning ways to move forward, the grant proposal evolved. As an example, in the appendix, several summary statements are included that discuss “where we are” and “oh the places we could go” as examples of brainstorming that has taken place. Some of the ideas included in those documents that are not in this grant are areas of improvement we will undertake outside this grant. (*Appendix pg 263-271*)

There were numerous changes in the grant proposal during the four weeks prior to the presentation to the Mayor of Rogers and Arkansas Commissioner of Education. Additional emphasis was given to afterschool parent training and partnerships. Non-profit agencies were identified for possible additional partnerships once the grant moves forward. Plans were made to add public members to a district technology committee. Additional emphasis was given to Hispanic after-school parent-student facilitators. The technology bandwidth proposal was increased above the original amount based on discussions of the implications of plans to increase individual student usage utilizing project based technologies. Additional emphasis was given to each student having appropriate access to one-on-one technology hardware and software. Technology coaches were added to the proposal.

As the grant proposal outline emerged, principals were charged with discussing proposed ideas with staff and reporting back to the district leadership team. Over 70% of the teachers in the participating schools support the proposal. Presentations occurred at parent meetings as well as with civic and business leaders. The proposed Rogers New Tech High School was unanimously affirmed in a public hearing held on October 11, 2012. (*Appendix pg 272-276*)

(B)(5) Analysis of needs and gaps

The purpose behind this reform proposal is to build on the progress evident in numerous student evaluations while resolving to do much better in addressing the needs of all students. Rogers School District has hard-working faculty, staff, and principal teams who want to marshal additional resources so that together with parents and community members Rogers School District can see increasing numbers of our students excel. The district embraces the fact that each person is a gifted and unique individual. Each person has significant strengths. Our mission is to remediate deficiencies and build on accomplishments for each student with an emphasis on closing the gap among our student sub-groups. Evidence that Rogers' schools have a record of student success and a record of narrowing the gap among diverse segments of the student population is presented in the student achievement data that is a part of this application (B1).

The specific rationale and logic behind this grant proposal to address needs and gaps are as follows:

1. We want parents to be better prepared to provide effective help with and support for their own children's education. As a result, this plan calls for the addition of Parent-Student Facilitators who will be trained to work with parents during and after school hours to instruct them on how to help their children improve learning in an environment based on mutual respect. These facilitators will include persons who are fluent in Spanish (or other languages). The rationale is to better correlate home and school instruction, and to see that parents are confident teachers of their children in partnership with the teaching staff in Rogers. Our lowest achieving schools will have the highest percentage of home/school facilitators as our passion is to have outstanding student success in all schools. In correlation with after-school programs already in place, we will also incorporate after-school learning opportunities for students where parents will be encouraged to participate regardless of their current skill levels.
2. We want to support our teachers to become increasingly adept in their ability to personalize the education of their students.

As a result, this plan calls for increased training for approximately 800 teachers in best practices of teaching a lesson. This is a five part emphasis. First, we will expand our teacher training based on the work of Dr. Jane E. Pollock, co-author of *Improving Student Learning One Teacher at a Time* and *One Principal at a Time*. Second, we will significantly increase our use of visual analysis and critiques of actual teaching lessons that will be placed on the teacher portion of the district website, with permission by those teachers, so that other teachers can learn from best practices. Third, we will increase our customization of professional development for individuals and groups of teachers who will be actively involved in this decision-making. Fourth, we will increase programmatic resources for teachers so that they and their students have increased options for learning. Fifth, we will increase our leadership training for teacher leaders and building administrators. Already, almost half of the teachers in the district have earned a Master's degree and 85 are certified by the National Board for Professional Teaching Standards. The district already encourages those teachers by providing a stipend beyond the salary schedule.

3. The third component of this plan to address needs and gaps is to increase the technological resources available to teachers, parents, and students. Here, our rationale is threefold. First, this grant will enable us to increase the capacity of our systems to enable increasing numbers of students and teachers to access distance learning and district programs utilized for remediation, basic learning, and enrichment. Second, this grant will enable us to acquire and develop additional programs that will allow this to occur. Third, we want to train teachers, parents, students, and parents in the utilization of technology to enhance learning. Rogers School District currently has a computer-to-student ratio of one to four. Our intent is to provide increased technological resources for students and teachers
4. The fourth component of this plan is to do a better job of utilizing higher education resources. To this end, we will conduct focused planning sessions with curriculum, guidance, and career specialists at the University of Arkansas, John Brown University, Northwest Arkansas Technical Institute, and Northwest Arkansas Community College to review our secondary school standards and assessments, to make modifications where needed to enable increased numbers of students to succeed in

college and in careers, and to see if additional informal and/or formal partnerships would be practical. This year is the first year of a new cooperative partnership to place a college advisor on site from the University of Arkansas.

5. The fifth component of this plan to address gaps is to refine and expand utilization of our data systems that measure student success. Already, we have a customized pupil evaluation system available for teachers. While it goes beyond data systems available in many school districts, our intention is to review our usage, study data systems used in high achieving school districts that have significant diversity in their population bases, and then refine our data delivery system. This Race to the Top grant includes technology coaches to provide training so that teachers and building administrators understand how they and their students can best use “I-devices” and better utilize data to influence teacher comprehension and student progress.
6. The sixth component of this plan to address needs is to cultivate very capable principals and assistant principals. First, the Rogers School District will revise administrative evaluation instruments to incorporate student success as an essential component. Already, the district utilizes 360 degree assessments to evaluate the superintendent and principals. Our intention with this grant proposal is to develop new instruments that make student success a primary measurement of effectiveness. Second, we will utilize highly trained and successful educational leaders to provide focused training to the entire administrative team. Third, the district leadership team will partner with University of Arkansas educational leadership professors in suggesting and helping facilitate personalized, career development plans for all building leaders and selected aspiring building leaders. The ultimate purpose is to insure that principals are highly capable instructional leaders who know how to facilitate increased student growth.
7. The seventh component of this plan to fill in the gaps is to increase our utilization of community resources. As previously cited, the Rogers Lowell Chamber of Commerce, with its hundreds of business members, works closely with the school district on goal setting and strategic planning. Each school has informal partnerships with area businesses. Some school partnerships include examples that we can expand beyond that individual school. Our plan is to better utilize selected businesses and non-profit agency personnel in addressing specific social and academic needs of students. To that end, this

proposal includes increased interaction, planning, and utilization of community resources such as those organizations located in the Center for Non-Profit Organizations in Rogers.

8. The eighth component of this plan to address gaps and needs is for the Rogers School District to become increasingly data driven in decision-making. The district already makes available a customized data sheet for individual students with the intent to make sure that data is being collected, evaluated, and utilized by professionals. We need to do a better job in seeing that we are reporting timely student evaluation data to parents. To this end, this proposal includes a provision for a person devoted exclusively to student and program data collection, analysis, interpretation, and dissemination to parents, teachers, and appropriate learning communities in the Rogers School District.
9. The ninth component of this plan to address needs is to learn from other Race to the Top school districts how best to increase student achievement through revised strategies, structures, and systems that go beyond what we are doing in the Rogers School District. As we become active participants in focused visits, we will also share what we have found successful in increasing student achievement.
10. The tenth component of this plan to address needs and to fill in the gaps involves implementation of new technology hardware and software found to be appropriate for personalized enrichment, remedial, and project based learning. This will include software customized by district staff.
11. The eleventh component of this plan to address needs and fill in the gaps is to provide attention to students who need personalized assistance to excel. The plan calls for addition of social workers and multi-lingual personnel who can facilitate essential new learning, address needs, and create an exciting atmosphere in which students will experience the joy and motivation of new learning.

C. Preparing Students for College and Careers

(C) (1) Learning

A look at Eastside Elementary School provides an example of how schools throughout the district are helping all students recognize that what they are learning is important to their success and that what they are learning is linked to college and career standards and success. This account illustrates how students are able to measure their own progress towards these goals. The Eastside principal writes: “I believe every school in Rogers has a culture tied around being College and Career ready. At Eastside, and I’m sure other schools in Rogers, we teach our students quotes from Great Expectations trainings such as *‘Have a can do attitude; We are never in the land of done; Together everyone achieves more.* We have a school creed created by students and staff years ago that we say every day...The first two lines are: *‘I am here to learn. I have great expectations for myself.’* ...We tell our students that we are not going to allow them to fail.”

“Under the Common Core expectation of *Presentation of Knowledge and Ideas Using Technology*, the expectation in the Rogers School District is for all students to use technology to create presentations that include speaking and listening skills. Students bring together the facts learned under the major ideas. They sometimes work in partners and groups and learn to speak clearly and to present clearly through technology....Students create their own strategies, explain them, and defend them as correct ways to solve a problem.” As a result, students are involved in deep learning experiences in areas of academic interest.

Opportunities for personalized learning also exist within the Rogers District Special Education program, English Language Learning program, and the Alternative Learning Environment (ALE) programs. Three years ago, Rogers School District began one on one training of classroom teachers utilizing the results of the meta-analysis of effective learning strategies as found in research by Dr. Pollock, Dr. Robert Marzano, and Dr. Debra Pickering. This training now focuses on the implementation in classrooms of high yield instructional strategies.

In their recent book *Minding the Achievement Gap One Classroom at a Time*, Jane Pollock, Sharon Ford, and Margaret Black review how this training is very useful in classrooms that include English Language Learners by teaching teachers to deliberately monitor student progress towards both language acquisition and content goals. They then discuss how it leads to increased achievement in classes of special education students where blended co-teaching methods provide synchronized teaching and assessment (*Minding the Achievement Gap One Classroom at a Time*, 2012).

In Rogers, students have access and exposure to diverse cultures and perspectives every day in that the October 1, 2012, count shows that 42% of the student body comes from homes where the primary language is not English. (This is an increase of approximately 2% from the Oct. 1, 2011 enrollment.) While the majority of these students come from Hispanic backgrounds, there are forty home languages represented in the student body. Programs and instruction take place in each school celebrating multiple cultures and helping students cherish the richness of their backgrounds. The racial composition of the district is 49.1% Hispanic, Asian, Black, American Indian, or Pacific Islander and 50.9% Caucasian. Rogers School District is well-positioned to educate students to be successful in a global environment.

Middle schools (grades 6-8) are divided into “teams” of approximately 125 students. Academic instruction is organized around these teams. This allows personalized instruction in our four relatively large middle schools. It also provides a transition for students between the organization of elementary school and high school. Beyond these learning communities, students have opportunities to participate in music, art, foreign language, and technology classes tailored to their individual goals and abilities.

High school students select from over 300 courses available in secondary schools. Students must complete 24 specific units of credit for graduation but have the opportunity to personalize their education both within these requirements and beyond. Students may choose from regular, Advanced Placement, and concurrent college credit courses in most academic areas.

They may choose career academies in areas such as science, business, public service, or fine arts and communication. These career

academies result in smaller, customized learning environments for students and make education relevant. High-need students also receive individualized attention from counselors and teachers. For example, at Crossroads, the Rogers alternative school, besides the personalized educational programs in place, the director, counselor and teachers emphasize career-based decision making. Guest presenters include representatives from businesses that represent career opportunities and from post-secondary institutions. Guest presenters sometimes include a person who was a “high needs” student in school who graduated and now experiences career success. In the case of mentally challenged high needs students where post-secondary training is not an option, school personnel work with families and agencies such as the Rogers Adult Development Center where work opportunities exist in partnership with companies throughout Northwest Arkansas.

In the high schools, multiple years of instruction are available in three foreign languages, music, art, drama, journalism, technology, and career and technical programs that include agriculture, auto mechanics, accounting, medical professions, and machine tools.

Another way that secondary students have regular feedback, are able to personalize how and what they are learning within the context of Common Core standards, and are able to master academic content outside the classroom setting is in their elective participation in interscholastic academic competitions. Extensive opportunities are offered in fine arts, forensics, journalism, general academics, and many vocational areas.

Academics are also stressed in non-competitive settings through clubs. This idea came about based on research by Harvey Daniels who concluded that reading growth occurs by giving students choices and time for both silent, sustained reading and student-centered discussion groups. Research indicates the greatest gains come for “at-risk” students and English language learners. High-needs students are encouraged to be involved in reading, discussing, and presenting high interest literacy materials throughout the district.

As an example, thanks to creative and dedicated teachers, 500 students at Rogers High School are involved in book clubs. At that

high school, underclass students are involved primarily in structured literature circles. Junior and seniors are involved in student-directed clubs. The primary focus of these book clubs is on students in regular classrooms rather than AP classes or pre-AP classes.

As high school seniors approach graduation, they are given the opportunity to share goals and highlights of high school through a formal presentation for friends, family, teachers, and the community concerning what they have accomplished and what their hopes and plans are for the future. These presentations provide one last opportunity for students to reflect on how they are prepared for the future. They also provide feedback to teachers and administrators..

Rogers School District embraces the Common Core Standards and has developed curriculum guidelines aimed at student mastery of academic content objectives. Multiple evaluations with results available to students, parents, and teachers through the utilization of technology are focused on insuring student mastery. One example of frequently updated, individual student data used to determine progress towards mastery of college/career standards is the customized student profile form that includes information regarding many evaluations. It is electronically available to any teacher working with a particular student. Course specific electronic scoring in some classrooms also provides individual student data used to determine progress in individual courses.

Goals included in the district's Race to the Top application are stated below. These goals with activities, timelines, deliverables, and responsible parties are included in the appendix. (*Appendix pg 277-279*) They reflect considerable discussion and reflection by many individuals. In actuality, learner and educator goals overlap as they are all pointed to increased student success. Goals 1-6 focus on the learner (C1) and Goals 7-10 focus on teaching and leading (C2).

Implementing these goals will lead to increased abilities by teachers to personalize instruction, increased student-teacher-parent interactions, increased utilization of community volunteers and resources, and development of project based learning. They will lead to increased interactions with post secondary institutions and increased faculty/administrative competencies. They will allow increased educational enrichment alternatives for students. As a result, the Rogers School District will be able to structure an

environment where increased numbers of students will learn and understand that what they are learning is important to their success.

Goal 1 Personalize learning with technology The district intends to offer one-to-one computing to all students in grades 3 through 12. **Strategy:** Providing every student with ubiquitous access to the worldwide web opens learning to global resources. It takes learning beyond the schoolhouse walls and beyond the school day. One-to-one computing would be the first step to migrating away from the limitations of textbooks and printed materials. To serve our approximate 2100 staff and 14,500 students, we intend to increase the band width from 200 mgs to 900 mgs and will increase wireless infrastructure at each school. To make sure that we are making the best decisions, a committee that includes teachers, administrators, parents, and business leaders will make recommendations concerning distance learning opportunities that include the addition of Smart Boards or their equivalents, computers, and “I-devices.”

Basic Rationale: Increased access to information through technology would provide more opportunities to personalize learning, share information, utilize project based learning, recover lost credits, open up distant learning, provide flexibility for students with regard to when and where learning takes place and connect the real world through the virtual world. Appropriate new learning tools will propel increased learning and allow areas of exploration for students.

Goal 2 Increased Student Success Strategies and structures will be revised as needed so that students will exit third grade and eighth grade on grade level in reading and mathematics as measured by national and district evaluations. **Strategy:** The district will create a variety of intensive interventions to get students on grade level in math and reading in these two critical grades. Third grade would be the target grade level for intensive primary level interventions and would include K-2 academic support as well as a community focus on these gateway grade levels using volunteers, increased parental involvement, educational fieldtrips, after-school lessons, and additional technology applications. An individual educational plan for each child would include frequent assessments, a variety of learning strategies, additional resources, increased parent-student-teacher partnerships, and additional learning strategies and techniques. The district intends to expand summer learning opportunities. The district intends to expand the

use of a Student Relations Coordinator at each middle school to facilitate a home to school partnerships. A variety of learning strategies, technologies, and curricula will be utilized in what will be an evolving plan. Emphasis will be placed on high interest materials that are relevant to middle grade students. After-school classes will be available for students who need additional learning time in a school setting. Counseling services supported by extensive data and information would insure that each student would be prepared to enter high school.

Basic Rationale: A Chapin Hall study from the University of Chicago provides the rationale for this goal. The 2010 study titled “Longitudinal Analysis of Third Grade Students in Chicago in 1996-97 and their Educational Outcomes” show the significant relationship between grade level reading at the third grade and the resulting impact on success in eighth grade and enrollment rates at college. By placing our emphasis on third grade, previous skills become increasingly important. For that reason, the district intends to provide as many pre-k and primary level educational opportunities as possible. Presently, the district has 340 students in 17 pre-k classrooms that reach only about 25% of this district’s preschool population. Additional pre-k classrooms and/or educational materials produced by the district and distributed to families would better prepare students as they enter school. The Chapin study emphasizes the importance of this time in a child’s education. Proficient reading skills at the third grade has ramifications throughout every student’s educational career. The study establishes third grade as a significant correlation (.067) of eighth grade success. As was the case for third grade, placing an emphasis in eighth grade creates a need for success in grades leading up to eighth grade. Eighth grade is a pivotal grade for young adolescents and as mentioned in the study, eighth grade will serve as a midway checkpoint on student progress before enrolling in high school.

Goal 3 Student Success leading to Increased Graduation Rates and College Attendance The district will see increased graduation rates and subsequent college attendance well above State averages with a narrowing of the gap for students who come from low income backgrounds, and for students who come from families where English is not the native language. **Strategy:** We intend to make available more options and encourage more students to pursue AP, Concurrent Credit, and Course Recovery

programs based on demonstrated mastery that enables and encourages more students to attend college. The district will provide additional college readiness programs, increased communications with parents, and customized learning and enrichment experiences for students. The district will expand its high school extended day with evening classes.

Basic Rationale: We need to aggressively pursue ways to see that all students are successful. This involves increased interactions with parents and customized learning and enrichment experiences for students utilizing community resources and new technology applications.

Goal 4 Students on Track Students will exit 9th grade with a sufficient knowledge base and career readiness to pursue an appropriate, personalized course of study based on their career goals, family input, counselor/teacher input, student aspirations, and student achievements. **Strategy:** The advent of “one to one” computing and the opportunities afforded with increased access to information as well as options developed for earning credit beyond the schoolhouse walls and school day will move the district forward in the personalization of learning. Options such as the district’s New Tech High School, 9th grade academies, and the addition of career coaches to work with students, teachers, and parents to provide personalized counseling, motivate students to succeed, suggest opportunities for families to consider, and provide multiple avenues for students to pursue their education.

Basic Rationale: Success in ninth grade is crucial in determining courses of study in tenth through twelfth grades that then lead to life choices. We need to place an emphasis on additional career counseling during a student’s ninth grade.

Goal 5 Healthy Students Building on the model physical education programs in place, the district will refine program guidelines, work with community agencies, and work with parents to the end that the district will demonstrate that increasing numbers of early elementary students are physically fit with opportunities for older students to connect with the community in the development of pro-social behaviors. **Strategy:** University faculty, university interns, district physical education teachers, district nurses, community representatives, parents, and student leaders will work together to plan ways to increase the physical health of students in Rogers

with attention to increasing the number of lower elementary students who are deemed healthy as measured by the Body Mass Index. The district has a long history of implementing the nationally recognized “PE4Life” program. Each elementary school and middle school in the district uses this as their basic curricula. Personal fitness is also emphasized in each of the district’s high schools. Our program has been a showcase for many districts throughout the country. Fitness is not the only measure of health. To insure healthy students the district intends to expand health care services to our growing economically disadvantaged population.

To meet the needs of students in middle school and high school, the district intends to tap the rich cultural resources available in the region to improve peer interactions by providing more experiences both educational and non-educational outside the traditional school calendar and day. Well-rounded students with more good social skills are better adjusted and more confident students.

Basic Rationale: While the Rogers School District has been honored for its model physical education program, we have the capacity to improve and can do more to improve the health of students. Our physical education team has worked and will work closely with the University of Arkansas to enhance and improve our existing health related services. Rogers School District has built its model PE4Life program through grants and PTO donations. The district supports the mission statement adopted by this organization, “PE4Life contributes to improved fitness, social behavior, and learning readiness of children by inspiring and empowering schools and their communities to be catalysts for change in advancing quality physical education”. The Arkansas Prevention Needs Survey is an annual survey that measures youth risk behaviors. The results of the survey indicate that the opportunities afforded Rogers Public School 8th and 10th grade students for pro-social behaviors is below the average of the seven state norms. (Appendix pg 280-281). For this reason, the district intends to seek multiple partnerships in and outside the school day to address this deficit.

Goal 6 Increase Student Success on Summative Assessments As indicated in the following chart (A)(4)(a), proficiency status and growth goals have been developed through the post-grant cycle of 2016-2017. As has been the case during the last four years, these goals reflect continuing progress towards narrowing the gap among sub-population groups. While they are ambitious, our full

intent is to do more to eliminate gaps among Economically Disadvantaged, English Learners, and Students with Disabilities (except where the disability is so severe as to make that impossible in a school setting). **Strategy:** The accountability measures under No Child Left Behind brought an emphasis on subpopulations. Since the inception of this legislation the district has begun several initiatives that would be scaled up to build upon each previous year's success. Focusing on subpopulations brought an increased appetite for data, the need to change teaching strategies, and moved the district toward individualization of learning; however, there is still much to do. Data systems and processes needed to truly personalize learning will require the district to expand opportunities such as summer school, after-school programs, intense interventions, and enrichment programs already in place.

Basic Rationale: Performance on summative assessments is the bottom line for school districts. To improve that bottom line, the district must address each student as a precious and unique talent. Student data is important to helping educators modify and adjust educational delivery so that all students can succeed. Closing the gap in achievement for students who come from diverse backgrounds will be our first priority.

(C)(2) Teaching and Leading

Rogers School District's professional development plan to help educators improve instruction and increase their capacity to support student progress is structured within the framework of the Arkansas Department of Education's rules and regulations concerning professional evaluations. Those guidelines, in turn, are designed in accordance with Federal requirements and State assessments of student needs. Rogers School District is committed to: (a) refining its teacher evaluations utilizing feedback that includes student growth, (b) planning professional development that supports development of personalized learning environments for students, (c) utilizing sophisticated data analysis by teachers to frequently measure student learning based on Common Core standards, and (d) focusing content pointed towards college and career readiness.

The Arkansas General Assembly has specified that there be comprehensive evaluations for licensed educators (Arkansas's

Annotated Code Section 6-17-2802). The State’s intent in part is to “provide transparent and consistent teacher evaluation systems, provide feedback and a support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning, encourage highly effective teachers to undertake challenging assignments, support teachers’ roles in improving students’ educational achievements; and increase the awareness of parents and guardians of students concerning the effectiveness of teachers” (Arkansas Department of Education).

The “Arkansas Department of Education Rules Governing the Teacher Excellence and Support System” embraces the *Framework For Teaching Model* by Charlotte Danielson in requiring annual evidence of student growth from artifacts and external assessments as well as defining four levels of performance using the national descriptors of Unsatisfactory, Proficient, Basic, and Distinguished. These State rules indicate that teachers and evaluators shall work together to develop a professional development plans that:

- (a) 6.01.1 “Identifies professional learning outcomes to advance the teacher’s professional skills; and
- (b) 6.01.2 “Clearly links professional development activities and the teacher’s individual professional learning needs identified through the Teacher Excellence and Support System”.

Rogers School District is committed to continuous learning for all professional educators so that they can become increasingly effective in adapting content and instruction in a way that personalizes instruction that allows and encourages students to engage in challenging and educational creative tasks. Professional development is based on the following:

*Formal and informal teacher and principal self-assessments -- Some of these lead to professional development training described below. Self-assessments sometimes lead to advanced degrees or National Board Certification.

*Formal teacher and principal evaluations -- A component of this Race to the Top application is to formalize the incorporation of student achievement data in revised evaluation instruments.

*Arkansas Department of Education requirements for evaluation and related training requirements.

*Rogers School District priorities based on district self and/or external evaluations. As an example, a major component of this Race to the Top grant application includes extensive training in the use of technology to advance instruction and to provide assessments to students, teachers, administrators, and parents.

*Building Team Professional Goals – With leadership from the entire staff, each school leadership team establishes a school objective related to improved performance that becomes a building professional improvement objective.

Arkansas Department of Education Rules and Regulations for Professional Development require sixty hours of professional development for all teachers and administrators annually. In accordance with State requirements, the Rogers School District provides a minimum of six hours of technology training, two hours of parental involvement training, and two hours of training in Arkansas History for those who teach Arkansas History. In addition, administrators must obtain training in data disaggregation, instructional leadership, fiscal management, and parental involvement.

Beyond these state mandates, the 60 hour requirement includes customized professional development activities initiated by the teacher as a result of self-analysis and principal evaluation. In addition, the district provides specific training that addresses district priorities. The example related to this Race to the Top application is our resolve to close student achievement gaps by training every teacher in ways to focus on the learner and increase learning as one of our major goals. District teachers and curriculum specialists have concluded that this holds the most promise to close the achievement gaps and raise overall achievement.

To address needs expressed by teachers and administrators, Rogers School District develops and utilizes a multi-year professional development plan that correlates with its objectives as found in its Strategic Plan, and the district and school Arkansas Comprehensive School Improvement Plans (ACSIP). In the Rogers School District, the norm is to structure district professional development activities based on conclusions reached by teachers, curriculum specialists, data analysis specialists, and administrators

working together.

As an example, literacy training held in the last few years in Rogers includes “The Write Tools,” “Literacy On Track,” “ELLA Remix,” “Smart Step Literacy Lab,” “Literacy 3D,” “Small Group Explicit Instruction,” and “Step Up to Writing.” In this instance, these professional development seminars were based on a district-wide need for continual improvement in Reading and Writing on State Benchmark Examinations. Data was gathered through teacher self reports, teacher observations, classroom walkthroughs, and various assessment data.

A similar series of district professional development initiatives to help teachers improve classroom learning were structured in each of the following areas: improving strategies to teach mathematics; improving interdisciplinary strategies, improving capabilities in the use of technology, and Total Instructional Alignment seminars to form a seamless K-12 curriculum. This Race to the Top proposal focuses on significant training and usage of technology to personalize learning; customized learning to allow for both remediation and enrichment that goes beyond what is presently available; and increased availability of results to teachers, students, and parents. Finally, teachers also have access to a series of professional development initiatives provided by the regional Educational Service Cooperative.

The goals proposed in this Race to the Top grant application emphasize increased feedback with an emphasis on student success data. These results will lead to teacher and administrative training that reflects our corporate resolve to provide teachers with tools, data, and resources to achieve increased student achievement throughout the district.

Goal 7 Increased Teacher and Principal Effectiveness The district will train 100% of its teachers and principals in research-based, effective teaching strategies, will provide leadership training for all administrators focused on student success, and will create new teacher and administrative evaluations that incorporate student performance as a major criterion. **Strategies:** The district will build on a successful pilot program to improve teaching that included initial training of 300 teachers and focuses on the learner. The

district will also contract with a literacy specialist to work directly with middle school teachers with an emphasis on improving reading skills. District faculty and administration will incorporate student achievement in redesigned teacher and principal evaluation instruments in accordance with Arkansas Department of Education guidelines. The district will expand its leadership training programs for all present administrators, for teacher leaders, and for newly identified promising new leaders.

Basic Rationale: The district has seen increased success while training 300 teachers. Increased one to one training of all teachers and principals using the GANAG schema (Pollock) aligned with the Sheltered Instruction Observation Protocol (Echevarria, Vogt, and Short, 2004) and Common Core pacing guides will translate into increased student performance. Student achievement must be an overlay in any evaluation of success as our mission is to improve student performance. This goal reflects a body of research that states that the quality of principals and teachers is critical to the success of students.

Goal 8 Improve technology infrastructure to support teachers and leaders Going beyond the student data systems already in place, the district will refine and expand its data delivery systems to better enable timely electronic reports to teachers and parents and increase the learning tools to improve instruction. **Strategy:** District staff will develop improved comprehensive student assessment reports and make all relevant information about each student available to the appropriate staff through a district dashboard that promptly and clearly inform teachers, parents, and students of current results so that adjustments can be made to continue forward progress. This would also require additional technology in classrooms such as smart boards, I devices, presentation technology, and the companion software and training for all purchased hardware.

Basic Rationale: The use of technology provides two important components of the district's plan. First, the use of historical data, formative assessments, and summative assessment results will allow prompt and immediate feedback to parents, students, and teachers. Our intent is to provide timely comprehensive data for student, teacher, and parent decision-making. Prompt feedback of student growth allows adjustments leading to increased achievement. The district dashboard will become a reservoir of information for all students as they move through the grades. Secondly, students of the 21st Century are technology natives. This makes it

incumbent on schools to deliver learning through technologies that engage and appeal to today's students.

Goal 9 Increased Parent/Guardian Family Partnerships leading to Increased Student Success The district will utilize after-school instructional facilitators that include persons with multi-language skills to provide instruction to and opportunities for parents to reinforce content that originates from classroom teachers so as to strengthen student learning and support the work of teachers.

Strategy: The district will place an emphasis on recruitment of Hispanic facilitators and will provide training so that they, in turn, can assist our growing Hispanic student population. The district will also offer parenting classes for young mothers.

Basic Rationale: Students advance when parents participate in instruction. Facilitators will enable increased numbers of parents to participate with confidence.

Goal 10 Increased Utilization of Private and Non-Profit Agencies The district will significantly expand its utilization of community individuals and organizations in personalizing learning opportunities. **Strategy:** Working with the Rogers Lowell Chamber of Commerce, the district will identify agencies and individuals who can assist teachers in providing instruction, career counseling, and family assistance as needs are identified by school principals and teachers. The district will create a training course to build meaningful internships and strategies to support non-educators in structuring field experiences that are inspiring and mutually beneficial.

Basic Rationale: Students profit when interacting with employees of successful business companies and effective non-profit agencies that fit the needs and/or aspirations of individual students. Connections between businesses and schools create relevancy for students.

D. LEA Policy and Infrastructure

(D)(1) LEA practices, policies, rules

In 2009, the district voluntarily submitted itself to a curriculum audit conducted by Phi Delta Kappa. The purpose of that deficit audit

was to realign board policy and governance to support curriculum and instruction. The results of that audit were shared publicly and a systematic review of policy, guidelines and practices was put in place. Rogers School Board policies are focused on student success, are updated annually, are adopted at public meetings where the media has the agenda in advance, and are on the district website. In Policy AC the district commits to accomplishing its mission through *continuous improvement, a coherent and rigorous educational program, building instructional capacity through high-quality teachers and leadership, positive and engaging learning environments, and effective operation of schools.*

Board Policy CA states that the purpose of school administration *is to create, manage, and foster an organization in which students meet high academic expectations and graduate from high school prepared for college and/or successful careers.*

Board Policy CC explains the rationale behind the district organizational chart which is included in the appendix. That policy includes this statement: *While line and authority are important to delineate responsibility and accountability, the working relationship of district employees will be based on colleagues pursuing common goals from the perspective of mutual respect.* (Appendix pg 282)

The district support structure is organized to provide assistance and services to all teachers, principals, staff, and students. It includes Directors or Supervisors for Athletics, Career/Technical Education, Communications, Counseling, Data and Accountability, ESOL/Migrant, Federal Programs, Gifted and Talented, Grants, Professional Development, Scholarships, and Special Services.

The district support structure also includes a Deputy Superintendent; an Assistant Superintendent for Elementary Education; an Assistant Superintendent for Human Resources; an Executive Director for Secondary Curriculum and Instruction; a Chief Information Officer; a Business Manager; and a Treasurer.

The district's administrative leadership team conducts weekly leadership meetings. These meetings serve as the accountability portion of the Rogers School District Strategic Plan. Each district leader, such as the person responsible for secondary education or

counseling, then conducts leadership meetings in those areas in which they are responsible and accountable for student performance. Subject specific meetings are held when needed with a cross section of personnel representing that area needing attention. The district Superintendent conducts bi-monthly meetings with the district PTA/PTO council.

The normal schedule for building personnel is for meetings to occur on the first, second, and fourth Mondays of a month with district specialty meetings held the second Mondays. For example, special education teachers, gifted education teachers, math teachers, or counselors from throughout the district meet together on the third Monday. The ESOL Department and the Special Education Department have teachers in each school. They also meet together on the third Monday.

Each school has school leadership teams that within the context of State and Federal regulations have flexibility and autonomy over factors such as school schedules and weekly calendars, school personnel staffing models, and school-level budgets. Although it is important to note that input flows both ways, “What” curriculum is a district-wide decision – although that decision reflects building level recommendations. “How” to implement is a building level decision.

School year calendars are adopted by the School Board after recommendations from the Superintendent and Personnel Policy Committees within parameters established by the Arkansas legislature and Arkansas Department of Education. School start and stop decisions are made at the district level. Daily schedules are determined at the building level.

Rogers School Board Policy CFC delegates authority to the Superintendent to assign all personnel to their positions in the school district. Building leadership teams have primary responsibility for personnel decisions and staffing models in that they interview and recommend candidates. Legally, the School Board is responsible for employment but it follows the recommendations of the Superintendent who, in turn, responds to recommendations from the buildings and the Assistant Superintendent for Personnel. All classified and certified employees have position descriptions which have been approved by the School Board.

All elementary, middle schools and high schools receive a specific dollar amount per student. This money is budgeted at the building

level where there is flexibility to use these funds to support materials and supplies. Buildings have flexibility to use federal Title I funds to employ additional classified and certified personnel to meet district objectives. In addition secondary schools have specific dollar amounts based on specific programs.

A typical Rogers' school organization is one defined by shared leadership and a focus on effective teaching and high levels of student learning. School leadership teams in elementary schools consist of the principal, assistant principal, literacy facilitator, math facilitator, and a counselor. They meet weekly. When discussing subjects regarding specific program areas, a representative from that area is also included.

High schools in Rogers are divided into an administrative leadership team, a building leadership team, and an academy leadership team each having the primary responsibility to establish, communicate, and implement the policies and procedures that effectively operate the system and the school. Each team is comprised of a teacher representative from various teacher (content) departments. These leadership teams make an effort to provide a balance among students, teachers, and community stakeholder needs. Each team identifies, considers, prioritizes, and implements ways to address needs of the school and the Rogers community in weekly meetings.

In each middle school, the leadership team is comprised of the three administrators and two instructional facilitators. Also involved are department chairs and team leaders. All work together to include staff input as they promote and decide building initiatives and accountability.

District schools at all levels utilize multiple sources for evaluation that include test data, demographic data, student academic performance data, modular assessments (TLI), common assessments, end-of-course assessments, student grades, student work, and student/teacher subjective analysis of student progress. Rogers School District believes that a system issue that is underperforming should be presented to those who have the most direct contact with the system to identify errors and resources needed to improve the system.

Throughout the district, specific student achievement, attendance, or behavioral issues are referred to the building's Response to Intervention (RTI) team. That team looks at individual students. The RTI team typically consists of a principal or assistant principal, counselor, social worker, classroom teacher or teachers, and a special education teacher. Parents or guardians are informed of information relevant to the activities of the RTI and may be invited to attend meetings.

The district's Assistant Superintendent for Elementary Education affirms that in a large majority of cases, changes are made that lead to increased student performance. RTI meetings are in accordance with the Individuals with Disabilities Act 2006. When a student is identified as possibly needing special education services, then a special education referral is made. The district then follows all appropriate Federal and State guidelines. A summary of these services is in the appendix.

Students have the opportunity to demonstrate mastery of standards at multiple times and in multiple comparative ways. Standards and standard-based scoring and grading are in place. In the elementary schools, re-teaching and regrouping are used to meet the needs of students. Computer software programs are used by every student every day for at least thirty minutes. Students work at their own pace in literacy and mathematics. In K-2, the science program includes appropriate software. This grant will expand learning opportunities for all students.

Secondary students have multiple opportunities for credit recovery such as the utilization of Nova Net, ODYSSEYWARE, Extended Day School, and Summer School. Nova Net is utilized for credit recovery, for loss prevention of credits, and in some cases to obtain original credit. In addition, the district's alternative school provides opportunities for credit recovery that includes the Nova Net but also includes personalized teaching and customized learning.

An important component of this grant is for every student to have appropriate access to a personalized "I-device" virtually every day. We intend to significantly expand our learning options for students and have included this objective in this Race to the Top application.

At all levels, web-based software is available at school and home to practice and reinforce learning. As one example, HELP Math is a program to raise test scores in mathematics used primarily for ELL students as well as students with special needs with instruction aligned to standards in grades three to eight. It has Spanish Language Support. Goals in this Race to the Top application indicate our resolve to expand personalized opportunities for students to demonstrate mastery in and out of the classroom.

Rogers has utilized Dr. Jane Pollock in the training of 300 of its teachers so that they can be attuned to all their students, including those with disabilities, and adapt teaching practices that make learning assessable to all students. This application is aimed at seeing that every teacher is appropriately responsive to the progress and needs of each learner. This will involve follow-up training for these 300 teachers while initiating intensive one on one training for approximately 800 additional teachers.

(D)(2) LEA and school infrastructure

Rogers School District works to see that all students, educators, and parents (regardless of income) have access to necessary content, tools, and other learning resources both in and out of school to support student learning. Each school has a parent resource center with a person assigned to work with parents to provide them with resources to help their children succeed.

Rogers School District kindergarten teachers developed a DVD that includes lessons and suggestions to help prepare children to enter kindergarten. That DVD is given to each parent prior to the start of kindergarten and can be viewed at home, at the public library, or in the school. The resource centers contain many digital and written materials for parents. This Race to the Top grant application indicates our resolve to revise that DVD and to expand efforts to help day care center personnel increase the readiness of students entering kindergarten.

Each summer, students who are at-risk receive books in the mail on a weekly basis. These books are selected for each individual student based on his or her reading level. With these books comes an instruction sheet for parents to help them assist their child.

Throughout the school year, principals, teachers, and parent teacher organizations work diligently to involve parents in ways to help their students. Schools promote family reading/literacy nights, and family math nights. At the end of each school year, parents in elementary schools are invited to a meeting to suggest ways they can best help their child with reading comprehension during their summer vacation.

The district has made progress in ensuring that students, parents, educators, and other stakeholders provide appropriate levels of technical support. As mentioned earlier, the district posts model teaching lessons on the teacher portion of the web. Principals and teacher colleagues discuss with other teachers how to be increasingly effective. Local support comes from community organizations such as the Early Risers Rotary club that raises funds and provides small grants to teachers based on creative ways to use additional resources that frequently involves technology. Also, the district promotes family usage of the Rogers Public Library which has expanded, and is continuing to expand, its hardware and software technology materials available to students and parents.

Rogers School District uses information technology systems that allow parents and students to export their information in an open data format. For students and parents, online support includes encouragement and instruction as to how to use websites such as the “khan academy” where questions can be answered in mathematics and science, and “Penda” which is an online mathematics and science resource.

Examples of other technology programs used to provide students and parents access to multiple learning opportunities include use of “Waterford Early Learning” in grades K-2 which contains three years of reading, mathematics, and science lessons; “Success Maker” used in grades 3-5 that provides adaptive, personalized ways for students to master reading and mathematics concepts; and “Reflex” which is a math web-based school and home remediation and acceleration site. There are hundreds of web sites that purport to be effective in helping students learn. This Race to the Top grant will provide additional resources to enable us to select and customize those that are most effective for our students while abandoning those that are not effective in increasing student comprehension.

The district utilizes interoperable data systems for student data, for human resources data, for instructional improvement system data, and for budget data. As mentioned earlier, the district utilizes a customized computer program called “FileMaker Pro” that makes available extensive student data for teachers to help them assess ways to go forward. The State of Arkansas has a sophisticated data system that all school districts must utilize. It is a repository for student, personnel, and financial data. It can and is accessed by positions to provide significant data for sound decision-making.

To enable more intelligent utilization of data, this Race to the Top proposal calls for the addition of two Race to the Top data coaches who will have primary responsibility to enable all teachers to learn essential data analysis skills so that they have the ability to redirect instruction to improve instructional delivery. With the rapid changes occurring in educational software and delivery systems each year, these coaches will be essential in modeling the collecting and analysis of data, teaching how to utilize individual student and classroom data, modeling critical analysis of appropriate technology programs and hardware, helping to customize student programs, and teaching the integration of technology in all curriculum areas as they conduct training for teachers. We intend to enable teachers to have the knowledge and confidence to orchestrate positive changes.

E. Continuous Improvement

(E)(1) Continuous Improvement Process This Race to the Top grant proposal is comprehensive in its emphasis on student, teacher, principal, superintendent improvement; increased personalized and customized teaching tools; increased utilization of community partnerships and parent participation in learning; increased communication; and increased collection and utilization of feedback. Many of the elements of the Race to the Top grant would be folded into the district’s strategic plan. The strategic plan has served as a vehicle for continuous improvement since its inception in 2006 and contains all of the elements necessary to assure accountability. *(Appendix pg 146-166)* If awarded the grant, the strategic plan would need to be expanded and include accountability measures for community and business partnerships, and socio-emotional annual objectives.

In *Principal-Centered Leadership*, Stephen Covey has written that “Many assessment programs break down because executives don’t involve the people who supply the feedback in action planning and problem-solving based on that feedback. When you get good feedback from people, you need to act on it. Often you need an outside agent or internal consultant – some catalyst to bring energy, expertise, and discipline to the problem-solving process” (Covey, 1990 & 1992). This Race to the Top grant will provide the catalyst to close achievement gaps and move student achievement forward.

A grant director will be responsible for monthly evaluation reports to the Superintendent and leadership cabinet as scheduled in the strategic plan. These will, in turn, be evaluated by the Deputy Superintendent, the principals, and the Superintendent’s leadership team. Summary reports will be presented at least quarterly at school board meetings that are attended by the media and public. Progress reports will be disseminated regularly. When it is determined through assessments that refinements are needed based on results and staff input, these refinements will be made within the grant’s parameters. Those changes will be shared with staff and the general public.

Data analysis specialists employed within this grant and the present district technology staff will be responsible for weekly reports of progress to the Deputy Superintendent who will, in turn, share the results at leadership meetings. At the building level, daily feedback monitored by teachers will occur in classrooms with frequent reports to the principals and curriculum specialists. Professional development of teachers and principals will be evaluated by surveys developed in the district and by objective measurements of student progress.

(E)(2) Ongoing communication and engagement In accordance with our commitment to continuous improvement, the Rogers School District places a high priority on two-way communication and works to inform, involve, and seek input from students, staff, parents, and community as outlined in the Rogers School District Communication Plan. (*Appendix pg 283-291*)

Since we began an intensive strategic planning process seven years ago, Rogers School District regularly measures and monitors the

effectiveness of its programs and initiatives at weekly leadership meetings as prescribed in the strategic plan and facilitated by the Superintendent. District data and reports are presented, results are analyzed, and trends or areas of concern are discussed. Besides these weekly meetings, the district schedules monthly meetings with principals, assistant principals, and service support directors. Leaders at these meetings are required to have an agenda and minutes of the meeting. The district has standing committees for professional development and technology. These committees report progress to the leadership cabinet quarterly. School board meetings include standing reports on curriculum from assistant superintendents, budget updates from the treasurer, construction updates when necessary, and updates from the deputy superintendent on the strategic plan. These are all part of the public record. Annual meetings include updates and reports from each director (i.e. federal programs, facilities, transportation). Each year, principals present directly to the board an update on their building progress and needs. There is an annual summary presented to the school board on the strategic plan and published on the district web page. The Superintendent makes an annual “Report to the Public” report to the school board and the local chamber of commerce each October.

At school board meetings, patrons have the opportunity to bring comments or concerns to the school board during a public comment period. In addition, parents, students, and community representatives are regularly included on committees along with staff members to ensure different perspectives as we work to continuously improve. When recommendations for major changes emerge from a committee such as a change in grade configuration or school attendance boundaries, a series of public meetings are held to gather public input for the committee’s and school board’s consideration. This process has helped the district navigate several difficult changes, engage our stakeholders, and move forward successfully.

Rogers School District utilizes a variety of other ways to inform and engage external stakeholders. These include Facebook, Twitter and other social media sites as well as through the use of a parent notification system, website, newsletters, and frequent news releases. To connect on a deeper level with stakeholders, surveys and informal focus groups are utilized to assess effectiveness, make changes, and set new goals.

District and school staff members are open to comments, suggestions, and questions. As an example, more than 500 inquiries were made through our electronic *Contact Us* form to seek help, ask questions, or provide feedback. These inquiries are in addition to feedback received through the other open lines of communication, phone calls, personal visits, emails, conferences, and family engagement nights. Rogers School District operates from a mindset that continuous improvement requires on-going dialogue both with internal and external stakeholders so that together we can set a plan of action to provide the best education possible for our students as well as to monitor and adjust when data indicates that refinements will likely result in better results.

In summary, district administrators and teachers are committed to improving student success through comprehensive analysis, highly trained teachers and administrators, comprehensive ways to enlist feedback, trained parents, community resource assistance, and new ways of learning. This Race to the Top grant includes efforts to increase parental training and assistance which will require ongoing communication; to increase student performance and organizational feedback at all levels through utilization of the district's website and through public meetings; to enlist additional community resource participation; to conduct additional meetings with stakeholders at each building; and to publish results of efforts to promote increased student achievement for all. The district's communications director will disseminate reports to the media and general public with assistance from the district's data accountability director.

(E)(3) Performance Measures The charts that follow provide ambitious yet achievable performance measures, overall and by subgroup, with annual targets. Our rationale for selection of the academic goals is related to the academic benchmark areas in this grant. We are focusing on measuring increased achievement in third grade, eighth grade, ninth grade, and twelfth grade with all students and by sub-groups.

For purposes of measuring progress we propose to use norm-referenced test data from the Iowa Test of Basic Skills. This test provides the district with annual data comparing progress of our students against national norm groups. Riverside, publishers of the Iowa Test of Basic Skills, defines "on grade level" as any student that scores at the 40th percentile or higher. For this reason, we used the percent of students in grades 3, 8, and 9 scoring at this level as our measure of students on track to be college and/or career ready. Our intent is

to see that students go well beyond this baseline.

In grade 12, we will use senior exit data to determine the number of students entering post secondary education and careers including military service. (*Appendix pg 292-308*) This information will be captured through interviews at the end of each student's senior year concerning intentions. This measure will then be tracked longitudinally by the National Clearinghouse Student Tracker annual report received by the district. (*Appendix pg 169*)

To more accurately measure the progress of subgroups, Rogers School District will use Targeted Achievement Gap Groups (TAGG). Students will be identified as a TAGG student if they have any single characteristic associated with any traditional underperforming subgroup as defined by ESEA. This prevents any student's change in performance from inflating progress towards meeting goals established in the performance measures.

In deciding on appropriate socio-emotional leading indicators of successful performance, we first examined criteria considered by UNICEF. In the report, *Child Poverty in Perspective: An Overview of Child Well-being in Rich Countries*, six factors assessed were material well-being, health and safety, educational well-being, relationships, behaviors and risks, and subjective well-being. In that report we reviewed a paper titled *Identifying Indicators and Tools for Measuring Social and Emotional Healthy Living: Children Ages 5-12 years* (Kimberly A. Schonert-Reichl, Molly S. Lawlor, Eva Oberle, & Kimberly Thompson, University of British Columbia, 2009, pp. 18-21). We then considered what would be the most meaningful indicator to indicate progress in accordance with this grant. Health and counseling leaders along with administrators selected changes in body mass index as a measurement that would reveal an essential element of wellness.

(E)(4) Evaluating effectiveness of investments Rogers School District's overriding evaluation of the effectiveness of the Race to the Top funded activities will be to evaluate the district's successes in meeting and or exceeding the student performance goals. Declaring success in technology, system changes, teacher training, use of new resources or any other aspect of this grant will not be possible

unless we can document evidence of increased student growth. We will evaluate increases in parent participation; conduct teacher satisfaction surveys regarding increased teaching effectiveness as a result of the training outlined in this grant; provide an objective analysis of new programs in place; evaluate our success with project-based education; review and quantify our expanded customized and personalized learning options for students with the evaluations including students; and evaluate the increases in quantity and effectiveness of our partners in education coming from businesses, non-profit agencies, and post-secondary educational institutions.

(E)(3) Performance Measures – Required for all applicants

LITERACY		Performance Measure (All Applicants – a)									Applicable Population: All participating students and TAGG students = (English Language Learners, Economically Disadvantaged, Hispanic and students with disabilities combined)											
		Baseline 2011-12			Target			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R			
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100			
All participating students	Teacher	86	8240	1.0	160	8446	1.9	242	8657	2.8	328	8873	3.7	418	9094	4.6	512	9321	5.5			
	Principal	779	8240	9.5	912	8446	10.8	1047	8657	12.1	1189	8873	13.4	1337	9094	14.7	1491	9321	16			
TAGG (Targeted Achievement Gap Group)	Teacher	26	5625	0.5	69	5766	1.2	118	5910	2.0	164	6058	2.7	217	6209	3.5	267	6364	4.2			
	Principal	596	5625	10.6	698	5766	12.1	804	5910	13.6	909	6058	15.0	1024	6209	16.5	1146	6364	18			

Performance Measure (All Applicants – a) a) The number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective and a highly effective principal as measured by more than one year’s growth using the STAR reading level indicators										Applicable Population: All participating students and TAGG students = (English Language Learners, Economically Disadvantaged, Hispanic and students with disabilities combined)									
MATH		Baseline 2011-12			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	556	8240	6.7	709	8446	8.4	883	8657	10.2	1056	8873	11.9	1246	9094	13.7	1435	9321	15.4
	Principal	779	8240	9.5	912	8446	10.8	1047	8657	12.1	1189	8873	13.4	1337	9094	14.7	1491	9321	16
TAGG (Targeted Achievement Gap Group)	Teacher	411	5625	7.8	577	5766	10.0	721	5910	12.2	878	6058	14.5	1037	6209	16.7	1203	6364	18.9
	Principal	596	5625	10.6	698	5766	12.1	804	5910	13.6	909	6058	15.0	1024	6209	16.5	1146	6364	18

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective and a highly effective principal as measured by more than one and a half year's growth using the STAR reading level indicators.										Applicable Population: All participating students and TAGG students = (English Language Learners, Economically Disadvantaged, Hispanic and students with disabilities combined)									
LITERACY		Baseline 2011-12			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
Subgroup	Effective Teacher or Principal	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
		# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	802	8240	9.7	1495	8446	17.7	2216	8657	25.6	2981	8873	33.6	3774	9094	41.5	4614	9321	49.5
	Principal	2699	8240	32.8	3142	8446	37.2	3610	8657	41.7	4090	8873	46.1	4602	9094	50.6	5127	9321	55
TAGG (Targeted Achievement Gap Group)	Teacher	330	5625	5.9	836	5766	14.5	1365	5910	23.1	1914	6058	31.6	2496	6209	40.2	3106	6364	48.8
	Principal	1676	5625	29.8	1972	5766	34.2	2287	5910	38.7	2611	6058	43.1	2955	6209	47.6	3309	6364	52

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective and a highly effective principal as measured by more than one and a half year’s growth using the STAR reading level indicators.										Applicable Population: All participating students and TAGG students = (English Language Learners, Economically Disadvantaged, Hispanic and students with disabilities combined)									
MATH		Baseline 2011-12			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
Subgroup	Effective Teacher or Principal	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
		# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	1726	8240	20.9	2230	8446	26.4	2770	8657	32.0	3327	8873	37.5	3920	9094	43.1	4530	9321	48.6
	Principal	2699	8240	32.8	3142	8446	37.2	3610	8657	41.7	4090	8873	46.1	4602	9094	50.6	5127	9321	55
TAGG (Targeted Achievement Gap Group)	Teacher	1049	5625	18.6	1367	5766	23.7	1702	5910	28.8	2054	6058	33.9	2422	6209	39.0	2807	6364	44.1
	Principal	1676	5625	29.8	1972	5766	34.2	2287	5910	38.7	2611	6058	43.1	2955	6209	47.6	3309	6364	52

**(E)(3) Performance Measures – Required for applicants with participating students in grades PreK-3
(Note to applicants: Delete chart if the PreK-3 population is not part of your proposal)**

Performance Measure (Grades PreK-3 – a, b) a)The percent of students at the 40 th percentile or above in the Reading Comprehension subtest as measured by the Iowa Tests of Basic Skills b)Percent of students in 2 nd grade considered physically fit as measured by the Body Mass Index	Applicable Population	Subgroup	Baseline [2011-12]	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
a) 3 rd grade performance on the Iowa tests of Basic Skills Reading Comprehension subtest	3 rd Grade	All participating students	71.7%	75.4%	79.0%	82.7%	86.3%	90%
		Hispanic	64.1%	69.3%	74.4%	79.6%	84.8%	90%
		Economically Disadvantaged	64.6%	69.6%	74.7%	79.8%	84.9%	90%
		English Learner	64.0%	69.2%	74.4%	79.6%	84.8%	90%
b) Body Mass Index for 2 nd grade students Percent rated fit or Excellent (estimate used for subgroups)	2 nd Grade	All participating students	67.1	69%	71%	73%	75%	77%
		Hispanic	59%	61%	63%	65%	67%	69%
		Economically Disadvantaged	56%	58%	60%	62%	64%	66%
		English Learners	51%	53%	55%	57%	59%	61%

**(E)(3) Performance Measures – Required for applicants with participating students in grades 4-8
(Note to applicants: Delete chart if the 4-8 population is not part of your proposal)**

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).		Applicable Population: 8 th Grade
Baseline	Target	

	2011-12			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
8th Grade READING	Total	>40%	%	Total	>40%	%	Total	>40%	%	Total	>40%	%	Total	>40%	%	Total	>40%	%
All participating students	1066	828	77.7	1093	875	80.1	1120	924	82.5	1148	976	85.0	1177	1030	87.5	1206	1085	90.0
Hispanic	429	280	65.3	440	309	70.2	451	339	75.1	462	370	80.1	473	402	85.0	485	436	90.0
Economically Disadvantaged	651	452	69.4	667	490	73.5	684	531	77.6	701	573	81.8	718	617	85.9	736	662	90.0
English Learners	428	283	66.1	439	311	70.9	450	340	75.7	461	371	80.4	472	402	85.2	484	435	90.0
8th Grade MATH	Total	>40%	%	Total	>40%	%	Total	>40%	%	Total	>40%	%	Total	>40%	%	Total	>40%	%
All participating students	1066	853	80.0	1093	896	82.0	1120	941	84.0	1148	987	86.0	1177	1036	88.0	1206	1085	90.0
Hispanic	429	312	72.7	440	335	76.1	451	359	79.6	462	384	83.0	473	409	86.5	485	436	90.0
Economically Disadvantaged	651	475	72.9	667	509	76.3	684	546	79.8	701	583	83.1	718	622	86.6	736	662	90.0
English Learners	428	316	73.8	439	382	77.0	450	361	80.3	461	385	83.5	472	409	86.7	484	435	90.0

Performance Measure (Grades 4-8 –b, c) b)The percent of 8 th grade students at the 40 th percentile or above in the Reading Comprehension subtest as measured by the Iowa Tests of Basic Skills c)Percent of 8 th grade students reporting opportunities for pro-social behaviors	Applicable Population	Subgroup	Baseline [2011-12]	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
b) 8th grade performance on the Iowa tests of Basic Skills Reading Comprehension subtest	8 th Grade	All participating students	77.7%	80.1%	82.5%	85.0%	87.5%	90%
		Hispanic	65.3%	70.2%	75.1%	80.1%	85.0%	90%
		Economically Disadvantaged	69.4%	73.5%	77.6%	81.8%	85.9%	90%
		English Learners	66.9%	70.9%	75.7%	80.4%	85.2%	90%
c) Percent of 8 th grade students that have opportunities for pro-social behavior (estimate used for subgroups)	8 th Grade	All participating students	52%	55%	57%	59%	61%	63%
		Hispanic	45%	47%	49%	51%	53%	55%
		Economically Disadvantaged	39%	42%	45%	48%	51%	54%
		English Learners	33%	39%	42%	45%	48%	51%

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12
(Note to applicants: Delete chart if the 9-12 population is not part of your proposal)

Performance Measure (Grades 9-12 – a)										Applicable Population: Grades 11-12								
a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.																		
Subgroup	Baseline 2011-12			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (A/B)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (D/E)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (G/H)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (J/K)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (M/N)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (P/Q)*100
All participating students	402	807	49%	407	815	50%	410	823	51%	416	831	52%	445	840	53%	457	848	54%
Hispanic	108	338	32%	111	326	34%	118	329	36%	132	332	38%	134	336	40%	142	339	42%
Economically Disadvantaged	145	476	30%	156	489	32%	168	493	34%	179	498	36%	192	504	38%	203	508	40%
English Learners	38	193	20%	43	195	22%	47	198	24%	51	199	26%	56	201	28%	61	204	30%
Students with Disabilities	15	97	15%	17	98	17%	19	99	19%	21	100	21%	23	101	23%	25	101	25%

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator. Percent of 2011 graduates entering and not needing remediation in English (ACT subtest score less than 19).										Applicable Population: 9-12 College freshman not needing remediation								
	Baseline 2011-12			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (I/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
All participating students	281	402	70%	306	432	71%	339	471	72%	359	492	73%	375	508	74%	401	535	75%
Hispanic	46	108	43%	52	116	45%	59	127	47%	65	132	49%	70	137	51%	76	144	53%
Economically Disadvantaged	72	145	50%	80	155	52%	91	170	54%	99	177	56%	106	182	58%	115	192	60%
English Learners	2	38	5%	4	43	9%	6	47	13%	8	49	17%	11	51	21%	13	53	24%
Students with Disabilities	6	15	40%	7	16	42%	8	17	44%	8	18	46%	9	19	48%	10	20	50%

Performance Measure (Grades 9-12 – c)										Applicable Population: 11 th grade Literacy								
c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. Students who have performed at or above the proficiency level on the 11th grade Literacy exam as determined by the Arkansas benchmark examinations																		
	Baseline 2011-12			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students on track	Total # of Participating Students	% on track (A/B)*100	# Participating Students on track	Total # of Participating Students	% on track (D/E)*100	# Participating Students on track	Total # of Participating Students	% on track (G/H)*100	# Participating Students on track	Total # of Participating Students	% on track (J/K)*100	# Participating Students on track	Total # of Participating Students	% on track (M/N)*100	# Participating Students on track	Total # of Participating Students	% on track (P/Q)*100
All participating students	603	838	72%	617	846	73%	631	854	74%	646	862	75%	661	870	76%	676	878	77%
Hispanic	168	317	53%	176	320	55%	184	323	57%	195	326	60%	203	329	62%	212	332	64%
Economically Disadvantaged	246	432	57%	254	436	59%	268	440	61%	279	444	63%	291	448	65%	302	452	67%
English Learners	66	200	33%	72	202	36%	79	204	39%	86	206	42%	93	208	45%	100	210	48%
Students with Disabilities	26	98	27%	32	107	30%	66	200	33%	72	202	36%	79	204	39%	87	208	42%

Performance Measure (Grades 9-12 – d, e) d)The percent of 9 th grade students at the 40 th percentile or above in the Reading Comprehension subtest as measured by the Iowa Tests of Basic Skills e)Percent of 10 th grade students reporting opportunities for pro-social behaviors	Applicable Population	Subgroup	Baseline 2011-12	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
d) 9 th grade performance on the Iowa tests of Basic Skills Reading Comprehension subtest	9 th Grade	All participating students	70%	74%	78%	82%	86%	90%
		Hispanic	60%	66%	72%	78%	84%	90%
		Economically Disadvantaged	59%	65%	71%	77%	83%	90%
		English Learners	59%	65%	71%	77%	83%	90%
e) Percent of 10 th grade students that have opportunities for pro-social behavior (estimate used for subgroups)	10 th Grade	All participating students	49%	51%	53%	55%	57%	61%
		Hispanic	39%	41%	43%	45%	47%	49%
		Economically Disadvantaged	34%	37%	40%	43%	46%	49%
		English Learners	28%	32%	36%	40%	44%	48%

F. Budget and Sustainability

The district intends to leverage the Race to the Top funds with local LEA funds, state categorical funds, including National School Lunch Act funds, E-Rate funding, and external foundations. For other aspects of the comprehensive strategic plan, we will seek help from local philanthropic organizations. The district also has a dedicated tax for technology which generates approximately \$2,500,000 annually it will be used in ways to enhance the grant goals.

The district has strategically written the budget for the initial outlay and training to facilitate the shift to a more personalized learning environment. This shift in the district culture will enable the district to sustain the grant by redirecting resources that were once used for textbooks, library books, forms, worksheets, clerical help, and printing into maintaining the technology rich environment. By investing so heavily in training the culture should become pervasive and new employees will be able to learn from the existing staff. The district is also fortunate to be in an area which is growing in population and tax revenue. New funds will be directed at sustaining the grant goals. The State of Arkansas does an adequacy study to set funding levels and regularly increases the state foundation aid. These increases will be directed to sustaining the grant goals. The dedicated tax for technology increases as the district’s assessed value increases, so the increase as well as this tax will be helpful in sustaining the program. The district currently spends at least \$600,000 annually on computers. This money will be channeled into sustaining the grant. The estimate to sustain the grant is \$3,000,000 per year for personnel and software subscriptions. Rogers Public Schools maintains a balanced budget and intends to actively seek funds through grants, other governmental sources, and private and corporate donors to provide a healthy financial future to meet the personalized learning needs as described in this application. At the end of the four years of the initial grant funding period, the district intends to retain and absorb the cost of personnel, equipment and professional development to sustain the goals in this grant. Below is a budget for the three years post-grant.

Sustainability Budget			
	Year 1	Year 2	Year 3
General fund	\$1,000,000	\$1,750,000	\$2,500,000

Technology mil	\$100,000	\$200,000	\$300,000
Savings			
Textbooks	\$1,000,000	\$1,000,000	\$1,000,000
copying costs	\$25,000	\$25,000	\$25,000
paper costs	\$50,000	\$50,000	\$50,000
reallocation of technology expenditures	\$600,000	\$600,000	\$600,000
other cost savings	\$300,000	\$300,000	\$300,000
Total funds available	\$3,075,000	\$3,925,000	\$4,775,000

X. COMPETITIVE PREFERENCE PRIORITY

The Rogers Public Schools have a long track record and commitment to meeting as many educational, socio-emotional, language and physical needs of their students as possible. As an example, the district has voluntarily funded seventeen school nurses and eight social workers well beyond any state educational standards. While the district has a proven track record of educational continuous improvement, there are challenges beyond the present reach of the district resources. While Rogers, Arkansas, is in the center of an economically thriving area, there exists a disparity between regional wealth and the students of Rogers Public Schools. This is exemplified by two facts – a Free/Reduced lunch rate of 60% and the annual fundraising report that shows a generous amount raised of \$291,409.80, most of which is reinvested in programs similar to those in this application. (*Appendix pg 309-315*) Annually, the Rogers Public Schools conducts the Arkansas Prevention Needs Assessment (APNA) to measure the level of risk and types of risks that the district’s students experience. (*Appendix 280-281*) The results are analyzed for trends and longitudinal patterns. While many partnerships and community members make efforts to alleviate those risks and needs, there is an ever-growing request for services. The district intends to bridge that gap with the Race to the Top grant.

With 60% of the district's students qualifying for free or reduced lunch and 40% of the district's families speaking a language other than English in their homes, there are challenges. These challenges stretch the district's and community's resources. A patchwork effort of philanthropic organizations and government grants has provided some resources to many of our students; however, the APNA indicates these efforts are falling short.

Presently, the district has some viable partnerships that are meeting the immediate health needs of our students. The district has partnered with four mental health service providers in the area in the past several years. These services include school-based counseling for approximately 400 students. Services could be expanded to include group and family therapy outside the school day but in school facilities. Presently, family resources, facilities and transportation costs prevent many students and their families from accessing these services.

Students cannot learn effectively if they are hungry. The district has sought and received support to provide weekend and summer meals to students. In the summer of 2012, 450 meals were served at three sites each day to those within walking distance. The Samaritan house, with the support of school counselors, provides weekend "snack packs" to be sure that there is some food in the home. The snack pack program provides about 2500 snacks per month. During holidays, many schools independently contact churches or charities or even sponsor meals through their parent-teacher organizations to insure there is a good meal while students are not in school.

Rogers Public Schools have many educational partnerships. Again, these programs are funded in a variety of ways. Only one of four middle schools has a grant funded after-school program that supports students. Snacks and activities are part of an effort to keep students in a safe and healthy environment while providing tutoring services. Eleven of the district's 14 elementary schools offer a "Kids' World" program with physical activities and, snacks and educational support, but for these programs parents must pay a

nominal fee. These programs provide after-school care for approximately 400 students, or only about 5% of the eligible students. Two of the district's elementary schools offer tutoring in the spring prior to testing. These programs are staffed by volunteers and are designed to bolster the skills of at-risk students. Another agency that offers structured after-school programs in the community is the Boys and Girls Club. The district provides transportation to the club for about 150 elementary students each day and on Wednesdays, serves 200 high school students. The district has been approached by the local YMCA for an on site program, but to date does not have the funding to support the program. Summer programs have been minimal. This year, the district offered a one week Camp Invention program but could only serve 70 students. Despite the fact that there was a fee, the district had a waiting list. Presently, qualified high school students can pursue internships with local businesses through their business classes. The district will expand internships when the New Tech High school opens in the fall of 2013. Internships have had limited success building partnerships with the local business community. Meaningful relevant internships will require training for non-educators that will serve as mentors. The district intends to create that training. Another educational partnership that the district intends to expand is the relationship with the local community college, Northwest Arkansas Community College (NWACC). Students at both high schools can receive concurrent credit through courses taught on campus in English Composition and College Algebra. As part of the district's New Tech High school, concurrent credit will be extended to credits earned on the campus at NWACC. The New Tech Network encourages these partnerships to give students realistic college experiences and allow students to self-evaluate their preparedness. We intend to seek options to build our partnership with NWACC and offer more credits outside the walls of our traditional high schools.

Increasing parent education is another opportunity for Rogers Public Schools. Many of the district's parents (40%) are non-English speakers. The district offers the PADRES program in four elementary schools to educate parents about the American educational system. Efforts in those buildings have empowered these parents to become involved. Subsequently, they are taking a more active role in parent-teacher organizations, fundraisers in the buildings, and their student's education. This relationship is now expanded to

a summer reading program designed to keep students reading, while simultaneously teaching parents how to help improve comprehension.

For older students, many night meetings are scheduled to support promising students on how to access a college education, how to complete the FAFSA, register for the ACT, apply for scholarships, and register for a college preparation curriculum. Unfortunately, these are often one time events that are poorly attended. The district intends to expand the education of the families of these students by putting an Hispanic liaison in each middle school, creating DVD's in the parent's native language that can be viewed at home, and by offering meetings at a variety of times. These efforts are all aimed at improving college readiness for the Hispanic population.

A variety of experiences for students only enhances their education. Several agencies such as Crystal Bridges Museum of American Art, the Walton Arts Center, the local museum, summer camps and Hobbs State Park have programs tailored to K-12 students. The district also partners with the Ozark Natural Science Center to provide an overnight experience for all district 5th grade students. Parents presently bear a portion of the cost of this trip and those who cannot afford to pay are subsidized by teachers and private donations. Access to programs for some can be cost prohibitive because of transportation costs and the need to protect valuable instructional time. The district intends make better use of these opportunities by structuring summer day trips for students and/or their parents to build cultural learning events.

Dental and vision services for needy children are philanthropic. Private organizations such as Altrusa and the Arkansas Children's Hospital Ronald McDonald Mobile Dental Lab provided dental services to 75 second grade students with dental pain. Another 22 students received comprehensive dental services courtesy of the Altrusa organization. Vision services were provided to 184 students through local organizations such as the Lions Club or donated services from local optometrists. The Lions Club also supported medical services for two students with hearing issues. Connecting students to these services takes place through each school's

counseling office and is dependent upon self reporting by student and then the availability of the service.

Recreational opportunities are another effort that the district intends to improve. All but one of the elementary schools offers a “Girls on the Run” program to promote fitness and self-esteem for upper elementary females. Two elementary schools also offer an after-school bicycle program that includes weekly rides on the city bike paths and instruction on safety and bicycle maintenance. Both programs are well attended but reliant on volunteers. The city has a modern activity center with structured activities that cannot be accessed by most students because of transportation. The district would remedy that with grant funding.

Rogers School Board policy DEC states in part: “in order to provide the best educational opportunities possible for the children of the district, it shall be the objective of the board to seek as many sources of revenue as possible to supplement the funds provided by state and local taxation.” Our interest is only to seek revenues that will truly promote student success. We want to see that the students, teachers and administrators are well-prepared to meet the challenges our students bring to us every day. The Race to the Top funds will help move Rogers Public Schools forward as it seeks to fulfill its mission “...all belong, all learn, and all succeed.”

Competitive Preference Priority: Population-Level Desired Results

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
All subgroups	Educational, Community and family	Fund a position of district-wide social worker to serve as a coordinator for all community and health related services to match needs and services for every student and family.
Economically Disadvantaged	Family, health and well being	Expand opportunities mental health service partnerships outside the school day to include group therapy and family counseling. Facilities and transportation costs provided for every student and family in need.
Economically	Family, health and well being	Expand the number of sites offering summer meals to 6 to be sure

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
Disadvantaged		that every child is within a safe walking distance for at least one meal a day. Measurement would include the number of meals served daily in the summer by Rogers Child Nutrition staff.
Economically Disadvantaged, English Learners and Hispanic	Family, health and well being, educational	Expand after school care for elementary students to include structured recreational, social and educational experiences to include a partnership with the Boys and Girls club and the YMCA for students of all ages to provide on site structured educational, recreational and healthy after school programs at each elementary school.
All students	Educational - Community	Create a training course for community businesses and organizations to ensure that 90% of all students participating in an internship will rate the experience as possible. Goal of 25% of the graduating class experience an internship.
All students	Educational	A successful partnership with Northwest Arkansas Community College for any student seeking concurrent credit and a true college experience.
Hispanic, English Learners	Family, Education	Expand educational opportunities for Hispanic families to include parent education through the PADRES program, summer book lending program and provide all necessary support for access to a post secondary education.
Hispanic	Education, Family	Produce and distribute a DVD with basic kindergarten readiness skills to be given to all students in Spanish or English at kindergarten registration.
Economically Disadvantaged	Community, Educational	Partner with community organizations to expand and develop summer opportunities for cultural and educational experiences including camp invention and summer day trips.
Economically Disadvantaged	Community, Health	Expand partnerships with non-profit health agencies to provide opportunities for 100% of the district's students to have access to dental and health care.

Competitive Preference Priority: Performance Measures

(Note: May use performance measures from (E)(3) as appropriate)

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
District Social Worker	Economically Disadvantaged		208 students received services	250 students	300 students	350 students	400 students	450 students
	Hispanic		100	150	175	200	225	250
	English Learners		42	50	55	55	60	65
Mental Health Services	Economically Disadvantaged		400	450	500	550	600	650
	Hispanic		60	70	80	90	100	110
	English Learners		25	30	35	40	45	50
Summer Meal program	Economically Disadvantaged		450 @ 3 sites	500@3 sites	650@4 sites	700@4 sites	750@5 sites	800@6sites
After school care	Economically Disadvantaged		471 students	550	625	700	775	850
High School Internships	Economically Disadvantaged		25	40	80	100	150	160
	Hispanic		15	20	30	40	50	70
	English Learners		0	5	10	15	20	25
Community College partnership	Economically Disadvantaged		100	125	150	175	200	225
	Hispanic		30	40	50	60	70	80
Padres Program to Elementary and Middle Schools	Hispanic Parents		75 parents	90 parents	105 parents	120 parents	135 parents	150 parents

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Hispanic School Readiness	Hispanic/English Language Learners		160	180	200	220	240	260
Community Health	Economically Disadvantaged		34%	47%	60%	73%	86%	100%

XI.
XII. BUDGET

APPLICANT NAME							
Rogers Public Schools, Rogers, AR		Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
		1. Personnel	\$ 1,587,500.00	\$ 1,593,500.00	\$ 1,599,500.00	\$ 1,605,500.00	\$ 6,386,000.00
		2. Fringe Benefits	\$ 396,875.00	\$ 398,375.00	\$ 399,875.00	\$ 401,375.00	\$ 1,596,500.00
		3. Travel	\$	\$	\$	\$	\$
		4. Equipment	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 1,200,000.00
		5. Supplies	\$ 4,100,250.00	\$ 4,100,250.00	\$ 4,100,250.00	\$ 4,100,250.00	\$ 16,401,000.00
		6. Contractual	\$ 1,322,000.00	\$ 472,000.00	\$ 472,000.00	\$ 472,000.00	\$ 2,738,000.00
		7. Training Stipends	\$	\$	\$	\$	\$

8. Other	\$	\$	\$	\$	\$
9. Total Direct Costs (lines 1-8)	\$ 7,706,625.00	\$ 6,864,125.00	\$ 6,871,625.00	\$ 6,879,125.00	\$ 28,321,500.00
10. Indirect Costs	\$	\$	\$	\$	\$
11. Total Grant Funds Requested (lines 9-10)	\$ 7,706,625.00	\$ 6,864,125.00	\$ 6,871,625.00	\$ 6,879,125.00	\$ 28,321,500.00
12. Funds from other sources used to support the project	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 360,000.00
13. Total Budget (lines 11-12)	\$ 7,796,625.00	\$ 6,954,125.00	\$ 6,961,625.00	\$ 6,969,125.00	\$ 28,681,500.00

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

The overall budget total for Rogers Public Schools coherent reform vision of personalized learning for each student is \$28,681,500. Funds from other sources used to support the budget (E-Rate funds) average \$90,000 per year for a total of \$360,000. The total grant funds requested is \$28,321,500. The overall personnel budget includes an average of \$1,554,500 per year for four years for a total of \$6,218,000 with fringe benefits of \$1,596,500. The equipment budget for the physical fitness packages is \$300,000 per year for four years for a total of \$1,200,000. The supply budget for office materials, computer devices, interactive white boards, professional development textbooks, and curriculum has an overall budget of \$16,401,000, divided over the four years at \$4,100,250 per year. The supplies budget is divided over four years at \$4,100,250 per year. Contractual agreements for upgrading the data delivery system,

software, and professional development for year one total \$1,322,000 and \$472,000 for year two, three, and four, for a grand total of \$2,738,000.

The total grant funds requested for each of the ten projects that Rogers Public Schools is proposing is as follows:

Project 1/Personalized Learning Through Technology:	\$1,377,000.00
Project 2/Increased Student Success:	\$2,465,000.00
Project 3/Increased Graduation Rates and College and Career Ready	\$5,172,000.00
Project 4/Healthy Students	\$1,200,000.00
Project 5/Increase Students Success on Summative Assessments	\$375,000.00
Project 6/Increased Teacher and Principal Effectiveness	\$752,500.00
Project 7/Improve Technology Infrastructure to Support Teachers and Leaders	\$965,000.00
Project 8/Grant Implementation and Management	\$627,000.00
Project 9/Increased Parent Guardian Family Partnerships	\$2,675,000.00
Project 10//Increased Utilization of Private and Non-Profit Agencies	\$320,000.00
TOTAL GRANT FUNDS REQUESTED:	\$28,321,500.00
TOTAL BUDGET:	\$28,681,500.00

APPLICANT NAME	Rogers Public Schools Rogers, Arkansas			
Project Name	Primary Associated Criterion and Location in Application	Additional Associated Criteria and Location in Application	Total Grant Funds Requested	Total Budget
Project 1/Goal 1	(C)(1), Section IX, Page 56	(C)(1), Section IX, Page 50 (B)(4), Section IX, Page 47	\$ 13,770,000.00	\$ 14,130,000.00
Project 2/Goal 2	(C)(2), Section IX, Page 61	(B)(4), Section IX, Page 4 (C)(1), Section Page 50	\$ 2,465,000.00	\$ 2,465,000.00
Project 3/Goal 3&4	(C)(1), Section IX, Page 55	E(3), Section IX, Pages 73-74 E(3), Section IX, Page 116	\$ 5,172,000.00	\$ 5,172,000.00
Project 4/Goal 5	(C)(1), Section IX, page 56	(A)(3), Section IX, page 15 (E)(3)c, Section IX, page 81 (E)(3)e, Section IX, page 85 Section XXII Appendix, page 277	\$ 1,200,000.00	\$ 1,200,000.00
Project 5/Goal 6	(C)(1), Section IX, Pages 56-57	(A)(4)b, Section IX, page 30-36 Section XXII Appendix, page 278	\$ 375,000.00	\$ 375,000.00
Project 6/Goal 7	(C)(1), Section IX, Pages 57-58	(B)(4), Section IX, page 48 (B)(4), Section IX, page 59 Section XXII Appendix, page 278	\$ 752,500.00	\$ 752,500.00
Project 7/Goal 8	(C)(2), Section IX Pages 61-62	(B)(1), Section IX, page 42 (D)(2), Section IX, page 69-70 Section XXII Appendix, page 278	\$ 965,000.00	\$ 965,000.00
Project 8	(C)(2), Section IX, Page 62	(D)(1), Section IX, page 71	\$ 627,000.00	\$ 627,000.00
Project 9/Goal 9	(C)(2), Section IX, Page 63	Section X, page 89-90 Section XXII Appendix, page 278	\$ 2,675,000.00	\$ 2,675,000.00
Project 10/Goal 10	(C)(2), Section IX, page 63	Section X, page 88-90 Section XXII Appendix, page 279	\$ 320,000.00	\$ 320,000.00
TOTALS			\$ 28,321,500.00	\$ 28,681,500.00

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Applicant Name	Rogers Public Schools, Rogers, AR				
Project Name:	Project 1/Goal 1: Personalized Learning Through Technology				
Primary Associated Criterion and Location in Application:	(C)(1), Section IX, Page 56				
Additional Associated Criteria (if any) and Location in Application:	(C)(1), Section IX, Page 50 (B)(4), Section IX, Page 47				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 70,000.00	\$ 72,000.00	\$ 74,000.00	\$ 76,000.00	\$ 292,000.00
2. Fringe Benefits	\$ 17,500.00	\$ 18,000.00	\$ 18,500.00	\$ 19,000.00	\$ 73,000.00
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 3,341,250.00	\$ 3,341,250.00	\$ 3,341,250.00	\$ 3,341,250.00	\$ 13,365,000.00
6. Contractual	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 40,000.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 3,438,750.00	\$ 3,441,250.00	\$ 3,443,750.00	\$ 3,446,250.00	\$ 13,770,000.00
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 3,438,750.00	\$ 3,441,250.00	\$ 3,443,750.00	\$ 3,446,250.00	\$ 13,770,000.00
12. Funds from other sources used to support the project	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 360,000.00
13. Total Budget (lines 11-12)	\$ 3,528,750.00	\$ 3,531,250.00	\$ 3,533,750.00	\$ 3,536,250.00	\$ 14,130,000.00

Applicant Name	Rogers Public Schools, Rogers, AR				
Project Name:	Project 2/Goal 2: Increased Student Success				
Primary Associated Criterion and Location in Application:	(C)(2), Section IX, Page 61				
Additional Associated Criteria (if any) and Location in Application:	(B)(4), Section IX, Page 4 (C)(1), Section Page 50				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ 180,000.00
2. Fringe Benefits	\$ 11,250.00	\$ 11,250.00	\$ 11,250.00	\$ 11,250.00	\$ 45,000.00
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 360,000.00	\$ 360,000.00	\$ 360,000.00	\$ 360,000.00	\$ 1,440,000.00
6. Contractual	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00	\$ 800,000.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 616,250.00	\$ 616,250.00	\$ 616,250.00	\$ 616,250.00	\$ 2,465,000.00
10. Indirect Costs					\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 616,250.00	\$ 616,250.00	\$ 616,250.00	\$ 616,250.00	\$ 2,465,000.00
12. Funds from other sources used to support the project					\$ -
13. Total Budget (lines 11-12)	\$ 616,250.00	\$ 616,250.00	\$ 616,250.00	\$ 616,250.00	\$ 2,465,000.00

Applicant Name	Rogers Public Schools, Rogers, AR				
Project Name:	Project 3/Goal 3&4: Increased Graduation Rates and College and Career Ready				
Primary Associated Criterion and Location in Application:	(C)(1), Section IX, page 55				
Additional Associated Criteria (if any) and Location in Application:	(B)(1), Section IX, page 41;(E)(3), Section IX, page 16 (E)(3), Section IX, page 73-74 Section XXII Appendix, page 36-37, 169, 277				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 540,000.00	\$ 540,000.00	\$ 540,000.00	\$ 540,000.00	\$ 2,160,000.00
2. Fringe Benefits	\$ 135,000.00	\$ 135,000.00	\$ 135,000.00	\$ 135,000.00	\$ 540,000.00
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment					\$ -
5. Supplies	\$ 381,000.00	\$ 381,000.00	\$ 381,000.00	\$ 381,000.00	\$ 1,524,000.00
6. Contractual	\$ 612,000.00	\$ 112,000.00	\$ 112,000.00	\$ 112,000.00	\$ 948,000.00
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 1,668,000.00	\$ 1,668,000.00	\$1,168,000.00	\$ 1,168,000.00	\$ 5,172,000.00
10. Indirect Costs					\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 1,668,000.00	\$ 1,668,000.00	\$1,168,000.00	\$ 1,168,000.00	\$ 5,172,000.00
12. Funds from other sources used to support the project					\$ -

13. Total Budget (lines 11-12)	\$ 1,668,000.00	\$ 1,668,000.00	\$1,168,000.00	\$ 1,168,000.00	\$ 5,172,000.00
					\$ -

Applicant Name	Rogers Public Schools				
Project Name:	Project 4/Goal 5: Healthy Students				
Primary Associated Criterion and Location in Application:	(C)(1), Section IX, page 56				
Additional Associated Criteria (if any) and Location in Application:	(A)(3), Section IX, page 15 (E)(3)c, Section IX, page 81 (E)(3)e, Section IX, page 85 Section XXII Appendix, page 277				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					\$ -
2. Fringe Benefits					\$ -
3. Travel					\$ -
4. Equipment	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 1,200,000.00
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs (lines 1-8)	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 1,200,000.00

10. Indirect Costs					\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 1,200,000.00
12. Funds from other sources used to support the project					\$ -
13. Total Budget (lines 11-12)	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 300,000.00	\$ 1,200,000.00

Applicant Name	Rogers Public Schools, Rogers, AR				
Project Name:	Project 5/Goal 6: Increase Student Success on Summative Assessments				
Primary Associated Criterion and Location in Application:	(C)(1), Section IX, Pages 56-57				
Additional Associated Criteria (if any) and Location in Application:	(A)(4)b, Section IX, page 30-36 Section XXII Appendix, page 278				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 300,000.00
2. Fringe Benefits	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 18,750.00	\$ 75,000.00
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs (lines 1-8)	\$ 93,750.00	\$ 93,750.00	\$ 93,750.00	\$ 93,750.00	\$ 375,000.00
10. Indirect Costs					\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 93,750.00	\$ 93,750.00	\$ 93,750.00	\$ 93,750.00	\$ 375,000.00
12. Funds from other sources used to support the project					\$ -
13. Total Budget (lines 11-12)	\$ 93,750.00	\$ 93,750.00	\$ 93,750.00	\$ 93,750.00	\$ 375,000.00

Applicant Name	Rogers Public Schools, Rogers, AR				
Project Name:	Project 6/Goal 7: Increased Teacher and Principal Effectiveness				
Primary Associated Criterion and Location in Application:	(C)(1), Section IX, Pages 57-58				
Additional Associated Criteria (if any) and Location in Application:	(B)(4), Section IX, page 48 (B)(4), Section IX, page 59 Section XXII Appendix, page 278				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 330,000.00
2. Fringe Benefits	\$ 20,625.00	\$ 20,625.00	\$ 20,625.00	\$ 20,625.00	\$ 82,500.00
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 60,000.00
6. Contractual	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	\$ 70,000.00	\$ 280,000.00
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs (lines 1-8)	\$ 188,125.00	\$ 188,125.00	\$ 188,125.00	\$ 188,125.00	\$ 752,500.00
10. Indirect Costs					\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 188,125.00	\$ 188,125.00	\$ 188,125.00	\$ 188,125.00	\$ 752,500.00
12. Funds from other sources used to support the project					\$ -
13. Total Budget (lines 11-12)	\$ 188,125.00	\$ 188,125.00	\$ 188,125.00	\$ 188,125.00	\$ 752,500.00

Applicant Name	Rogers Public Schools, Rogers, AR				
Project Name:	Project 7/Goal 8: Improve Technology Infrastructure to Support Teachers and Leaders				
Primary Associated Criterion and Location in Application:	(C)(2), Section IX Pages 61-62				
Additional Associated Criteria (if any) and Location in Application:	(B)(1), Section IX, page 42 (D)(2), Section IX, page 69-70 Section XXII Appendix, page 278				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 120,000.00	\$ 122,000.00	\$ 124,000.00	\$ 126,000.00	\$ 492,000.00
2. Fringe Benefits	\$ 30,000.00	\$ 30,500.00	\$ 31,000.00	\$ 31,500.00	\$ 123,000.00
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual	\$ 350,000.00				\$ 350,000.00
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs (lines 1-8)	\$ 500,000.00	\$ 152,500.00	\$ 155,000.00	\$ 157,500.00	\$ 965,000.00
10. Indirect Costs					\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 500,000.00	\$ 152,500.00	\$ 155,000.00	\$ 157,500.00	\$ 965,000.00
12. Funds from other sources used to support the project					\$ -
13. Total Budget (lines 11-12)	\$ 500,000.00	\$ 152,500.00	\$ 155,000.00	\$ 157,500.00	\$ 965,000.00

Applicant Name	Rogers Public Schools, Rogers, AR				
Project Name:	Project 8: Grant Implementation and Management				
Primary Associated Criterion and Location in Application:	(C)(2), Section IX, Page 62				
Additional Associated Criteria (if any) and Location in Application:	(D)(1), Section IX, page 71				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 120,000.00	\$ 122,000.00	\$ 124,000.00	\$ 126,000.00	\$ 492,000.00
2. Fringe Benefits	\$ 30,000.00	\$ 30,500.00	\$ 31,000.00	\$ 31,500.00	\$ 123,000.00
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 12,000.00
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs (lines 1-8)	\$ 153,000.00	\$ 155,500.00	\$ 158,000.00	\$ 160,500.00	\$ 627,000.00
10. Indirect Costs					\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 153,000.00	\$ 155,500.00	\$ 158,000.00	\$ 160,500.00	\$ 627,000.00
12. Funds from other sources used to support the project					\$ -
13. Total Budget (lines 11-12)	\$ 153,000.00	\$ 155,500.00	\$ 158,000.00	\$ 160,500.00	\$ 627,000.00

Applicant Name	Rogers Public Schools, Rogers, AR				
Project Name:	Project 9/Goal 9: Increased Parent/Guardian Family Partnerships Leading to Increased Student Success				
Primary Associated Criterion and Location in Application:	(C)(2), Section IX, Page 63				
Additional Associated Criteria (if any) and Location in Application:	Section X, page 89-90 Section XXII Appendix, page 278				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 535,000.00	\$ 535,000.00	\$ 535,000.00	\$ 535,000.00	\$ 2,140,000.00
2. Fringe Benefits	\$ 133,750.00	\$ 133,750.00	\$ 133,750.00	\$ 133,750.00	\$ 535,000.00
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual					\$ -
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs (lines 1-8)	\$ 668,750.00	\$ 668,750.00	\$ 668,750.00	\$ 668,750.00	\$ 2,675,000.00
10. Indirect Costs					\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 668,750.00	\$ 668,750.00	\$ 668,750.00	\$ 668,750.00	\$ 2,675,000.00
12. Funds from other sources used to support the project					\$ -
13. Total Budget (lines 11-12)	\$ 668,750.00	\$ 668,750.00	\$ 668,750.00	\$ 668,750.00	\$ 2,675,000.00

Applicant Name	Rogers Public Schools, Rogers, AR				
Project Name:	Project 10/Goal 10: Increased Utilization of Private and Non-Profit Agencies				
Primary Associated Criterion and Location in Application:	(C)(2), Section IX, page 63				
Additional Associated Criteria (if any) and Location in Application:	Section X, page 88-90 Section XXII Appendix, page 279				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					\$ -
2. Fringe Benefits					\$ -
3. Travel					\$ -
4. Equipment					\$ -
5. Supplies					\$ -
6. Contractual	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 320,000.00
7. Training Stipends					\$ -
8. Other					\$ -
9. Total Direct Costs (lines 1-8)	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 320,000.00
10. Indirect Costs					\$ -
11. Total Grant Funds Requested (lines 9-10)	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 320,000.00
12. Funds from other sources used to support the project					\$ -
13. Total Budget (lines 11-12)	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 80,000.00	\$ 320,000.00

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE
PROJECT 1/GOAL 1 - Personalized Learning with Technology

Project 1 is to **Personalize Learning with Technology**. The district intends to offer one-to-one computing to approximately 10,000 students which includes all students in grades 3 through 12. Providing every student with ubiquitous access to the worldwide web opens learning to global resources taking learning beyond the schoolhouse walls and beyond the school day. The total supplies budget is \$13,365,000 divided over four years. A budget item of \$10,000,000 under supplies is allocated for 10,000 devices at an estimated cost of \$1,000 each. For start-up purposes, each device will come with software valued at \$60 each which totals \$60,000. Charging stations for the computer devices are budgeted for 800 classrooms grades 3-12 at \$2,125 each. Five hundred interactive white boards at \$2,000 each are budgeted for a total of \$1,000,000. Interactive white boards have great potential as a tool to enhance pedagogical practices in the classroom and ultimately lead to personalized learning and improved student achievement. Wireless access points are budgeted at \$605,000 to serve an estimated 1,100 classrooms at \$550 each. Increased technology use precipitates a need for an increase of wireless access points in the schools to ensure capacity wireless infrastructure at each facility and ensure sufficient bandwidth density for each classroom. To serve our approximate 2,100 staff and 14,500 students, we intend to increase the bandwidth from 200 mgs to 900 mgs. The cost of this contractual agreement will be an additional \$10,000 per year for four years for a total of \$40,000.

Increased computer devices, interactive white boards, bandwidth, and wireless access points will require increased support services. Two full-time computer techs are budgeted at an estimated annual salary of \$35,000 each with \$1,000 step increases each year. With the benefits averaging \$9,125 for each tech per year, the total personnel budget for two computer techs over four years is \$365,000. Increased access to information through technology will provide more opportunities to personalize learning, share information, utilize project based learning, recover lost credits, open up distance learning, provide flexibility for students with regard to when and where learning takes place, and connect the real world to the virtual world. The total requested for Project 1 is \$13,770,000.

Rogers Public Schools will support the district bandwidth through the use of E-Rate funds of \$90,000 per year for a four-year total of \$360,000.

Table A(4-1): Project-Level Itemized Costs Project 1/Goal 1		
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<ul style="list-style-type: none"> • Computer Tech • Installs, maintains, upgrades, and disposes of all technology-related equipment and software; including, but not limited to: computers, networking equipment, audiovisual equipment, cabling systems, and specialized electronic devices. • Increased computers, I-devices and bandwidth will require increased support services. 	<ul style="list-style-type: none"> • Computer Tech’s annual salary is \$35,000 (plus increments). • 1.0 FTE • (2) Computer Techs • Four years 	<ul style="list-style-type: none"> • \$292,000.00
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
<ul style="list-style-type: none"> • (2)Computer Techs 	<ul style="list-style-type: none"> • The fringe benefit percentage for all personnel is estimated at 25%. • Four years • Includes FICA, Medicare, disability insurance, Health Insurance, and AR Teacher Retirement 	<ul style="list-style-type: none"> • \$73,000.00
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA

4. Equipment		
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
• NA	• NA	• NA
5. Supplies		
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
<ul style="list-style-type: none"> • Computer device (laptop, Net Book, and/or Tablet) • To provide one-to-one computing 	<ul style="list-style-type: none"> • 10,000 computer devices @ \$1,000 each • 10 grade levels (3rd-12) @ 1,000 students per grade level • Four years 	<ul style="list-style-type: none"> • \$10,000,000.00
<ul style="list-style-type: none"> • Software • To provide start-up software for computer devices 	<ul style="list-style-type: none"> • Software @ \$60 each for 10,000 Computer devices • Four years 	<ul style="list-style-type: none"> • \$60,000.00
<ul style="list-style-type: none"> • Interactive white boards • To increase information through technology 	<ul style="list-style-type: none"> • 500 Interactive white boards @ \$2,000 each • Four years 	<ul style="list-style-type: none"> • \$1,000,000.00
<ul style="list-style-type: none"> • Charging stations/carts • To store and charge computer devices 	<ul style="list-style-type: none"> • 800 charging stations @ \$2,125 each • Four years 	<ul style="list-style-type: none"> • \$1,700,000.00
<ul style="list-style-type: none"> • Wireless access points • To increase wireless infrastructure at each facility and ensure sufficient bandwidth density for each classroom 	<ul style="list-style-type: none"> • 1,100 classrooms @ \$550 per classroom • Four years 	<ul style="list-style-type: none"> • \$605,000.00
6. Contractual		
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• Bandwidth increase from 200 mgs to 900 mgs	• \$10,000 per year for 4 years	• \$40,000.00

<ul style="list-style-type: none"> To serve our 2,100 staff and 14,500 students and increase wireless infrastructure at each facility 	<ul style="list-style-type: none"> The Rogers Public Schools will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. 	
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
8. Other Explain other expenditures that may exist and are not covered by other categories.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
9. Total Direct Costs: Sum lines 1-8.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> \$13,770,000.00
10. Total Indirect Costs Identify and apply the indirect cost rate.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
11. Total Grant Funds Requested Sum lines 9-10.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> \$13,770,000.00
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
<ul style="list-style-type: none"> E-Rate funds for bandwidth 	<ul style="list-style-type: none"> E-Rate funds @ \$90,000 per year 4 years 	<ul style="list-style-type: none"> \$360,000.00
13. Total Budget Sum lines 11-12.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> \$14,130,000.00

PROJECT 2/GOAL 2 - Increased Student Success

Project 2 is to **Increase Student Success**. Strategies and structures will be revised as needed so that students will exit third grade and eighth grade on grade level in reading and mathematics as measured by national and district evaluations. Under personnel the budget includes substitute pay at \$75.00 per day for 120 teachers for five days of Professional Development each which equals 600 PD days per year at the cost of \$180,000 over four years with \$45,000 in benefits. Cutting edge reading and math instruction materials are budgeted at \$20,000 per year for each of our 14 Elementary Schools and 4 Middle Schools at a cost of \$360,000 per year, \$1,440,000 over 4 years. The district has budgeted to contract four reading/math coaches at \$50,000 each for a total of \$200,000 per year, \$800,000 over 4 years. They will train teachers in reading and math intervention strategies to ensure 3rd and 8th grade students exit on grade level in reading and math. The total budget cost for Project 2 is \$2,465,000.

Table 4-1: Project-Level Itemized Costs Project 2/Goal 2

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
<p>1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.</p>		
<ul style="list-style-type: none"> • Substitute teacher for professional development (PD) training • A substitute teacher is responsible for providing instruction, managing the classroom environment, and promoting student learning in the absence of the regular classroom teacher. • A substitute teacher is necessary to provide release time for training reading and math teachers in intervention strategies to ensure students exit 3rd and 8th grade on grade level in 	<ul style="list-style-type: none"> • Substitute teacher pay is \$75.00 per professional development day • Five professional development days per year for each certified teacher • Four years • 120 Certified teachers 	<ul style="list-style-type: none"> • \$12,000.00

reading and math		
2. Fringe Benefits:		
Explain the nature and extent of fringe benefits to be received and by whom.		
<ul style="list-style-type: none"> Substitute teacher for professional development training 	<ul style="list-style-type: none"> The fringe benefit percentage for all personnel is estimated at 25%. 4 years 	<ul style="list-style-type: none"> \$3,000.00
3. Travel:		
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
4. Equipment		
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
5. Supplies		
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
<ul style="list-style-type: none"> Supplemental reading and math instructional materials Reading and math instructional materials to increase student success and ensure students exit 3rd and 8th grade on grade level in reading and math. 	<ul style="list-style-type: none"> Instructional supplies \$20,000 per year per school 4 years 14 elementary schools and 4 middle schools for a total of 18 schools 	<ul style="list-style-type: none"> \$1,440,000.00
6. Contractual		
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
<ul style="list-style-type: none"> Consultants for professional development training To train teachers in reading and math intervention strategies to ensure 3rd and 8th grade students exit on grade level in reading and math 	<ul style="list-style-type: none"> 4 consultants per year @ \$50,000 each 4 years Rogers Public Schools will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 	<ul style="list-style-type: none"> \$800,000.00

	<ul style="list-style-type: none"> All professional development will take place at the Rogers Public Schools Professional Development Center. 	
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• NA	• NA	• NA
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• NA	• NA	• NA
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• NA	• \$2,255,000.00
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• NA	• NA	• NA
11. Total Grant Funds Requested Sum lines 9-10.		
• NA	• NA	• \$2,255,000.00
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• NA	• NA	• NA
13. Total Budget Sum lines 11-12.		
• NA	• NA	• \$2,255,000.00

PROJECT 3 /GOAL 3&4 - Increased Graduation Rates and College and Career Ready and Students On Track

Project 3 is **Increased Graduation Rates and Career Ready Students and Students on Track**. Under Personnel (2) career counselors are budgeted at an annual salary of \$55,000 for a total of \$110,000 per year with benefits of \$27,500, \$440,000 over four years with benefits of \$110,000. The career counselors will assist students in understanding their choices for post secondary education and career training. Two social workers are budgeted at an annual salary of \$50,000 per year for a total \$ 100,000 with benefits of \$25,000, \$400,000 over four years with benefits of \$100,000. The social workers will provide a problem solving service to students and their families and also serve as a members of diagnostic teams and members of educational planning and placement committees and provide biological, psychological, and sociological assessment information. Four middle school counselors are budgeted at an annual salary of \$55,000 for a total of \$110,000 per year with benefits of \$27,500, \$440,000 over 4 years with benefits of \$110,000. The addition of four middle school counselors will help to provide a comprehensive guidance program for students in grades 6-8 and specifically enable the counseling department consult with teachers, staff, and parents to enhance their effectiveness in helping students and providing support to prepare students to be college and career. Two certified night school teachers are budgeted at an annual salary of \$55,000 for a total of \$110,000 per year with benefits of \$27,500, \$440,000 over four years with benefits of \$110,000. The Night School Certified Teachers will be responsible for providing instruction, managing the school environment, and promoting student learning in the night school milieu. The night school certified teachers will provide credit and course recovery programs to high school students to enable students to graduate college and career ready.

Supplies for the New Tech High school are budgeted at \$1,500,000, divided over the four years. This includes technology infrastructure, software, hardware, and project based curriculum which is necessary to provide unique technology learning experiences to ensure students are college and career ready. The remaining 24 schools will be allocated \$250 per each school over each of the four years, for a total of \$24,000 for Family Night materials. Family Night materials and supplies are necessary to provide parents and their children access to career counselors and form school/home partnerships. The total supplies budget is \$1,524,000.

Transportation will be contracted for four Family College Campus Day Trips per year at \$3,000 per trip which totals \$12,000 per year, \$48,000 over four years. Family college visit transportation services will provide students and parents the opportunity to visit and experience college campuses in Northwest Arkansas. Credit recovery software is budgeted at \$100,000 per year for a total of \$400,000 over four years. The credit recovery software will provide high school students with the opportunity to engage in an online experience that is media-rich and highly interactive, making credit recovery engaging and attainable. Project based learning software is budgeted at \$250,000 per high school for a total one time cost of \$500,000. Project based learning software will immerse high school students in realistic career exploration experiences and to teach them supporting skills they need for a wide range of 21st century careers. The total budget cost for Project 3 is \$5,172,000.

Table 4-1: Project-Level Itemized Costs Project 3/Goal 3&4		
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<ul style="list-style-type: none"> • Career counselor • The career counselor assists students in understanding their choices for post secondary education and career training. • The career counselor is necessary to provide assistance to students and families to ensure each student is college or career ready. 	<ul style="list-style-type: none"> • Salary is \$55,000 per year • 2 career counselors • Full-time employees for 4 years 	<ul style="list-style-type: none"> • \$440,000.00
<ul style="list-style-type: none"> • Social worker • A social worker provides a problem solving service to children and their families and also serves as a 	<ul style="list-style-type: none"> • Salary is \$50,000 per year • 2 social workers • Full-time employees for 4 years 	<ul style="list-style-type: none"> • \$400,00.00

<p>member of diagnostic team and member of educational planning and placement committees and provides biological, psychological, and sociological assessment information.</p> <ul style="list-style-type: none"> • A social worker is necessary at each high school to provide parents with access to support services and to ensure all students' needs are met and all students are successful. 		
<ul style="list-style-type: none"> • Middle school counselor • The middle school counselor provides, as a member of the counseling department, a comprehensive guidance program for students in grades 6-8 and specifically provides activities to meet the needs of the assigned case-load; consult with teachers, staff, and parents to enhance their effectiveness in helping students; and provide support to prepare students to be college and career ready. • The middle school counselor is necessary to provide assistance to students and parents to ensure students are on track to graduate and are college and career ready. 	<ul style="list-style-type: none"> • Salary is \$55,000 per year • 4 middle school counselors • Full-time employees for 4 years 	<ul style="list-style-type: none"> • \$880,000.00
<ul style="list-style-type: none"> • Night school certified teacher • A night school certified teacher is responsible for providing instruction, managing the school environment, and promoting student learning in the night school venue. • A night school certified teacher is necessary to provide credit and course recovery programs to high school students to enable students to graduate college and career ready. 	<ul style="list-style-type: none"> • Salary is \$55,000 per year • 2 certified teachers • Full-time employees for 4 years 	<ul style="list-style-type: none"> • \$440,000.00
<p>2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.</p>		
<ul style="list-style-type: none"> • Career Counselor (2) 	<ul style="list-style-type: none"> • The fringe benefit percentage for all 	<ul style="list-style-type: none"> • \$110,000.00

	<ul style="list-style-type: none"> personnel is estimated at 25%. 4 years 	
<ul style="list-style-type: none"> Social Worker(2) 	<ul style="list-style-type: none"> The fringe benefit percentage for all personnel is estimated at 25% 4 years 	<ul style="list-style-type: none"> \$100,000.00
<ul style="list-style-type: none"> Middle school counselor(4) 	<ul style="list-style-type: none"> The fringe benefit percentage for all personnel is estimated at 25% 4 years 	<ul style="list-style-type: none"> \$220,000.00
<ul style="list-style-type: none"> Night school certified teacher (2) 	<ul style="list-style-type: none"> The fringe benefit percentage for all personnel is estimated at 25% 4 years 	<ul style="list-style-type: none"> \$110,000.00
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
NA	NA	NA
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
<ul style="list-style-type: none"> Family Night Materials and Supplies Family night materials and supplies are necessary to provide parents and their children access to career counselors and form school/home partnerships. New Tech High School Technology Infrastructure, Software, Hardware, and Project Based Curriculum Necessary to provide unique learning technology experiences to ensure students are college and career ready. 	<ul style="list-style-type: none"> Instructional/Informational Materials and Supplies 24 schools \$500 per year per each school 4 years Technology for 600 students 600 students @ \$2,500 per student Four years 	<ul style="list-style-type: none"> \$24,000.00 \$1,500,000.00

<p>6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>		
<ul style="list-style-type: none"> Family college visit transportation services Family college visit transportation services are necessary to provide students and parents the opportunity to visit and experience college campuses in Northwest Arkansas. 	<ul style="list-style-type: none"> The estimated cost per family college visit transportation services is \$3,000. The transportation service will be procured 4 times per year over the 4 years of the grant. Rogers Public Schools will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. 	<ul style="list-style-type: none"> \$48,000.00
<ul style="list-style-type: none"> Credit recovery software license The purpose of the credit recovery software is to provide high school students with the opportunity to engage in an online experience that is media-rich and highly interactive, making credit recovery engaging and attainable. 	<ul style="list-style-type: none"> \$100,000 per year 4 years Rogers Public Schools will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. 	<ul style="list-style-type: none"> \$400,000.00
<ul style="list-style-type: none"> Project based learning software The purpose of the project based learning software is to immerse high school students in realistic career exploration experiences and to teach them supporting skills they need for a wide range of 21st century careers. 	<ul style="list-style-type: none"> \$250,000 per high school One time cost Rogers Public Schools will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. 	<ul style="list-style-type: none"> \$500,000.00
<p>7. Training Stipends Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).</p>		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
<p>8. Other Explain other expenditures that may exist and are not covered by other categories.</p>		

• NA	• NA	• NA
9. Total Direct Costs: Sum lines 1-8.		
• NA	• NA	• \$5,172,000.00
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• NA	• NA	• NA
11. Total Grant Funds Requested Sum lines 9-10.		
• NA	• NA	• \$5,172,000.00
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• NA	• NA	• NA
13. Total Budget Sum lines 11-12.		
• NA	• NA	• \$5,172,000.00

PROJECT 4/GOAL 5 - Healthy Students

Project 4 is Healthy Students. Building on the model PE4Life programs in place, the district will refine program guidelines, work with community agencies, and work with parents to the end that the district will demonstrate that increasing numbers of students are physically fit. The equipment needed to improve the health of our students will be well designed multi-station gym packages appropriate for each of our elementary, middle, and high schools. We estimate the one time cost of this program package to be \$50,000 for each of our 24 schools for a total equipment budget of \$1,200,000. The district will implement the physical fitness packages over four years, six schools per year at a cost of \$300,000 per year. The multi-station gym package is necessary to provide a physical fitness regiment to ensure students are physically fit. The district adheres to the mission statement adopted by the PE4Life

Organization, “PE4Life contributes to improved fitness, social behavior, and learning readiness of children by inspiring and empowering schools and their communities to be catalysts for change in advancing quality physical education.”

Table 4-1: Project-Level Itemized Costs Project 4/Goal 5

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• NA	• NA	• NA
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• NA	• NA	• NA
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• NA	• NA	• NA
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
<ul style="list-style-type: none"> • Multi-station gym packages designed for appropriate grade levels in the elementary, middle, and high schools in the district. • The multi-station gym package is necessary to provide a physical fitness regiment to ensure students are physically fit. 	<ul style="list-style-type: none"> • Unit cost is \$50,000 • 24 (schools) units • Four years 	<ul style="list-style-type: none"> • \$1,200,00.00
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		

• NA	• NA	• NA
6. Contractual		
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• NA	• NA	• NA
7. Training Stipends		
Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• NA	• NA	• NA
8. Other		
Explain other expenditures that may exist and are not covered by other categories.		
• NA	• NA	• NA
9. Total Direct Costs:		
Sum lines 1-8.		
• NA	• NA	• \$1,200,000.00
10. Total Indirect Costs		
Identify and apply the indirect cost rate.		
• NA	• NA	• NA
11. Total Grant Funds Requested		
Sum lines 9-10.		
• NA	• NA	• \$1,200,000.00
12. Funds from other sources used to support the project		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• NA	• NA	• NA
13. Total Budget		
Sum lines 11-12.		
• NA	• NA	• \$1,200,000.00

PROJECT 5/GOAL 6 - Increase Student Success on Assessments

Project 5 is **Increase Student Success on Assessments**. During the last four years for Rogers Public Schools, this goal of increasing student success on assessments reflects continuous progress towards narrowing the gap among sub-population groups. While this goal is ambitious, our full intent is to do more to eliminate gaps among economically disadvantaged, English learners, and students with disabilities (except where the disability is so severe as to make that impossible in a school setting.) Certified after-school teachers are budgeted at \$25 an hour for 3,000 hours of instruction per year for a total cost of \$75,000 with \$18,750 for benefits, \$300,000 with \$75,000 benefits over 4 years. The after-school/summer school certified teachers will provide remediation instruction to work toward closing the achievement gap for all students especially students from diverse backgrounds and promoting success on student assessments. The total budgeted cost for Project 5 is \$375,000.

Table 4-1: Project-Level Itemized Costs Project 5/Goal 6

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<ul style="list-style-type: none"> • After-school/summer school certified teacher • The after-school/summer school certified teacher is to provide remediation instruction. • The after-school/summer school is necessary to close the achievement gap for all students especially students from diverse backgrounds. 	<ul style="list-style-type: none"> • After-school/summer school certified teacher pay is \$25 per hour. • This part time employment will equal 3,000 instructional hours per year. • Four years 	<ul style="list-style-type: none"> • \$300,000.00
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
<ul style="list-style-type: none"> • After-school/summer school certified teacher 	<ul style="list-style-type: none"> • The fringe benefit percentage for all 	<ul style="list-style-type: none"> • \$75,000.00

	<ul style="list-style-type: none"> personnel is estimated at 25%. Four years 	
3. Travel:		
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
4. Equipment		
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
5. Supplies		
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
6. Contractual		
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
7. Training Stipends		
Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in personnel (line 1).		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
8. Other		
Explain other expenditures that may exist and are not covered by other categories.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
9. Total Direct Costs:		
Sum lines 1-8.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> \$375,000.00

10. Total Indirect Costs Identify and apply the indirect cost rate.		
• NA	• NA	• NA
11. Total Grant Funds Requested Sum lines 9-10.		
• NA	• NA	• \$375,000.00
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• NA	• NA	• NA
13. Total Budget Sum lines 11-12.		
• NA	• NA	• \$375,000.00

PROJECT 6/GOAL 7 – Increased Teacher and Principal Effectiveness

Project 6 is Increased Teacher and Principal Effectiveness. The district will train 100% of its teachers and principals in research-based, effective teaching strategies. The district will build on a successful pilot program to improve teaching that included initial training of 300 teachers and focuses on the learner. The district will also contract with a literacy specialist to work directly with middle school teachers with an emphasis on improving reading skills. Professional development will require 1,100 days of substitute pay of \$75 per day per to release time for teachers to be trained. The cost will be over 4 years \$330,000 with \$82,500 in benefits. Six hundred professional development textbooks are budgeted at \$25 per year for a total of \$15,000 and a final cost of \$60,000 over 4 years. These textbooks are for staff to complement the instructional strategies training.

The Consultant/Trainer of the GANAG Instructional Schema, Dr. Pollock, will be contracted for 4 years at \$50,000 per year for a total of \$200,000. The contractual agreement will be for 36 days per year. Dr. Pollock will consult and train district educators in the five-stage lesson plan and delivery schema along with Marzano’s high yield strategies. The purpose of this contractual agreement is to

improve student learning and teaching practices to ensure extraordinary student gains and close the achievement gap. A reading Consultant will be contracted for 10 days per year at \$2,000 a day for a total of \$20,000. Over four years this totals \$80,000. The Reading Consultant will work directly with 8th and 9th grade teachers to demonstrate the teaching of reading skills through proven intervention instructional strategies. The purpose of this contractual agreement is to ensure 8th and 9th grade students are reading at grade level. The total Project 6 budget cost is \$752,500.

Table 4-1: Project-Level Itemized Costs Project 6/Goal 7		
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total6
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<ul style="list-style-type: none"> Substitute for Professional Development (PD) Training A substitute teacher is responsible for providing instruction, managing the classroom environment, and promoting student learning in the absence of the regular classroom teacher. The Substitute Teacher is necessary to provide release time for training teachers in Dr. Pollock’s GANAG Instructional Schema and reading instructional strategies. 	<ul style="list-style-type: none"> Substitute pay is \$75.00 per PD day 1,100 PD Days per year – 900 PD Days for Dr. Pollock plus 200 PD Days for Reading Consultant 4 years 	<ul style="list-style-type: none"> \$330,000.00
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
<ul style="list-style-type: none"> Substitute Teacher 	<ul style="list-style-type: none"> The fringe benefit percentage for all personnel is estimated at 25%. 	<ul style="list-style-type: none"> \$82,500.00
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is		

defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
• NA	• NA	• NA
5. Supplies		
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
<ul style="list-style-type: none"> Professional development textbooks Professional development textbooks for staff to complement the instructional strategies training. 	<ul style="list-style-type: none"> 600 PD textbooks per year \$25 per PD textbook Four years 	<ul style="list-style-type: none"> \$60,000
6. Contractual		
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
<ul style="list-style-type: none"> Dr. Jane Pollock Consultant/Trainer of the GANAG Instructional Schema Dr. Pollock will consult and train district educators in the five-stage lesson plan and delivery schema along with Marzano’s high yield strategies. Dr. Pollock will provide individualized evaluations and feedback to teachers. The purpose of this contractual agreement is to improve student learning and teaching practices to ensure extraordinary student gains and close the achievement gap. 	<ul style="list-style-type: none"> Consulting fees are \$50,000 per year That includes 36 days per year Four years Rogers Public Schools will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 	<ul style="list-style-type: none"> \$200,000.00
<ul style="list-style-type: none"> Reading consultant The reading consultant will work directly with 8th and 9th grade teachers to demonstrate the teaching of reading skills through proven intervention instructional strategies. The purpose of this contractual agreement is to ensure 8th and 9th grade students are reading at grade level. 	<ul style="list-style-type: none"> Reading consultant fees are \$20,000 per year 10 days per year @ \$2,000 per day 4 years Rogers Public Schools will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. 	<ul style="list-style-type: none"> \$80,000.00

7. Training Stipends		
Explain what training is needed, and the purpose and relation to the project.		
NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• NA	• NA	• NA
8. Other		
Explain other expenditures that may exist and are not covered by other categories.		
• NA	• NA	• NA
9. Total Direct Costs:		
Sum lines 1-8.		
• NA	• NA	• \$752,500.00
10. Total Indirect Costs		
Identify and apply the indirect cost rate.		
• NA	• NA	• NA
11. Total Grant Funds Requested		
Sum lines 9-10.		
• NA	• NA	• \$752,500.00
12. Funds from other sources used to support the project		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• NA	• NA	• NA
13. Total Budget		
Sum lines 11-12.		
• NA	• NA	• \$752,500.00

PROJECT 7/GOAL 8 - Improve Technology Infrastructure to Support Teachers and Leaders

The intent of **Project 7** is to enhance the teachers’ ability to make “just in time’ decisions and personalize the learning for every child. To accomplish this every teacher must have access to all information available on each student that they touch. This information must also be made available to parents electronically. The amount and the nature of student information will require a secure, but user friendly data dashboard; a dashboard that is searchable and linked to other databases to keep information current. While access to the data dashboard is critical, it is of little or no value unless it is utilized. Educators are trained to help students learn, however, in order to elevate and personalize learning for every student, the skill level of school staff will need to reach a new level of sophistication. Teacher and administrators will need to disaggregate and re-aggregate data, find ways to analyze information in new and revealing ways. To personalize learning staff will need to unlock every child’s learning secrets in order to maximize their potential. To make this happen the district will employ two data coaches. The role of the data coach is to provide continuous job-embedded staff development to build the district capacity to use student data and information to personalize learning through individual educational plans that credit students for what they know and target what students need to learn.

Table 4-1: Project-Level Itemized Costs Project 7/Goal 8		
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<ul style="list-style-type: none"> Curriculum data coach The curriculum data coach will focus on increasing the academic achievement for all students while building the capacity of teachers and instructional coaches to sustain 	<ul style="list-style-type: none"> Curriculum data coach’s annual salary is \$60,000 with step increases of \$1,000 per year. (2) Curriculum data coaches 	<ul style="list-style-type: none"> \$492,000.00

<p>student achievement. The coach will organize, analyze, and present data to differentiated accountability teams members, district staff and teachers, as appropriate</p> <ul style="list-style-type: none"> • The curriculum data coach is necessary to provide timely comprehensive data for decision making to allow adjustments leading to increased achievement. 	<ul style="list-style-type: none"> • Four years • 100% full-time certified employees 	
<p>2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.</p>		
<ul style="list-style-type: none"> • Curriculum data coach 	<ul style="list-style-type: none"> • (2) Curriculum data coaches • The fringe benefit percentage for all personnel is estimated at 25%. • Four years 	<ul style="list-style-type: none"> • \$123,000
<p>3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.</p>		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
<p>4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.</p>		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
<p>5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
<p>6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>		
<ul style="list-style-type: none"> • Data system update • The purpose of this contractual agreement is to upgrade the district data system so comprehensive data is prompt and 	<ul style="list-style-type: none"> • The estimated cost for the procurement of an updated data system is \$350,000 • One time cost 	<ul style="list-style-type: none"> • \$350,000.00

immediate feedback for student, teacher, and parent decision making.	<ul style="list-style-type: none"> Rogers Public Schools will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. 	
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
8. Other Explain other expenditures that may exist and are not covered by other categories.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
9. Total Direct Costs: Sum lines 1-8.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> \$965,000.00
10. Total Indirect Costs Identify and apply the indirect cost rate.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
11. Total Grant Funds Requested Sum lines 9-10.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> \$965,000.00
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
13. Total Budget Sum lines 11-12.		
<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> \$965,000.00

PROJECT 8 – RTTD Grant Implementation and Management

Project 8 is **Grant Implementation and Management**. Rogers Public Schools will establish a sound management system for the Race to the Top district grant through a qualified grant coordinator and administrative assistant. The grant coordinator is budgeted at an annual salary of \$80,000 dollars with step increases of \$1,500 per year which totals \$329,000 with \$82,500 in benefits over four years. A grant coordinator will be responsible for the overall implementation, leadership and management of the Race to the Top District grant. This will include fiscal oversight and day to day management of activities. A grant coordinator will ensure operational success and implementation of the guidelines, objectives, and budget accountability. An administrative assistant to a grant coordinator is budgeted at an annual salary of \$40,000 with step increases of \$500 per year which totals \$163,000 with \$40,750 in benefits over four years. The administrative assistant will provide office services and assist a grant coordinator by implementing Race to the Top District administrative systems, procedures, and policies, and monitoring fiscal accountability. The total personnel budget is \$615,000. Office supplies are budgeted at \$12,000 to carry out the work of a grant coordinator. The total budget cost for Project 8 is \$627,000.

Table 4-1: Project-Level Itemized Costs Project 8		
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<ul style="list-style-type: none"> • RTTD Grant Coordinator • A grant coordinator will be responsible for the overall leadership and management of the Race to the Top district grant. This will include fiscal oversight and day to day management of activities. • A grant coordinator is necessary to ensure operational success and implementation of the guidelines, objectives, and budget accountability. 	<ul style="list-style-type: none"> • RTTD Grant Coordinator’s annual salary is \$80,000 with step increases of \$1,500 per year. • Four years • 100% Full-time certified employee 	<ul style="list-style-type: none"> • \$329,000.00

<ul style="list-style-type: none"> • RTTD administrative assistant • An administrative assistant will provide office services and assist the grant coordinator by implementing Race to the Top district administrative systems, procedures, and policies, and monitoring fiscal accountability. 	<ul style="list-style-type: none"> • RTTD administrative assistant's salary is \$40,000 per year with step increases of \$500 per year. • Four years • 100% Full-time classified employee 	<ul style="list-style-type: none"> • \$163,000.00
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
<ul style="list-style-type: none"> • RTTD Grant Coordinator 	<ul style="list-style-type: none"> • The fringe benefit percentage for all personnel is estimated at 25%. • Four years 	<ul style="list-style-type: none"> • \$82,250.00
<ul style="list-style-type: none"> • RTTD Administrative Assistant 	<ul style="list-style-type: none"> • The fringe benefit percentage for all personnel is estimated at 25%. • Four years 	<ul style="list-style-type: none"> • \$40,750.00
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
<ul style="list-style-type: none"> • Office supplies • Office supplies are needed for a grant coordinator to manage the RTTD grant. 	<ul style="list-style-type: none"> • Office supplies (notebooks, pens/pencils, paper, labels, etc.) @ \$3,000 per year 	<ul style="list-style-type: none"> • \$12,000.00
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		

• NA	• NA	• NA
7. Training Stipends		
Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• NA	• NA	• NA
8. Other		
Explain other expenditures that may exist and are not covered by other categories.		
• NA	• NA	• NA
9. Total Direct Costs:		
Sum lines 1-8.		
• NA	• NA	• \$627,000.00
10. Total Indirect Costs		
Identify and apply the indirect cost rate.		
• NA	• NA	• NA
11. Total Grant Funds Requested		
Sum lines 9-10.		
• NA	• NA	• \$627,000.00
12. Funds from other sources used to support the project		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• NA	• NA	• NA
13. Total Budget		
Sum lines 11-12.		
• NA	• NA	• 627,000.00

PROJECT 9/GOAL 9 – Increased Parent/Guardian Family Partnerships

Project 9 is **Increased Parent/Guardian Family Partnerships**. The district will utilize afterschool instructional parent facilitators that include persons with multi-language skills to provide instruction and opportunities for parents to reinforce content that originates from classroom teachers so as to strengthen student learning and support the work of teachers. The district has budgeted under personnel for one Instructional Parent Coordinator at an annual salary of \$35,000, .5 FTE for 4 years, for a total of \$140,000. The benefits will be estimated at 25 % for a total of \$35,000 over 4 years. The Instructional Parent Coordinator is necessary to manage and lead the Instructional Parent Facilitators to ensure parents participate in instruction which leads to student gains. Twenty Instructional Parent Facilitators with an annual salary of \$25,000, .5 FTE for 4 years for a total of \$2,000,000. The benefits will be \$500,000. The Instructional Parent Facilitator will be responsible for fostering parent partnerships and providing training and opportunities for parents to reinforce content that originates from the classroom. The total budgeted cost for Project 9 is \$2,675,000.

Table 4-1: Project-Level Itemized Costs Project 9/Goal 9		
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel:		
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
<ul style="list-style-type: none"> • Instructional Parent Coordinator • The Instructional Parent Coordinator will be responsible for promoting increased parent/guardian family partnerships and will lead the Instructional Parent Facilitators in offering opportunities to parents to become involved in their child’s education. • The Instructional Parent Coordinator is necessary to manage and lead the Instructional Parent Facilitators to ensure 	<ul style="list-style-type: none"> • The Instructional Parent Coordinator’s annual salary is \$35,000. • .5 FTE • 4 years 	<ul style="list-style-type: none"> • \$140,000.00

parents participate in instruction which leads to student gains.		
<ul style="list-style-type: none"> • Instructional Parent Facilitator • The Instructional Parent Facilitator will be responsible for fostering parent partnerships and providing training and opportunities for parents to reinforce content that originates from the classroom. • The Instructional Parent Facilitator is necessary to enable increased numbers of parents to participate in their child's education with confidence. 	<ul style="list-style-type: none"> • The Instructional Parent Facilitator's annual salary is \$25,000. • (20) Instructional Parent Facilitators • .5 FTE • 4 years 	<ul style="list-style-type: none"> • \$500,000.00
2. Fringe Benefits:		
Explain the nature and extent of fringe benefits to be received and by whom.		
<ul style="list-style-type: none"> • Instructional Parent Coordinator 	<ul style="list-style-type: none"> • The fringe benefit percentage for all personnel is estimated at 25%. • 4 years 	<ul style="list-style-type: none"> • \$35,000.00
<ul style="list-style-type: none"> • Instructional Parent Facilitator 	<ul style="list-style-type: none"> • The fringe benefit percentage for all personnel is estimated at 25%. • 4 years 	<ul style="list-style-type: none"> • \$125,000.00
3. Travel:		
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
4. Equipment		
Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
5. Supplies		
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA
6. Contractual		
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.		

NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
• NA	• NA	• NA
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
• NA	• NA	• NA
8. Other Explain other expenditures that may exist and are not covered by other categories.		
• NA	• NA	• NA
9. Total Direct Costs: Sum lines 1-8.		
• NA	• NA	• \$800,000.00
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• NA	• NA	• NA
11. Total Grant Funds Requested Sum lines 9-10.		
• NA	• NA	• \$800,000.00
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• NA	• NA	• NA
13. Total Budget Sum lines 11-12.		
• NA	• NA	• \$425,000.00

PROJECT 10/GOAL 10 – Increase Utilization of Private and Non-Profit Agencies

Project 10 is to **Increase Utilization of Private and Non-Profit Agencies**. The district will significantly expand utilization of community individuals and agencies that can assist teachers in providing instruction, career counseling, and family assistance. The district will enter in contractual agreements with community private and non-profit agencies to provide family assistance in the following areas: mental health, drug/alcohol counseling, dental and medical assistance, housing assistance, financial planning, career counseling, wellness classes, GED classes, and English classes. The estimated cost per contractual agreement with numerous community private and non-profit agencies is \$5,000 to \$10,000 each per year for a total of two to four contracted support services per year over four years for a total of \$80,000. These contractual agreements with community private and non-profit agencies will support struggling students and families to meet their basic needs and ensure student success. The total budgeted cost for Project 10 is \$320,000.

Table 4-1: Project-Level Itemized Costs Project 10/Goal 10		
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
• NA	• NA	• NA
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
• NA	• NA	• NA
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
• NA	• NA	• NA
4. Equipment		

<p>Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.</p>		
• NA	• NA	• NA
<p>5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
• NA	• NA	• NA
<p>6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.</p>		
<ul style="list-style-type: none"> Contractual agreements with community private and non-profit agencies to provide family assistance in the following areas: mental health, drug/alcohol counseling, dental and medical assistance, housing assistance, financial planning, career counseling, wellness classes, GED classes, English classes. These contractual agreements with community private and non-profit agencies will support struggling students and families to meet their basic needs and ensure student success. 	<ul style="list-style-type: none"> The estimated cost per contractual agreement with numerous community private and non-profit agencies is \$5,000 to \$10,000 per year for a total of \$80,000. 4 years Rogers Public Schools will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. 	<ul style="list-style-type: none"> \$320,000.00
<p>7. Training Stipends Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).</p>		
• NA	• NA	• NA
<p>8. Other Explain other expenditures that may exist and are not covered by other categories.</p>		
• NA	• NA	• NA
<p>9. Total Direct Costs:</p>		

Sum lines 1-8.		
• NA	• NA	• \$320,000.00
10. Total Indirect Costs		
Identify and apply the indirect cost rate.		
• NA	• NA	• NA
11. Total Grant Funds Requested		
Sum lines 9-10.		
• NA	• NA	• \$320,000.00
12. Funds from other sources used to support the project		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• NA	• NA	• NA
13. Total Budget		
Sum lines 11-12.		
• NA	• NA	• \$320,000.00

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions: NA

XXII. APPENDIX TABLE OF CONTENTS

Attachment Title	Relevant Selection Criterion	Page #
Mission Statement	(A)(1)	145
Strategic Plan Year Seven (2012-13)	(A)(1)	146-166
The GANAG Schema Aligned with SIOP	(A)(3)	167
New Tech High Public Hearing Minutes	(A)(3)	168
National Clearing House	(A)(3)	169
ACSIP (Arkansas Comprehensive School Improvement Plan)	(A)(4)	170-239
ACTAAP Benchmark 11 th Grade Literacy- Caucasian vs. Hispanic	(B)(1)	240
ACTAAP Benchmark 11 th Grade Literacy- Economically Disadvantaged vs. Combined Population	(B)(1)	241
ACTAAP Benchmark 11 th Grade Literacy- Limited English vs. Combined Population	(B)(1)	242
ACTAAP Benchmark 3 rd Grade Literacy- Caucasian vs. Hispanic	(B)(1)	243
ACTAAP Benchmark 3 rd Grade Literacy- Economically Disadvantaged vs. Combined Population	(B)(1)	244
ACTAAP Benchmark 3 rd Grade Literacy- Limited English vs. Combined Population	(B)(1)	245
ACTAAP Benchmark 3 rd Grade Math- Caucasian vs. Hispanic	(B)(1)	246
ACTAAP Benchmark 3 rd Grade Math- Economically Disadvantaged vs. Combined Population	(B)(1)	247
ACTAAP Benchmark 3 rd Grade Math- Limited English vs. Combined Population	(B)(1)	248
ACTAAP Benchmark-Literacy Grades 3-8 and high school	(B)(1)	249

ACTAAP Benchmark-Math Grades 3-8, algebra and geometry	(B)(1)	250
Iowa Test of Basic Skills-Math-Grades 1-9	(B)(1)	251
Iowa Test of Basic Skills-Language-Grades 1-9	(B)(1)	252
Iowa Test of Basic Skills-Reading-Grades 1-9	(B)(1)	253
Iowa Test of Basic Skills-Science-Grades 1-9	(B)(1)	254
Rogers Customized Classroom Walk-Through Survey	(B)(1)	255
District Database (FileMaker Pro)	(B)(1)	256-262
Stakeholder Engagement and Support-Survey & Comments	(B)(4)	263-271
Letters of Support	(B)(4)	272-276
District Goals	(C)(1)	277-279
AR Prevention Needs Results 8 th & 10 th Grade	(C)(1)	280-281
Organizational Chart	(D)(1)	282
Communication Plan	(E)(2)	283-291
Senior Exit Data	(E)(3)	292-308
Fundraiser Report	(E)(3)	309-315
Email Evidence of Opportunity for Mayor Comments		316
Email Response from Mayor		317
Email Evidence of Opportunity for Arkansas Commissioner of Education Comments		318
Letter of Response from Arkansas Commissioner of Education		319

1997

Welcome
to
Rogers
Public Schools

ROGERS

where all belong, all learn, and all succeed



Rogers Public Schools

Our mission is
to provide an
environment of
educational
excellence
where
all belong,
all learn,
and all succeed.

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L1. Monitor the implementation and effectiveness of the strategic plan	<ul style="list-style-type: none"> * Benchmark the progress of the effectiveness of the strategic plan * Address all initiatives of the strategic plan in year seven * Ensure that the district's leadership team has ongoing, focused planning sessions in which it discusses district-wide issues such as curriculum and instruction and other strategic issues. 	Deputy Superintendent , Leadership Cabinet , principals and relevant district administrators	<ul style="list-style-type: none"> * State summative tests * Graduation rates * Benchmark "Big '5' " school districts * District student achievement results * Reports to the school board * Notes and minutes of meetings 	<p>Sept 17, 2012: Benchmark "Big '5' " Report</p> <p>June 18, 2013: Executive Summary-School board meeting</p>
L2. Update board policies and administrative guidelines to support quality control of the educational program and system operations	<ul style="list-style-type: none"> * Continue the committee of board members and central staff to review and edit board policies per curriculum audit * Schedule a review of sections C,E,G and N of board policies 	Superintendent , Deputy Superintendent, Board members, Director of Communications	<ul style="list-style-type: none"> * Updated board policies * Board agendas * Board minutes 	July 2012 - June 2013: School board meetings
L3. Coordinate and monitor initiatives in the district	<ul style="list-style-type: none"> * Create classroom walk-through (CWT) schedule for district office * Create a process for sharing CWT data to improve instruction * Monitor Monday (district) collaboration meetings through agendas * Monitor all district initiatives: CWTs, Dr. Pollock's work, Sheltered Instruction Observation Protocol (SIOP), Co-Teaching, Small Group Instruction, Cognitive Guided Instruction (CGI), Extending Childrens' Mathematics (ECM), Waterford, SuccessMaker, Smart Boards, Reading Recovery, middle school reading curriculum, NovaNet, Content Mastery, Expanding AP, Common Core Curriculum) *Create a process, schedule and a form for Technology Classroom Walk Throughs 	Leadership Cabinet , directors, building administrators, teachers, academic facilitators, curriculum specialists, Director of Data and Accountability	<ul style="list-style-type: none"> * Minutes, agendas * Monitor Monday collaboration meeting through agendas, notes and attendance * Report from committees * Curriculum meeting notes and agendas * CWT Calendar * Quarterly common core updates * Technology CWT results 	<p>Ongoing as scheduled</p> <p>Weekly leadership cabinet meetings</p> <p>May 13, 2013: Technology CWT report</p>

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L4. Create more opportunities for input from an expanded group of stakeholders in decision-making process	<ul style="list-style-type: none"> * Continue Principals' and Assistant Principals' meetings to include regular discussions on district topics * Establish/continue advisory committees and include a school board member when appropriate * Conduct regular meetings with district support directors * Principal representation at leadership cabinet * Provide decision-making opportunities through vertical meetings * Create opportunities for input on New Tech High and boundaries for new elementary 	Superintendent , Deputy Superintendent, relevant central office administrators, building administrators, 9-week principal representative (1 Sec. & 1 Elem)	<ul style="list-style-type: none"> * Minutes and agendas from leadership cabinet * Minutes & agendas from monthly administrator meetings * Committee reports 	<p>Completed meeting schedules for: leadership cabinet, principals' and assistant principals' meetings, service directors</p> <p>Elem. Vertical Alignment Meetings: Sept 4, Oct 2, Nov 6, Dec 4, 2012 & Jan 8, Feb 5, Mar 5, Apr 2, May 7, 2013 Sec: Sept 4, Nov 6, Feb 5, Apr 2</p>
L5. Build instructional leadership capacity among building administrators	<ul style="list-style-type: none"> * Plan and facilitate curriculum meetings at building level conducted by building administrators * Building administrators participation on committees * Building principals to be trained by Dr. Pollock * Work with leadership teams for schools in school improvement process * Continue to build leadership capacity by supporting Arkansas Leadership Academy * Promote leadership development at assistant principals meetings * Effective use of data by building administrators * Further train building principals for their leadership role in sustaining the work of Dr. Pollock * Begin training on new evaluation system 	Superintendent, Deputy Superintendent , Asst. Superintendent for Elementary, Executive Director for Secondary Curriculum, building administrators, Assistant Superintendent for Human Resources, Director of Professional Development	<ul style="list-style-type: none"> * Agendas * Minutes from monthly administrative meetings * Leadership Cabinet minutes * Annual Measurable Objective (AMO) meetings with principals * Attendance at Dr. Pollock meetings * Attendance of Arkansas Leadership Academy 	<p>Ongoing</p> <p>Aug 21, 2012: State summative data results</p> <p>Sept/Oct 2012 & Jan/Feb 2013: AMO meetings</p> <p>Dr. Pollock 2012-13 schedule: Aug 16; Sept 19 & 20; Oct 24 & 25; Nov 13 & 14; Jan 30 & 31; Mar 6</p>

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L6. Improve instruction for teachers new to the district	<ul style="list-style-type: none"> * Continue to review and evaluate the effectiveness of new teacher induction * Provide the necessary resources to new teachers to be successful at the beginning of the school year 	Director of Special Education, Asst. Superintendent for Human Resources , academic facilitators	<ul style="list-style-type: none"> * Feedback from new teachers through surveys and focus groups * New Hire Report 	<p>Aug. 9 & 10, 2012: New teacher induction</p> <p>Oct 1, 2012: Minority staffing/New hire report</p>
L7. Meet with community and political leaders at all levels to solicit support for Rogers Public Schools	<ul style="list-style-type: none"> * Establish appropriate meetings with district stakeholders and supporters * Meetings with local realtors * Meet with local Chamber of Commerce * Principals to attend building and district PTO/PTA meetings * District representation to attend legislative updates 	Deputy Superintendent, Superintendent , Director of Communications, principals	<ul style="list-style-type: none"> * Calendar * Notes or minutes of meetings * Meeting with Chamber of Commerce leadership * Meetings with patrons * Realtor meetings 	<p>Ongoing/when scheduled</p> <p>Fall 2012: Chamber meeting(s)</p> <p>Jan-Mar 2013: Legislative meetings</p>
L8. Continue to develop leadership capacity in the district	<ul style="list-style-type: none"> * Develop leadership development activities for principal and asst. principal meetings, * Continue leadership academy for teachers * Arkansas Association of Educational Administrators (AAEA) Summer conference * Supporting membership to professional organizations * Reports to leadership cabinet from conference participants * Train new administrators in classroom walk-through process * Train district academic facilitators through Arkansas Leadership Academy 	Leadership Cabinet, building administrators, directors, Deputy Superintendent , Superintendent, Director of Professional Development	<ul style="list-style-type: none"> * Notes/ Agendas of meetings * Feedback forms from the leadership academy participants * Number of attendees at conferences * Attendance of Arkansas Leadership Academy 	<p>Ongoing- Asst. principals's meetings</p> <p>July 30 & 31; Aug 1, 2012: AAEA Summer Conference</p> <p>Aug 23 & 24, 2012: AR Leadership Academy training for Academic Facilitators</p> <p>June 3, 2013: Leadership Academy feedback</p> <p>TBA: CWT trainings for new administrators</p>

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
L9. Recruit highly effective district administrators, principals and teachers that reflect the demographics of the district	<ul style="list-style-type: none"> * Recruit quality minority candidates to fill positions * Create and disseminate a list of bilingual applicants * Create and share a list of Hispanic applicants * Principals to interview minority candidates when available * Provide incentives for Hispanic candidates 	Deputy Superintendent, Superintendent, Asst. Superintendent for Human Resources , Director of Grants, Asst. Superintendent for Elementary, Executive Director for Secondary Curriculum, Director of Professional Development	<ul style="list-style-type: none"> * Report on the percentage of minority staff * New hire report * Principals' performance reviews 	<p>Ongoing</p> <p>Oct 1, 2012: Minority staffing/New hire report</p> <p>Mar 2013: Principal performance reviews</p>
L10. To become a premier school district in the use of technology to support student learning, teacher instruction processes and district business administration	<ul style="list-style-type: none"> * Implement the district's technology plan * Continue to explore and implement ways to allow increased access and flexibility to the district's technology while maintaining a reasonable level of security * Continue E-rate grants * Continue to upgrade our infrastructure * Implement minimum technology expectations for the district * Audit and monitor the usage of technology for instruction in classrooms (e.g. Netbooks, Stoneware, Smartboards, Webpage) * Training for building administrators in the role of technology to support instruction * Model new technology with administrators * Plan to open New Tech High * Prepare for online assessments * Create a district technology conference 	CIO , Technology Committee, Deputy Superintendent, Superintendent, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, Technology Curriculum Specialists, principals,	<ul style="list-style-type: none"> * A completed Technology Plan * Minutes and notes from technology committee * CIO report to the board * Technology committee roster * Technology training agendas * Report on technology usage * Technology walk through report * Technology conference rosters and agendas 	<p>Aug 14, 2012: Elementary Technology Conference</p> <p>Aug 15, 2012: Secondary Technology Conference</p> <p>Sept 17, 2012: Technology committee roster</p> <p>Apr 8, 2013: Technology Plan Update</p> <p>May 13, 2013: Technology CWT Report</p> <p>July 2013: CIO report to the board</p> <p>Technology training at principals' and assistant principals' meetings</p>

Leadership

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
<p>L11. Monitor special education and ESOL department procedures and responsibilities to improve student achievement for students with disabilities and limited English proficiency</p>	<ul style="list-style-type: none"> * Conduct weekly department meetings * Monitor the academic progress of students with disabilities and limited English proficiency in all classes and adjust instruction as needed * Reallocate special education and ESOL resources and implement and monitor a co-teaching model * Monitor the process to identify and align at-risk students with appropriate interventions * Monitor responsibility of special education and ESOL departments * Use prediction models to identify at risk students * Disaggregate retention and drop-out rates 	<p>Director of Special Education, Director of ESOL and Migrant Services, Deputy Superintendent, Superintendent, building administrators, Assistant Directors, ESOL Curriculum Directors, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, Director of Data and Accountability</p>	<ul style="list-style-type: none"> * Agendas from meetings & notes * Staff assignments * Classroom walk-throughs * State summative tests * Report to the leadership cabinet * Improvement plans * The Learning Institute (TLI) reports * Annual report to the board * Retention rate of Targeted Achievement Gap Group (TAGG) * Drop-out rate of TAGG group 	<p>Ongoing (meetings)</p> <p>Sept 17, 2012: Graduation/Drop-out report</p> <p>June 17, 2013: Retention reports</p> <p>ESOL: Oct 8, 2012, Feb 25, May 6, 2013: Quarterly reports to include: *Evaluate ELL Programs: 1. Language Program 2. Help Math 3. Math Vocabulary 4. PADRES report</p> <p>Sp.Ed.: Oct 15, 2012, Mar 4, May 13, 2013: Quarterly reports to include: *Evaluate delivery models for Sp.Ed: 1. Indirect 2. Co-Teach 3. Content Mastery 4. High Yield Strategies</p> <p>Dr. Pollock 2012-13 schedule: Aug 16; Sept 19 & 20; Oct 24 & 25; Nov 13 & 14; Jan 30 & 31; Mar 6</p>

**STRATEGIC PLAN
Year Seven (2012-13)**

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Data

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
D1. Use results from state summative assessments to improve student achievement	<ul style="list-style-type: none"> * Collect data from summative state tests * Develop a gap analysis comparing performance of the Targeted Achievement Gap Group (TAGG) * Analyze state summative and local formative data * Continue to analyze and adjust curriculum and instruction to meet the needs of all students * Develop an Arkansas Comprehensive Improvement Plan (ACSIP) plan that reflects data driven priorities from state summative results * Report data results to appropriate stakeholders 	<p>Director of Data and Accountability, Deputy Superintendent, Executive Director of Secondary Curriculum, Asst. Superintendent for Elementary, building administrators and teachers, Director of Federal Programs</p>	<ul style="list-style-type: none"> * Complete gap analysis on the performance of TAGG group on state tests * Interim data meetings/data notebooks * Completed ACSIP plans * State summative results * Quarterly reports from Special Ed. and ESOL 	<p>Aug 21, 2012: Preliminary report to the board</p> <p>Aug 3, 2012: Building data and gap analysis report at adm. kick-off meeting</p> <p>Oct 16, 2012: Report to the public</p>
D2. Use state summative and local formative data to make instructional decisions	<ul style="list-style-type: none"> * Collect formative assessment data and grades 6-12 by subgroups * Principal and teachers analyze The Learning Institute results * Produce a mid-year student achievement report * Use formative data to assist teachers to improve instruction * Use ACSIP Plan to develop and monitor instruction and interventions * Monitor high school failures at 9, 18 and 27 weeks 	<p>Director of Data and Accountability, Deputy Superintendent, Executive Director of Secondary Curriculum, Asst. Superintendent for Elementary, Director of Testing, teachers, building administrators, Directors of ESOL and Special Education, Professional Development Committee, department chairs, academic facilitators, Director of Federal Programs</p>	<ul style="list-style-type: none"> * GPA-Course report * District-wide progress monitoring report * Academic Improvement Plans (AIP) and Intensive Reading Improvement plan (IRI) * State tests * TLI reports * Determine the level of implementation through self reporting, classroom walk-throughs and use data to drive professional development for 2012-13 * Kindergarten Screener * STAR Math, STAR Reading, STAR Early Literacy 	<p>Ongoing</p> <p>Sept/Oct 2012 & Jan/Feb 2013: AMO meetings</p> <p>Jan 14, 2013: Mid-year prediction reports</p> <p>Jan 14, 2013 & Jun 10, 2013: GPA report</p> <p>Oct 29, 2012; Jan 7, Apr 1, 2013: Failure List</p>

**STRATEGIC PLAN
Year Seven (2012-13)**

DRAFT

Data

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
<p>D3. Evaluate the effectiveness of programs and interventions and make regular reports</p>	<ul style="list-style-type: none"> * Ensure the fidelity of the implementation for each program (excludes Reading Recovery as per waiver) * Compare student achievement data for students in Alternative Learning Environments * Monitor credit recovery options for high school students * Fully implement the AAIMS grant * Continue to use a common format for intervention reports * Monitor and support effective instructional practices and student achievement in block classes * Maintain and updated an accurate data source for all students and staff * Schedule reports on interventions as needed * Update CTE Curriculum 	<p>Director of Data and Accountability, Deputy Superintendent, building administrators and teachers, Federal Programs Coordinator, Director of ESOL and Migrant Services, Director of Special Education, and Director of Gifted and Talented, academic facilitators, Executive Director of Secondary Curriculum, CIO, Leadership Cabinet, appropriate directors, District Treasurer</p>	<ul style="list-style-type: none"> * Report from each school on their respective programs and the impact on student achievement * State assessments * Interim progress monitoring report * TLI results * Review summer school costs and impact on credit recovery * STAR test results for students in remediation programs for literacy at high school * AP performance reports * Pre-AP enrollment reports * ACSIP Plans * Test results of programs and interventions participants Principals' Annual Measurable Objective (AMO) meetings 	<p>Aug 21, 2012: State summative data</p> <p>Aug 27, 2012: AP Scores & AAIMS reports</p> <p>Sept/Oct 2012 & Jan/Feb 2013: AMO meetings</p> <p>Nov 12, 2012: Intersession report to school board</p> <p>Apr 15, 2013: Summer school proposal</p> <p>Sept 10, 2012: Pre-AP & AP enrollment reports</p> <p>Sept 24, 2013: NovaNet & Extended Day credits report</p> <p>Dec 10, 2012: High school reading improvement report (ATT)</p> <p>Intervention reports as scheduled</p>
<p>D4. Increase the percentage of students taking and excelling in AP, Pre AP and Honors courses</p>	<ul style="list-style-type: none"> * Provide education to parents and students to increase understanding the importance and ramifications of the Smart Core curriculum, Pre-AP and AP * Monitor requirements of AAIMS grant * Continue to improve the articulation processes 	<p>Director of Data and Accountability, building administrators, counselors, teachers, Executive Director of Secondary Curriculum</p>	<ul style="list-style-type: none"> * Participation in Pre-AP and AP courses * Report on the percentage of students in each subgroup that score a 3, 4 or 5 in AP exam * Compare students that scored below a 3, 4 or 5 in AP exam to grades * Annual report from AAIMS grant * Analysis of core GPA for secondary students 	<p>Aug 27, 2012: AP Scores & AAIMS reports</p> <p>Sept 10, 2012: Remedial Course Enrollment</p> <p>Sept 10, 2012: Pre-AP & AP enrollment reports</p> <p>Nov 2012: Articulation Plan</p> <p>Jan 14 & Jun 10, 2013: GPA report</p> <p>Jan 7, 2013: Smart core enrollment (longitudinal)</p>

**STRATEGIC PLAN
Year Seven (2012-13)**

DRAFT

Data

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
D5. Improve graduation rates	<ul style="list-style-type: none"> * Calculate and compare the graduation rate for TAGG group * Implement drop-out prevention strategies * Monitor 'D's and 'F's * HS principals to attend "Reach Out to Drop Out" training * Feeder pattern meeting in Sept. to systemically plan ways to improve Graduation Rates * Investigate reallocating National School Lunch Act (NSLA) funds to improve graduation rates of TAGG students * Reallocate Fulltime Teacher Equivalent (FTE) to increase seats at Alternative Learning Environment (ALE) 	Director of Data and Accountability, Deputy Superintendent, Executive Director for Secondary Curriculum , Asst. Superintendent for Elementary, secondary administration and counselors	<ul style="list-style-type: none"> * Completed graduation rate report by subgroup * Weekly enrollment reports *NSLA budget *Feeder pattern graduation plans *Reallocation of FTE for ALE 	Aug 25: "Reach Out to Drop Out" day Sept 17, 2012: Graduation report/Drop-out report Sept 24, 2012: Enrollment report by grade level Sept 4, 2012 :Vertical alignment, drop-out prevention at principals' meeting Feb 2013: Drop out prevention update
D6. Improve Rogers Public Schools' ability to prepare students for college & career Readiness	<ul style="list-style-type: none"> * Collect and analyze percentage of students (including subgroups) enrolled and graduated by accredited colleges or universities * Analyze the enrollment of subgroups in remedial courses after high school * Monitor longitudinal data to identify trends in student achievement and demographics * Share with appropriate stakeholders 	Director of Data and Accountability, high school administrators and counselors , Deputy Superintendent, CIO	<ul style="list-style-type: none"> * Completed enrollment report rate in remediation courses on graduates by subgroup * American College Testing (ACT) report * College entrance exam results 	Sept 10, 2012: Remedial Course Enrollment: Sept 17, 2012: Graduation report/Drop-out Report Dec 10, 2012: Student Tracker Report Apr 1, 2013: ACT College Remediation Report
D7. Use enrollment projections to make systemic decisions	<ul style="list-style-type: none"> * Disaggregate enrollment projections for the next decade * Develop an enrollment projection for the next decade that includes estimates for TAGG group * Personnel allocations * Create a plan to open the new elementary 	Business Manager, Deputy Superintendent, Superintendent, Executive Director of Secondary Curriculum and Asst. Superintendent for Elementary, Asst. Superintendent for Human Resources	<ul style="list-style-type: none"> * Annual review of the accuracy of enrollment projections 	Oct 15, 2012: Enrollment projections report (boundary) Feb 25, 2013: Enrollment projections (allocations)

**STRATEGIC PLAN
Year Seven (2012-13)**

DRAFT

Data

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
D8. Use advanced technology to enhance data driven decisions	<ul style="list-style-type: none"> * Provide administrators and other stakeholders with timely, meaningful information from a data warehouse with information from a multitude of sources * Establish expectations and accountability * Provide extensive professional development for all staff to use appropriate technology to make effective decisions 	CIO, Director of Data and Accountability, Superintendent, Executive Director of Secondary Curriculum, Asst. Superintendent of Elementary	<ul style="list-style-type: none"> * Accessibility of data warehouse * Technology committee notes and agendas * AMO data notebooks 	Aug 2012: Data warehouse fully operational with current data Jan 14 & May 13, 2013: Technology committee reports Mar 2013: State technology plan June 2013: Completed technology plan

**STRATEGIC PLAN
Year Seven (2012-13)**

DRAFT

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
<p>C1. Implement an aligned K-12 instruction and assessment model that equips students with the skills necessary for college and career readiness</p>	<ul style="list-style-type: none"> * Monitor curriculum implementation in district * Monitor the alignment of the curriculum, instruction, and assessment * Analyze results of The Learning Institute (TLI) reports and adjust instruction accordingly with emphasis on open response * Establish criteria for curriculum offerings to ensure students are prepared for college and career readiness * Update the Career & Technical Education (CTE) Curriculum * Create curriculum documents for every tested area in high school * Complete all curriculum documents for Common Core for the four core areas in middle school * Fully implement Common Core standards in grades K-8 * Complete year four of Arkansas Advanced Initiative for Math & Science (AAIMS) grant 	<p>Director of Professional Development and Testing, curriculum directors, academic facilitators, lead teachers, dept chairs, Deputy Superintendent, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, building administrators, Superintendent, curriculum committee</p>	<ul style="list-style-type: none"> * Results of the CWT at buildings * Curriculum documents * TLI reports * Course catalog * Completed curriculum documents * Smart Core & AP course enrollment report * Curriculum committee notes * Board agendas and notes 	<p>Jan 7, 2013: Smart Core Enrollment (longitudinal)</p> <p>Jan 2013: Course catalog</p> <p>Jan 7, 2013: Elementary Curriculum committee updates</p> <p>Jan 14 & May 20, 2013: Classroom Walk Through (CWT) Results</p> <p>Jan 14, 2013: Secondary Curriculum committee updates</p> <p>Apr 15, 2013: Academy implementation report</p> <p>June 10, 2013: Elementary Curriculum committee updates</p> <p>June 17, 2013: Secondary Curriculum committee updates</p> <p>AAIMS training dates: (Locations vary) 2012: Jun 12-15, 19-22, 25-29, Jul 16-19, 24-27, 30</p>

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
<p>C2. Implement an effective K-12 curriculum for ELL students by grade and language proficiency level</p>	<p>*Collaborate and implement district standards, goals, objectives, performance indicators, for ELL students with suggested resources, assessments, and instructional strategies to complement mainstream curriculum</p> <p>*Update the Elementary ESOL program to specifically address English language development standards with GANAG lesson templates, suggested resources, scoring to the standards, and instructional strategies</p> <p>*Collaborate with academic facilitators to develop academic vocabulary support materials, activities, and resources for the K-8 ELA and Math Common Core Units</p> <p>* Conduct 25 classroom walk-throughs a month to monitor instruction. ESOL Specialists conduct two SIOP observations with a full coaching cycle with each ESOL teacher to monitor SIOP implementation and improve ESOL Instruction (1st/3rd quarter). ESOL specialists conduct 15 classroom walk-throughs a month (2nd/4th quarter).</p> <p>* Monitor the placement and exit rate for ELL students</p> <p>* Communicate ESOL proficiency progress to students and parents</p> <p>* Update, provide training for and follow procedures for the LPAC (Language Placement Assessment Committee)</p> <p>*Schedule ELL curriculum specialists in each building</p>	<p>Director of ESOL and Migrant Services, Deputy Superintendent, Superintendent, Executive Director of Secondary Curriculum, ESOL Specialists, Asst. Superintendent of Elementary, ESOL and classroom teachers</p>	<p>* Completed and published curriculum with resources, assessments, and instructional strategies</p> <p>* Classroom walk-through reports</p> <p>* SIOP reports available once per quarter on each component, level of implementation, professional development recommended as part of ESOL Director's quarterly report</p> <p>* Placement and exit & report</p> <p>* Sign-in sheets</p> <p>* Disaggregate results of ESOL students using TLI, STAR and writing assessments</p>	<p>October 8, 2012: ELL student placement Report</p> <p>Jan 14 & May 20, 2013: CWT Results</p> <p>Continuous throughout the school year: formative assessments</p> <p>ESOL: Oct 8, 2012, Feb 25, May 6, 2013: Quarterly reports to include: *Evaluate ELL Programs: 1. Language Program 2. Help Math 3. Math Vocabulary 4. PADRES report</p>

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C3. Improve achievement for Targeted Achievement Gap Group (TAGG) students	<ul style="list-style-type: none"> * Improve instructional capacity for teachers (Literacy Design Collaborative:LDC, Math Design Collaborative:MDC, High Yield Strategies:HYS etc.) * Conduct 25 monthly classroom walk-throughs by director, asst. directors and curriculum specialists to monitor instruction * Continue to monitor the number of students with disabilities taking portfolio assessments so as not to exceed state guidelines * Continue to monitor student achievement for Targeted Achievement Gap Group (TAGG) students * Monitor the Response to Intervention (RTI) process *Assign new ESOL teachers to complete SIOPI 	Director of Special Education, Director of ESOL and Migrant Services , Assistant Directors of Special Education, ESOL Curriculum Specialists, Deputy Superintendent, Superintendent, Executive Director of Secondary Curriculum, Asst. Superintendent of Elementary, teachers, school psychologists	<ul style="list-style-type: none"> * Summative state data * Cycle 7 state report / end of the year report * Quarterly reports from directors * Annual Measurable Objective (AMO) interim reports * GPA course report * Content mastery report * TLI reports * Arkansas Comprehensive Improvement Plan (ACSIP) and results 	Aug 21, 2012: State summative data Jan 14 & Jun 10, 2013: GPA report ESOL: Oct 8, 2012, Feb 25, May 6, 2013: Quarterly reports to include: *Evaluate ELL Programs: 1. Language Program 2. Help Math 3. Math Vocabulary 4. PADRES report Sp.Ed.: Oct 15, 2012, Mar 4, May 13, 2013: Quarterly reports to include: *Evaluate delivery models for Sp.Ed: 1. Indirect 2. Co-Teach 3. Content Mastery 4. High Yield Strategies
C4. Continue a co-teaching model for general education, special education and ESOL teachers to meet the needs of their students.	<ul style="list-style-type: none"> * Provide targeted training for teachers and administrators * Continue to monitor implementation through follow up visits * Review effective co-teaching "look fors" for administrators * Establish a system to track co-teaching participants * Continue to train and implement co-teaching model 	Director of ESOL and Migrant Services , Deputy Superintendent, Superintendent, appropriate building administrators, Executive Director of Secondary Curriculum, Director of Special Education , Director of Professional Development, Director of Data & Accountability	<ul style="list-style-type: none"> * CWT results * Summative state results * TLI results * Disaggregate test data on students participating in co-teaching * Agenda for administrator co-teaching training * SIOPI observations 	Ongoing Oct 1, 2012: Co-teaching data analysis Sept 12 & 13, 2012: Co-teaching training January 2013: TLI interim reports

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C5. Improve the effectiveness of the district's curriculum support organization	<ul style="list-style-type: none"> * Continue to monitor curriculum documents * Review and monitor monthly reports from academic facilitators * Monthly updates to school board from Asst. Superintendent for Elementary and Executive Director for Secondary Curriculum * Investigate department chair structure at middle schools * Enhance the leadership of secondary department chairs and lead teachers in curriculum development 	Superintendent, Deputy Superintendent, building administrators, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary and Director of Professional Development, Curriculum Specialists	<ul style="list-style-type: none"> * State summative testing results * Feedback from stakeholders to include building administrators * Interim data meetings * AP & AAIMS reports * Agendas from district professional development days * Curriculum committee update 	Ongoing: Monthly reports to school board Aug 27, 2012: AP Scores & AAIMS reports Sept/Oct 2012 & Jan/Feb 2013: AMO meetings Jan 7, 2013: Elementary Curriculum committee updates Jan 14, 2013: Secondary Curriculum committee updates Mar 11, 2013: Middle school department chair proposal Jun 10, 2013: Elementary Curriculum committee updates Jun 17, 2013: Secondary Curriculum committee updates
C6. Increase the use of effective instructional practices	<ul style="list-style-type: none"> * Train and implement "Cognitive Guided Instruction" (CGI) for K-2 math teachers * Train and implement for "Extending Children's Mathematics" (ECM) for 3-8 math teachers * Analyze instructional practices using appropriate data * Review academic facilitators' reports * Train teachers to implement instructional practices to improve math and science vocabulary for TAGG students 	Director of Data and Accountability, Executive Director of Secondary Curriculum, Asst. Superintendent for Elementary , lead teachers, curriculum specialists, dept. chairs, academic facilitators, principals and asst.principals	<ul style="list-style-type: none"> * Leadership meeting agendas * Minutes/Notes from curriculum meetings * Intervention reports * CWT summary * State summative test results * TLI results * Discuss CWT with principals at interim meetings * Interim data reports * Monthly agendas from building administrators * Disaggregate test data for students involved in CGI and ECM 	Ongoing Aug 21, 2012: State summative data Aug 27, 2012: Summer professional development report Oct 1, 2012: CGI report Sept/Oct 2012 & Jan/Feb 2013: AMO meetings Jan 14 & May 20, 2013: CWT report

Curriculum and Instruction

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
C7. Increase student engagement in the learning process for secondary students	<ul style="list-style-type: none"> * Weekly classroom observations * Academic facilitators and building administrators to focus on student learning 	Executive Director of Secondary Curriculum , academic facilitators, Director of Professional Development, building administrators, Asst. Superintendent for Elementary	<ul style="list-style-type: none"> * Disaggregate CWT data for instructional practices and the use of technology * State summative test results 	<p>Aug 21, 2012: State summative data</p> <p>Jan 14 & May 20, 2013: CWT report</p>
C8. Expand student participation in AP, Pre AP and Honors curriculum	<ul style="list-style-type: none"> * Continue to implement AAIMS grant with fidelity * Increase the number of students in AP courses. * Increase the number of students in all sub populations that receive enriched instruction. * Monitor the number of students enrolled in honors classes at secondary schools * Develop and monitor a plan to increase the number of students completing smart core 	Superintendent, Deputy Superintendent, Director of Gifted and Talented, Executive Director of Secondary Curriculum , Asst. Superintendent for Elementary, principals, secondary counselors, Director of Counseling Services	<ul style="list-style-type: none"> * Number of students scoring a "3" or higher on AP exams by subgroup * Number of students served in Gifted & Talented programs * Course enrollment report * Disaggregate the performance of Gifted & Talented students on state assessments * Number of students completing Smart Core curriculum * AP & AAIMS grant reports * Scholarship money 	<p>Aug 27, 2012: AP Scores & AAIMS reports</p> <p>Sept 10, 2012: Pre-AP & AP enrollment reports</p> <p>Sept 17, 2012: Gifted & Talented state assessment results</p>

STRATEGIC PLAN
Year Seven (2012-13)

DRAFT

Professional Development

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
P1. Create and implement an effective research-based long range professional development plan	<ul style="list-style-type: none"> * Maintain an active advisory professional development committee composed of teachers, administrators and classified employees * Align professional development to support curriculum * Use a variety of data sources to determine the effectiveness of professional development * Monitor the implementation of instructional strategies acquired through professional development e.g. small group instruction, co-teaching, high yield strategies (HYS), Cognitive Guided Instruction (CGI), Sheltered Instruction Observation Protocols (SIOP), Extending Children's Mathematics (ECM) * Review the reporting capabilities of My Learning Plan (MLP) * Compare professional development tracking systems * Continue to develop annual building professional development plans * Continue to develop the capacity of academic facilitators to provide professional development 	Professional Development Committee, Director of Professional Development, Deputy Superintendent, Superintendent, Director of Data and Accountability, Asst. Superintendent for Elementary, Executive Director of Secondary Curriculum, building administrators	<ul style="list-style-type: none"> * Published calendar * State Cycle 8 professional development report * Classroom walk-through district and building reports * Compilation of each professional development evaluations * Monday meeting schedule * MLP summary report * Completed long range professional development plan * Completed building professional development plans 	Sept 24, 2012: MLP report to leadership cabinet May 21, 2013: Presentation to the board & MLP summary report Jan 14 & May 20, 2013: Classroom Walk Through (CWT) Results July 30, 2013: Cycle 8 report Sept 6; Nov 1, 2012; Feb 7; May 2, 2013: Professional development committee meetings

STRATEGIC PLAN
Year Seven (2012-13)

DRAFT

Professional Development

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
P2. Increase the use of appropriate strategies to improve student achievement including strategies for English Language Learners and students with disabilities	<ul style="list-style-type: none"> * Provide SIOP for teachers * Provide professional development for teachers of students with disabilities to improve student achievement * Implement a response-to-intervention process * Train and implement co-teaching model * Develop a plan to train special ed teachers in CGI and ECM * Implement the use of high yield strategies (GANAG/Dr. Pollock training) in special education and ESOL classrooms * Update the 5-year SIOP training plan for teachers and administrators to expand the number of trained staff * Provide training in specific/systematic English Language Development to K-5 ESOL teachers and instructional assistants 	Director of ESOL and Migrant Services, Director of Special Education , building administrators, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, Director of Professional Development, curriculum specialists, building administrators, directors	<ul style="list-style-type: none"> * Performance on state summative tests including students in ELL and Special Education * TLI reports * Intervention analysis by principals * Interim data meetings * ASCIP Plan * Evidence through CWTs * Updated SIOP Plan 	Aug 21, 2012: State summative data Sept/Oct 2012 & Jan/Feb 2013: Intervention analysis report by principals Sept/Oct 2012 & Jan/Feb 2013 :Data Meetings(AMO) ESOL: Oct 8, 2012, Feb 25, May 6, 2013: Quarterly reports to include: *Evaluate ELL Programs: 1. Language Program 2. Help Math 3. Math Vocabulary 4. PADRES report Sp.Ed.: Oct 15, 2012, Mar 4, May 13, 2013: Quarterly reports to include: *Evaluate delivery models for Sp.Ed: 1. Indirect 2. Co-Teach 3. Content Mastery 4. High Yield Strategies
P3. Build capacity to use data to improve student achievement	<ul style="list-style-type: none"> * Continue training for teachers and administrators on the effective use of data to improve student achievement * Schedule Renaissance Place training * Schedule SuccessMaker training * Hold data team meetings to meet the needs of buildings * Provide the necessary professional development and resources to open New Tech High 	Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, building administrators, Director of Data and Accountability, Director of Professional Development, CIO, Director of Professional Development	<ul style="list-style-type: none"> * Test scores * Monday collaboration agendas and notes * Data team agendas and notes * Data from interim data meetings * Building day professional development agendas 	Ongoing: Collaboration meetings Aug 21, 2012: State summative data Sept/Oct 2012 & Jan/Feb 2013 :Data Meetings(AMO)

**STRATEGIC PLAN
Year Seven (2012-13)**

DRAFT

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO1. Continue to provide input opportunities for stakeholders	<ul style="list-style-type: none"> * Conduct informal meetings with stakeholders (including realtors, parents and students) to gather input * Publish newsletters for ESOL and stakeholders * Include more opportunities for input from administrators including roundtable meetings and committees * Involve and inform stakeholders about a variety of school issues (i.e. New Tech High and elementary boundaries) * Provide opportunities for electronic input from patrons 	Leadership Cabinet, Director of Communication , building administrators, Coordinator of Student Relations, Director and assistant directors of Special Education, ESOL, and other directors as appropriate	<ul style="list-style-type: none"> * Agendas/Minutes/Notes from committees * Action plan recommendations developed from input * Updated annual district communication plan * Board minutes from Strategic Plan updates 	Sept 2012: Communications Plan Update Monthly board reports Realtor meetings and tours as scheduled
CO2. Build positive relationships between students and school staff to improve student achievement	<ul style="list-style-type: none"> * Implement and monitor drop-out prevention plan * Conduct training for all staff in building positive relationship with students to ensure that "all belong, all learn and all succeed" * Continue training front office staff and clarify expectations for customer service * Continue to access the community for mentors for some students * Create and implement strategies for the personalization of learning for secondary schools 	Superintendent, Deputy Superintendent, Director of Counselors and Social Workers , building administrators, teachers, staff, academy chairs, Executive Director for Secondary Curriculum, Asst. Superintendent for Elementary, Director of Professional Development, ESOL Director and Spanish communication specialist, Director of Data and Accountability, Director of Communication , counselors, Assistant Superintendent for Human Resources and social workers	<ul style="list-style-type: none"> * Minutes/notes of meetings * Drop-out rates * Graduation rates * Attendance rates * Discipline referrals/expulsions * Participation in extracurricular activities * Customer service training agendas * Link Crew report 	Sept 2012: Starts and ongoing: Front office Customer service training Sept 10, 2012 & Feb 25, 2013: Link Crew report Sept 17, 2012: Graduation report/Drop-out report Oct 15, 2012: Discipline referral report Nov 5, 2012: Attendance rates

**STRATEGIC PLAN
Year Seven (2012-13)**

DRAFT

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO3. Continue to improve communication to all stakeholders	<ul style="list-style-type: none"> * Coordinate process for communicating with stakeholders in a variety of mediums * Continue communication and presentations with civic, service and business organizations * Distribute publications to stakeholders * Improve website communication * Coordinate a parent/teacher conference calendar to maximize parent involvement * Report to the Chamber of Commerce * Investigate a district-wide mobile App solution 	<p>Director of Communication, Deputy Superintendent, Superintendent, CIO, directors</p>	<ul style="list-style-type: none"> * Publications * Notes * Minutes * Agendas * Focus groups (PTO/PTA) * Webpage usage * App Feedback 	<p>Service directors' report to the board</p> <p>Aug 2012: Parent/Teacher conference schedule</p> <p>Nov 1 & 2, 2012: Report to the Chamber of Commerce</p> <p>Dec 2012: Webpage usage report</p> <p>Feb 11, 2013 -Kirksey App usage report</p>
CO4. Improve support services for all schools	<ul style="list-style-type: none"> * Monitor School Dude software reports * Conduct a school secretaries in-service * Continue to communicate the allocation of district resources through administrative presentations to principals and directors of funding sources and expenditures * Update crisis plan 	<p>Director of Buildings and Grounds, Deputy Superintendent, Superintendent, Director of Transportation, CIO, Business Manager, and Director of Communication, Director of Professional Development, building administrators, Energy Manager, Treasurer, Asst. Superintendent for Elementary, Executive Director of Secondary Curriculum, Asst. Superintendent of Human Resources</p>	<ul style="list-style-type: none"> * Monthly Reports * Agendas * School Dude reports * Board meeting minutes 	<p>Monthly service directors' meetings</p> <p>Aug 3, 2012: Administrative Kickoff meeting</p> <p>Sept 2012: Front office staff training</p> <p>Sept 17, 2012: Crisis plan/School Safety Plan</p> <p>Oct 2, 2012: Crisis plan at principals' meeting</p> <p>June 2013: End of year meeting</p>

**STRATEGIC PLAN
Year Seven (2012-13)**

DRAFT

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
<p>CO5. Improve effectiveness of communication with Hispanic families</p>	<ul style="list-style-type: none"> * Continue school district communications to ensure all important communications are available in Spanish * Conduct meetings to prepare Hispanic parents and students for college and/or career readiness * Continue to involve student relations coordinator on the curriculum committee * Build leadership skills with Hispanic students * Continue parent/teacher conference schedule to efficiently use interpreters * Distribute DVD for Hispanic parents on American education to all schools * Continue to expand PADRES program (Parents Advancing Readiness for Educational Success) * Continue to support AmeriCorps for schools * Improve articulation for Hispanic parents and students * Distribute a parent involvement DVD in Spanish 	<p>Superintendent, Deputy Superintendent, Student Relations Coordinator, AmeriCorps Coordinator, Spanish Communications Specialist, principals, Director of Grants, Asst. Superintendent for Human Resources</p>	<ul style="list-style-type: none"> * Performance of Hispanic students on state tests * Attendance rates of Hispanic students * DVD use in buildings and ESOL office * PADRES report 	<p>Aug 6, 2012: Parent/Teacher conference schedule</p> <p>Nov 20, 2012 & Mar 12, 2013: Parent/Teacher conference report to the board</p> <p>May 6, 2013: PADRES Report</p> <p>College preparation meeting for Hispanic students and parents</p> <p>Ongoing: DVD distributed</p>

**STRATEGIC PLAN
Year Seven (2012-13)**

DRAFT

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO6. Improve customer service to all stakeholders	<ul style="list-style-type: none"> * Gather feedback through stakeholder focus groups and surveys * Maintain a procedures manual for building staff * Continue an electronic process for input through the district website * Meet state requirements for the publication of Arkansas Comprehensive School Improvement Plans (ACSIP) * Continue an administrator 360 survey feedback process * Create a friendly, courteous and respectful environment throughout the district * Gather feedback through stakeholder surveys 	Director of Communication, office staff, teachers, administrators, building administrators, central office administrators , Director of Data and Accountability, Director of ESOL and Migrant Services, all employees, and Asst. Superintendent for Human Resources	<ul style="list-style-type: none"> * Report from focus groups * Annual survey results * Spanish communication report * Stakeholder input * Update procedures manual * Publish directory of services * Feedback from parents 	<p>Sept 2012: Starts and ongoing: Front office customer service training</p> <p>Oct 2012: ACSIP Plans available on website</p> <p>Spring 2013: 360 survey feedback</p> <p>Ongoing: Directory and procedures manual updates</p>
CO7. Continue a communication plan to communicate strategic plan goals to internal stakeholders	<ul style="list-style-type: none"> * Communicate the strategic plan with employees * Link Strategic Plan Year Seven to home page 	Director of Communication, Deputy Superintendent , Superintendent, principals	<ul style="list-style-type: none"> * Completed Deputy Superintendent report to the board * Building agendas * Established link on web page * Board minutes * Leadership cabinet notes 	<p>Aug 9, 2012: Present Strategic Plan to new teachers</p> <p>Aug 21, 2012: Present Strategic Plan to school board</p> <p>Jun 18, 2013: Deputy Superintendent's executive summary to the board</p>

Communication

School Improvement Objective	Action	Person Responsible	Measurement	Timeline
CO8. Continue a communication plan to market the Rogers Public Schools	<ul style="list-style-type: none"> * Continue to improve website communication * Continue the use of social media tools for outreach * Use a variety of mediums to communicate with all stakeholders * Continue to develop virtual tours of district and schools * Complete the newcomer DVD 	Director of Communication	<ul style="list-style-type: none"> * Maintain a user-friendly, interactive website * Post information through social media * Video tours distributed and posted on web 	Sept 2012: Communication Plan Oct 29, 2012: Completed newcomer DVD June 2013 and ongoing: Completed virtual tours Ongoing: Social media tools Realtor and family tours as requested Ongoing: Update website

FIGURE 4.7
The GANAG Schema Aligned with SIOP

GANAG	SIOP
G: Set clear standards and objectives.	Preparation: – Provide clear content objectives/language objectives.
A: Guide students to access prior knowledge and experience.	Building Background: – Link concepts to students' background experiences. – Link past concepts and new concepts.
N: Use a variety of effective instructional strategies to bring new information, knowledge, and skills to students.	Preparation: – Use meaningful, integrated learning activities. Comprehensible Input: – Use speech appropriate to students' language proficiency. – Provide clear explanation for academic tasks. Strategies: – Use scaffolding techniques. – Use tasks that promote the use of thinking skills. Lesson Delivery: – Support content objectives and language objectives. – Aim for high student engagement (90–100%). – Ensure appropriate lesson pacing. Interaction: – Use sufficient teacher wait time. – Provide ample opportunities for the clarification of key concepts. – Use grouping configurations. – Use interactive processes.
A: Provide opportunities for students to use thinking skills to apply new knowledge to real-world situations.	Practice/Application: – Use hands-on materials and manipulatives. – Provide opportunities for students to apply content and language knowledge in the classroom. – Choose activities that integrate all language skills.
G: Have students generalize and review their progress toward goals.	Review/Assessment: – Review key vocabulary. – Review key concepts.
HOMEWORK: Extend the school day with practice and application activities.	Practice/Application: – Integrate all language skills.
ASSESSMENT and FEEDBACK: Implement formative assessment throughout the lesson, providing specific and timely feedback to students to further guide/support their learning.	Review/Assessment: – Gather formative assessment data on student comprehension and learning throughout the instructional process. – Provide students with regular, specific, and timely feedback based on formative assessment.

Adapted with permission from Jessica Sallis, ESOL specialist, Rogers Public Schools

Public Hearing
Proposed Rogers New Technology High Conversion Charter School
5:30 p.m. – October 11, 2012

Agenda

- Presentation on Rogers New Technology High Conversion Charter School
- Questions and Answer Session
- Call for Show of Support

Minutes

Presentation

Dr. Janie Darr welcomed attendees and presented information regarding the proposed Rogers New Technology High School. Information presented included the projected future student enrollment, the study process leading to the proposal, the proposed school location and students served, potential course offerings, benefits to students and community, partnership with the New Tech Network, project-based learning, smart use of technology, professional culture, college credit, community service learning internships, the lottery selection process, and the waivers requested as part of the charter application. Videos were shown giving student and alumni perspectives on their New Tech High experiences.

Questions and Answers

Participants asked the following questions:

How will technology be made available for students who might not have access?

What core courses will be offered?

What electives will be offered?

What is the application/selection process for teachers?

What is the application/selection process for students?

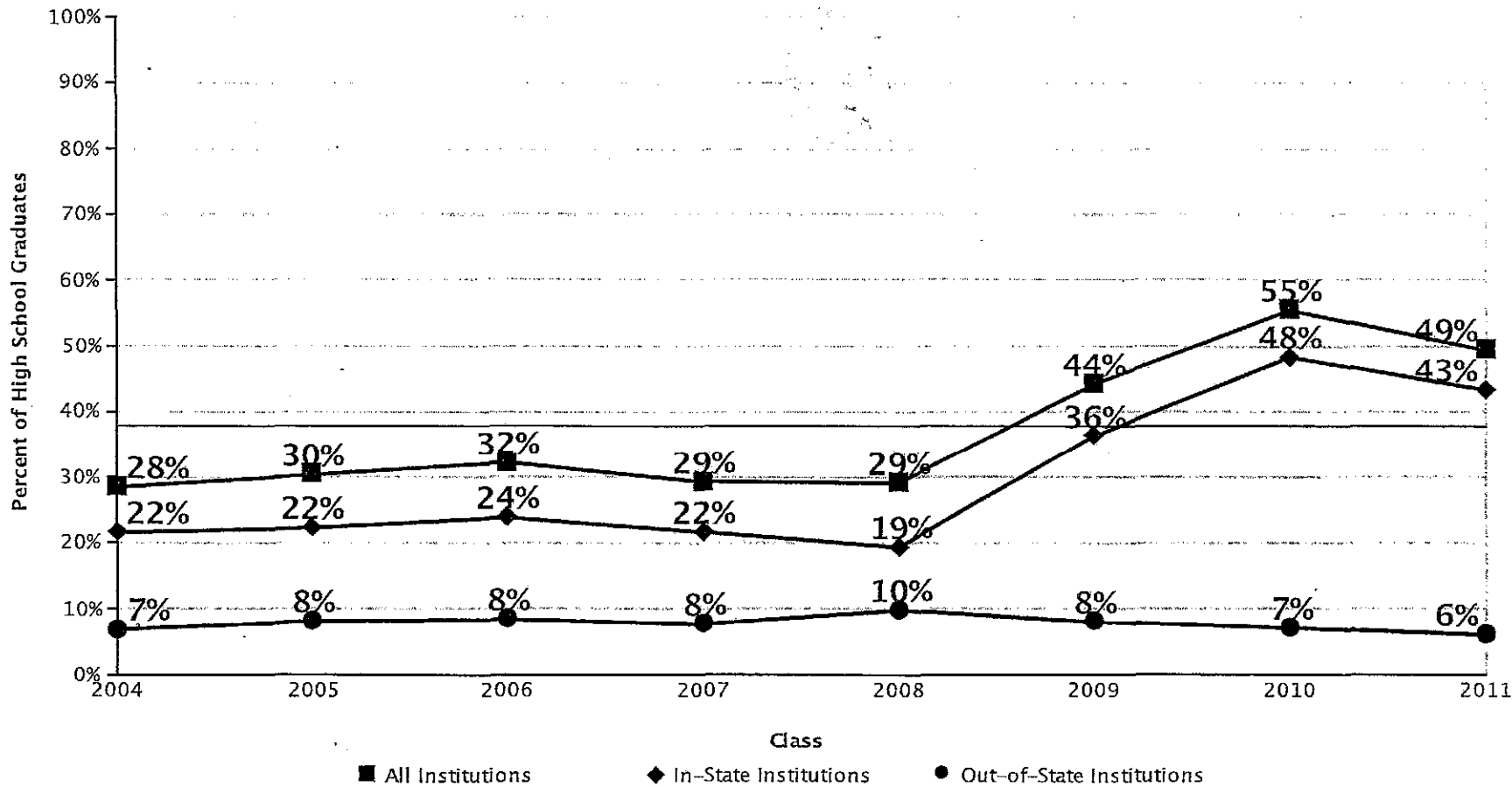
How fluid will enrollment be? Can students move back and forth to traditional high school?

Show of Support

Dr. Darr asked all those in support of the proposed Rogers New Technology High conversion charter to show hands. Support was unanimous.

Percent of Students Enrolled in College the Fall Immediately Following Graduation From High School by Institutional Location

Effective Date = December 8, 2011



AVG = 38%

School Plan

ROGERS SCHOOL DISTRICT
500 W. Walnut St.

Arkansas Comprehensive School Improvement Plan

2012-2013

According to the 2012 Arkansas District ESEA Accountability Report - Rogers Public Schools is a Needs Improvement District. RPS=Achieving District Percent Tested, Needs Improvement District Graduation Rate, Achieving District in Literacy, and Needs Improvement District in Math. The Graduation Rate is under review by ADE.

The Mission of the Rogers Public Schools is to provide an environment of educational excellence where all belong, all learn, and all succeed. The ACSIP Mission Statement for Rogers Public Schools is to increase student achievement through improved curriculum, instruction and assessment. Rogers Public Schools will focus on increased student achievement in literacy, math and increased overall student achievement by improving health and wellness of students and staff. Early interventions will be provided to at risk students to reduce the number of special education referrals. ELL students will be offered an appropriate curriculum and their academic and emotional needs addressed.
 DISAGGREGATION.

Grade Span: Title I: Not Applicable School Improvement:

Table of Contents

Priority 1: Literacy and Mathematics

Goal: All elementary and secondary students will improve in literacy and math. Special attention will be given to content passages. Secondary students will be given additional attention to content passages, practical passages, and literary passages specific to grade level results. All elementary and secondary students will improve in mathematic skills and responding to constructed response questions with additional attention for elementary students to geometry and measurement. Secondary students will be given additional attention to number sense, properties and operations, measurement strands.

Priority 2: Title III/ELL

Goal: All ELL students will improve in reading, writing, mathematic skills and responding to constructed response, and the acquisition of the English language. All ELL students will be given additional attention in writing to improve the acquisition of the English language.

Priority 3: Extended Funds Use

Goal: All students will improve in literacy and mathematics. See individual building plans for a listing of weaknesses to be given additional attention.

Priority 5: Health and Wellness

Goal: Rogers Public Schools will provide support for students and staff in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 6: Special Education

Goal: To maintain the percentage of Caucasian students in special education programs in a proportionate relation to percentage of white students in the district.

Priority 1: POVERTY DATA: 2012 the district poverty level was 60.99%. 2011 the district poverty level was 60.57%. 2010 the district poverty level was 59.45%. The official date for collection of poverty data is Oct. 1st of each year.

- Supporting Data:
1. Attendance Rate: In 2012, the average attendance rate for the district was 95.76%. In 2011, the average attendance rate for the district was 95.8%. In 2010, the average attendance rate for the district was 95%.
 2. Graduation Rate: The 2012 graduation rate for Rogers High School or Heritage High School is not available at this time. The 2011 graduation rate for Rogers Public Schools was 85.4%. The 2010 graduation rate for Rogers Public Schools was 89.2%. The 2009 graduation rate for Rogers Public Schools 85.3%.
 - 3.
 - 4.
 - 5.
 - 6.

7.

Goal All elementary and secondary students will improve in literacy and math. Special attention will be given to content passages. Secondary students will be given additional attention to content passages, practical passages, and literary passages specific to grade level results. All elementary and secondary students will improve in mathematic skills and responding to constructed response questions with additional attention for elementary students to geometry and measurement. Secondary students will be given additional attention to number sense, properties and operations, measurement strands.

Benchmark During the third year of training by Dr. Jane Pollock it is the expectation that each building administrator will select a Leadership Team that will have additional training opportunities with Dr. Pollock. These leadership teams will be charged with sustaining and continuing the work focusing on The Big Four. Each building will appoint a six member team to include the principal, assistant principal, academic facilitators, and teachers. It is the expectation that the Academic Facilitators will serve as the educational transmitters and impact the teacher's ability to deliver quality instruction, consistency in lesson planning and delivery. The monthly logs of facilitators will be monitored. It is the expectation that the Classroom Walk Through data will show a 5% increase in the use of the high yield strategies.

Benchmark To meet or exceed the AMO for Performance and Growth for All Students and TAGG Students for each building and the district as developed by the Arkansas Department of Education. To meet or exceed the Graduation Rate for All Students and the TAGG Students for each high school and the district.

Intervention: The district will establish, maintain and expand as necessary an alternative school (Crossroads) for Rogers Public School students in grades 6-12. The district will establish, maintain and expand as necessary an alternative school (Extended Day) for Rogers Public School students in grades 9-12. The district will establish, maintain and expand as necessary an alternative classroom for Rogers Public School students in elementary grades.				
Scientific Based Research: Alternative School Programming; Lee and Burkam; Center for Mental Health in Schools; American Board Journal, U.S. Census Bureau 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
2012-2013 Using ALE (100%) funds RPS will hire a 1.0 FTE principal for the ALE facility. Using ALE funds, staff will be hired for the ALE facility as follows: six certified teachers (1.0 FTE), one certified teacher (.64 FTE), four certified teachers (.72 FTE), one certified teacher (0.14 FTE), one (1.0 FTE) classified instructional assistant and two (1.0 FTE) secretaries, and one secretary (.5 FTE). Using ALE (100%) funds, salaries and benefits for substitutes will be paid as necessary based on fluctuating student enrollment. ALE students will participate in field trips throughout the year. The telephone expenses for the ALE facility will be paid with this fund. Copier and copy costs will be paid. Materials will be purchased to support the ALE programs. Conference expenses will be paid for the ALE staff to keep current with best practices regarding professional development. Related dues and fees may be paid using ALE funds. A Smartboard will be purchased to be used in an ALE classroom. Action Type: Equity	Dr. Janie Darr, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office District Staff 	ALE (State-275) - \$100.00 Other Objects: ALE (State-275) - \$2000.00 Capital Outlay: ALE (State-275) - \$8800.00 Purchased Services: ALE (State-275) - \$28000.00 Materials & Supplies: ALE (State-275) - \$217641.00 Employee Benefits: ALE (State-275) - \$762088.00 Employee Salaries:

				ACTION BUDGET: \$1018629
All certified staff and administrators will receive the opportunity for sixty hours of professional development as provided by Rogers Public Schools. Special emphasis for professional development will be anger reduction management and conflict resolution. Action Type: Professional Development	Cindy Ford, Extended Day Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
Students are assigned to smaller class sizes with many varied direct instructional opportunities in place. Action Type: Equity	Phil Eickstaedt, Executive Director for Secondary	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
Intake interviews are held twice each year for students attending Crossroads. Contracts are signed between school, parent and student to ensure maximum attendance, completion of school work and monitoring of drug usage. Action Type: Parental Engagement	Cindy Ford, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
2012-2013 Using ALE funds Rogers Public Schools will develop an Alternative Learning Environment classroom for elementary students. Using ALE funds, a teacher (1.0 FTE) and an instructional assistant (1.0 FTE) will be hired. This program is designed to provide students who are not success academically, emotionally, or socially in the regular classroom, a sound educational course of study and Social Skills Curriculum designed to modify disruptive behaviors and return the students to the regular school curriculum within a prescribed length of time. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Dr. Virginia Abernathy, Assistant Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ALE (State-275) - Employee \$23693.00 Benefits: ALE (State-275) - Employee \$80589.00 Salaries: <hr/> ACTION BUDGET: \$104282
2012-2013 Using NSLA funds, Rogers Public Schools will purchase Fast ForWord and NovaNet portals for Crossroads, Extended Day and Credit Recovery students to support student achievement and credit recovery for students striving to achieve their potential and graduate from high school. Training will also be purchased for the school staffs to ensure appropriate implementation of the portals. Stipends and benefits will be paid for staff to oversee the NovaNet students that participate in the program before and after school and during school breaks. Action Type: Equity	Cindy Ford, Extended Day Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	NSLA (State-281) - Purchased Services: \$14500.00 <hr/> ACTION BUDGET: \$14500

Action Type: Professional Development Action Type: Technology Inclusion				
<p>PROGRAM EVALUATION: The goal of the alternative education programs is to take students who are behind in accumulating Carnegie credits toward graduation and successfully catch them up with their class. This intervention will be measured using a dual system while examining both academics and discipline. We will measure the progress of each student by completing an academic credit check upon entering the alternative program and again at the end of the year. Academic credit checks will be progress monitored throughout the year. We expect to see 80% of enrolled students successfully accumulating credits. Students that are referred to the program from IDH and Emergency Placements will be expected to reach the 80% goal as well and avoid expulsion. Each student will complete an academic credit check upon entering the alternative program and again at the end of the each quarter. For the individuals not successfully accumulating credits, a conference will be scheduled with the student and parent to identify interventions and strategies designed to get the student moving in the right direction. PROGRAM EVALUATION RESULTS: The alternative programs are meeting or exceeding the goal of having 80% of enrolled students successfully accumulating credits. In addition, students that are referred to the program from IDH and Emergency Placements are also meeting or exceeding the 80% goal. PROGRAM EVALUATION RESULTS: In the 2011-2012 school year, clearly 80% of all students in ALE successfully accumulated credits. The 80% success rate includes all the students referred to us from IDH and emergency placements as well as the traditional ALE student. PROGRAM EVALUATION: In 2011-2012, 81 (eighty-one) ALE students met requirements for graduation and graduated from Rogers Public Schools. We plan to use the same measure to evaluate the intervention during the 2012-2013 school year and will report the results in the 2013-2014 plan. Action Type: Program Evaluation</p>	Cindy Ford, Director of Alternative Education	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

<p>Students are placed in Alternative Education through a referral process that begins at the student's home school. Students are offered a choice of two different deliveries of alternative education curriculum: Crossroads or Extended Day. Placement in Crossroads is done through an interview process that culminates in a formal contract between school, parent, and student to ensure maximum attendance, completion of school work, and random monitoring of drug usage. Placement in Extended Day is on a volunteer basis with the parents and students taking responsibility for their own transportation to and from school as the school day runs from noon to 6:30 p.m. Monday through Thursday. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Cindy Ford, Director of Alternative Education</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Students, who are identified as at-risk, will be placed in an alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services, all provided by the district. The ALE will employ sufficient personnel (7.28 FTES) in the core academic content areas in order to meet the student/teacher ratios (as outlined in section 4.02-Rules Governing the Distribution of Student Special Needs Funding-September, 2007) and allow students to secure enough credits for graduation. Funding sources for teachers are listed in another action. Any student eligible for special education services will continue to receive services while in the ALE. Students will not be placed in the ALE based on academic problems alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics: Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-physical, mental, sexual-, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting) Documentation shall be maintained as to placement</p>	<p>Cindy Ford, Extended Day/Crossroads Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>decisions made by the Alternative Education Placement Team. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE the student may be exited from the program. The ALE Placement Team will develop exit criteria. The ALE will meet all guidelines required by the ADE and state laws. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>Teachers are recommended for positions in the Rogers Public School District by building administrator and/or director. This procedure ensures that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified and out-of-field teachers. Action Type: HQT-Section 2141</p>	<p>Monica Avery, Federal Programs</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>If all core academic subject(s) teachers have not met the HQT requirements for two consecutive years, then the teacher, administrator along with the Human Resource Director will develop individual action plans. Action Type: HQT-Section 2141</p>	<p>Monica Avery, Federal Programs</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>Professional development activities are aligned and directly related to Arkansas' academic content and performance standards and student assessment. Action Type: HQT-Section 2141</p>	<p>Monica Avery, Federal Programs</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>2012-2013 Using NSLA funds a tutoring program will be offered at RHS, HHS, and the Annex. Two certified tutors and one classified tutor will be hire to work with students participating in credit recovery opportunities. Action Type: Equity</p>	<p>Robert Moore/Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff 	<p>NSLA (State -281) - Employee \$2000.00 Benefits: NSLA (State -281) - Employee \$8000.00 Salaries:</p>

				ACTION BUDGET: \$10000
Total Budget:				\$1147411
Intervention: REAP (Regional Educational Alternative Program) is an alternative program that is located in Rogers and serves the high school students from Rogers, Bentonville and Springdale schools. The primary purpose of the program is to provide an alternative setting for high school students that otherwise would not be enrolled in school and working toward graduation.				
Scientific Based Research: Alternative School Programming; Lee & Burkam; Center for Mental Health in Schools; American Board Journal; U.S. Census Bureau 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Rogers Public Schools, Bentonville Public Schools and Springdale School District will develop an Alternative Learning Environment for students who are at-risk of not graduating high school due to family circumstances, low achievement, low attendance, behavioral problems or other issues which could keep a student from graduating high school. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Phil Eickstaedt, Executive Director for Secondary	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
2012-2013 Using ALE funds Rogers Public Schools will work with Bentonville and Springdale to create an alternative learning environment (Regional Educational Alternative Program) for students at-risk of not graduating from high school. This program was created pursuant to discussions with Lori Lamb, ADE. Environment will be created around the individual needs of students and geared towards assisting students in graduation requirements. REAP students from Rogers Public Schools are assessed \$5,780.00 per student for tuition fee. Tuition fees are paid using the ALE monies. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Phil Eickstaedt, Executive Director for Secondary	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ALE (State-275) - \$200000.00 Purchased Services: ACTION BUDGET: \$200000
Teachers and administrators will attend local, state, and or national conferences that address their special needs population. Teachers will attend the ALE conference, BoysTown Conference, and the National Dropout Prevention Conference in addition to the required 60 hours of professional development required by ADE. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Phil Eickstaedt, Executive Director of Secondary	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Prior to placement in the REAP program intake conferences are held with student and parents to ensure that all requirements are understood and agreed upon. Parent teacher	Phil Eickstaedt, Executive Director of Secondary	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

<p>conferences are held throughout the student's enrollment in REAP. Exit conferences are held at the conclusion of the program. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: This goal was to increase the number of students successfully returning from assignment to REAP to their home school campus in the RPS by 1%. During the 2010-2011 school year 22 RPS high school students assigned to the REAP Academy successfully returned to their home campuses. PROGRAM EVALUATION RESULTS: For the 2011-2012 school year, 13 students successfully returned from REAP to their home campuses for the fall semester. In the spring semester 22 students returned to their home campuses for a total of 35 students which is an increase of 13 students for the 2011-2012 school year. This is an increase of 59% over the 2010-2011 school year. We plan to use the same means to evaluate the effectiveness of this intervention in the year 2012-2013 and will report the findings in the 2013-2014 ACSIP. During the 2011-2012 school year, we elected to use student reassignment data as the evaluation tool to determine whether this intervention was effective in improving student achievement. EVALUATION RESULTS: This goal was to increase the number of students successfully returning from assignment the REAP Academy to their home school campus in the RPS by 1%. During the 2011-2012 school year, 13 RPS high school students assigned to attend the REAP Academy successfully completed their time at REAP and returned to their home school campus. For the 2010-2011 school year, again 22 RPS high school students successfully completed their time assigned to the REAP Academy and returned to their home school campus. This is an increase of 0 students or a 0% increase in the number of students returning to their home school campus from assignment to the REAP Academy compared to the 2009-2010 school year. PROGRAM EVALUATION: During the 2011-2012 school year, we will continue to use the same protocol to measure the effectiveness of this program with the addition of the number of students that graduate from REAP. The REAP program is used in lieu of expulsion from Rogers Public Schools. The program allows the student to earn credits as required for graduation. If a student remains in good standing and</p>	<p>Phil Eickstaedt, Executive Director for Secondary Education</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>

completes the program they will return to their home campus to continue making progress toward graduation or graduate as a result. We expect to see that the number of students returning to their home campus will increase in 2011-2012 by at least one percent. We will report the results in our 2012-2013 plan. Action Type: Program Evaluation				
Total Budget:				\$200000
Intervention: Social workers are licensed professionals that serve students and families in each of our schools. Scientific Based Research: Intensive Interventions for High-risk Youth Using MRT (Moral Reconciliation Therapy), Cognitive-Behavioral Treatment of Offenders: A Comprehensive Ten-Year Review of MRT Outcome Research - Part 1; Little, Gregory L, Ed.D., LPC, NPC; Cognitive-Behavioral Treatment Review; Vol. 9 #2, Second Quarter 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Social Workers will earn 24 CEU's by participating in school based in-services offered through the Counseling Program and other workshops. Action Type: Professional Development	Linda Haley, Director of Counselors	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Social Workers will use technology to keep professional logs, write FINS interventions, and receive e-mails from local and professional list services. Action Type: Technology Inclusion	Patsy Roycroft, Social Worker	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Social Workers shall align their responsibilities to meet national standards in the following areas: School social workers shall be responsible for identifying individual children and target populations in need of services. They shall do so through a process of needs assessment that includes planned consultation with personnel of the local education agency, community representatives, and children and their families. School social workers shall empower children and their families to gain access to and effectively use formal and informal community resources. School social workers shall ensure that children and their families are provided service within the context of multicultural understanding and sensitivities that enhance the families' support of the children's learning experiences. Action Type: Alignment	Linda Haley, Director of Counselors	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Social workers will be available to work with special education students at each building. Action Type: Special Education	Patsy Roycroft, Social Worker	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Social Workers will work with homeless students to remove barriers for them to attend school. Action Type: Equity	Linda Haley, Director of Counselors	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Social Workers will work with various entities to meet basic needs for students: Homeless - Title I Set Aside Funds; United Way Warehouse -	Linda Haley,	Start: 07/01/2012	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

<p>Household Needs; Poplar House - Medical Needs; community agencies - Clothing Needs. Action Type: Collaboration</p>	<p>Director of Counselors</p>	<p>End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff 	
<p>PROGRM EVALUATION: Social workers continue to play a vital role for Rogers Public Schools. They work with our at-risk students and their families. Social worker assist students and families in getting resources provide interventions and help remove the barriers that hinder the student's academic achievement. They especially focus on school attendance. Documented services provided for the 2011-12 school year include: PROGRAM EVALUTATION RESULTS: Information and Referrals - 1910 up Case Work - 1812 up Crisis Interventions - 152 up Attendance Interventions- 1387 * new Home Visits - 851 up FINS - 58 down Hot - Line Calls -117 up Parent Contacts - 548 * new Small Groups- # of Student Contacts Attendance - 9 Anger - 80 Behavior - 184 Drug (TAOD) - 52 Grief and Loss - 8 Also included is if the numbers reported were up or down from last year. Having Interns helped increase the number of overall contacts across the district. The extra effort in meeting with parents and attendance Interventions resulted in fewer FINS being filed. During the 2012-2013 school year, we plan to use the same protocol for assessing this intervention and expect to see an increase in the overall number of small group sessions and student/family contacts conducted by social workers. We will report the results in the 2013-2014 ACSIP. Action Type: Program Evaluation</p>	<p>Linda Haley, Director of Counselors</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Social workers will meet with parents at each school for: Parent Conferences, Writing FINS petitions (Family In Need of Services), Family Interventions, Home Visits. Action Type: Parental Engagement</p>	<p>Patsy Roycroft, Social Worker</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<p>ACTION BUDGET: \$</p>
<p>2012-2013 Using NSLA funds, Social Workers will purchase supplies and materials to support students and families as needed. Supplies needed in day to day work with students and parents will be also be purchased to ensure there are no barriers to student learning. Student supplies will also be purchased as needs are determined by social workers. Materials will be purchased to support group work focusing on anger management, bullying and gangs. Action Type: Equity Action Type: Parental Engagement</p>	<p>Linda Haley, Director of Social Work</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>NSLA (State -281) - Materials & Supplies: \$3500.00 ACTION BUDGET: \$3500</p>

Using NSLA funds Ozark Guidance Center will provide services on sight to students and families at Frank Tillery Elementary. Action Type: Collaboration Action Type: Equity	Johnnie Wilbanks, Principal	Start: 07/01/2012 End: 06/30/2013	• Outside Consultants	ACTION BUDGET: \$
2012-2013 Using NSLA funds six 1.0 FTE and one .80 FTE Social Workers will be hired to work as needed throughout the district to meet the needs of students and families. Any social workers hired with NSLA funds will be over the required amount for the enrollment of the district. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Sherry Stewart, SPED Director	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • Outside Consultants	NSLA (State-281) - Employee Benefits: \$86066.00 NSLA (State-281) - Employee Salaries: \$307379.00 ACTION BUDGET: \$393445
Total Budget:				\$396945

Intervention: Reduce the nurse to student ratio by providing additional nurses and health room paraprofessionals beyond the minimum requirement.

Scientific Based Research: Nursing Necessity; Magnuson, Peter, NAESP Communicator, November 2002 (Vol. 27, No. 3).

Actions	Person Responsible	Timeline	Resources	Source of Funds
2012-2013 Using NSLA (100%) funds Rogers Public Schools will hire additional nurses over the state mandated requirements. A total of four 1.0 FTE nurses will be hired. Nurses hired with NSLA funds will not be certified nurse assistants, but will be licensed nurses. Nurses will work at all campuses and with all students K-12. Action Type: Equity	Dr. Roger Hill, Asst Superintendent	Start: 07/01/2012 End: 06/30/2013	• District Staff	NSLA (State-281) - Employee Benefits: \$86066.00 NSLA (State-281) - Employee Salaries: \$307379.00 ACTION BUDGET: \$393445
The school nurse attends required district-level professional development activities, as well as specialized training in the health care area. Action Type: Professional Development	Juanita Casey, Director of Nurses	Start: 07/01/2012 End: 06/30/2013	• Central Office • District Staff	ACTION BUDGET: \$
The school nurse maintains up-to-date cumulative health records on all students requiring nursing intervention, as well as immunization records, height-weight, and specialized screening on all students. Bmi results are recorded in a state data base. Action Type: Technology Inclusion	Juanita Casey, Director of Nurses	Start: 07/01/2012 End: 06/30/2013	• Central Office • District Staff	ACTION BUDGET: \$
The school nurse assists in observing and screening special education students to detect health needs; administers medication and treatment as prescribed by physicians; and conducts training for students related to handicap, health and hygiene; prepares health plans for involved	Juanita Casey, Director of Nurses	Start: 07/01/2012 End: 06/30/2013	• Central Office • District Staff	ACTION BUDGET: \$

students. Action Type: Special Education				
The school nurse ensures all students are administered first aid in accordance with established first aid procedures; and implements board policy on exclusion and re-admission of students in connection with infectious and contagious diseases. Action Type: Equity	Juanita Casey, Director of Nurses	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • District Staff 	ACTION BUDGET: \$
The school nurse instructs teachers on management of health problems in the classroom; reports to school personnel, parents, physicians, and other agencies on student health matters; and assists school personnel in maintaining sanitary standards in the school. Action Type: Collaboration	Juanita Casey, Director of Nurses	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • District Staff 	ACTION BUDGET: \$
The school nurse conducts parent conferences and reports to parents on student health matters. Action Type: Parental Engagement	Juanita Casey, Director of Nurses	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
paraprofessionals beyond the minimum requirement. PROGRAM EVALUATION: State recommendations for nurse to student ration are 1:750. This District employs 17.2 FTE nurses. I have requested the addition of 0.4 nurses and have not received a confirmation or denial as of this time. The following information will utilize the 17.2 FTE nurses. This results in a 1:815 nurse to student ratio. This District employs 4 FTE health room paraprofessionals. This results in a 1:661 nurse/health room paraprofessional to student ratio when utilizing total number of students in the District. During the 2011-2012 school year we elected to use the percentage of students who are referred pertaining to vision, hearing and scoliosis screenings and taken by their parent/guardian to be evaluated by a health care professional as the evaluation tool to determine student health. We determined a 5% increase in students that are referred by the schools and subsequently seen by a health care professional as compared to 2010-2011 as evidence the intervention is successful. EVALUATION RESULTS: In the school year 2011-2012 all students who were screened and failed by the school nurse were referred via letter mailed to parents/guardians. The letter recommended the students' evaluation by a professional. We then follow-up via telephone X2 and then another letter is mailed to the parent/guardian if needed. Vision data shows 77.5% of students referred were seen by a vision professional. For school year 2010-2011 75% were seen by a vision professional. Hearing data shows 47.3% of students referred were seen by a hearing professional. For school year 2010-2011 61.9% of students referred were seen by a hearing professional. Scoliosis data shows 30% of students referred were seen by a	Juanita Casey, Director of Nurses	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • District Staff 	ACTION BUDGET: \$

physician. For school year 2010-2011 39.5% of students referred were evaluated by a physician. The number of students seen by a vision professional increased by 2.5% which shows a significant level of success. There are several Vision programs available to defray the cost of a vision exam and glasses if needed, and this is evident in the percentage of students referred who are assessed by a professional. Resources available for those who are unable to afford a professional hearing exam and scoliosis evaluation are minimal. Lack of these resources is reflected in the number of students who were taken for an evaluation after being referred by the school nurse. Lion's Club is a new resource available for students we refer for hearing; their funds are limited. We will continue to look for resources to assist in the cost of hearing and scoliosis exams by a professional. The school nurse/paraprofessional will continue to follow-up with parents/guardians as outlined above. Each school will be assessed to determine their specific need of resources and the social worker and counselor will be consulted if needed. The nurse at each school with low numbers of students receiving professional exams will be remediated in the above process to ensure we are following up as needed. We will evaluate this intervention in 2012-2013 by using the same protocol and will report the findings in the 2013-2014 ACSIP. Action Type: Program Evaluation

Total Budget: \$393445

Intervention: Increase Professional Knowledge and Improve Instructional Skills of Certified Staff through Professional Development.

Scientific Based Research: Knapp, M., Copland, N., & Talber, J. (2003). Leading for learning: Reflective tools for school and district leaders. Seattle, WA: Center for the Study for Teaching and Policy.

Actions	Person Responsible	Timeline	Resources	Source of Funds
2012-2013 Various ELEMENTARY teachers, administrators, curriculum specialists will attend workshops to support the math and literacy curriculum which are aligned with the Common Core state standards. Curriculum Specialists, Math Academic Facilitators, Literacy Academic Facilitators and selected teachers will participate in Instructional Facilitator training, CGI (Cognitive Guided Instruction) training, and Extending Children's Mathematical Thinking (ECM) offered through the NWAESC and Teacher Development Group as well as other trainings. This professional development training will enable instructional facilitators and teachers to better focus on	Virginia Abernathy, Asst. Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	PD (State-223) - Purchased Services: \$8400.00 PD (State-223) - Materials & Supplies: \$1500.00 PD (State-223) - Employee Benefits: \$5020.00 PD (State-223) - Employee Salaries: \$20080.00 <hr/> ACTION BUDGET: \$35000

<p>current instructional practices. Stipends and substitute fees will be paid. Materials and supplies will be purchased to support professional development. Action Type: Alignment Action Type: Equity</p>				
<p>2012-2013 Using PD funds, Rogers Public Schools will hire a 1.0 FTE Director of Professional Development Debbie Atwell. The salary and benefits will be paid as follows 100%FTE from PD funds. The job of Director of Professional Development is to design, plan, implement and maintain a program of professional development for District personnel that conforms to district and state objectives; and serve as a resource to other school personnel. Materials and supplies will be purchased to support the professional development in the district. Dues and Membership fees and travel will be paid for the Director. Expenses will be paid for district wide staff to attend Professional Development trainings which will provide RPS staff opportunities to gain increased knowledge regarding common core standards and then implement those teachings into their daily instruction and TIA documents. Subs will be paid for teachers to attend said trainings. Action Type: Professional Development</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	<p>PD (State-223) - Other \$1500.00 Objects: PD (State-223) - Purchased Services: \$2500.00 PD (State-223) - Employee Benefits: \$27565.00 PD (State-223) - Employee Salaries: \$98445.00 <hr/>ACTION BUDGET: \$130010</p>
<p>2012-2013 Staff will attend workshops on instructional practices that best meet the needs of students in the classroom. Workshops will also be provided to assist staff in the new technology. Materials will be purchased for use in increasing professional development of math teachers. Subs will be provided for release time for teachers for curriculum alignment work. Stipends will also be paid for off contract hours for teachers that attend curriculum alignment meetings and other related activities. Action Type: Alignment Action Type: Professional Development</p>	<p>Debbie Atwell, PD Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Teachers 	<p>PD (State-223) - Purchased Services: \$16000.00 PD (State-223) - Materials & Supplies: \$8000.00 PD (State-223) - Employee Benefits: \$640.00 PD (State-223) - Employee Salaries: \$2560.00 <hr/>ACTION BUDGET: \$27200</p>
<p>2012-2013 Using PD funds, SECONDARY staff will attend workshops to support the math and literacy curriculum which are</p>	<p>Phil Eickstaedt, Executive Director for Secondary</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>PD (State-223) - \$1000.00</p>

<p>aligned with the Common Core state standards including Laying the Foundation conferences, AAIMS conferences/workshops, curriculum collaboration workshops, and national and state conferences. Stipends and substitute fees will be paid. Stipends will be paid for off contract time for curriculum alignment work. Subs will also be paid for teachers that are given release time to attend the above training or for curriculum alignment work. Staff members will be instructed in areas of advisory, multi-disciplinary teaching, classroom management, cooperative learning, teaming and differentiated instruction. Administrators, department heads, and academic facilitators will meet during release time and during off-contract time for curriculum and instruction work. Stipends will be paid for off-contract hours when participants attend curriculum alignment meetings. Subs will be provided for release time and will be paid from this fund. Teachers will continue aligning their curriculum to Common Core state standards and frameworks. ASCD memberships for secondary facilitators will be purchased to give additional opportunities to facilitators to increase professional development opportunities for building staff and to increase knowledge of facilitators to improve student learning and achievement. Action Type: Professional Development</p>			<ul style="list-style-type: none"> • Teachers 	<p>Other Objects: PD (State-223) - Purchased \$18000.00 Services: PD (State-223) - Materials \$2500.00 & Supplies: PD (State-223) - Employee \$2700.00 Benefits: PD (State-223) - Employee \$10800.00 Salaries: <hr/>ACTION BUDGET: \$35000</p>
<p>PROGRAM EVALUATION: During the 2011-2012 school year, we elected to use the completion of TIA documents as a evaluation tool to determine whether the intervention was effective in improving achievement. EVALUATION RESULTS: Our goal was to have 100% of the Common Core Standards Documents completed in literacy, math, social studies, science, and encore subjects with 50% completion of the unit designs in these content areas by June 30, 2012. As of June 30, 2012, 100% of the Common Core Standards Documents have been completed in Literacy and Math. Work on integrating the Common</p>	<p>Phil Eickstaedt, Executive Director for Secondary Schools</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Core State Standards for literacy for science and social studies into the existing TIA documents is 20% complete. Integration of the Common Core State literacy standards into the encore TIA documents is less than 5% complete. Unit design in literacy is 50% complete. Unit designs in Math are 20% complete. Unit designs in science and social studies and encore subjects are less than 10% complete. Work continues on this throughout the summer of 2012. PROGRAM EVALUATION: With the pending full implementation of the Common Core State Standards (CCSS) in Math and Literacy, including Literacy CCSS as prescribed for implementation in science, social studies, and technical education courses for the 2013-2014 school year, we will focus on completion of the CCSS documents in Math and Literacy (including Literacy in science, social studies, and technical education in grades 6-8.) Our protocol for evaluating this intervention will be 100% completion of all grade 6-8 district CCSS standards documents with 50% completion of unit designs in these content areas by June 30, 2013. We will report the results in our 2013-2014 ACSIP Plan. Action Type: Program Evaluation</p>				
<p>PROGRAM EVALUATION: During the 2011-2012 school year we elected to Classroom Walk Throughs as an evaluation tool to determine whether this intervention was effective in improving classroom instruction. EVALUATION RESULTS: In 2011-2012 the goal was to have high levels of student engagement on grade level learning objectives 75% of the time during classroom instructional time. The analysis of Classroom Walkthrough (CWT) data from 5304 reports of administrator CWTs using the Teachscape process indicates student engagement at the Highly engaged level 31.30% of the CWTs. During the same number of reports the class engagement was well managed 62.01% of the time. This data indicates that In 93.31% of classrooms were well managed, but in only 31.3% of the observations met the threshold of highly engaged.</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>ACTION BUDGET: \$</p>

<p>PROGRAM EVALUATION: In the 2012-2013, CWT observations will be used to determine the use of the high yield strategies. CWT documents are expected to show that one of the strategies was observed in 80% of the observations conducted We will report the results in our 2013-2014 ACSIP Plan. Action Type: Program Evaluation</p>				
<p>Implementation of differentiated instruction for elementary teachers. Staff development model of theory, practice, coaching in multi-sessions. Training will take place outside the sixty hours required by the State. Action Type: Professional Development</p>	<p>Virginia Abernathy, Assistant Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>ACTION BUDGET: \$</p>
<p>Establish a district professional development library, including books, videotapes, CDs, software to be housed at District Administration Building. Checkout will be accessed through a web-based system. \$ Action Type: Technology Inclusion</p>	<p>Debbie Atwell, Director of PD</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<p>ACTION BUDGET: \$</p>
<p>Staff development on differentiated instruction will assist teachers in meeting needs of all learners in the classroom while focusing on achievement in literacy and mathematics. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Beth Carnes, Director of Gifted and Talented</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<p>ACTION BUDGET: \$</p>
<p>Certified teachers will review and continue to align the descriptors on the report cards, 5 week reports, quarterly learning expectations, and toolkits to the Arkansas Content Standards from grades K to five. Special attention will be given to aligning with TIA. Action Type: Alignment Action Type: Collaboration</p>	<p>Susan Hensley, Curriculum Specialist</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>2012-2013 Using Professional Development (100%) funds the district will hire one 1.0 FTE (PD 100% S. Hensley) and one 1.0 FTE (PD 80% and Local 20% D. Stewart) and one 1.0 FTE (Elem IIA 50% and District PD 50% B. Pesnell) district curriculum coordinators to plan and implement professional development activities, facilitate alignment of curriculum, instruction, and assessment, collaborate with certified</p>	<p>Roger Hill, Asst. Superintendent of HR</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<p>Title II-A - Employee Salaries: \$33056.00 Title II-A - Employee Benefits: \$9255.00 PD (State -223) - Employee Benefits: \$48476.00</p>

<p>teachers in classroom implementation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				<p>PD (State-223) - Employee Salaries: \$173133.00</p> <hr/> <p>ACTION BUDGET: \$263920</p>
<p>Participants of professional development activities will complete an evaluation form at the conclusion of the session, and a follow-up survey on the implementation of new skills. Products, such as curriculum maps, lesson plans, etc., will document the implementation of new strategies and alignment to Arkansas Content Standards. Action Type: Alignment Action Type: Professional Development</p>	<p>Debbie Atwell, Director of PD</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>2012-2013 My Learning Plan has been implemented in the District to help support and track staff required professional development as well as professional development hours over and above the state mandate. Annual support will be paid by PD funds. PD funds will also be used to pay My Learning Plan training by outside consultants. Action Type: Professional Development</p>	<p>Debbie Atwell, Professional Development Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>PD (State-223) - Purchased Services: \$11000.00</p> <hr/> <p>ACTION BUDGET: \$11000</p>
<p>2012-2013 Using PD funds, Rogers Public Schools will hire an outside consultant, Dr. Jane Pollock, to work with elementary, secondary and special education teachers, all academic facilitators, ESOL directors, Special Education Directors, and Administrators for the 2012-2013 school year. Dr. Pollock will lead teachers in instructional methodology using the resource "Improving Student Learning One Principal At A Time" and "Improving Student Learning One Teacher At A Time". Contracted services will include consulting fee and travel expenses for Dr. Pollock. Substitutes will be hired to provide release time for classroom teachers to attend trainings. Supplies and materials will be purchase as needed. Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	<p>Debbie Atwell/Professional Development Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>PD (State-223) - Purchased Services: \$40000.00</p> <p>PD (State-223) - Materials & Supplies: \$5000.00</p> <p>PD (State-223) - Employee Benefits: \$4800.00</p> <p>PD (State-223) - Employee Salaries: \$19200.00</p> <hr/> <p>ACTION BUDGET: \$69000</p>

<p>Teachers have participated in professional development workshop provided by the Math and Science Specialist from the STEM Center for Math & Science Education during the school year either on the school, district or CMASE campus. Math & Literacy Instructional Facilitators have attended Instructional Facilitators training and will have on-site support provided by the Math and Science Specialists from the STEM Center for Math and Science. Smart Accountability support will be facilitated by the Math and Science Specialist at the University of Arkansas Stem center. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>Monica Avery/Federal Programs</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>2012-2013 Using PD funds teachers and Administrators will have the opportunity for training regarding the new Teacher Evaluation system. Funds will be used to provide substitutes as needed. Funds will be used to hire consultants and attend trainings throughout the implementation process. Travel related expenses will be paid. Action Type: Professional Development</p>	<p>Roger Hill/Human Resource Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<p>PD (State-223) - Purchased Services: \$12500.00 PD (State-223) - Employee Benefits: \$2500.00 PD (State-223) - Employee Salaries: \$10000.00 ACTION BUDGET: \$25000</p>
<p>2012-2013 Using PD funds Rogers Public Schools will continue research and implementation of a New Tech High program. The RPS school board has approved the New Tech High Plan and it has been submitted to the Arkansas Department of Education. Funds will be used for travel related expenses, consulting fees, substitutes, and stipends as needed. The New Tech high is to open in the fall of 2013. Action Type: Equity</p>	<p>Mark Sparks/Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<p>PD (State-223) - Employee Salaries: \$3200.00 PD (State-223) - Employee Benefits: \$800.00 PD (State-223) - Purchased Services: \$16000.00 ACTION BUDGET: \$20000</p>
<p>Total Budget:</p>				<p>\$616130</p>
<p>Intervention: District Areas of Compliance</p>				
<p>Scientific Based Research: "Classroom Instruction that Works"; Marzano, Pickering, and Pollard; McREL; ASCD; 2001.</p>				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>2012-2013 Rogers Public Schools will hire a highly qualified teacher and instructional assistant for each Pre-kindergarten classroom. Using NSLA funds a secretary (.6630 FTE) will be hired to serve Pre-K students and families. Professional development and classroom materials will be purchasd as needed. Pre-K staff assist in preparing Kindergarten packets. The packets contain all required registration information including a Kindergarten Readiness Checklist. Conferences are held in the spring to transition students into Kindergarten. During Kindergarten registration, parents will receive educational materials for working with their child over the summer. Also during registration, incoming Kindergarten students will be assessed using a standard screening tool. Students attending the Benton County Sunshine School will visit boundaried Kindergarten classroom in the spring accompanied by Benton County Sunshine School staff. Action Type: Equity</p>	<p>Kathy Davis, Pre-K Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<p>NSLA (State-281) - \$5500.00 Employee Benefits: NSLA (State-281) - \$19500.00 Employee Salaries: ACTION BUDGET: \$25000</p>
<p>PARENT ENGAGEMENT: Our District has developed jointly with our parents a written parental plan that is designed to encourage parents to form strong partnerships with schools and our schools to reach out to form strong relationships with parents. We seek additional involvement of parents in support of every phase of their child's education. Our Parent Involvement Plan is posted on our website for parents and stakeholders to review. Action Type: Parental Engagement</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>
<p>PARENTAL ENGAGEMENT: Recognizing that parents are full partners with the schools in the education of children, the Rogers School Board encourages parent/guardian involvement in the schools and, in particular, in the education of their own children. 1. PROVIDING JOINT COLLABORATION WITH PARENTS, COMMUNITY STAKEHOLDERS, TEACHERS, ETC.; ACSIP committees all have members that represent all stakeholders. 2. PROVIDING SUPPORT FOR SCHOOLS TO DEVELOP POLICIES/PROGRAMS TO IMPROVE STUDENT ACHIEVEMENT; Rogers Public Schools Parent Involvement policy shows support for schools and resources are made available. 3. Providing Parent Involvement strategies for public and</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>

<p>private preschool programs; RPS has prekindergarten programs and coordinates efforts with the private schools. 4. CONDUCTING ANNUAL ASSESSMENTS OF THE EFFECTIVENESS OF PARENTAL INVOLVEMENT PROGRAMS AND THE EFFICIENT USE OF ACADEMIC AND NON-ACADEMIC ACTIVITIES; Each school administrator works closely with the PTA/PTO to set goals and objectives for the year. 5. The SIX COMPONENTS FOR BUILDING CAPACITY; These components are present and attended to in each of the Title I schools. 6. Each school district shall provide TRAINING AT LEAST ANNUALLY for volunteers who assist in an instructional program for parents; Rogers Public School's Director for Human Resources is responsible for training the Parent Volunteer Coordinators for each school. 7. No fewer than 2 hours of PROFESSIONAL DEVELOPMENT opportunities for teachers; and NO fewer than 3 hours of PROFESSIONAL DEVELOPMENT opportunities for administrators. Action Type: Parental Engagement</p>				
<p>PLAN DEVELOPMENT: Building principals meet with the Federal Programs Director for updates and guidance for developing their school ACSIP plans. Each school's ACSIP plan is shared in a peer review at the local level prior to submission. During the course of the year it is the district expectation that monthly agendas and minutes from building professional development and collaboration meetings are submitted to the appropriate assistant superintendent. Twice a year each principal presents school wide data results and plans for addressing academic achievement goals for their building to the Leadership Cabinet and selected directors. The district administration takes an active part in Classroom Walk Throughs and is scheduled to be in schools and classrooms on a weekly basis. Rogers Public Schools Administration has a regularly scheduled monthly meeting with all building level administrators and directors. This time is dedicated to building leadership capacity, increasing professional knowledge, discussing best practices, and sharing resources. Action Type: Collaboration Action Type: Equity</p>	<p>Monica Avery, Federal Programs Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: At the conclusion of the 2011-2012 school year we evaluated this intervention</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012</p>		<p>ACTION BUDGET: \$</p>

<p>through attendance at parent-teacher conferences for elementary and secondary schools. EVALUATION RESULTS: In the elementary grades, there were 6860 conferences held in the fall and in the spring 11-12 there were 9621 conferences held in the secondary grades, for a total of 16481 conferences held. We determined this intervention was effective in support of student achievement. PROGRAM EVALUATION: During the 2012-2013 school year, we plan to use the same protocol in evaluating this intervention. We expect to see the number of parent teacher conferences attended to increase or maintain. Results will be reported in the 2013-2014 ACSIP plan. Action Type: Parental Engagement Action Type: Program Evaluation</p>		<p>End: 06/30/2013</p>		
<p>2012-2013 Using NSLA (100%) funds Rogers Public Schools will hire a 1.0 FTE Director of Data and Accountability. The director will assist district and school administrators and other staff with data needs and accountability processes. The director will also assist with monitoring state and federal accountability requirements, evaluating program effectiveness, designing implementation and evaluation plans for new programs and grants, calculating cut scores for formative assessments using predictive models, reviewing current educational research, and training district staff to use data analysis tools. Action Type: Alignment Action Type: Equity</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>NSLA (State-281) - \$21557.00 Employee Benefits: NSLA (State-281) - \$73692.00 Employee Salaries: <hr/>ACTION BUDGET: \$95249</p>
<p>Using NSLA funds, DVD's will be produced for schools in the Rogers Public Schools district. DVD's will be used to communicate school district expectations for student achievement, encourage parental and community involvement, introduce strategies for parents to implement in the home environment to increase student achievement, and encourage parents and community members to volunteer in the home and in the community. DVD will also be available to view via the school district's website. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders 	<p>ACTION BUDGET: \$</p>
<p>2012-2013 Using NSLA funds substitutes will be provided so that district teachers and administrators have the opportunity to collaborate on school and district improvement</p>	<p>Monica Avery/Federal Programs</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>NSLA (State -281) - \$800.00 Employee Salaries:</p>

plans. Peer Reviews will be held in the the fall, winter, and spring. Action Type: Collaboration			• Teachers	NSLA (State -281) - Employee Benefits: \$200.00
				ACTION BUDGET: \$1000
Total Budget:				\$121249

Intervention: Rogers Public Schools will provide opportunities for students to participate in experiential field trips.
Scientific Based Research: "Making the case for field trips: what research tells us and what site coordinators have to say," Education, Summer, 2009 by Martha L. Nabors, Linda Carol Edwards, R. Kent Murray

Actions	Person Responsible	Timeline	Resources	Source of Funds
2012-2013 NSLA funds will be used by the RPS to allow all fifth grade students an experiential field trip to the Ozark Natural Science Center (ONSC). The students will participate in a residential field science trip for two days and one night. The purpose of the trip is to connect the students with nature while fostering an environment of inquiry and experience that will improve understanding, appreciation and stewardship and conservation of our natural world. The classroom teachers and selected parents supervise the students during this experience. ONSC schedules for each class to attend the experiential field trip throughout the school year. The cost of tuition per student is \$134. NSLA funds will be used to pay \$109 per student. The remaining cost of \$25 is paid by the students. Funds are secured from various sources for any student that needs help covering their portion. Action Type: Alignment Action Type: Equity	Dr. Virginia Abernathy, Assistant Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	NSLA (State-281) - Purchased Services: \$128000.00 ACTION BUDGET: \$128000
Total Budget:				\$128000

Priority 2: Services provided to improve the academic achievement and English language development of English Language Learners

- English Learner AMO data is provided in each building's Title III/ELL priority.
- According to the 2012 Arkansas School ESEA Accountability Report, as a district (pre-appeals) English Learners met their Annual Measurable Outcomes (AMO) for literacy performance, met their AMO for literacy growth, did not meet their AMO for mathematics performance, and did not meet their AMO for mathematics growth. English Learners did not meet their AMO for Graduation Rate in 2011 (pre-appeals).
- COMPREHENSIVE NEEDS ASSESSMENT: Rogers has an ESOL Leadership team comprised of the ESOL Director and ESOL Specialists who meet weekly and collaborate regularly with district level staff and building level staff. Collaboratively we analyzed the English Learner test scores from the 2012 administration of the Augmented Benchmark in Grades 3-8, the ITBS/ITED in K-9, the 11th grade literacy exam, the EOC exams in Algebra and Geometry and the ELDA in K-12. We examined the test results to identify our main areas of weakness. Areas of focus are identified in building literacy and math plans. In addition, we studied ELL exit rates, ELL retentions, and ELL achievement data over the past three years. We aggregated and disaggregated the data by

Supporting Data:

grade span, ELL level, building for the purpose of determining student learning needs. We looked at trend data, from NORMES, to better identify the areas of need and plan for alignment in instruction, strategies, curriculum frameworks, and assessments in literacy, math and the acquisition of reading, writing, listening, speaking and comprehension of ELLs. We examined our ESOL department's structure, procedures, and expectations in order to ensure that the root causes of why more of our ELL students are not yet achieving at proficient levels. Our 2012 Supporting Data Statements illustrate the specific areas needing attention within the LEP population. We are continuing to develop the curriculum documents for secondary ESOL courses and implementing an updated Systematic English Language Development program at the elementary level to better meet the needs of our ELL students. We are also continuing to expand the training opportunities available to all teachers working with ELL students in ESOL and non-ESOL classrooms through the SIOP Model. Writing and reading continue to be the two domains of greatest need on the ELDA at all grade levels. In addition, we continue to meet in ESOL leadership team weekly, with buildings weekly, and with the entire ESOL department by grade span monthly. During these collaborative meetings we review formative, classroom performance data and SIOP observation data to make ongoing decisions regarding curriculum and instruction of ELL students.

4. HOME LANGUAGE SURVEY DATA ELL Students Retained: In 2010-11, 105 ELL students, or 2.2% of total ELL students were retained. In 2009-10, 40 ELL students, or 0.9% of total ELL students were retained. In 2008-09, 107 ELL students, or 2.5% of total ELL students were retained.
5. HOME LANGUAGE SURVEY DATA: ELL Students Dropped Out: In 2010-11, 64 ELL students, or 1.4% of total ELL students dropped out. In 2009-10, 20 ELL students, or 0.5% of total ELL students dropped out. In 2008-09, 106 ELL students, or 2.5% of total ELL students dropped out.
6. HOME LANGUAGE SURVEY DATA: Re-Classification of ELL Students to FEP: In 2011-12, 156 ELL students, or 3.4% of total ELL students were reclassified. In 2010-11, 162 ELL students, or 3.7% of total ELL students were reclassified. In 2009-10, 142 ELL students, or 3.3% of total ELL students were reclassified.
7. HOME LANGUAGE SURVEY DATA: Number of ESL Endorsed Teachers: In 2011-12, 188 licensed teachers were ESL endorsed. In 2010-11, 173 licensed teachers were ESL endorsed. In 2009-10, 162 licensed teachers were ESL endorsed.
8. HOME LANGUAGE SURVEY DATA: Number of Teachers Who Received In-service or Pre-service Training Specific to ESL: In 2010-11, 745 teachers received training specific to ESL In 2009-10, 686 teachers received training specific to ESL In 2008-09, 409 teachers received training specific to ESL.
9. ELDA Data for 2009-10, ELDA Data for 2009-10, ELDA Data for 2011-12: In 2011-12, 496 Kindergarten ELL students were tested and 26% scored advanced in speaking, 26% scored advanced in listening, 16% scored advanced in reading, 11% scored advanced in writing, 16% scored FEP in comprehension and 9% scored FEP on the total battery. In 2010-11, 478 Kindergarten ELL students were tested and 24% scored FEP in speaking, 21% scored FEP in listening, 11% scored FEP in reading, 8% scored FEP on writing, 11% scored FEP in comprehension and 6% scored FEP on the total battery. In 2009-10, 516 Kindergarten ELL students were tested and 19% scored FEP in speaking, 17% scored FEP in listening, 7% scored FEP in reading, 6% scored FEP on writing, 7% scored FEP in comprehension and 4% scored FEP on the total battery. In 2011-12, 466 1st grade ELL students were tested and 27% scored advanced in speaking, 25% scored advanced in listening, 18% scored advanced in reading, 11% scored advanced in writing, 18% scored FEP in comprehension and 9% scored FEP on the total battery. In 2010-11, 492 1st grade ELL students were tested and 30% scored FEP in speaking, 31% scored FEP in listening, 21% scored FEP in reading, 9% scored FEP on writing, 20% scored FEP in comprehension and 7% scored FEP on the total battery. In 2009-10, 474 1st grade ELL students were tested and 27% scored FEP in speaking, 27% scored FEP in listening, 16% scored FEP in reading, 11% scored FEP on writing, 16% scored FEP in comprehension and 9% scored FEP on the total battery. In 2011-12, 471 2nd grade ELL students were tested and 40% scored advanced in speaking, 35% scored advanced in listening, 29% scored advanced in reading, 16% scored advanced in writing, 28% scored FEP in comprehension and 15% scored FEP on the total battery. In 2010-11, 441 2nd grade ELL students were tested and 36% scored FEP in speaking, 37% scored FEP in listening, 27% scored FEP in reading, 16% scored FEP on writing, 25% scored FEP in comprehension and 13% scored FEP on the total battery. In 2009-10, 474 2nd grade ELL students were tested and 42% scored FEP in speaking, 36% scored FEP in listening, 29% scored FEP in reading, 20% scored FEP on writing, 28% scored FEP in comprehension and 16% scored FEP on the total battery. In 2011-12, 435 3rd grade ELL students were tested and 39% scored advanced in speaking, 23% scored advanced in listening, 24% scored advanced in reading, 2% scored advanced in writing, 21% scored FEP in comprehension and 2% scored FEP on the total battery. In 2010-11, 439 3rd grade ELL students were tested and 41% scored FEP in speaking, 33% scored FEP in listening, 16% scored FEP in reading, 3% scored FEP on writing, 15% scored FEP in comprehension and 2% scored FEP on the total battery. In 2009-10, 392 3rd grade ELL students were tested and 26% scored FEP in speaking, 25% scored FEP in listening, 16% scored FEP in reading, 3% scored FEP on writing, 15% scored FEP in comprehension and

2% scored FEP on the total battery. In 2011-12, 451 4th grade ELL students were tested and 55% scored advanced in speaking, 46% scored advanced in listening, 42% scored advanced in reading, 3% scored advanced in writing, 41% scored FEP in comprehension and 2% scored FEP on the total battery. In 2010-11, 394 4th grade ELL students were tested and 60% scored FEP in speaking, 59% scored FEP in listening, 43% scored FEP in reading, 12% scored FEP on writing, 43% scored FEP in comprehension and 9% scored FEP on the total battery. In 2009-10, 331 4th grade ELL students were tested and 37% scored FEP in speaking, 45% scored FEP in listening, 42% scored FEP in reading, 10% scored FEP on writing, 40% scored FEP in comprehension and 8% scored FEP on the total battery. In 2011-12, 380 5th grade ELL students were tested and 72% scored advanced in speaking, 66% scored advanced in listening, 56% scored advanced in reading, 10% scored advanced in writing, 54% scored FEP in comprehension and 7% scored FEP on the total battery. In 2010-11, 322 5th grade ELL students were tested and 68% scored FEP in speaking, 66% scored FEP in listening, 55% scored FEP in reading, 17% scored FEP on writing, 55% scored FEP in comprehension and 16% scored FEP on the total battery. In 2009-10, 380 5th grade ELL students were tested and 51% scored FEP in speaking, 64% scored FEP in listening, 48% scored FEP in reading, 14% scored FEP on writing, 48% scored FEP in comprehension and 12% scored FEP on the total battery. In 2011-12, 304 6th grade ELL students were tested and 61 scored advanced in speaking, 53% scored advanced in listening, 32% scored advanced in reading, 6% scored advanced in writing, 31% scored FEP in comprehension and 5% scored FEP on the total battery. In 2010-11, 351 6th grade ELL students were tested and 69% scored FEP in speaking, 66% scored FEP in listening, 16% scored FEP in reading, 5% scored FEP on writing, 16% scored FEP in comprehension and 3% scored FEP on the total battery. In 2009-10, 320 6th grade ELL students were tested and 53% scored FEP in speaking, 52% scored FEP in listening, 28% scored FEP in reading, 6% scored FEP on writing, 28% scored FEP in comprehension and 3% scored FEP on the total battery. In 2011-12, 350 7th grade ELL students were tested and 65% scored advanced in speaking, 69% scored advanced in listening, 49% scored advanced in reading, 12% scored advanced in writing, 49% scored FEP in comprehension and 8% scored FEP on the total battery. In 2010-11, 315 7th grade ELL students were tested and 76% scored FEP in speaking, 76% scored FEP in listening, 30% scored FEP in reading, 10% scored FEP on writing, 30% scored FEP in comprehension and 6% scored FEP on the total battery. In 2009-10, 272 7th grade ELL students were tested and 56% scored FEP in speaking, 68% scored FEP in listening, 43% scored FEP in reading, 8% scored FEP on writing, 43% scored FEP in comprehension and 6% scored FEP on the total battery. In 2011-12, 314 8th grade ELL students were tested and 76% scored advanced in speaking, 80% scored advanced in listening, 62% scored advanced in reading, 18% scored advanced in writing, 62% scored FEP in comprehension and 15% scored FEP on the total battery. In 2010-11, 260 8th grade ELL students were tested and 77% scored FEP in speaking, 80% scored FEP in listening, 37% scored FEP in reading, 15% scored FEP on writing, 37% scored FEP in comprehension and 9% scored FEP on the total battery. In 2009-10, 328 8th grade ELL students were tested and 57% scored FEP in speaking, 72% scored FEP in listening, 54% scored FEP in reading, 15% scored FEP on writing, 53% scored FEP in comprehension and 13% scored FEP on the total battery. In 2011-12, 299 9th grade ELL students were tested and 77% scored advanced in speaking, 70% scored advanced in listening, 37% scored advanced in reading, 28% scored advanced in writing, 37% scored FEP in comprehension and 17% scored FEP on the total battery. In 2010-11, 372 9th grade ELL students were tested and 69% scored FEP in speaking, 52% scored FEP in listening, 28% scored FEP in reading, 18% scored FEP on writing, 27% scored FEP in comprehension and 10% scored FEP on the total battery. In 2009-10, 339 9th grade ELL students were tested and 59% scored FEP in speaking, 49% scored FEP in listening, 26% scored FEP in reading, 15% scored FEP on writing, 26% scored FEP in comprehension and 8% scored FEP on the total battery. In 2011-12, 318 10th grade ELL students were tested and 78% scored advanced in speaking, 75% scored advanced in listening, 45% scored advanced in reading, 35% scored advanced in writing, 45% scored FEP in comprehension and 25% scored FEP on the total battery. In 2010-11, 265 10th grade ELL students were tested and 70% scored FEP in speaking, 55% scored FEP in listening, 35% scored FEP in reading, 23% scored FEP on writing, 32% scored FEP in comprehension and 13% scored FEP on the total battery. In 2009-10, 230 10th grade ELL students were tested and 57% scored FEP in speaking, 54% scored FEP in listening, 35% scored FEP in reading, 22% scored FEP on writing, 34% scored FEP in comprehension and 15% scored FEP on the total battery. In 2011-12, 221 11th grade ELL students were tested and 84% scored advanced in speaking, 71% scored advanced in listening, 50% scored advanced in reading, 36% scored advanced in writing, 50% scored FEP in comprehension and 26% scored FEP on the total battery. In 2010-11, 208 11th grade ELL students were tested and 69% scored FEP in speaking, 61% scored FEP in listening, 42% scored FEP in reading, 22% scored FEP on writing, 40% scored FEP in comprehension and 16% scored FEP on the total battery. In 2009-10, 189 11th grade ELL students were tested and 56% scored FEP in speaking, 57% scored FEP in listening, 40% scored FEP in reading, 26% scored FEP on writing, 39% scored FEP in comprehension and 19% scored FEP on the total battery. In 2011-12, 168 12th grade ELL students were tested and 80% scored advanced in speaking, 68% scored advanced in listening,

45% scored advanced in reading, 35% scored advanced in writing, 44% scored FEP in comprehension and 24% scored FEP on the total battery. In 2010-11, 175 12th grade ELL students were tested and 71% scored FEP in speaking, 60% scored FEP in listening, 42% scored FEP in reading, 27% scored FEP on writing, 42% scored FEP in comprehension and 18% scored FEP on the total battery. In 2009-10, 162 12th grade ELL students were tested and 59% scored FEP in speaking, 54% scored FEP in listening, 34% scored FEP in reading, 20% scored FEP on writing, 34% scored FEP in comprehension and 14% scored FEP on the total battery.

Goal All ELL students will improve in reading, writing, mathematic skills and responding to constructed response, and the acquisition of the English language. All ELL students will be given additional attention in writing to improve the acqulsition of the English language.

Benchmark During the 2012-13 school year, in literacy, the Rogers Public Schools will meet or exceed the Annual Measurable Outcomes (AMO) for Performance (2013 AMO 76.83% for English learners) and for Growth (2013 AMO 83.54% for English learners). In mathematics, the Rogers Public Schools will meet or exceed the Annual Measurable Outcomes (AMO) for Performance (2013 AMO 78.43% for English learners) and for Growth (2013 AMO 69.5% for English learners). Regarding graduation rate, the Rogers Public Schools will meet or excee the AMO for graduation rate (2012 AMO 93.44% for English learners).

Benchmark ELL Student performance will contribute to the District meeting the three Annual Measurable Achievement Objectives (AMAO) as established by the Arkansas Department of Education. In 2011-2012, we were expected, as a district, to have at least 29% of ELL students making progress on the ELDA. As a district, we had 38.8% of ELL students make progress on the ELDA which is defined as increasing the composite score one level or more (AMAO 1). In 2011-2012, we were expected, as a district, to have at least 4.0% of students get a composite of 5 on the ELDA. As a district, we had 11.1% of ELL students score a composite of 5 on the ELDA (AMAO 2). We do not yet know how AMAO 3 will be determined. As a district, for 2012-2013, at least 30% of ELL students will make progress on the ELDA (AMAO 1), at least 4.5% of ELL students will score a composite of 5 on the ELDA (AMAO 2), and the ELL sub-population will meet their AMOs in literacy and math, if that is what is determined appropriate by ADE for AMAO 3.

Benchmark Approximately 35 certified staff will participate in initial SIOP training during the 2012-13 school year. A pre-and post- SIOP observation visit will be conducted. At least 80% of participants' data will show a growth in implementation of the SIOP components. In 2011-12, 85% of participants showed growth in implementation of the SIOP components.

Benchmark All certified teachers working as ESOL teachers will be observed two times with the SIOP observation tool in 2012-13 in order to improve instruction for ELL students. At least 80% of teachers are expected to show growth or maintain an average rating on all components of 3 or 4 in implementing SIOP in the ESOL classrooms. In 2011-12, the features of "Comprehensive Review of Key Vocabulary" and "Using Language Objectives" were identified as areas to grow and 65% of ESOL teachers showed growth (and several maintained high levels of SIOP implementation).

Intervention: The district will provide a comprehensive K-12 alternative language program based on scientifically based research on teaching ELL children. The ESOL program is designed to enable ELL children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

Scientific Based Research: Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective Literacy and English Language Instruction for English Learners In the Elementary Grades: A Practice Guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>; Attributes of Effective Programs and Classrooms Serving English Language Learners. Tampa, FL: Region XIV Comprehensive Center; Short, D. J. & Fitzsimmons, S. (2012). *Making content comprehensible for English learners: The SIOP model*, 4th Edition. Boston, MA: Pearson Education, Inc; Dutro, S. & Moran, C. (2003) *Rethinking English Language Instruction: An Architectural Approach*. Chapter 10 in G. Garcia (Ed.) *English Learners: Reaching the Highest Level of English Literacy*. Newark, DE: International Reading Association. Goldenberg, C. (2008) *Teaching English language Learners, What the Research Does - and Does Not Say* . Washington, DC: American Educator (Summer 2008); Lily Wong Fillmore & Catherine Snow (2000). *What teachers need to know about language*. (Contract No. ED-99-CO-0008). U.S. Department of Education's Office of Educational Research and Improvement, Center for Applied Linguistics; Dutro, S. and Helman, H. (2009) *Explicit Language Instruction: A Key to Constructing Meaning*, Chapter 3 of *Literacy Development with English Learners Research-Based Instruction in Grades K-6*. New York, NY: Guilford Publications, Inc.; Scarcella, R. (2003) *Academic English: A Conceptual Framework*. Irvine, CA: University of California, Linguistic Minority Research Institute. Pimentel, S., Castro, M., Cook, G., Stack, L, et.al (2012, June). *Framework for English Language Proficiency/Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards*. Council of Chief State School Officers.; Echevarria, Jana; Vogt, Mary Ellen. (2007). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*, Pearson.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The District will hire a 1.0 FTE (from ELL funds) bilingual ESOL Counselor to provide academic or career counseling for immigrant children and youth. The ESOL Counselor provides parent outreach designed to assist parents to become active participants in the education of their children. The ESOL Counselor provides programs of introduction to the educational system.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office District Staff 	<p>ELL (State-276) - Employee \$4684.00 Benefits:</p> <p>ELL (State-276) - Employee \$18737.00 Salaries:</p> <hr/> <p>ACTION BUDGET: \$23421</p>
<p>Rogers Public Schools is required to assess all new language minority students within the first 30 days of school beginning, and within 20 days of enrollment for students who enroll later in the school year. Using ELL funds, we seek to go above and beyond that minimum requirement by conducting "Newcomer Testing" weeks prior to school beginning. Additional personnel (128 hours certified; 550 hours non-certified) will be hired to administer assessment, interview parents, and communicate information to schools regarding individual placements for the two weeks prior to school beginning.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Computers District Staff 	<p>ELL (State-276) - Employee \$2175.00 Benefits:</p> <p>ELL (State-276) - Employee \$8700.00 Salaries:</p> <hr/> <p>ACTION BUDGET: \$10875</p>
<p>Using Title III funds, improve the instructional program for ELL children by aligning ESOL curriculum with Arkansas' English Language Proficiency Frameworks and/or national TESOL standards, annual English Language Proficiency Assessments, and ELL placement and exit criteria within the ESOL program. This will occur through teacher work groups providing input at monthly collaboration meetings into a comprehensive document and ongoing development of a comprehensive K-12 ESOL curriculum, assessment and placement system. Title III funds will be used to pay for subs or stipends for ESOL teachers to work on aligning the Elementary ESOL Curriculum with Common Core or to work on aligning the Secondary ESOL TIA documents with Common Core. Title III or ELL funds may also be used to consult with outside experts in English Language Development programming.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office District Staff Outside Consultants Teachers 	<p>Title III - Employee \$12000.00 Salaries:</p> <p>Title III - Employee \$3000.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$15000</p>
<p>PROGRAM EVALUATION: In 2012-13, the District will determine whether the</p>	Tricia Holliday,	Start: 07/01/2012	<ul style="list-style-type: none"> Central Office 	

<p>K-12 alternative language program is effective by monitoring the number of students who increase or maintain their ELL level at the end of the year. STAR reading levels, especially in grades 6-12, will be monitored for growth mid-year and at the end of the year. Language interim assessments will be used to monitor the effectiveness of the ELL2 Reading/English program in grades 6-8. Results from SIOP pre- and post-observations are expected to show growth in implementation of the SIOP components by at least 80% of ESOL teachers and SIOP I participants. We will report the results in our 2013-2014 plan and use these results to determine whether the objectives of the intervention were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>ESOL Director</p>	<p>End: 06/30/2013</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>With ELL funds, purchase materials and supplies, printing and binding, and provide telephone service and mileage reimbursement for ESOL office to support ESOL instructional programs. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<p>ELL (State-276) - Purchased Services: \$7400.00 ELL (State-276) - Materials & Supplies: \$24000.00 <hr/> ACTION BUDGET: \$31400</p>
<p>With ELL funds, purchase language-appropriate instructional materials and software for use with ELL students. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff 	<p>ELL (State-276) - Materials & Supplies: \$12500.00 <hr/> ACTION BUDGET: \$12500</p>
<p>The district will provide administrative support staff (3.71 FTE of classified staff from ELL funds) to assist with the district implementation of an ESOL program including staff to assist with testing new students, maintaining ESOL student records, and other district office coordination activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<p>ELL (State-276) - Employee Benefits: \$22587.00 ELL (State-276) - Employee Salaries: \$90347.00 <hr/> ACTION BUDGET: \$112934</p>
<p>Using ELL funds the district will hire an ESOL Director (1.0 FTE certified ESOL paid by ELL funds) to oversee the design, implementation, supervision and evaluation of all Title</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>Title III - Employee Salaries: \$160769.65</p>

<p>III and ELL services. In order to enhance existing language instruction, educational programs, and academic instruction programs for ELL students, highly qualified Elementary and Secondary ESOL endorsed teachers (3.0 FTE paid 50% ELL, 50% Title III funds; 1.0 FTE paid 92.5% Title III, 7.5% Migrant) will provide mentoring, modeling and support to ESOL teachers, classroom teachers, principals, para-professionals and other school staff. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				<p>Title III - Employee \$40192.41 Benefits:</p> <hr/> <p>ACTION BUDGET: \$200962.06</p>
<p>Using Title III and ELL funds, the ESOL Director, central ESOL office staff and district teachers will attend conferences, workshops, trainings, etc., and visit district and exemplary schools. Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>Title III - Purchased Services: \$21000.00 ELL (State-276) - Purchased Services: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$24000</p>
<p>With Title III funds, the LPAC (Language Placement and Assessment Committee) process will continue to support instructional decisions made at the building level to improve ELL student achievement. District ESOL Specialists will train building level Language Placement and Assessment Committees on their role in assessing, placing, and monitoring ELL students. This will include the dissemination of an ESOL Handbook and Website which can be used to monitor the progress of ELL students and assist in placement decision making. LPAC Notebooks will be purchased and subs may be hired. Stipends will be paid to teachers participating in Summer LPAC Reviews. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>Title III - Materials & Supplies: \$1000.00 Title III - Employee Salaries: \$6587.00 Title III - Employee Benefits: \$1646.75</p> <hr/> <p>ACTION BUDGET: \$9233.75</p>
<p>With Title III set aside funds, HELP licenses were renewed as full-site licenses at six Project HELP sites in order to allow unlimited usage through summer 2013. HELP is a web-based math software program designed to remove the language barriers for ELL students in Grades 3-9 in the area of mathematics. Funds will be budgeted as follows: Elmwood \$4000, Oakdale \$4000, Lingle \$4000, Kirksey \$4000, Rogers High School \$4000, Heritage High School \$4000. Action Type: Alignment</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>Title III - Materials & Supplies: \$24000.00</p> <hr/> <p>ACTION BUDGET: \$24000</p>

Action Type: Equity Action Type: Technology Inclusion				
With Title III funds, the district will purchase supplemental specialized language instructional material for ESOL classes in Grades K-12. Action Type: Alignment Action Type: Equity	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	Title III - Materials & \$37517.06 Supplies: <hr/> ACTION BUDGET: \$37517.06
With ELL funds, the District will provide field trips to enhance language instruction aligned with district ESOL curriculum standards. Action Type: Alignment Action Type: Equity	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	ELL (State- 276) - Purchased \$1500.00 Services: <hr/> ACTION BUDGET: \$1500
The District will provide opportunities for certified staff to attend the JBU ESOL Endorsement Program or the ESL Graduate Academy outside of regularly contracted time. It is designed to improve the instruction and assessment of ELL students; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL students; based on scientifically based research; of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. Action Type: Equity Action Type: Professional Development	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • District Staff • Outside Consultants 	ACTION BUDGET: \$
With Title III Funds, Professional development will be offered to certified staff to substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of classroom teachers, principals, administrators, and other school personnel. The Sheltered Instruction Observation Protocol (SIOP) is a scientifically validated model of instruction designed to make grade level academic content understandable for English learners while at the same time developing their language. The protocol and lesson planning ensure that teachers are consistently implementing practices known to be effective for English learners. The SIOP Model is a comprehensive instructional framework for effective instruction. Outside consultants will be hired with stimulus funds to provide SIOP training for coaches, SIOP raters, and classroom teachers and to provide an evaluation of the SIOP implementation. Subs will be hired. SIOP materials will be purchased. Action Type: Collaboration	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Outside Consultants • Teachers 	Title III - Purchased \$19760.00 Services: Title III - Employee \$2400.00 Salaries: Title III - Employee \$600.00 Benefits: <hr/> ACTION BUDGET: \$22760

<p>Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>With Title III funds, Imagine Learning was purchased as a comprehensive English literacy development individualized software program. This will be used with the ESOL I Language Development/Reading Improvement class. The program offers first-language support for speakers of 14 languages, including Spanish and Marshallese. First-language support is strategically withdrawn as a student's ability to understand English increases, so instruction is challenging but not overwhelming. Students learn both basic and academic vocabulary, including valuable cross-curricular words common to social studies, science, and math. Feedback to teachers, parents and students is provided regularly. Implementation training will be provided to teachers. Subs may be hired to train ESOL teachers with using Imagine Learning. Headphones may be purchased. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>Tina Howlett, ESOL Specialist</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>Title III - Materials & Supplies: \$13050.00 Title III - Employee Salaries: \$400.00 Title III - Employee Benefits: \$100.00</p> <hr/> <p>ACTION BUDGET: \$13550</p>
<p>The ESOL Department will continue to upgrade the ESOL portion of the District's website to facilitate communication between home and school regarding ESOL services, to enhance instruction for ELL students by supporting teachers with appropriate information on accommodations and strategies, and to ensure compliance with applicable guidelines on the identification, assessment, placement, and services provided for ELL students. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>David Oakley, ESOL Specialist</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>ELL funds will provide materials and supplies for paraprofessional training, beyond state requirements, to improve ELL student performance. It is designed to improve the instruction and assessment of ELL students; designed to enhance the ability of paraprofessionals to understand and use curricula, assessment measures, and instruction strategies for ELL students; based on scientifically based research; of sufficient intensity and duration to have a positive and lasting impact on the paraprofessionals' performance in the classroom. ELL funds may also be used to provide limited snacks for training participants only.</p>	<p>Tanya Patterson, ESOL Specialist</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teaching Aids 	<p>ELL (State-276) - Materials & Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>

<p>Action Type: Equity Action Type: Professional Development</p>				
<p>Implement a co-teaching model for general education and ESOL teachers to meet the needs of ELL students. Provide targeted training for teachers and administrators. Monitor implementation through follow up visits by consultants. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Debbie Atwell, Professional Development Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>EVALUATION RESULTS: In 2011-12, The ESOL Department is implementing an ESOL English Accountability Plan to continue to address the growth in reading and writing at secondary in the 2012-13 school year. In 2011-12, 85% of participants in SIOP 1 training increased on the overall SIOP. ESOL Teachers' SIOP observations indicated a growth/focus area in the features of "Comprehensive Review of Key Vocabulary" and "Using Language Objectives" which will be the focus of ESOL PD and collaboration in 2012-13. The results of this evaluation indicate that the intervention is increasing ELL achievement and increasing appropriate teaching strategies as a result of professional development. Therefore, the actions within this intervention will continue and modifications as listed above will be made to improve in 2012-13. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PLAN DEVELOPMENT STATEMENT: The ESOL Director and ESOL Specialists work with Leadership Cabinet and building administrators to ensure compliance with all Title III and ELL guidelines and to coordinate and implement a comprehensive instructional program designed to meet the academic, linguistic and cultural needs of ELL students. Fall and Spring data analysis meetings are held with every building principal to monitor the progress of ELL students towards achieving proficiency in literacy, mathematics and the development of listening, speaking, reading, writing, and comprehension in English. Quarterly reports are to be provided by the ESOL Director to Leadership Cabinet regarding various aspects of the ESOL program with feedback from building principals and ESOL staff. ESOL Specialists will visit</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

<p>each building weekly to collaborate with building leadership on monitoring the identification, placement, assessment and instruction of ELL students. The ESOL Director and ESOL Specialists will work with each building's leadership team to implement a building level SIOP plan to ensure ongoing implementation of the SIOP model. The Spanish Communications Specialists will collaborate with each building's parent liaison to ensure written and verbal communication is available in a manner in which parents of ELL students can understand including referring to outside sources for languages other than Spanish. Spring planning sessions will occur involving the ESOL Director, ESOL specialists and building leadership to refine the Title III and ELL services for the following school year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>PROFESSIONAL DEVELOPMENT: Using Title III funds, basic limited refreshments will be provided for SIOP training participants and ESOL PD or Collaboration participants only. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>Title III - Materials & Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$1500</p>
<p>Using Title III funds, the district will improve the instructional program for English Language Learners by identifying, acquiring, and upgrading progress monitoring materials. This will allow the district to improve the measurement of native language literacy (Spanish) and provide ongoing monitoring of listening, speaking, reading, and writing beyond the initial identification and annual assessment of language proficiency. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<p>Title III - Materials & Supplies: \$25000.00</p> <hr/> <p>ACTION BUDGET: \$25000</p>
<p>In an effort to improve student achievement, ESOL teachers in grades 6-12 will administer common performance assessments and set reading and writing goals per quarter with each student enrolled in an ESOL course. Progress monitoring will take place at the end of each quarter with the ESOL teacher, school administrator, and ESOL Specialist and/or ESOL Director. Action Type: Alignment</p>	<p>Tina Howlett and David Oakley, ESOL Specialists</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Equity				
In order to increase ELL student and awareness of progress towards meeting the state exit criteria from ELL designation, an annual ELL progress report will be shared with every ELL family. This progress report will show where the student is in terms of meeting the ELDA goal of 5 in listening, speaking, reading, writing, and comprehension; the goal of getting grades of C or 3 in core content areas; and scoring proficient/advanced on the state literacy and mathematics exams. Students in grades 5-12 will be asked to sign the report along with parents in grades 1-12. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Teachers 	ACTION BUDGET: \$
Language!, a comprehensive literacy curriculum, will be implemented with ELL2 students in an English/Reading block class at the middle schools and piloted at Westside and Tucker with Grades 3-5, ELL1-3 students. This is an intensive mastery-based language arts intervention that targets the needs of non-readers, struggling readers, and English learners. It accelerates them to grade-level proficiency by utilizing a sequential, cumulative, skill-based instructional format that addresses all learning styles. ESOL teachers will be provided implementation training, materials, online assessment tools, and support from the ESOL specialist. Subs will be provided for training. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	Title III - Purchased \$3180.00 Services: Title III - Materials & \$24000.00 Supplies: <hr/> ACTION BUDGET: \$27180
With ELL funds, the District will hire a team of certified subs to administer the speaking portion of the ELDA. This is in order to ensure the ESOL teachers provide quality instruction to ELL students throughout the 6 week ELDA testing window. Up to 240 days of subs may be hired. Action Type: Collaboration Action Type: Equity	Tricia Holliday	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	ELL (State-276) - Employee \$4800.00 Benefits: ELL (State-276) - Employee \$19200.00 Salaries: <hr/> ACTION BUDGET: \$24000
With Title III funds, the District will purchase 11-25 licenses of ESL ReadingSmart to use through October 2015. ESL ReadingSmart is an effective web-based learning	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants 	Title III - Purchased \$500.00 Services:

environment designed to accelerate English language development for English language learners in grades 4 through 12. Each lesson contains activities and reading selections for students, as well as online lesson plans and printable handouts for teachers. Instructional materials are written at a variety of English proficiency levels, helping teachers solve the challenge of teaching ELLs in multilevel classrooms. This software will be used in the ESOL II Language Development classes in Grades 9-12. Training will be provided to teachers. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion			<ul style="list-style-type: none"> Teachers 	Title III - Materials & \$2295.00 Supplies: <hr/> ACTION BUDGET: \$2795
TECHNOLOGY: Using Title III funds, the District will purchase iPads and dual monitors to enhance the ability of ESOL Specialists and the Director to design/align/support curriculum, communicate with buildings/district staff, conduct data analysis work related to English Learners and facilitate classroom observations. The District will enhance technology systems to better monitor the progress of English Learners. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	Title III - Materials & \$20000.00 Supplies: <hr/> ACTION BUDGET: \$20000
Total Budget:				\$640627.87
Intervention: Parental Involvement: The district will implement an effective means of outreach to parents of ELL students to involve parents in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic standards as all other children are expected to meet.				
Scientific Based Research: Gaitan, C.D. (2004). Involving Latino families in schools: Raising student achievement through home-school partnerships. Thousand Oaks, CA: Corwin Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Using Title III funds, the District will hire a district translator (1.0 FTE) to provide parent outreach to limited English proficient children and their families to assist parents in helping their children to improve their academic achievement and become active participants in the education of their children. Action Type: Equity Action Type: Parental Engagement	Tricia Holliday, ESOL Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	Title III - Employee \$27016.00 Salaries: Title III - Employee \$6754.00 Benefits: <hr/> ACTION BUDGET: \$33770
Using ELL funds, the ESOL department will prepare and distribute a semester parent newsletter. The purpose of the newsletter is to educate parents about the purpose of US school	Tina Howlett, ESOL Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Central Office Computers District Staff Teachers 	ELL (State- 276) - Materials & \$2000.00 Supplies: <hr/>

<p>events, such as parent/teacher conferences, and the Rogers community. The newsletter also provides tips on how parents can help their students with learning at home. Action Type: Equity Action Type: Parental Engagement</p>				<p>ACTION BUDGET: \$2000</p>
<p>Using Title III funds, assist in providing a Family ESOL Program (up to 1,008 hours of certified FTE via timesheet) by providing family literacy services to improve the English language skills of ELL students and to assist parents in helping their children improve their academic achievement and become active participants in the education of their children. Currently being offered at seven sites in collaboration with NWACC. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Jo Stevens, ESOL Specialist</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff 	<p>Title III - Materials & Supplies: \$1750.00 Title III - Employee Salaries: \$25200.00 Title III - Employee Benefits: \$6300.00 <hr/>ACTION BUDGET: \$33250</p>
<p>Using Title III set aside funds, the District will provide interpreters for Parent/Teacher Conferences, registrations, and meetings to assist parents in helping their children improve their academic achievement and becoming active participants in the education of their children within each building receiving Title III/ELL services. Using Title III funds, the district will purchase additional interpreter headset kits for use by interpreters throughout the district. Interpreters will be either regular district personnel (1125.7 hours) paid on a time-sheet beyond regularly contracted time and/or non-district personnel (759.8 hours) contracted only for interpretation services as documented by time-sheets. Non-district personnel must be paid as independent contractors and benefits will not be paid. Funds will be budgeted in each school as follows: Bellview \$207; Eastside \$1656; Grimes \$1863; Hill \$1173; Jones \$1,863; Lowell \$966; Mathias \$1104; Northside \$828; Old Wire \$1311; Reagan \$483; Tillery \$1380; Tucker \$897; Westside \$586.50; Kirksey \$517.50; Lingle \$517.50; Elmwood \$661.25; Oakdale \$1495; RHHS \$1322.50; RHS \$1322.50; District \$885.50 Action Type: Equity Action Type: Parental Engagement</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff • Outside Consultants 	<p>Title III - Purchased Services: \$7318.00 Title III - Materials & Supplies: \$2500.00 Title III - Employee Salaries: \$10977.00 Title III - Employee Benefits: \$2744.25 <hr/>ACTION BUDGET: \$23539.25</p>
<p>Using Title III funds, the District will hire two Spanish Communications Specialist (2.0 FTE) to provide training for translators, oversee the district's interpreting/translating</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<p>Title III - Employee Salaries: \$97267.00</p>

<p>efforts, and assist buildings in providing parent outreach to Spanish dominant families to assist parents in helping their children to improve their academic achievement and become active participants in the education of their children. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				<p>Title III - Employee Benefits: \$24316.75</p> <hr/> <p>ACTION BUDGET: \$121583.75</p>
<p>PROGRAM EVALUATION: In 2012-13, parent involvement actions will be evaluated analyzing participation rates in P.A.D.R.E.S. and number of translations produced. We will report the results in our 2013/2014 plan and use these results to determine whether the objectives of the intervention were reached and to set a standard for future expectations. The evaluation results will be used to impact the decisions we make that affect our future parental involvement program. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff 	<p>ACTION BUDGET: \$</p>
<p>AmeriCorps provides a bilingual interpreter/liaison at most buildings in order to build trust between parents and school staff, to help bridge language barriers between parents and school staff, and to encourage parents to participate in family literacy and parenting classes that strengthen their ability to help children be successful in the school environment. AmeriCorps members accomplish these goals by making phone calls for teachers, Action Type: Equity Action Type: Parental Engagement</p>	<p>Mike Hummel, Americorps Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Using Title III funds, the district will expand the implementation of P.A.D.R.E.S. throughout the district. P.A.D.R.E.S. (Parents ADvancing Readiness for Educational Success) is a comprehensive parent involvement educational program focused on providing minority families, especially those from a Hispanic background, with knowledge, tools, and skills to help their children succeed in school and in life. Title III funds will be used to purchase materials and refreshments for training and may pay current employees as interpreters/facilitators/coordinators or for child care beyond their contracted time on a time-sheet to conduct sessions. Action Type: Equity Action Type: Parental Engagement</p>	<p>Idalis Negron, Spanish Communications Specialist</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>Title III - Materials & Supplies: \$2125.00 Title III - Employee Salaries: \$19008.00 Title III - Employee Benefits: \$4752.00</p> <hr/> <p>ACTION BUDGET: \$25885</p>

<p>The District will distribute DVD for Hispanic parents on American education to all schools Action Type: Equity Action Type: Parental Engagement</p>	<p>Idalis Negron, Spanish Communications Specialist</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>EVALUATION RESULTS: In 2011-12, parent involvement actions were evaluated analyzing participation rates in P.A.D.R.E.S. and number of translations produced. The number of parents participating in PADRES went from 42 in 2010-11 to 104 (an increase of 148%) in 2011-12. 843 translations were produced at the district level. Based upon these results, it appears this intervention was effective and the actions will be continued and expanded in 2012-13. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>With Title III funds, the District will support building and district ESOL parent events with the purchase of materials, supplies, refreshments for events targeting parents of ELL students for the purpose of increasing parental involvement and student achievement. Materials and supplies may be purchased for the Parent Center at the ESOL Office for the purpose of creating a welcoming environment and providing support to parents. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>Title III - Materials & Supplies: \$4000.00 ACTION BUDGET: \$4000</p>
<p>Total Budget:</p>				<p>\$244028</p>

Priority 3: Extended Use of Federal and State Funds to provide administrative support for Rogers Public Schools. Budgeting for Title I, Title II-A including St. Vincent de Paul Catholic School.

- Supporting Data:
1. Please see individual building plans for Benchmark, EOC, ITBS and other supporting data to support our request for federal funds.
 2. 2011-2012 Results PROGRAM EVALUATION RESULTS: During the 2011-2012 school year, we administered the STAR Reading Assessment to students receiving Title I services. To determine whether this intervention was effective in improving student achievement, we expected to see at least an average student growth of 1.0 grade equivalent. EVALUATION RESULTS: The average growth for students receiving Title I services was 1.30 GE for first grade and 1.5 for third grade. PROGRAM EVALUATION: We plan to use this same protocol for assessing this intervention and making decisions during the 2012-2013 school year. In order to measure student growth and determine the effectiveness of the intervention we will administer the STAR reading various times throughout the school year. We expect to see a minimum growth of 1.0 GE for all students receiving Title I or Title III services. We will report the results in our 2013-2013 ACSIP. During the 2010-2011 school year, we administered the STAR Reading Assessment to students receiving Title I services. To determine whether this intervention was effective in improving student achievement, we expected to see at least an average student growth of 1.0 grade equivalent. EVALUATION RESULTS: The average growth for students receiving Title I services was 1.35 GE for first grade and .065 for second grade. PROGRAM EVALUATION: We plan to use this same protocol for assessing this intervention and making decisions during the 2011-2012 school year. In order to measure student growth and determine the effectiveness of the intervention we will administer the STAR reading various times throughout the school year. We expect to see a minimum growth of 1.0 GE for all students receiving Title I or Title III services.

We will report the results in our 2012-2013 ACSIP plan. Report from the 2009-2010 school year is compared with the Student Summary Report from the 2008-2009 school year for students in grades 2-7 during the 2009-2010 school year. Compared items showed the following: "Quizzes Taken" increased in grades 2nd, 4th and 5th grades; "Quizzes Passed" also increased in those grade levels ; and "Average % Correct" showed an increased percentage in grades 2, 3, 4 and 5. There was a tremendous gain in all recorded areas for students in the second grade. The Student Summary Report from the 2008-2009 school year is compared with the Student Summary Report from the 2007-2008 school year for students in grades 2-7 during the 2008-2009 school year. Compared items showed the following: "Quizzes Taken" decreased in each grade level with an average decrease of 10 quizzes taken per student; "Quizzes Passed" decreased in most grade levels with an average decrease of 15 quizzes passed per student; and "Average % Correct" increased in all but two grade levels. Students in the lower grades are moving into chapter books earlier than in past years. As student reading levels increase, book difficulty also increases; students read fewer books because the books are longer in page number and the vocabulary is more difficult.

Goal All students will improve in literacy and mathematics. See individual building plans for a listing of weaknesses to be given additional attention.

Benchmark It is the expectation that all Rogers Public Schools faculty and staff will have a better understanding of the Curriculum Audit recommendations and as a result more consistency in the delivery of the curriculum design and those instructional practices will be further enhanced. During the third year of training by Dr. Jane Pollock it is the expectation that each building administrator will select a Leadership Team that will have additional training opportunities with Dr. Pollock. These leadership teams will be charged with sustaining and continuing the work focusing on The Big Four. Each building will appoint a six member team to include the principal, assistant principal, academic facilitators, and teachers. It is the expectation that the Academic Facilitators will serve as the educational transmitters and impact the teacher's ability to deliver quality instruction, consistency in lesson planning and delivery. The monthly logs of facilitators will be monitored. It is the expectation that the Classroom Walk Through data will show a 5% increase in the use of the high yield strategies.

Benchmark To meet or exceed the AMO for Performance and Growth for All Students and TAGG Students for each building and the district as developed by the Arkansas Department of Education. To meet or exceed the Graduation Rate for All Students and the TAGG Students for each high school and the district.

Intervention: The Rogers Public School District will provide administrative support and services to monitor, provide guidance, and evaluation of the federal program activities enhancing the achievement of low-performing students in grades K - 5.				
Scientific Based Research: Center for School Improvement and Policy Studies, Leading Districts to Success in Teaching the Underachieving Children of Poverty. A Synthesis of Research on What Works in High-Performing/High-Poverty Schools. William H. Parrett, Director, Robert Barr, and Brenna Terry, Lapwai School District. April 9, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
2012-2013 Using Federal funds, the district will set aside funds for homeless students. The funds are set aside using the same cost per student as funds set aside for Parent Involvement funds. The district will provide materials, supplies and purchased services for students in need in order to remove barriers to learning. Homeless Coordinator will work the school, student and parent to determine services needed to remove barriers for success. Identification of the Homeless is as follows: The criteria for being homeless is based on students not having a fixed, adequate, night time residence. This includes families that are sharing housing for economic reasons, living in hotels, motels, shelters, campgrounds due to a lack of adequate housing, Unaccompanied youth that are not in the physical	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title I - Purchased \$10000.00 Services: Title I - Materials & \$10000.00 Supplies: <hr/> ACTION BUDGET: \$20000

<p>custody of a parent who lack a regular place to stay, children abandoned in hospitals and children waiting foster care placement. a. Self identification b. Registration form c. Residency verification d. Staff identification (nurse, custodian, bus driver, teacher, coach, etc.) e. Counselor/Social Worker identification 2. Meeting the Needs of the Homeless. The District meets the needs of the Homeless in the following ways: a. Hires a Homeless Liaison to oversee the handling of the homeless b. Liaison works with school Administrators, Counselors, Social Workers and Secretaries to remove barriers for students enrolling in school. c. Liaison helps arrange transportation for students to stay in their school of origin in needed d. Liaison works with Monica Avery to access set aside funds for homeless students as needed e. Liaison works with community agencies to help homeless students and families f. Information is sent to appropriate school personnel for free meals, after school care, medical needs etc. g. Social workers help families get required documentation after students are enrolled h. Counselors and Social Workers help homeless students get materials, supplies and clothes that are needed to attend school i. Counselors and social workers follow up with homeless for interventions as needed 3. We currently have 107 Homeless based on the unofficial Oct. 1 report. Action Type: Equity</p>				
<p>2012-2013 Using Federal funds the Federal Programs Coordinator and Accountant will attend appropriate in and out of state conferences, workshops, trainings, etc.to provide high quality federal programs, leadership and enhance instruction in mathematics and literacy. Visits to other districts and exemplary schools will be made to improve the program. Using Title I funds, supplies will be purchased for the office in support of the Title I program. Action Type: Alignment Action Type: Professional Development</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>Title I - Purchased Services: \$62512.00 Title I - Materials & Supplies: \$5000.00</p> <hr/> <p>ACTION BUDGET: \$67512</p>
<p>2012-2013 Using Federal Funds the district will purchase supplies and materials to support, provide guidance and monitor the implementation of the Title I program in order to improve academic achievement in the areas of mathematics and literacy. All programs are used as supplemental</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Purchased Services: \$18000.00 Title I - Materials & Supplies: \$132000.00</p>

<p>services for Title I students and schools. Students served are in grades K-5. Additional funds have been set aside for materials and supplies to support newly identified academic needs based on formative assessments. Federal funds will also be used purchase support services to ensure digital curriculum is implemented and maintained. Funds will be spent to support the "Get Caught Reading" and Summer Reading programs at each campus to encourage and sustain reading by all students. Funds will be used to support Aspiring Authors writing project. Grant funds are available through the University of Arkansas to pay stipends for teachers, transportation, and other needs. Students are selected to participate from two identified Title I schools. Funds will also be used for necessary Pearson updates and installation. Funds will also be used to pay for contract labor needed for data entry work. Action Type: Equity</p>				<p>ACTION BUDGET: \$150000</p>
<p>2012-2013 Using Federal funds ink cartridges will be purchased as needed. The district will maintain equipment purchased and/or leased by the Title I department to provide efficient and timely services to students and teachers implementing Title I programs that are designed to improve literacy and math performance for all students. Action Type: Technology Inclusion</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<p>Title I - Purchased Services: \$750.00 Title I - Materials & Supplies: \$3983.50 ACTION BUDGET: \$4733.5</p>
<p>2012-2013 Using Title I Professional Development funds the district will pay travel expenses, registration fees, substitutes, costs for teachers, parents, instructional assistants, and/or administrators to attend quality workshops and/or conferences that will provide high quality leadership and enhance instruction in mathematics and literacy. Conferences may include but not limited to Waterford Institute; Arkansas Reading Recovery Conference, Reading Recovery workshops, Reading Recovery trainings, and SERRRA conference. Trainings will occur throughout the year for each Title I elementary building and all elementary staff in those Title I buildings. Professional development obtained at the above mentioned conferences will be shared during building staff development activities and will lead to increased student achievement. Funds will also be used to pay for travel expenses and training fees incurred by outside</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>Title I - Employee Salaries: \$27200.00 Title I - Employee Benefits: \$6800.00 Title I - Materials & Supplies: \$3000.00 Title I - Purchased Services: \$63000.00 ACTION BUDGET: \$100000</p>

<p>consultants, including but not limited to Pearson and Dr. Jane Pollock. Supplies and materials will also be purchased to support the professional development opportunities provided to staff. Stipends will be paid for work outside of the regular contract at the Board approved rate (\$25). Action Type: Alignment Action Type: Professional Development</p>				
<p>An annual financial report summarizing federal program expenditures will be created. These expenditures will directly tied to the district and individual school ACSIP plans. Action Type: Alignment</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>Rogers School District continues the process of developing a comprehensive parental involvement plan for each school building along with the district. Parents are also a part of the distrit and schools ACSIP planning teams. Schools are required to use a part of their set a side money to train parents in how to improve student achievement. A parent involvement facillitator for each building has been hired. The District will require and provide 2 or more hours of professional development opportunities for teachers designed to enhance understanding of effective parental involvement strategies. The district will also provide 3 or more hours of professional development opportunities for administrators designed to enhance the understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. The District will also provide training for parent volunteers at least once each school year. Parents are invited to evaluate the school and distirct parent involvement plans. They are also given the opportunity to have input on the use of the 1% set aside. Each school has a School Parent Compact that addresses the 6 requirements for building parental capacity. These actions are included in individual school's plans. Action Type: Parental Engagement</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<p>ACTION BUDGET: \$</p>
<p>All certified staff members will complete a two hour parent involvement training, six hours of technology training and two hours for teachers teaching Arkansas history as part of the sixty required in-service hours. All administrators will</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>

<p>complete a three hour parent involvement training in addition to the sixty required in-service hours. Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>2012-2013 Using Federal funds the district will hire a Federal Programs Coordinator, Accountant and clerical to oversee the implementation and evaluation of all federal programs. Personnel will work closely with schools that receive Title I funds to ensure funds are used in professional development activities and to purchase materials that impact student achievement. Salaries and benefits of Coordinator and Accountant will be proportionately divided between Title I (75%) and Rogers Public Schools (25%). Title I clerical will be paid 100% Title I funds. Using federal funds as available personnel will be granted permission to work additional hours as needed to complete all job responsibilities. Action Type: Alignment</p>	<p>Monica Avery, Federal Programs Office</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Title Teachers 	<p>Title I - Employee \$186990.00 Salaries: Title I - Employee \$49853.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$236843</p>
<p>2012-2013 Using Title I/Set Aside Parental Involvement funds, the district will support parent activities and trainings that occur within each Title I designated school within the district. The Title I/Set Aside Parental Involvement funds are described in each eligible building's ACSIP plan. The parental involvement activities will be above the state requirements. Parent meetings are held twice a year to explain the functions of the Title I Program and gain input. Translators and child care will be available at some Parent/Teacher Conferences to ensure parents of all students can participate in the conferences. Funds will be budgeted in elementary schools as follows: Russell Jones \$4001.98; Grace Hill \$8627; Frank Tillery \$4389.68; Eastside \$3867.94; Joe Mathias \$3721.56; Bonnie Grimes \$6191.58; Northside \$3567.99; Old Wire \$5399.94; Garfield \$1422.89; Elza Tucker \$3365.03; Reagan \$2888.95; Lowell \$5791.21; Westside \$3188.59; and St. Vincent de Paul \$130. Each building's funds include their portion of 12-13 parent involvement funds as well as any parent involvement funds remaining at each building from 11-12. Using federal funds consultants will be hired for work inside of the district, the consultants will meet with community groups, parents, and Rogers Public Schools teachers and</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Title Teachers 	<p>Title I - Purchased Services: \$1000.00 Title I - Materials & Supplies: \$52000.00 Title I - Employee Salaries: \$5600.00 Title I - Employee Benefits: \$1400.00</p> <hr/> <p>ACTION BUDGET: \$60000</p>

<p>administrators. Consultant fees, travel and other related expenses may be paid as approved. Action Type: Equity Action Type: Parental Engagement</p>				
<p>PROGRAM EVALUATION RESULTS: During the 2011-2012 school year, we evaluated this intervention through the ACSIP plan, comparability report, annual financial report, and professional development logs and determined that it was effective in support of curriculum, instruction and professional development. The following EVALUATION RESULTS demonstrate that this intervention is valid. Federal Programs Office received approval of Rogers Public Schools' Comparability Report, Annual Financial Report and ACSIP plans. PROGRAM EVALUATION: During the 2012-2013 school year, we plan to use the same protocol in evaluating this intervention. ADE reports will be monitored for approval. We will report the results in our 2013-2014 ACSIP plan. During the 2010-2011 school year, we evaluated this intervention through the ACSIP plan, comparability report, annual financial report, and professional development logs and determined that it was effective in support of curriculum, instruction and professional development. The following EVALUATION RESULTS demonstrate that this intervention is valid. Federal Programs Office received approval of Rogers Public Schools' Comparability Report, Annual Financial Report and ACSIP plans. PROGRAM EVALUATION: During the 2011-2012 school year, we plan to use the following protocol in evaluating this intervention. ADE reports will be monitored for approval. We will report the results in our 2012-2013 ACSIP plan. During the 2009-2010 school year, we evaluated this intervention through the ACSIP plan, comparability report, annual financial report, and professional development logs and determined that it was effective in support of curriculum, instruction and professional development. The following EVALUATION RESULTS demonstrate that this intervention is valid. Federal Programs Office received approval of Rogers Public Schools' Comparability Report, Annual Financial Report and ACSIP plans. PROGRAM EVALUATION: During the 2010-2011 school year, we plan to use the following protocol in evaluating this intervention. ADE reports will be</p>	<p>Monica Avery, Federal Program Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>

monitored for approval. We will report the results in our 2011-2012-ACSIP plan. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
ROGERS PUBLIC SCHOOL DISTRICT OFFICE HAS PROVIDED GUIDANCE AND TECHNICAL ASSISTANCE AND A PEER REVIEW FOR ALL SCHOOLS REGARDLESS OF THEIR ACCOUNTABILITY STATUS. Action Type: Collaboration	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	ACTION BUDGET: \$
PLAN DEVELOPMENT: Federal Programs Director works with Leadership Cabinet and building administrators to complete and oversee all Federal and State Categorical budgets. Federal formulas and guidance are followed to determine fund allotments to schools. Rogers Public Schools has developed specific protocols for accessing funds in these areas. Schools ensure that expenditures are tied directly to the building ACSIP plan and stated goals. Federal Programs Director is responsible for all budgeting reports to the district treasurer and ADE. Action Type: Collaboration Action Type: Equity	Monica Avery, Federal Programs Director	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
REQUIRED ACTION: Services are available for all identified students regardless of the Title I status of their school. Rogers Public Schools offers a comparable level of support for all homeless students, including student from participating private schools. Action Type: Equity	Monica Avery, Federal Programs Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
TITLE I SCHOOL/PARENT COMPACT: There will be an Annual review and update of our Title I School/Parent Compact. There will be a meeting, at the beginning of the school year to encourage parents to have input into the Title I program. The school will develop and distribute during Parent Orientation Nights the compact as a component of it's written parental involvement policy. The compact is a written agreement between the school and the parents of children served in the Title 1 School wide program that identifies the activities that the parents, the entire school staff and the students will undertake to share the responsibility for improving achievement so that students can meet the State's high academic standards. Parents, teachers and students sign the compact and it is returned to school and kept in designated parent	Monica Avery, Federal Programs Director	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

<p>involvement student folders. For those parents who do not attend the Title I Open House meeting, the Parent Compact is sent home and efforts are made to contact parents for the purpose of inviting them to the school and conferencing with our administration and staff. The SIX REQUIREMENTS FOR BUILDING CAPACITY FOR PARENTAL INVOLVEMENT ARE INCLUDED IN THE PARENT COMPACTS. THE LANGUAGE IN THE PARENT COMPACT IS IN FRIENDLY TERMS AND NOT TAKEN DIRECTLY FROM THE LAW. THIS IS DONE PARTIALLY IN CONSIDERATION FOR THE PARENTS TO HAVE INFORMATION SENT TO THEM IN A LANGUAGE AND FORMAT THAT THEY CAN UNDERSTAND. ALL PARENT COMPACTS ARE ALSO TRANSLATED AND POSTED ON THE DISTRICT WEBSITE. Action Type: Parental Engagement</p>				
<p>FEEDER PATTERNS: Rogers Public Schools will ensure that building administrators have the opportunity to meet within feeder patterns by designating two of the monthly principal meeting agendas solely to feeder pattern discussions and collaboration times. In addition, after each of the city wide PTA meetings there will be set meetings for principals to meet within feeder patterns. On collaborative Monday meetings for the special education department teachers will have the opportunity to meet within feeder patterns with designated time to discuss programming for special education students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Sherry Stewart, Special Education Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>2012-2013 Rogers Public Schools has developed a kindergarten screening tool to be used on all incoming kindergarten students at the spring registration time. A DVD will accompany supplies needed for parents to use as they work to prepare their students for kindergarten. In the fall all kindergarten students will be posttested using the same instrument to determine the growth made. Schools will also work with parents as to how they can support their kindergarten student in the transition to school. Supplies and substitutes will be provided as needed. Action Type: Collaboration</p>	<p>Monica Avery, Federal Programs Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Employee \$1400.00 Benefits: Title I - Employee \$5600.00 Salaries: Title I - Materials & \$70000.00 Supplies: Title I - Purchased \$13000.00 Services: <hr/>ACTION BUDGET: \$90000</p>

Action Type: Equity Action Type: Parental Engagement				
FUNDING SUMMARY: Rogers district funding allocated to support programs, actions, and interventions as detailed throughout this plan. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Monica Avery, Federal Programs Director	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$729088.5

Intervention: PRIVATE SCHOOL SUPPLEMENTAL SUPPORT - The Rogers Public Schools will support the efforts of the qualifying and participating private school, St. Vincent de Paul, to develop the literacy and mathematics skills necessary for success when/if they enroll in the public school system.

Scientific Based Research: Center for School Improvement and Policy Studies, Leading Districts to Success in Teaching the Underachieving Children of Poverty. A Synthesis of Research on What Works in High-Performing/High-Poverty Schools. William H. Parrett, Director, Robert Barr, and Brenna Terry, Lapwai School District. April 9, 2006. Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>. Short, D. J. & Fitzsimmons, S. (2007). Double the Work: A Report to Carnegie Corporation of New York: The Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. New York, NY: Carnegie Corporation. Retrieved from <http://www.all4ed.org/files/DoubleWork.pdf> Echevarria, J., Vogt, M., & Short, D.J.. (2007). Making content comprehensible for English learners: The SIOP model, 3rd Edition. Boston, MA: Pearson Education, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
2012-2013 Using Title I funds, the district will serve selected students from St. Vincent de Paul Catholic Elementary School. The selected students will be served in literacy and mathematics by a highly qualified, certified teacher at St. Vincent de Paul Catholic School hired by Rogers Public Schools. The certified teacher will be paid hourly. Students are identified by St. Vincent de Paul based on their performance on local and state assessments. Using Title I set aside funds (\$130), parent activities and training will be provided. These activities will be above those required by the state. Using Title I funds, supplies will be purchased for use with the selected students to help with student achievement. Also, using Title I professional development set-aside funds, professional development training will be provided. Action Type: Alignment Action Type: Equity	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff District Staff 	Title I - Employee \$1040.00 Salaries: Title I - Employee \$4162.00 Benefits: <hr/> ACTION BUDGET: \$5202
Using Federal funds, if available, the district may purchase Accelerated Reading materials (books and software) for St. Vincent de Paul Catholic School students to use as supplementary reading and independent reading materials to improve reading skills and comprehension focusing on the results of the National Reading Panel. Action Type: Equity Action Type: Technology Inclusion	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

<p>2012-2013 Using Title II-A funds administrators and classroom teachers from St. Vincent de Paul will have the opportunity to attend national, state, and local conferences, workshops, trainings, etc., that will enhance their professional practices. The district will pay travel expenses and registration costs for teachers, literacy coaches, parents, instructional assistants, and/or administrators to attend quality conferences that are designed to provide high quality literacy and mathematics instruction. The district will also pay for travel expenses and training fees incurred by outside consultants brought to the school. Other professional texts, videos and materials will be purchase to enhance the professional learning community at St. Vincent. Action Type: Professional Development</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<p>Title II-A - Purchased Services: \$7125.76</p> <hr/> <p>ACTION BUDGET: \$7125.76</p>
<p>PROGRAM EVALUATION RESULTS: During the 2011-2012 school year, we administered the STAR Reading Assessment to students receiving Title I services. To determine whether this intervention was effective in improving student achievement, we expected to see at least an average student growth of 1.0 grade equivalent. EVALUATION RESULTS: The average growth for students receiving Title I services was 1.30 GE for first grade and 1.5 for third grade. PROGRAM EVALUATION: We plan to use this same protocol for assessing this intervention and making decisions during the 2012-2013 school year. In order to measure student growth and determine the effectiveness of the intervention we will administer the STAR reading various times throughout the school year. We expect to see a minimum growth of 1.0 GE for all students receiving Title I or Title III services. We will report the results in our 2013-2013 ACSIP. Action Type: Program Evaluation</p>	<p>Jean Reiff, Teacher</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Using Title III funds, Rogers Public Schools will support the efforts of St. Vincent de Paul, in meeting the academic, linguistic, and cultural needs of identified ELL students. Based upon timely and meaningful consultation, services to be provided will include professional development to enhance the capacity of teachers to meet the needs of ELL students in the classroom, supplemental language appropriate materials to facilitate the acquisition of academic English language, and interpreters to ensure the communication of ELL students' academic progress to parents. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Tricia Holliday, ESOL Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>Title III - Purchased Services: \$280.00</p> <p>Title III - Materials & Supplies: \$8953.00</p> <p>Title III - Employee Salaries: \$280.00</p> <p>Title III - Employee Benefits: \$70.00</p> <hr/> <p>ACTION BUDGET: \$9583</p>

Action Type: Parental Engagement Action Type: Professional Development				
TIMELY AND MEANINGFUL CONSULATION HAS BEEN CONDUCTED BETWEEN THE PRIVATE AND THE PUBLIC SCHOOL. Agendas, sign in sheets and minutes have been kept at each meeting. Emails and phone calls are also a part of the ongoing dialogue. Action Type: Equity	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	ACTION BUDGET: \$
IDENTIFY NEEDS OF PRIVATE SCHOOL CHILDREN: Rogers Public Schools in conjunction with St. Vincent's de Paul Catholic School will identity the needs of eligible private school children by examining student data from STAR reading, STAR math, DRA assessments, and SAT 10. Teacher recommendations are also considered in the identification of students. Action Type: Alignment Action Type: Equity	Jean Reiff, Teacher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
SERVICES OFFERED: Tutoring services will be provided to the private school children, parent involvement opportunities will be offered to the parents of the identified students, professional development will be provided to the certified tutor, teachers and administration of the private school. St. Vincent's de Paul has opted to participate in Title I and Title II Part A programs. Action Type: Alignment Action Type: Equity	Jean Reiff, Teacher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
HOW AND WHEN DECISIONS WILL BE MADE CONCERNING DELIVERY OF SERVICES: Rogers Public Schools Federal Programs Director has met with the principal of St. Vincent's de Paul multiple times in order to carryout programming needs and budgets. There will be ongoing communication between the public and the private school throughout the year. The certified tutor will meet with the Federal Programs Director on a regular schedule and as needed. Action Type: Alignment Action Type: Equity	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
HOW, WHEN AND BY WHOM : Rogers Public Schools will hire a certified tutor to provide tutoring for identified students at St. Vincent's de Paul Catholic Schools. The tutor will be paid at the approved rate of \$25.00 per hour per the Rogers Public School Board. The tutoring will take place on the private school campus during the school day and all materials will be kept in a secure location not to be used by other members of the school. Action Type: Alignment Action Type: Equity	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

ASSESSMENTS: Eligible students will be assessed annually to determine the effectiveness of the intervention. Action Type: Alignment Action Type: Equity	Jean Reiff, Teacher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
THE CALCULATIONS WERE MADE FOR THE PRIVATE SCHOOL using the formulas provided in the Private School Tool Kit. All calculations were made using an equitable formula and shared with the private school during the development of the plan. Action Type: Equity	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
FREE AND REDUCED LUNCH DATA was used to determine the number of eligible students from the private school. Action Type: Equity	Carolyn Pio, Assistant Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
PARENTS OF PRIVATE SCHOOL STUDENTS are notified of the opportunity for service by the certified tutor. Parents are invited to attend meetings through out the year to learn about the Title I program and ways that they can be involved with their student. Action Type: Equity	Jean Reiff, Teacher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
WRITTEN AND SIGNED AFFIRMATION OF CONSULTATION is kept by both the private school and the public school. The signed document was mailed to the ADE as requested. Action Type: Equity	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
RESERVATION OF FUNDS for the private schools are made following the prescribed set aside calculations. Professional development and parent involvement funds are both budgeted as required set asides. Action Type: Equity	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
CARRYOVER FUNDS if present are added to the current budget for use by the private school. Action Type: Equity	Monica Avery, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
EVALUATION: An evaluation will be completed at the end of the school year to ensure that the program was implemented as designed, supplemental services were provided to eligible students, professional development was offered to teachers, tutors, and administrators and parental engagement activities were provided for parents of participating students. The evidences will be financial reports, sign in sheets, agendas and other supporting documents. Action Type: Equity	Monica Avery, Federal Programs	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$21910.76

Intervention: Improving Teacher Quality through Professional Development: Professional Learning Communities at Work-Best Practices for Enhancing Student Achievement, Richard DuFour and Robert Eaker. National Educational Services, 1988.

Scientific Based Research: Intervention Total Instructional Alignment Carter, Lisa. Total Instructional Alignment From Standards to Student Success, Solution Tree, 2007 Marzano, R.J. (2003) What Works in Schools: Translating Research into Action. Alexandria, VA: Association for Supervision for Supervision and Curriculum Development. Classroom Walkthrough Training – Association for Supervision and Curriculum Development, A Handbook for Classrooms that Work, Marzano, R.J., Norford, J.S. Paynter, D.E., Plicering, D.J., and Gaddy, B.B. 2001

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>2012-2013 SECONDARY Using Federal funds secondary administrators, instructional facilitators and classroom teachers will have the opportunity to attend national, state, and local conferences, workshops, trainings etc. that will enhance their professional practices leading to increased student performance in all academic content areas. Using federal funds the district will pay travel expenses and registration costs for administrators, instructional facilitators, teachers, and instructional assistants to attend quality conferences. The district will also pay for travel expenses and training fees incurred by outside consultants. Federal funds are also used to pay substitute fees while the participants are out of the classroom and district. Funds will be used to pay teachers stipends for professional development outside of the regular contract and for training above the required sixty hours. Professional texts will be purchased as needed to increase knowledge of staff regarding curriculum, instruction and assessment. Administrators, instructional facilitators and classroom teachers will explore opportunities to develop common semester tests and end of course tests. Curriculum will be aligned with the Arkansas Frameworks and Standards for K-12. Stipends and/or teacher release time will be provided. Using Federal funds the district will purchase instructional materials, book studies, and videos to be used in enhancing instruction in all academic content areas and leadership of all Rogers Public Schools teachers. All materials that are required, part of, necessary for and directly linked to teacher and administrator professional development. All materials that are required, part of, necessary for and directly linked to teacher and administrator professional development. Use of all Title II-A funds associated with this action meet the criteria set forth in the Title II-A law. Food will be</p>	<p>Phil Eickstadt, Executive Administrator for Secondary</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>Title II-A - Purchased Services: \$46500.00 Title II-A - Materials & Supplies: \$1000.00 Title II-A - Employee Salaries: \$22000.00 Title II-A - Employee Benefits: \$5500.00</p> <hr/> <p>ACTION BUDGET: \$75000</p>

<p>purchased where needed and may include working lunches. Using Title II-A funds, subs will be paid for teachers and staff to attend training for SMART Board, SMART Response systems and Renaissance Place training. Action Type: Professional Development</p>				
<p>2012-2013 Using Federal funds special teachers, counselors and other staff will have the opportunity to attend international, national, state, and local conferences, workshops, trainings etc. that will enhance their professional practices leading to increased math and literacy performance. Using federal funds the district will pay travel expenses and registration costs for teachers, literacy coaches, math coaches, academic coaches, parents, instructional assistants, and/or administrators to attend quality conferences. The district will also pay for travel expenses and training fees incurred by outside consultants. Federal funds are also used to pay substitute fees while the participants are out of the classroom and district. Funds will be used to pay teachers stipends for professional development outside of the regular contract and for training above the required sixty hours. Action Type: Equity</p>	<p>Dr. Janie Darr, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title II-A - Purchased Services: \$5000.00 Title II-A - Employee Salaries: \$2400.00 Title II-A - Employee Benefits: \$600.00</p> <hr/> <p>ACTION BUDGET: \$8000</p>
<p>All Elementary and Secondary Instructional Facilitators in Literacy and Math are given the opportunity to attend training that will enhance their professional practices leading to increased literacy performance. Required materials will be purchased according to the training guidelines. Action Type: Alignment</p>	<p>Dr. Janie Darr, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Organize and manage the practice and process of implementing learning teams for professional development of teachers. Learning teams will work together on reflective study and discussion of research relevant to the student achievement issues identified in their school improvement plans. Teachers will receive a stipend to conduct this study after contract hours, or a substitute will be provided for teacher release time to participate in this professional development. This professional development will be a part of a larger professional development plan for the participants' school allowing for follow-up and continuous study in response to student needs.</p>	<p>Dr. Janie Darr, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Professional Development				
<p>2012-2013 Using Title II-A (90%) and PD (10%) two 1.0 FTE Technology Curriculum Specialists will also be hired. Instructional Facilitator and specialists will be responsible for providing district professional development for administrators, teachers and classified staff that will enhance instruction in mathematics and literacy and lead to proficiency. Action Type: Equity</p>	Dr. Janie Darr, Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title II-A - Employee Salaries: \$140019.00 Title II-A - Employee Benefits: \$39206.00 PD (State -223) - Employee Benefits: \$4356.00 PD (State -223) - Employee Salaries: \$15558.00</p> <hr/> <p>ACTION BUDGET: \$199139</p>
<p>2012-2013 Using Federal Funds the Rogers Public Schools will offer a Leadership Academy for district employees to develop or enhance leadership in RPS. The goal of the academy is to improve the leadership capacity of RPS as we move from "good to great to extraordinary". Application is open to any certified employee in the district. Class will be limited to 20 applicants. A second class will be offered for current Assistant Principals and Directors. Applications will be reviewed and applicants selected by central administration. Leadership Academy will meet 10 times throughout the school year. Requirements are completion of a District K-12 project and presentation to Leadership Cabinet upon completion of project. Materials will be purchased for the class and substitute fees will be paid with Title II Part A funds. Action Type: Collaboration Action Type: Professional Development</p>	Mark Sparks, Deputy Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants 	<p>Title II-A - Purchased Services: \$1000.00 Title II-A - Materials & Supplies: \$500.00 Title II-A - Employee Salaries: \$800.00 Title II-A - Employee Benefits: \$200.00</p> <hr/> <p>ACTION BUDGET: \$2500</p>
<p>2012-2013 ELEMENTARY Using Federal funds ELEMENTARY administrators, instructional facilitators and classroom teachers will have the opportunity to attend national, state, and local conferences, workshops, trainings etc. that will enhance their professional practices leading to increased student performance in all academic content areas. Using federal funds the district will pay travel expenses and registration costs for administrators, instructional facilitators, teachers,</p>	Dr. Virginia Abernathy, Asst. Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>Title II-A - Purchased Services: \$289.00 Title II-A - Materials & Supplies: \$0.00 Title II-A - Employee Salaries: \$25920.00 Title II-A - Employee Benefits: \$6480.00</p>

<p>and instructional assistants to attend quality conferences. The district will also pay for travel expenses and training fees incurred by outside consultants. Federal funds are also used to pay substitute fees while the participants are out of the classroom and district. Funds will be used to pay teachers stipends for professional development outside of the regular contract and for training above the required sixty hours. Professional texts will be purchased as needed to increase knowledge of staff regarding curriculum, instruction and assessment. Administrators, instructional facilitators and classroom teachers will explore opportunities to develop common semester tests and end of course tests. Curriculum will be aligned with the Arkansas Frameworks and Standards for K-12. Stipends and/or teacher release time will be provided. Using Federal funds the district will purchase instructional materials, book studies, and videos to be used in enhancing instruction in all academic content areas and leadership of all Rogers Public Schools teachers. Use of all Title II-A funds associated with this action meet the criteria set forth in the Title II-A law. Food will be purchased where needed and may include working lunches. Using Title II-A funds, subs will be paid for teachers and staff to attend training for SMART Board, SMART Response systems and Renaissance Place training.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				<p>ACTION BUDGET: \$32689</p>
<p>2012-2013 Using Federal funds each of the schools' administrators, classroom teachers, literacy coaches, math coaches, academic coaches and specialty teachers will have the opportunity to attend national, state, and local conferences, workshops, trainings etc. that will enhance their professional practices leading to increased math and literacy performance. Using federal funds the schools' will use their allotted funds to pay travel expenses and registration costs for teachers, literacy coaches, math coaches, academic coaches, parents, instructional assistants, and/or administrators to attend quality conferences. The district will also pay for travel expenses and training</p>	<p>Monica Avery, Fed. Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>Title II-A - Purchased Services: \$36000.00 Title II-A - Materials & Supplies: \$599.00 Title II-A - Employee Salaries: \$24000.00 Title II-A - Employee Benefits: \$6000.00</p> <hr/> <p>ACTION BUDGET: \$66599</p>

<p>fees incurred by outside consultants. Federal funds are also used to pay substitute fees while the participants are out of the classroom and district. Funds will be used to pay teachers stipends for professional development outside of the regular contract and for training above the required sixty hours. Professional texts will be purchased as needed to increase knowledge of staff regarding Total Instructional Alignment and curriculum alignment. Administrators, classroom teachers and specialty teachers will explore opportunities to develop common assessments, common semester tests and end of course tests. Curriculum will be aligned with the Arkansas Frameworks and Standards for K-12. Stipends and/or teacher release time will be provided. Using Federal funds the district will purchase instructional materials, book studies, and videos to be used in enhancing instruction in literacy and mathematics and leadership of all Rogers Public Schools teachers. Use of all Title II-A funds associated with this action meet the criteria set forth in the Title II-A law. Action Type: Professional Development</p>				
<p>PROGRAM EVALUATION: During the 2011-2012 school year, we evaluated this intervention through the use of the facilitator logs expecting the logs to indicate a minimum of 50% of math and literacy facilitator's time spent addressing curriculum planning with classroom teachers. EVALUATION RESULTS : During 2011-2012 school year, facilitator logs were used to assess the collaboration of the TIA documents in each elementary school. Literacy and Math facilitators submitted monthly logs to district administration. In 2011-2012 Facilitator logs indicated 57% of math and literacy facilitators' time was spent addressing curriculum planning with classroom teachers. PROGRAM EVALUATION: In 2012-2013 facilitator logs should indicate a minimum of 50% of math and literacy facilitators' time will be spent addressing curriculum planning with classroom teachers. We will use this information to determine whether the objective of this intervention was achieved. We will report the results in our 2013-2014 ACSIP plan. Action Type: Collaboration Action Type: Professional</p>	<p>Virginia Abernathy, Assistant Superintendent of Elementary</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>ACTION BUDGET: \$</p>

Development Action Type: Program Evaluation				
Using Title II-A funds, Rogers Public Schools will take part in state and or coop led trainings on the newly adopted common core standards. It will be necessary to provide elementary and secondary Academic Facilitators and classroom teachers an opportunity to receive training, make needed adjustments to our local TIA documents and then prepare and deliver the information to our teachers. These groups will be paid stipends at the board approved rate for work done outside the regular contract and/or subs will be hired to provide release time. This time will be spent working on the necessary transition required by the adoption of the common core standards. Student data and building professional development will be evaluated and planned for based on assessed changes. Action Type: Collaboration Action Type: Professional Development	Debbie Atwell, PD Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Using Title II-A funds, consultants will be hired to present professional development opportunities for SMART Board, SMART Response systems and Renaissance Place training. Subs will be paid for teachers to attend the training. Supplies and materials will be purchased as needed. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Debbie Atwell, Professional Development Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
2012-2013 Using Title II-A funds the district will contract with the Soderquist Center to clarify district leadership principles and improve leadership skills among district and building administrators. Consulting fees, and subs will be funded if needed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Mark Sparks, Deputy Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	Title II-A - Purchased Services: \$4662.61 ACTION BUDGET: \$4662.61
Total Budget:				\$388589.61
Intervention: Updating a annual Strategic Plan for Rogers Public Schools that will set priorities and objectives for the upcoming schoolyear become the roadmap for the district's future.				
Scientific Based Research: Center for School Improvement and Policy Studies,Leading Districts to Success in Teaching the Underachieving Children of Poverty. A Synthesis of Research on What Works in High-Performing/High-Poverty Schools. William H. Parrett, Director, Robert Barr, and Brenna Terry, Lapwai School District. April 9, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Setting a purpose – the district is implementing a reform-minded, non-traditional academic strategic plan that will be a blueprint for addressing student achievement for a growing and diverse population. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Dr. Janie Darr, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>This goal will be accomplished by creating a system of improvement and ongoing processes that will help make the district nationally competitive in all aspects of education. A priority will be involving the community, businesses, and schools in this on-going process. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Rogers Public Schools has identified several benchmark schools with like demographics and excellent student achievement. We will continually measure our district against those previously identified schools. Rogers will also use our neighboring school districts as benchmark districts. Action Type: Technology Inclusion</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: During the 2011-2012 school year the Strategic Plan will address continuous improvement for RPS. It is our expectation that 100% of the objectives will be met as we continue to monitor and schedule action steps to see that each are addressed. PROGRAM EVALUATION RESULTS: Forty objectives were established in the district strategic plan for 2011-2012. Every objective was addressed in the 2011-2012 school year, several objectives will be ongoing and continue in 2012-2013. Progress was made on all objectives as evidenced by the minutes, and agendas of weekly meetings. PROGRAM EVALUATION: This intervention is evaluated through an annual review of each objective. Evidence of progress is reported in an executive summary each June to the school board. Minutes, agendas and reports are scheduled for each objective. Progress is monitored through weekly meetings. Progress is expected on every objective as part of the district's commitment to continuous improvement and will be reported in the 2013-2014 plan. Action Type: Program Evaluation</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office 	<p>ACTION BUDGET: \$</p>
<p>District leadership will monitor progress of the district goals and objectives. Reports are made to all stakeholder groups including business groups and school board at monthly school board meetings. Action Type: Alignment Action Type: Collaboration</p>	<p>Dr. Janie Darr, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>Results of the needs analysis became the guiding principles for whole school improvement. The guiding principles are 1. Focus on literacy, math and science. 2 Use</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders 	<p>ACTION BUDGET: \$</p>

<p>student work and data to identify student needs, improve instruction and assess progress. 3.Focus professional development to improve instruction. 4. Identify and replicate best practices for instruction. 5. Prioritize the instructional focus when allocating resources. 6. Maintain safe and orderly environments conducive to learning. 7. Engage families, community, and partners to support whole school improvement. 8. Value racial, ethnic, and cultural diversity. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>		<p>End: 06/30/2013</p>	<ul style="list-style-type: none"> • Outside Consultants 	
<p>Curriculum Alignment – Invest the time necessary to align at all levels formative assessments, state frameworks, course objectives, task analysis and common assessments. Monday collaboration time and professional development days will be committed to this work. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>School Improvement Objectives for the year of the Strategic Plan have been set by the Leadership Cabinet with input from internal stakeholders and school board. Objectives were set for the domains of data, leadership, curriculum, professional development, and communication. Each of the domains has specific actions, person responsible, measurement, and a timeline assigned. The Leadership Cabinet continually monitors these objectives and reports to all parties through weekly agendas and minutes. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>FUNDING SUMMARY: Funding allocated to support programs, actions, and interventions as detailed throughout this plan. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Monica Avery, Federal Programs Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Intervention Total Instructional Alignment is the process of ensuring that what is written as curriculum, what is taught and what is tested are congruent.</p>				
<p>Scientific Based Research: Intervention Total Instructional Alignment Carter, Lisa. Total Instructional Alignment From Standards to Student Success, Solution Tree, 2007 Marzano, R.J. (2003) What Works in Schools: Translating Research into Action. Alexandria, VA: Association for Supervision and Curriculum Development. Classroom Walkthrough Training – Association for Supervision and Curriculum Development, A Handbook for Classrooms that Work, Marzano, R.J., Norford, J.S. Paynter, D.E., Picering, D.J., and Gaddy, B.B. 2001</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

<p>Rogers Public Schools is committed to creating a seamless K-12 curriculum. The Strategic Plan will focus on creating an organizational structure for the effective delivery of curriculum. "A guaranteed and viable curriculum has the greatest impact on student achievement." R.J. Marzano Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Every student learning expectation in all content areas will be examined and clarified. Each SLE will be analyzed to create a better understanding of the learning objective. This process will be ongoing throughout the year. Selected teachers and academic coaches will continue to be involved in this multiyear process. A curriculum management plan was completed establishing multiyear priorities for continued work on the documents. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Learning Institute supports the process of aligning curriculum by using the district's scope and sequence through periodic formative assessments. These assesments measure student progress toward meeting proficiency on the state assessments. Instructional faciliators and teachers work directly with the TLI organizaton to ensure that the assessments are in line with the district scope and sequence. All students that are required to take the state mandated assesments participate in TLI with the exception of kindergarten students. Teachers and administrators monitor results from the assessments and make instructional decisions including remediation and enrichment based on results. Special education and ESOL students and teachers are included in the assessments. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers and administrators have timley access to the results of each assessment. Tests are scored electronically within the district. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Classroom Walkthroughs are done by school and district administators on a weekly basis to ensure the implementation of the Total Instructional Alignment process. Special Education and ESOL departments are working in the same format to meet the unique needs</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>

of their student population. Action Type: Alignment Action Type: Collaboration Action Type: Special Education				
PROGRAM EVALUATION: During the 2011-2012 school year we elected to Classroom Walk Throughs as an evaluation tool to determine whether this intervention was effective in improving classroom instruction. EVALUATION RESULTS: In 2011-2012 the goal was to have high levels of student engagement on grade level learning objectives 75% of the time during classroom instructional time. The analysis of Classroom Walkthrough (CWT) data from 5304 reports of administrator CWTs using the Teachscape process indicates student engagement at the Highly engaged level 31.30% of the CWTs. During the same number of reports the class engagement was well managed 62.01% of the time. This data indicates that In 93.31% of classrooms were well managed, but in only 31.3% of the observations met the threshold of highly engaged. PROGRAM EVALUATION: In the 2012-2013, CWT observations will be used to determine the use of the high yield strategies. CWT documents are expected to show that one of the strategies was observed in 80% of the observations conducted We will report the results in our 2013-2014 ACSIP Plan. Action Type: Collaboration Action Type: Professional Development	Mark Sparks, Deputy Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Classroom Walkthrough Training for all new administrators and directors throughout the year as needed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Mark Sparks, Deputy Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants 	ACTION BUDGET: \$
The results of these Walkthroughs are electronically gathered and will be analyzed to improve instruction throughout the district. The results of the study will focus professional development and curriculum alignment endeavors for the district. Action Type: Collaboration	Mark Sparks, Deputy Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: To increase health and wellness of all students.

- Supporting Data:
1. Body Mass Index (BMI) **PLEASE NOTE THAT NOW THAT THE BMI TESTS ARE OPTIONAL WE ARE HAVING MANY OF OUR STUDENTS AND FAMILIES OPT OUT WHICH IS A FACTOR WHEN COMPARING DATA FROM YEAR TO YEAR. **Data School Year 2011-2012 Of the student population 14175 ,5627 students were assessed. Of the students assessed, the following represents the percent of students "overweight" and "obese" Males 40.97% and Females 37.5%. Data School Year 2010-2011: Of the 14,003 student population, 5,202 students were assessed. Of the students assessed, the following represents the percent of students labeled "overweight or obese": Males 36.7%, Females 41.5%. Data School Year 2009-2010: Of the 13,774 student population, 5451 students were assessed. Of the students assessed, the following represents the percent of students "at risk of overweight" and "overweight": Males 39.8%, Females 36.1%.
 2. School Health Index results for Rogers Public Schools 2011-2012 indicates that Health Promotion for Staff and Family and Community Involvement and Health Education are the areas

of concern. School Health Index results for Rogers Public Schools 2010-2011 indicates that Health Promotion for Staff and Family and Community Involvement and Health Education are the areas of concern. School Health Index results for Rogers Public Schools 2009-2010 indicates that Health Promotion for Staff and Family and Community Involvement and Health Education are the areas of concern.

3. Free and Reduced Price Meal Eligibility School Year 2011-2012: Paid - 39.01%, Reduced and Free - 60.99% (from October 1, 2011 data). Free and Reduced Price Meal Eligibility School Year 2010-2011: Paid - 41%, Free and Reduced - 59% (from October 1, 2010 data). Free and Reduced Price Meal Eligibility School Year 2009-2010: Paid - 42.3%, Free and Reduced - 57.7% (from October 1, 2009 data).
4. NEEDS ASSESSMENT: The district administration analyzed the results from the 2011-2012 administration of the Body Mass Index for all required grades. The district administration also analyzed the results from the 2011-2012 administration of the School Health Index surveys for each of the Rogers Public Schools and the Free and Reduced Lunch Status reports. Our data analysis led us to conclude that the following areas reflect our greatest area of need: BMI test results from 2010-2011 indicated that for the first time the females have a higher percentage of members falling in the "overweight" and "obese" category. That was not the result from the current year and there was a significant decrease in the "obese" and "overweight category" for females. The results from the School Health Index surveys indicate that as a general rule the module that receives the lowest score is Health Promotion for Staff, Family and Community. This is a consistent result from each of the elementary and secondary schools. In addition, we discussed the effect that our increasing poverty rates and growing minority populations might have on these results. We will select Interventions, and use fund, that put us in the best position to address these needs. In addition, the assistant superintendents will address these specific areas of need with the district lead physical education teachers and The Director of Counseling.

Goal Rogers Public Schools will provide support for students and staff in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark It is the expectation of the Rogers Public Schools administration that all schools will promote Health and Wellness for faculty, staff, students and their families. Schools will be encourage to promote wellness for staff through the Adult Wellness Center, making school gyms available for adult use after school hours and coordinating exercise classes at individual schools. The district will publish the lunch menus in the local school newspapers as well as have the menus posted on school campuses. Nutrition facts are available from the Director of Food Service. Schools will be encouraged to offer community nights as a means to distribute health and related resources.

Benchmark The Benchmark was set for the Body Mass Index (BMI) to remain the same for both males and females in the year 2012-2013 as compared to 2011-2012. The categories of Over weight and obese will be the focus.

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Rogers School District has developed a District wellness policy in collaboration with the District's Nutrition and Physical Activity Committee. The policy has been approved by the Rogers Public School's Board and ensures adherence to the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities; Nutrition guidelines; Guidelines for reimbursable school meals; Plan for measuring implementation of the local wellness policy; and Community involvement.	Dr. Janie Darr, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff 	ACTION BUDGET: \$

<p>The policy statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Wellness</p>				
<p>The Rogers School District will be aligned with the Arkansas Physical Education and Health Education Frameworks for grades K-12, including grade specific nutrition education. Action Type: Alignment Action Type: Wellness</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Rogers School District has established healthy nutritional environments and will ensure all students have access to school meals without schedule or other barriers directly or indirectly restricting meal access. The school environment will provide for healthy choices for staff and students adhering to the rules and regulations of Act 1220 of 2003. The Rogers Public Schools will support all schools in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Collaboration Action Type: Wellness</p>	<p>Margie Bowers, Director of Food Services</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>The Rogers School District has established strategies to achieve at least 150 minutes a week of physical activity in all grades, K-5. For grades 5-8, the requirement is met with for the required 60 minutes per week. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	<p>Mark Sparks, Deputy Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Rogers School District encourages the development of and participation in family oriented community based physical activity programs including the Rogers Activity Center (RAC) Zone (health club for secondary students), Jump Rope for Heart, Kendrick Fincher Fun Run, Elks Hoop Shoot, Junior Olympics, Community-School Recreation Association sports programs, Hershey Track Meet, Kirksey Health Club for middle school students, school walk-run clubs, Punt, Pass and Kick, and other various civic sponsored events. Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Rogers Public Schools has an established Local Nutrition and Physical Activity Advisory Committee (represented by school, community, student, parent, administration, School Board member) that will meet as needed to ensure wellness policies and practices are being followed and updated based on the review of annual data including the School Health Index. Action Type: Collaboration Action Type: Wellness</p>	<p>Margie Bowers, Food Services Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>

<p>The Rogers School District will ensure parents are informed and involved in the district wellness practices including BMI protocol, accepted foods allowed in the school setting, physical activity opportunities and suggested resources available encouraging healthy, active living. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Juanita Casey, Director of Nurses</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Rogers School District will provide professional development for the health and physical education staff who will in turn present to building level staff annually on the health and well-being of the students and current practices to address these issues. Action Type: Alignment Action Type: Professional Development Action Type: Wellness</p>	<p>Debbie Atwell, Director of Professional Development</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: During the 2012-2013 school year, we will continue to use the Body Mass Index (BMI) results as the evaluation tool to determine whether this intervention was effective in improving student health. We will evaluate this intervention in 2012-2013 by utilizing the above protocol for assessing and making decisions by including male and female student data separately. The data will be reported in our 2013-2014 ACSIP plan. EVALUATION RESULTS: In 2011-2012, 54.41% of RPS students were found to be "overweight or obese" as determined by State reports. This is an increase of 14.9% from the 2010-2011 school year. The results show program effectiveness for our female students. Problem-we show an increase in overall and male BMI results. The results are shared with our principals and physical education teachers at each school. Programs similar to "Girls on the Run" may be looked at for our male students. Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness</p>	<p>Juanita Casey, Director of Nurses</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Rogers School District will ensure the School Health Index survey is conducted annually at the school level and results used to establish action plans. Action Type: Wellness</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Rogers School District will support school staff exhibiting qualities of positive role models for healthy eating and physical activity by providing staff wellness opportunities (Kirksey Health Club, Seminars, screenings, etc). Action Type: Wellness</p>	<p>Monica Avery, Federal Programs Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff 	<p>ACTION BUDGET: \$</p>
<p>PLAN DEVELOPMENT: It is the district's expectation that each school will follow the state standards and guidelines per Act 1220. The district has three Lead Physical Education teachers that serve in a leadership capacity for the district. The PE department has developed a Total Instructional Alignment</p>	<p>Monica Avery, Federal Programs Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>ACTION BUDGET: \$</p>

document for use in lesson planning and curriculum management. There is a standard procedure for each school to administer the BMI tests, report the results to the state and follow up with parents as required. Each school completes a School Health Index and uses that data to set the goals for the Health and Wellness priority. The district Director of Food Service works under the direction of the district to meet individual student needs as necessary. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
The vending contract for Rogers Public School is in compliance with Act 1220. Vending machines are turned on only during allowable times - secondary 30 minutes after the last lunch and vending is not allowed at the elementary schools. Action Type: Parental Engagement Action Type: Wellness	Margie Bowers, Director of Food Services	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
The child nutrition director has trained the Rogers Public Schools child nutrition managers on implementing whole grain initiatives and following the recommendations from the institute of medicine from USDA. Action Type: Professional Development Action Type: Wellness	Margie Bowers, Director of Food Services	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The cycle menus are reviewed and approved by the Health and Wellness Committee. Action Type: Collaboration Action Type: Wellness	Margie Bowers, Director of Food Services	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Prevent the disproportionate representation (over-identification) of Caucasian students in special education.

Supporting Data:

1. ADE Focused Monitoring Special Education Data: In 2011-2012 the percentage of white students in special education was 59.85% compared to the percentage of white students in the district, which was 51.79%. In 2010-2011 the percentage of white students in special education was 61.33% compared to the percentage of white students in the district, which was 52.45%. In 2009-2010 the percentage of white students in special education was 62.29% compared to the percentage of white students in the district, which was 53.44%.
2. District Enrollment by Race: In October 2011 the district enrollment was 14,145. 7327/51.79% White, 215/1.51% Black, 5906/41.75% Hispanic, 70/0.49% Pacific Islander, 157/1.10% Native Alaskan, 300/2.12% Asian and 170/1.20% Two or more races listed. In October 2010 the district enrollment was 14,003. 7,345/52.45% White, 191/1.36% Black, 5,800/41.41% Hispanic, 293/2.09% Asian, 168/1.19% Native American/Alaskan, 61/0.43% Hawaiian/Pacific Islander, and 145/1.03% Two or more. In October 2009 the district enrollment was 13,774. 7,361/53.44% White, 202/1.4% Black, 5,488/39.8% Hispanic, 284/2% Asian, 156/1.1% Native American/Alaskan, 50/0.3% Hawaiian/Pacific Islander, and 233/1.6% Two or more.
3. Elementary: Special Education Referral Data: During the 2011-2012 school year 202 referrals were completed at the elementary (K-5) level with 173 students determined to meet eligibility guidelines under IDEA. During the 2010-2011 school year 163 referrals were completed at the elementary (K-5) level with 130 students determined to meet eligibility guidelines under IDEA. During the 2009-2010 school year 181 referrals were completed at the elementary (K-5) level with 168 students determined to meet eligibility guidelines under IDEA.
4. Secondary: Special Education Referral Data: During the 2011-2012 school year 31 referrals were completed at the secondary (6-12) level with 19 students determined to meet eligibility guidelines under IDEA. During the 2010-2011 school year 20 referrals were completed at the secondary (6-12) level with 16 students determined to meet eligibility guidelines under IDEA. During the 2009-2010 school year 19 referrals were completed at the secondary (6-12) level with 15 students determined to meet eligibility guidelines under IDEA.

- Goal** To maintain the percentage of Caucasian students in special education programs in a proportionate relation to percentage of white students in the district.
- Benchmark** Rogers Public Schools will maintain the relative proportion of white students receiving special education services to within two standard deviations of the state average throughout the 2012-2013 school year.
- Benchmark** Through the use of Coordinated Early Intervention Services (CEIS) such as Reading Recovery, Early Literacy Groups, and School Psychology Specialists providing strategies/interventions for students scoring basic/below basic; Response to Intervention (RTI) teams will establish interventions to students in general education settings; and using the initiative of a Co-Teaching model which will provide support to a variety of students in the general education classrooms the District will maintain the relative proportion of Caucasian students receiving special education services to within two standard deviations of the state average throughout the 2012-2013 school year.

Intervention: Rogers Public Schools will monitor and maintain the number of Caucasian students referred to special education by using early intervention strategies, school-based intervention teams, Reading Recovery, and Early Literacy Groups.				
Scientific Based Research: Reading Recovery/Early Literacy Groups; Clay, Marie M., An Observation Survey of Early Literacy Achievement Second Edition, Heinemann Education Publishing, 2004. Reading Recovery/Early Literacy Groups; Clay, Marie M., An Observation Survey of Early Literacy Achievement, Heinemann Education Publishing, 2004. Response to Intervention: Policy Considerations and Implementation; National Association of State Directors of Special Education, Inc. 2005. The RTI Guide: Developing and Implementing a Model in Your Schools. John E. McCook, Ed.D, LRP Publications, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Using Title I (80%) and IDEA (20%) funds the district will hire Reading Recovery teachers. The Reading Recovery teacher will serve the lowest performing students in the first grade in either a one on one or in a small group setting for approximately 16-20 weeks. All funds are accounted for in the building plans. IDEA funds are accounted for in the Literacy Priority in the building plans. Action Type: Equity Action Type: Special Education	Monica Avery, Federal Programs	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Reading Recovery teachers will submit Student Selection Information and Progress Reports to the building level RTI team for students being monitored for RTI services. Reading Recovery teachers submit data on students participating in one-on-one and literacy groups to the National Data Evaluation Center for review and evaluation. Action Type: Special Education Action Type: Technology Inclusion	Sherry Stewart, Director of Special Ed.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Kindergarten and first grade literacy checklists, aligned with Arkansas Frameworks, will be used by K-1 classroom teachers. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Sherry Stewart, Director of Special Ed.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Parent notification of student selection, permission documented and parent agreement to complete the nightly assignments. Action Type: Parental Engagement Action Type: Special Education	Sherry Stewart, Director of Special Ed.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The gap will be reduced for the lowest 20% of the first grade based on the results of the Observation Survey by serving identified students in one-on-one tutorials or small literacy groups. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sherry Stewart, Director of Special Ed.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

<p>The Reading Recovery teacher will receive professional development through UALR and the Northwest Arkansas Educational Cooperative. The Reading Recovery teacher will provide high quality on-going professional development for classroom teachers and all school instructional staff in the area of literacy. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Ed.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Data on special education referrals and early intervention services will be tracked and analyzed to determine the effectiveness of the plan by comparing the referral rate prior to the plan to the new referral rate. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Ed.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Professional Development for school-based intervention teams on the Response To Intervention (RTI) process and early intervention strategies will be provided. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Ed.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: During the 2012-2013 school year, we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: Progress monitoring will be collected to monitor the results of interventions recommended by the Response to Intervention Team. RTI Team records will be analyzed to determine the ratio of team referrals to special education referrals and the ethnicity of the students involved. We will use this data/information to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2013-2014 ACSIP Plan and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Ed.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION RESULTS: At the conclusion of the 2011-2012 school year we reviewed the RTI and Referral Data for elementary students across the District. There were 202 referrals in grades K-5 with 173 students meeting eligibility criteria as outlined in the IDEA guidelines. The placement rate was 85.64% There were 107 referrals with 97 placements among Caucasian students, 78 referrals with 62 placements among Hispanic students, 2 referrals with 2 placements among Black students, 5 referral with 4 placement among American Indian/Alaskan Native, 3 referrals with 3 placements among Asian students and 5 referral with 2 placement among two or more races. Action Type: Program Evaluation Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Ed.0</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>

<p>COMPREHENSIVE NEEDS ASSESSMENT (Prevention of a Special Education Disproportionality Trigger): We formed Leadership Teams and analyzed the Response to Intervention (RTI) Team data. We aggregated and disaggregated the data to identify the number of students by race, especially Caucasian, to determine if the number of referrals to special education was decreasing and student needs were being met through the interventions offered by the RTI Teams. We examined our customs, norms, and expectations in order to dig deeper into why more of the Caucasian students are not getting their needs met without special education services. We will place emphasis on additional professional development in the area of RTI and implement a district-wide initiative in co-teaching this year. In addition we will monitor the RTI team data quarterly to identify areas needing additional attention. Action Type: Program Evaluation Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Ed.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PLAN DEVELOPMENT: Each building updates the File Maker Database with current RTI data. This database includes demographic information regarding students in the RTI process, meeting dates, interventions being used, screenings, special education referral dates, and decisions from those referrals. Each semester the Special Services office will provide a summary of the referral/placement data, by race to building and district administrators as a way to monitor the progress towards the maintenance of a proportionate percentage of Caucasian students district wide to Caucasians students in special education to prevent over-identification. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Education</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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Intervention: Rogers Public Schools will monitor and maintain the number of Caucasian students referred to special education by using early intervention strategies and school-based intervention teams.

Scientific Based Research: Response to Intervention: Policy Considerations and Implementation; National Association of State Directors of Special Education, Inc. 2005. The RTI Guide: Developing and Implementing a Model in Your Schools. John E. McCook, Ed.D, LRP Publications, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Professional Development for school-based intervention teams on the Response To Intervention (RTI) process and early intervention strategies will be provided. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Ed.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Data on special education referrals and early intervention services will be tracked and analyzed to determine the effectiveness of the plan by comparing the referral rate prior to the plan to the new referral rate. Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Sherry Stewart, Director of Special Ed.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Special Education				
Parent involvement includes notification of selection into the program and continued follow-up through parent-teacher conferences. Action Type: Parental Engagement Action Type: Special Education	Sherry Stewart, Director of Special Ed.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Using IDEA funds the district will hire 0.6 FTE School Psychology Specialist. The School Psychology Specialist will work with staff to provide strategies and interventions to teachers for students scoring basic or below basic on the spring Benchmark Exam. Funds are accounted for in the special education priority in the building plan. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sherry Stewart, Director of Special Ed.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Special Ed. \$74411.00 IDEA: ACTION BUDGET: \$74411
PROGRAM EVALUATION: During the 2012-2013 school year, we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: Progress monitoring will be collected to monitor the results of interventions recommended by the Response to Intervention Team. RTI Team records will be analyzed to determine the ratio of team referrals to special education referrals and the ethnicity of the students involved. We will use this data/information to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2013-2014 ACSIP Plan and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Sherry Stewart, Director of Special Ed.0	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION RESULTS: At the conclusion of the 2012-2013 school year we reviewed the RTI and Referral Data for secondary students across the District. There were 31 referrals in grades 6-12 with 19 students meeting eligibility criteria as outlined in the IDEA guidelines. The placement rate was 61.29. There were 17 referrals with 10 placements among Caucasian students, 11 referrals with 7 placements among Hispanic students and 1 referral with 1 placement among Native American students. Action Type: Program Evaluation Action Type: Special Education	Sherry Stewart, Director of Special Ed.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$

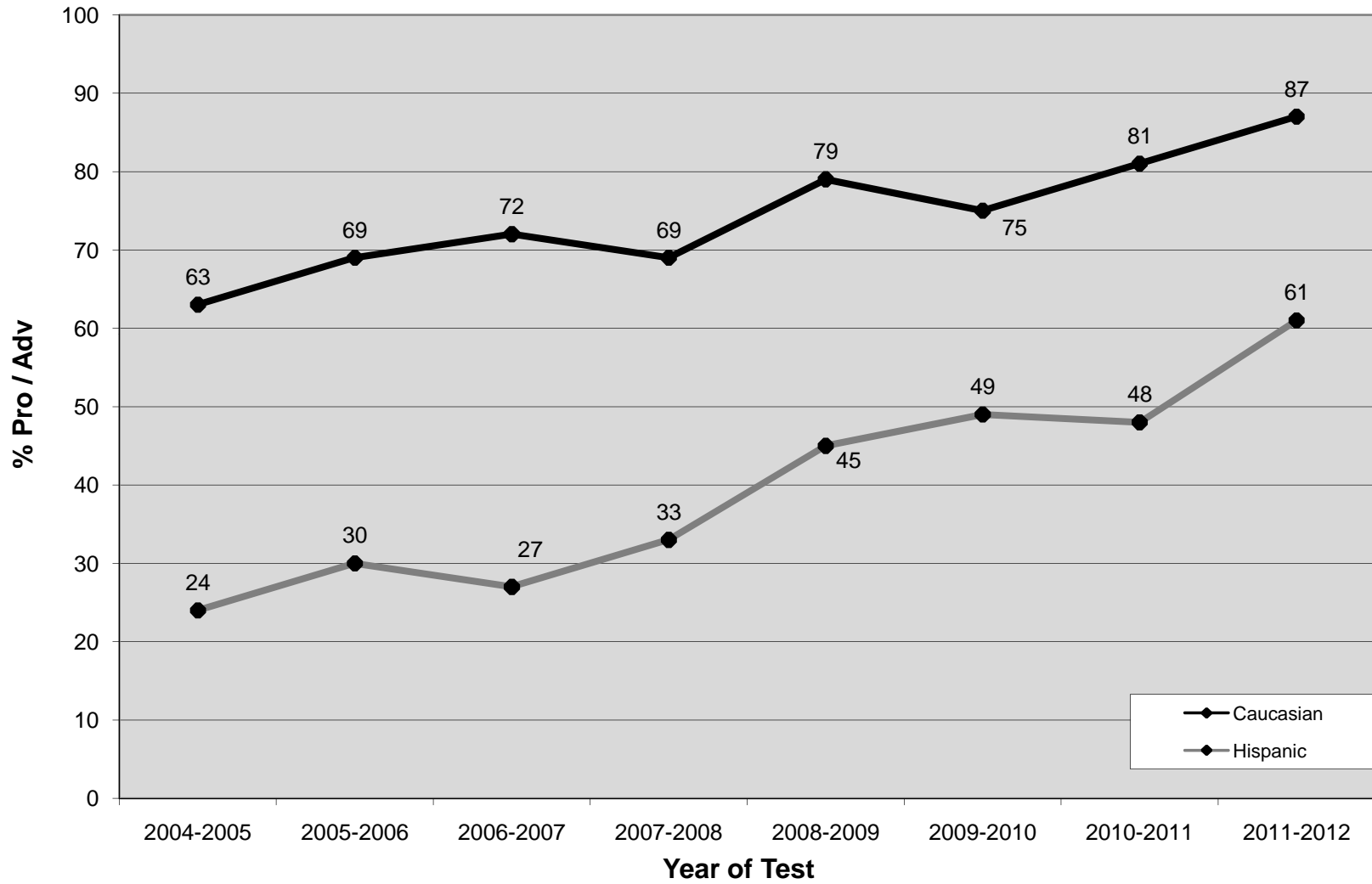
<p>COMPREHENSIVE NEEDS ASSESSMENT (Prevention of a Special Education Disproportionality Trigger): We formed Leadership Teams and analyzed the Response to Intervention (RTI) Team data. We aggregated and disaggregated the data to identify the number of students by race, especially Caucasian, to determine if the number of referrals to special education was decreasing and student needs were being met through the interventions offered by the RTI Teams. We examined our customs, norms, and expectations in order to dig deeper into why more of the Caucasian students are not getting their needs met without special education services. We will place emphasis on additional professional development in the area of RTI and implement a district-wide initiative in co-teaching this year. In addition we will monitor the RTI team data quarterly to identify areas needing additional attention. Action Type: Program Evaluation Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Ed.</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>PLAN DEVELOPMENT: Each building will update the File Maker database with their RTI data. This database includes demographic information regarding students in the RTI process, meeting dates, interventions being used, screenings, special education referral dates, and decisions from those referrals. Each semester the Special Services office will provide a summary of the referral/placement data, by race to building and district administrators as a way to monitor the progress towards the maintenance of a proportionate percentage of Caucasian students district wide to Caucasians students in special education to prevent over-identification. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Sherry Stewart, Director of Special Education</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$74411</p>

Planning Team

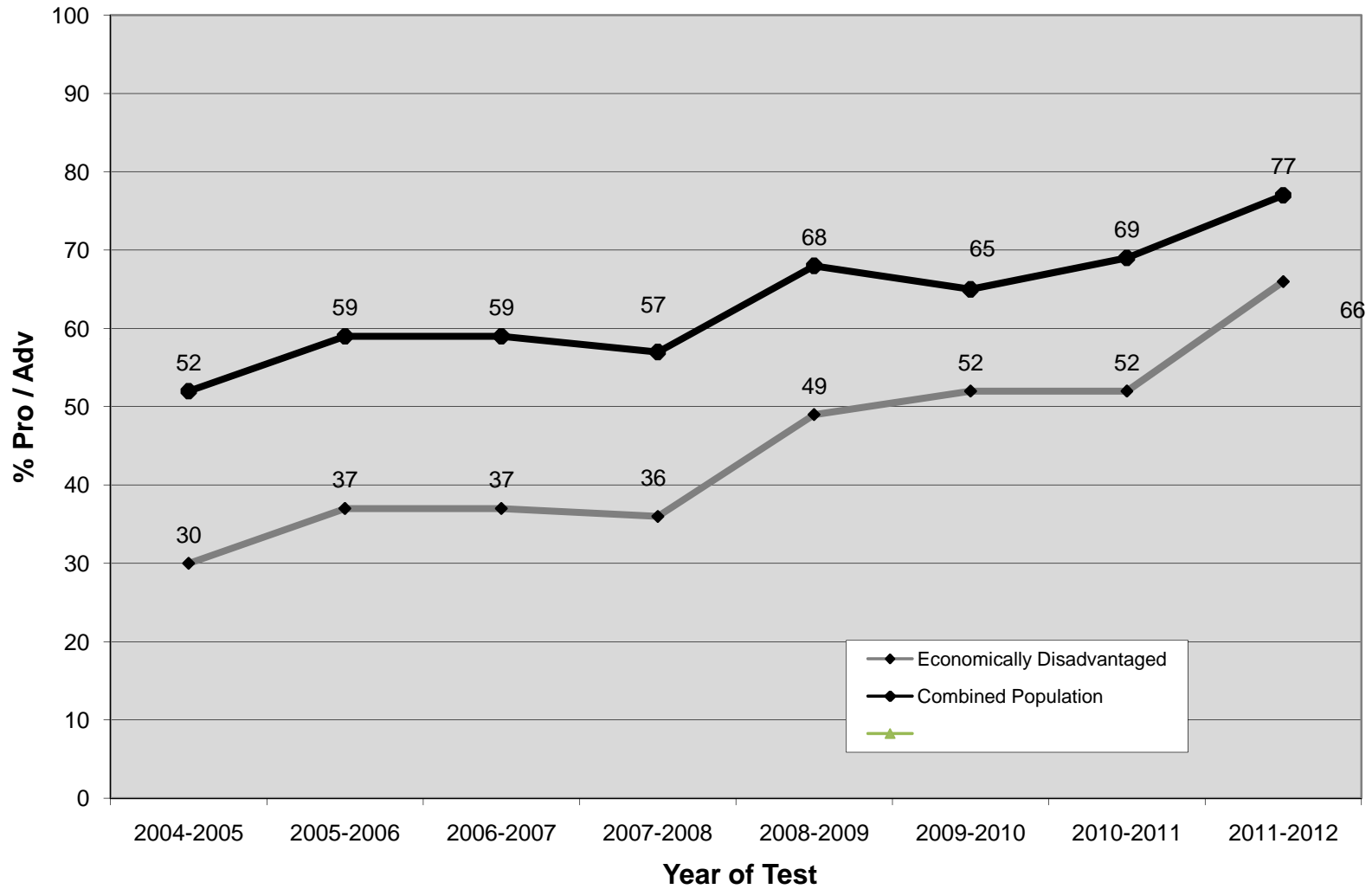
Classification	Name	Position	Committee
Business Representative	Jerry Carmichael	School Board Member	Health and Wellness
Classroom Teacher	Jim Brown	Elementary PE Teacher	Health and Wellness
Classroom Teacher	Jim Yurwitz	PE teacher and coach	Health and Wellness
Classroom Teacher	Melody Keazer	Health Teacher	Health and Wellness
Classroom Teacher	Patsy Mooney	Health Teacher	Health and Wellness
Community Representative	Megan Cuddy	Chamber of Commerce	Health and Wellness
District-Level Professional	Beth Pesnell	Math Curriculum Specialist	Math
District-Level Professional	Debbie Atwell	Committee Member	ACSIP Leadership, Leadership, Math
District-Level Professional	Dr. Janie Darr	Superintendent	ACSIP Leadership
District-Level Professional	Dr. Virginia Abernathy	Assistant Superintendent	Mathematics
District-Level Professional	Dr. Virginia Abernathy	Assistant Superintendent	Literacy

District-Level Professional	Dr. Virginia Abernathy	Assistant Superintendent	ACSIP Leadership
District-Level Professional	Dr. Virginia Abernathy	Asst. Superintendent	Special Ed.
District-Level Professional	Dr. Virginia Abernathy	Assistant Superintendent	Parental Involvement
District-Level Professional	Margie Bowers	Food Service Manager	Health and Wellness
District-Level Professional	Mark Sparks	Deputy Superintendent	ACSIP Leadership
District-Level Professional	Mark Sparks	Deputy Superintendent	Special Ed.
District-Level Professional	Monica Avery	Federal Programs Coordinator	Parental Involvement
District-Level Professional	Monica Avery	Federal Programs Coordinator	ACSIP Leadership
District-Level Professional	Monica Avery	Federal Programs	Special Ed.
District-Level Professional	Monica Avery	Federal Programs Coordinator	Health and Wellness
District-Level Professional	Phil Eickstaedt	Assistant Superintendent	Special Ed.
District-Level Professional	Phil Eickstaedt	Assistant Superintendent	Literacy, Math, ACSIP Leadership
District-Level Professional	Sherry Stewart	Director of Special Ed.	Special Ed.
District-Level Professional	Susan Hensley	Curriculum Specialist	Literacy
District-Level Professional	Tricia Holiday	ESOL Director	ACSIP Leadership
Non-Classroom Professional Staff	Claudette Flowers	Cafe. Manager	Health and Wellness
Non-Classroom Professional Staff	Liz Harter	Co-Chair	Health and Wellness
Non-Classroom Professional Staff	Mary Elmore	Principal Lingle Middle School	ACSIP Leadership
Non-Classroom Professional Staff	Robert Moore	RHS Principal	ACSIP Leadership
Non-Classroom Professional Staff	Sheila Staten	Cafeteria Manager	Health and Wellness
Non-Classroom Professional Staff	Traci Hensley	Literacy Coach	ACSIP Leadership
Parent	Ashley Phillips	Member	Parent Involvement
Parent	Lisa Reading	Member	Parent Involvement/Literacy/Math
Parent	Rachel Harris	Member	Literacy/Math/Parent Involvement
Parent	Sandra Rincon	Committee Member	ACSIP Leadership
Parent	Sherry Jones	Parent	Parental Involvement
Parent	Teresa Haugen	Parent	Special Ed.
Principal	Johnnie Wilbanks	Principal	Special Ed.

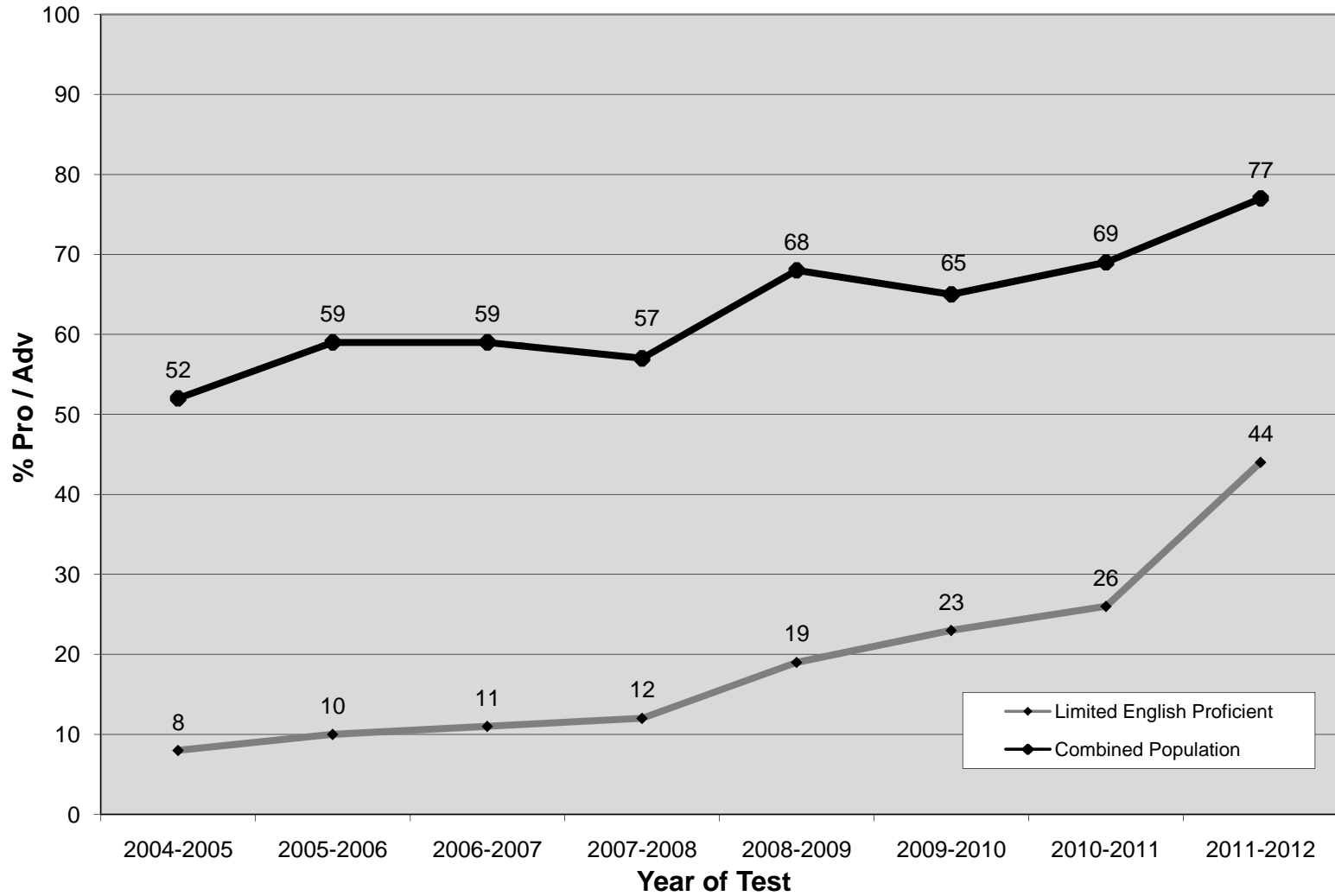
**ACTAAP Benchmark
11th Grade Literacy
Caucasian vs Hispanic**



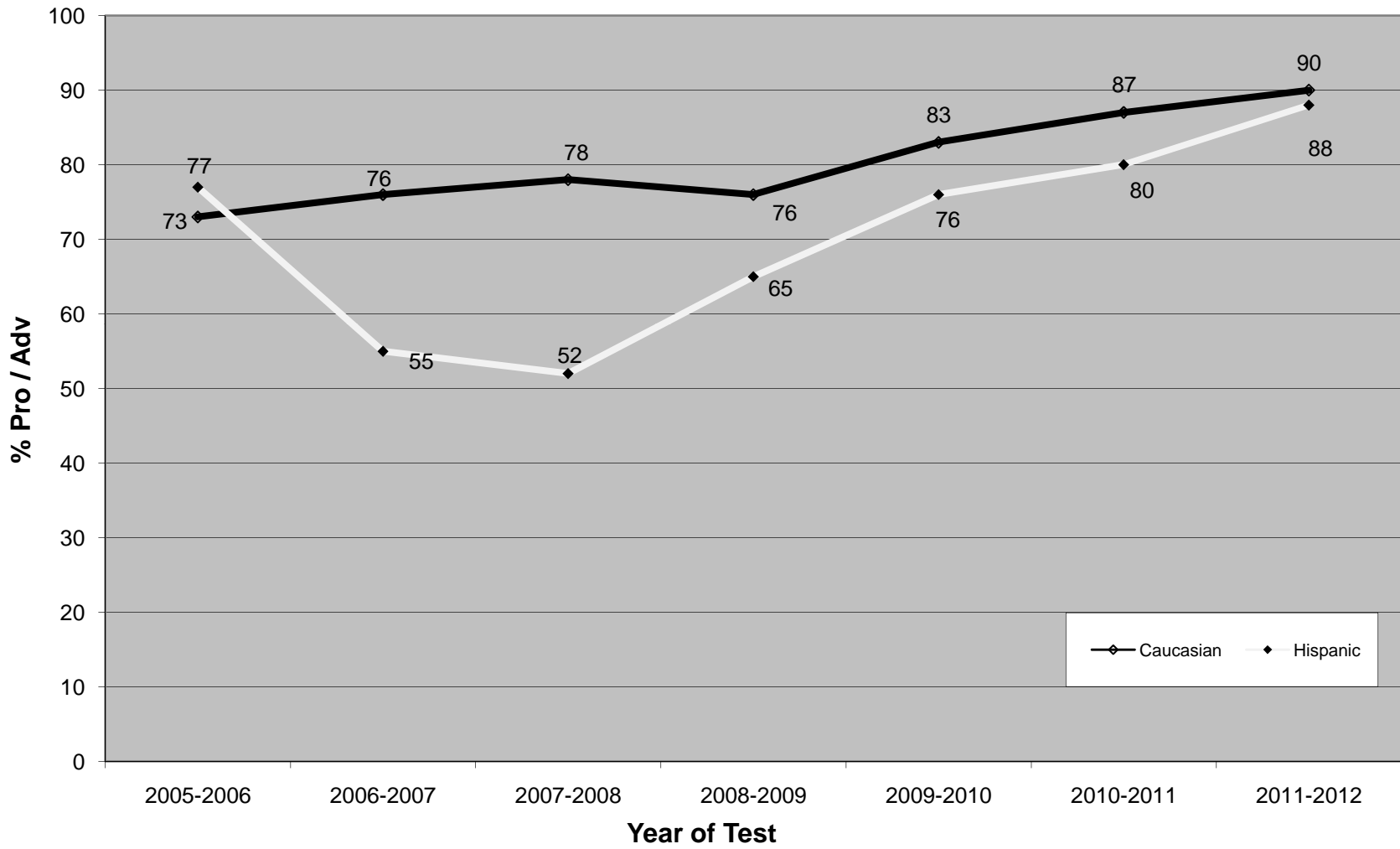
**ACTAAP Benchmark
11th Grade Literacy
Economically Disadvantaged vs Combined Population**



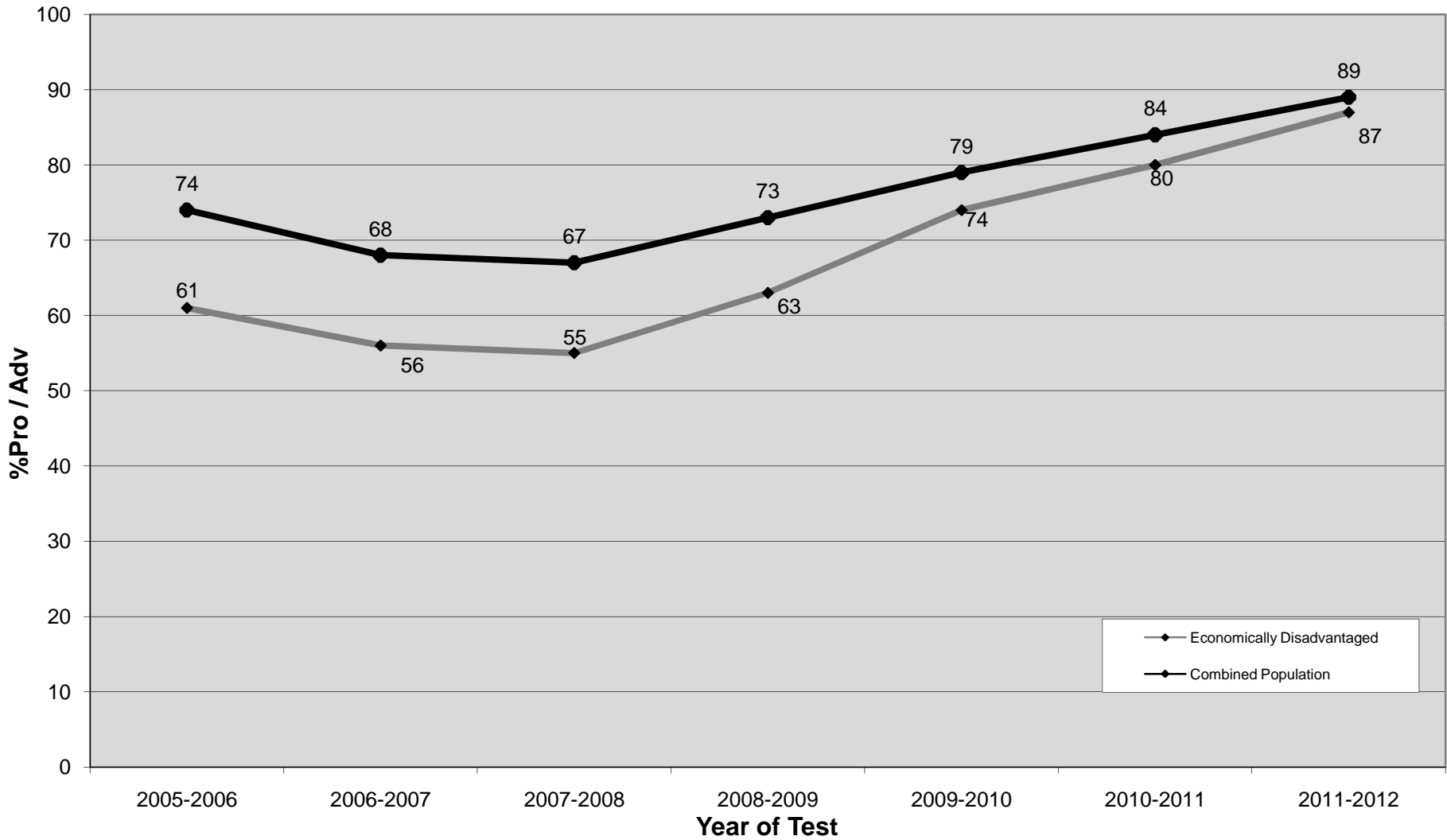
**ACTAAP Benchmark
11th Grade Literacy
Limited English Proficient vs Combined Population**



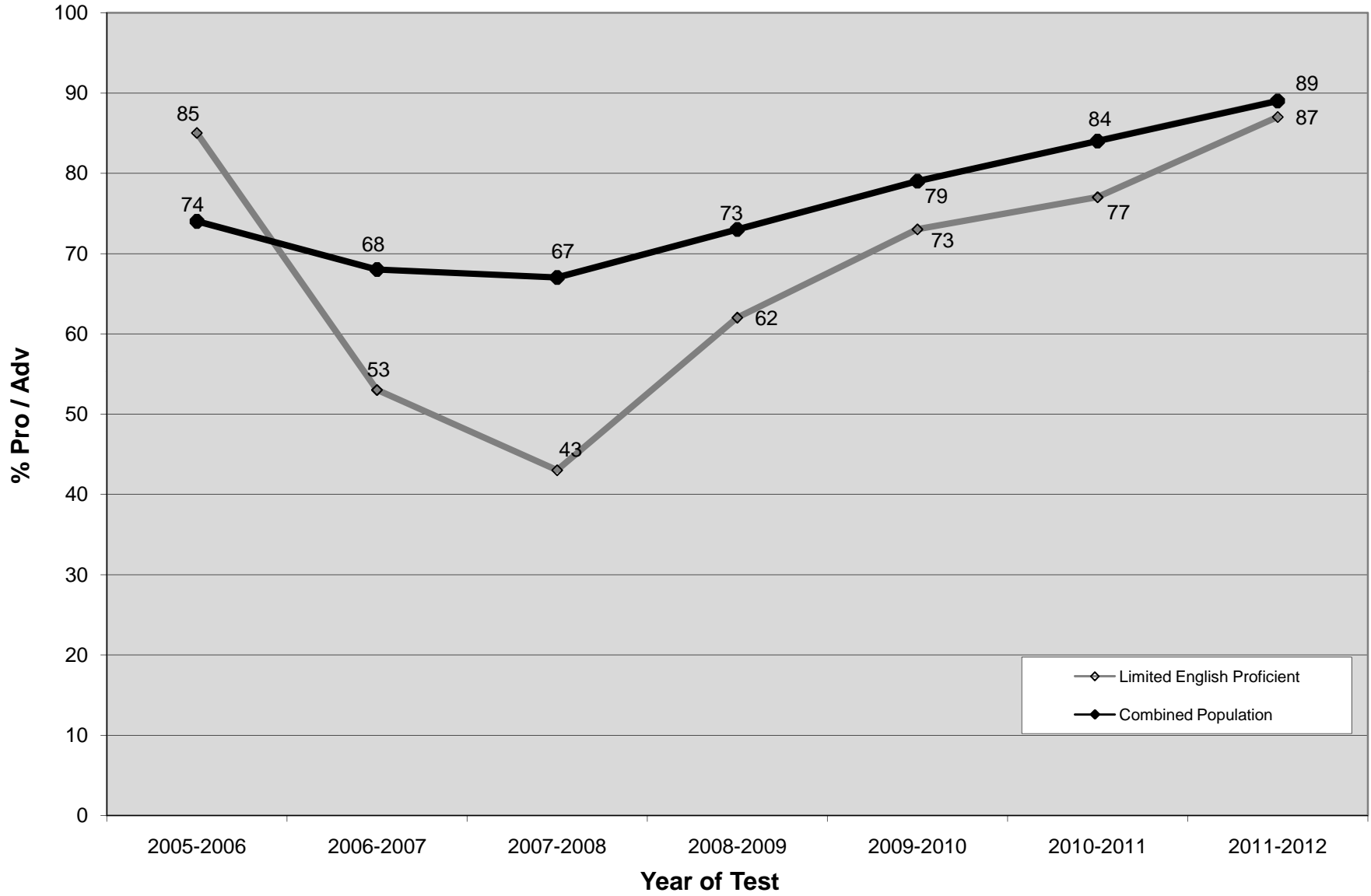
**ACTAAP Benchmark
3rd Grade Literacy
Caucasian vs. Hispanic**



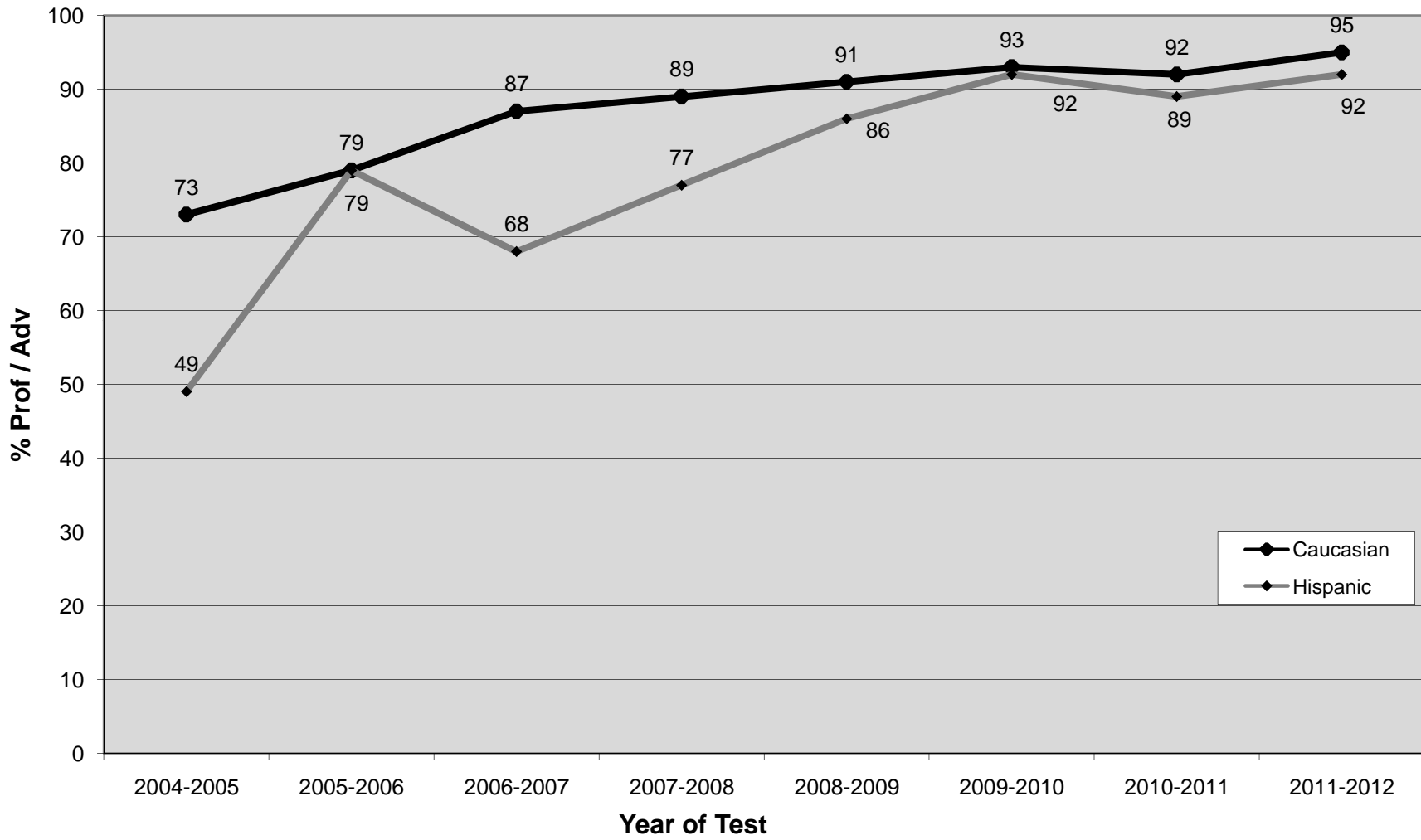
**ACTAAP Benchmark
3rd Grade Literacy
Economically Disadvantaged vs. Combined Population**



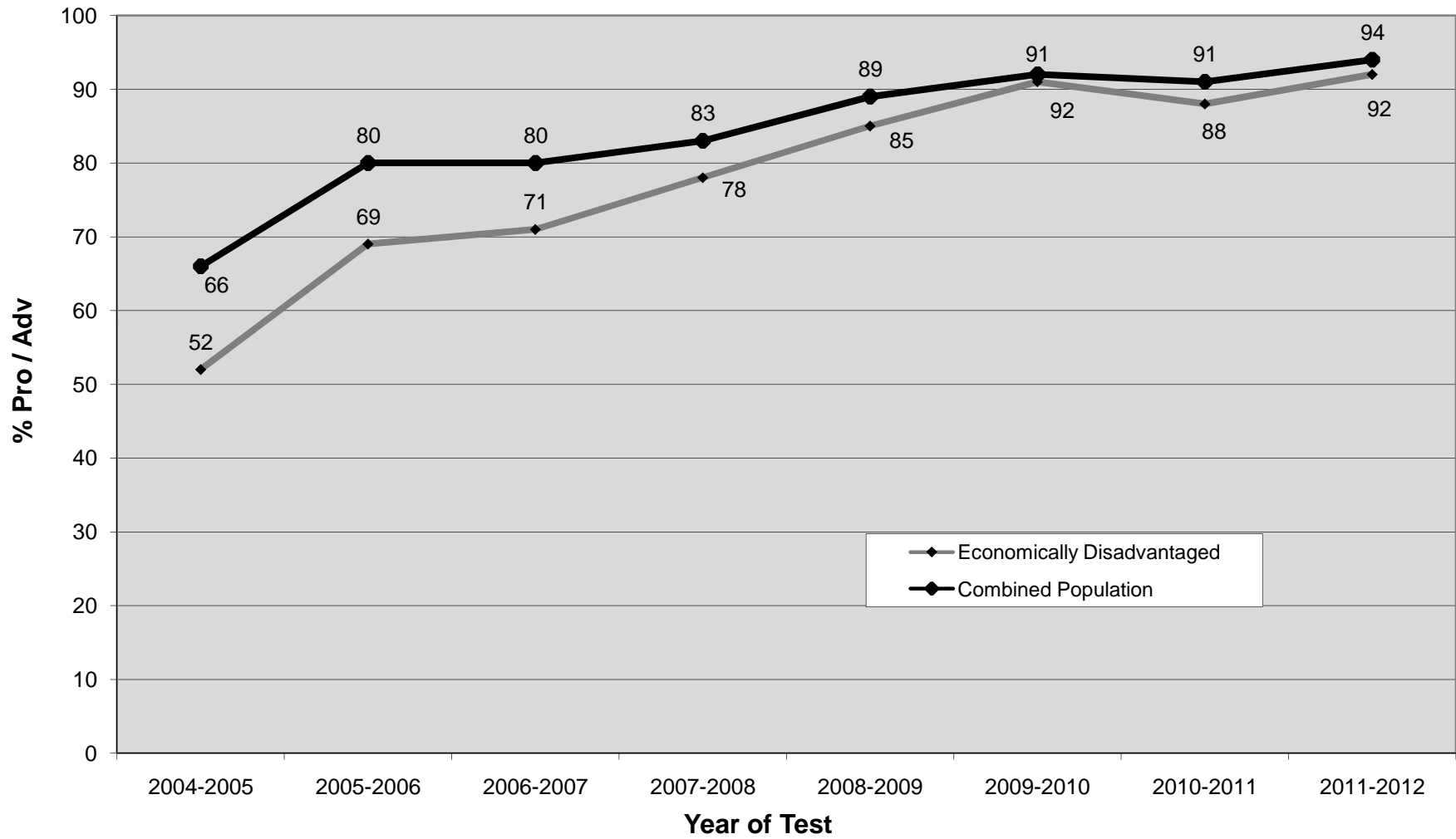
**ACTAAP Benchmark
3rd Grade Literacy
Limited English Proficient vs Combined Population**



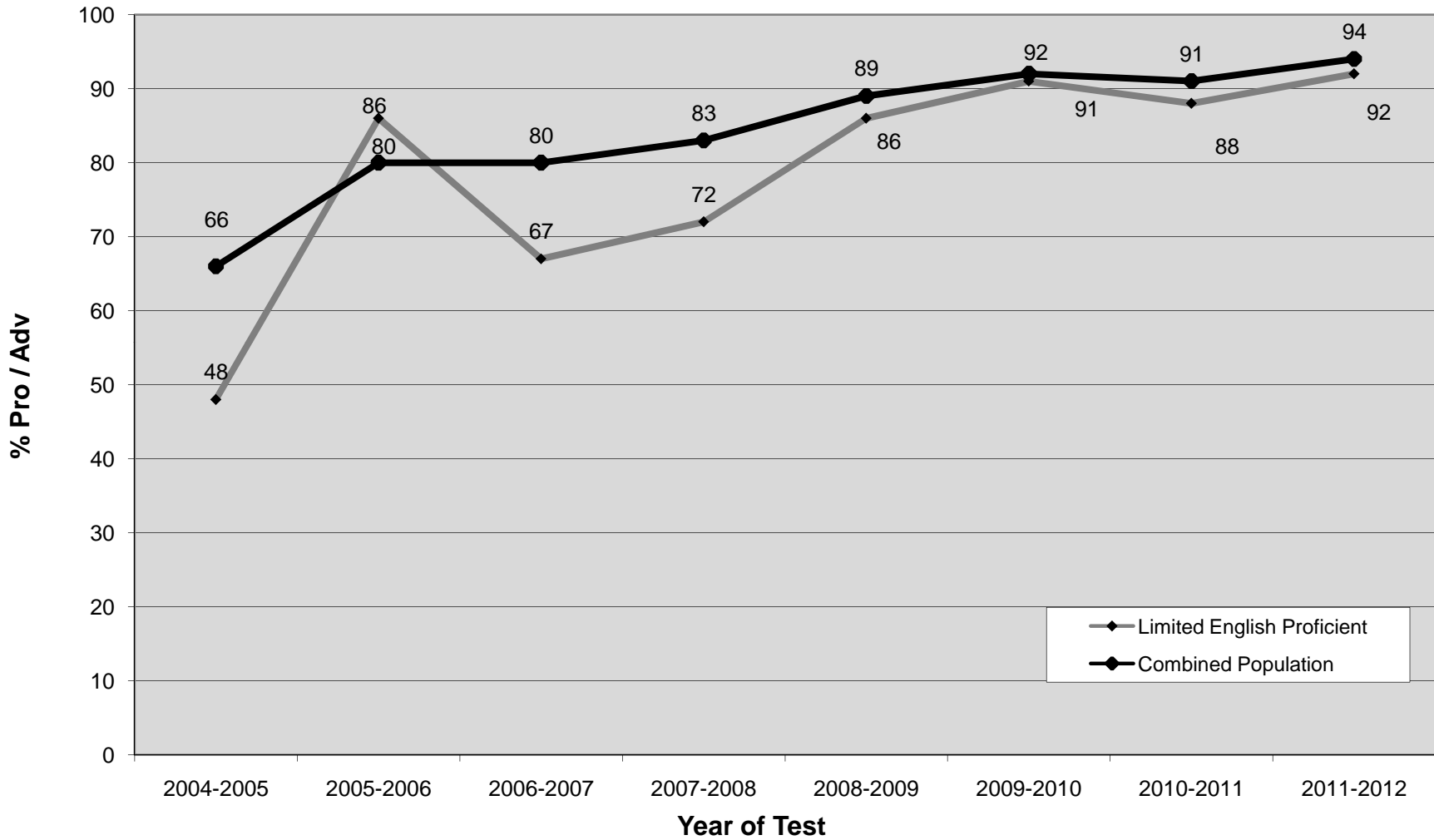
**ACTAAP Benchmark
3rd Grade Math
Caucasian vs Hispanic**



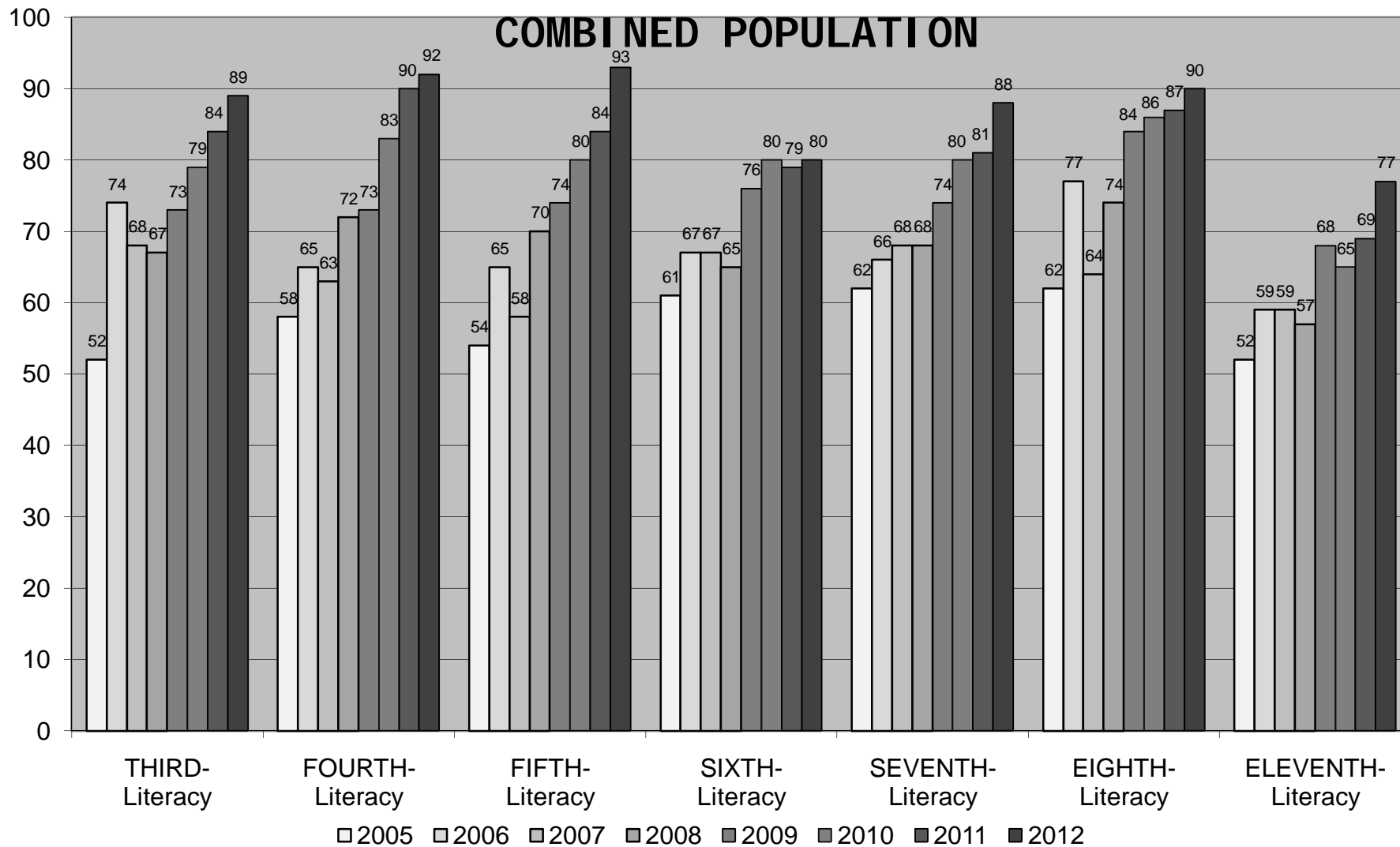
**ACTAAP Benchmark
3rd Grade Math
Economically Disadvantaged vs Combined Population**



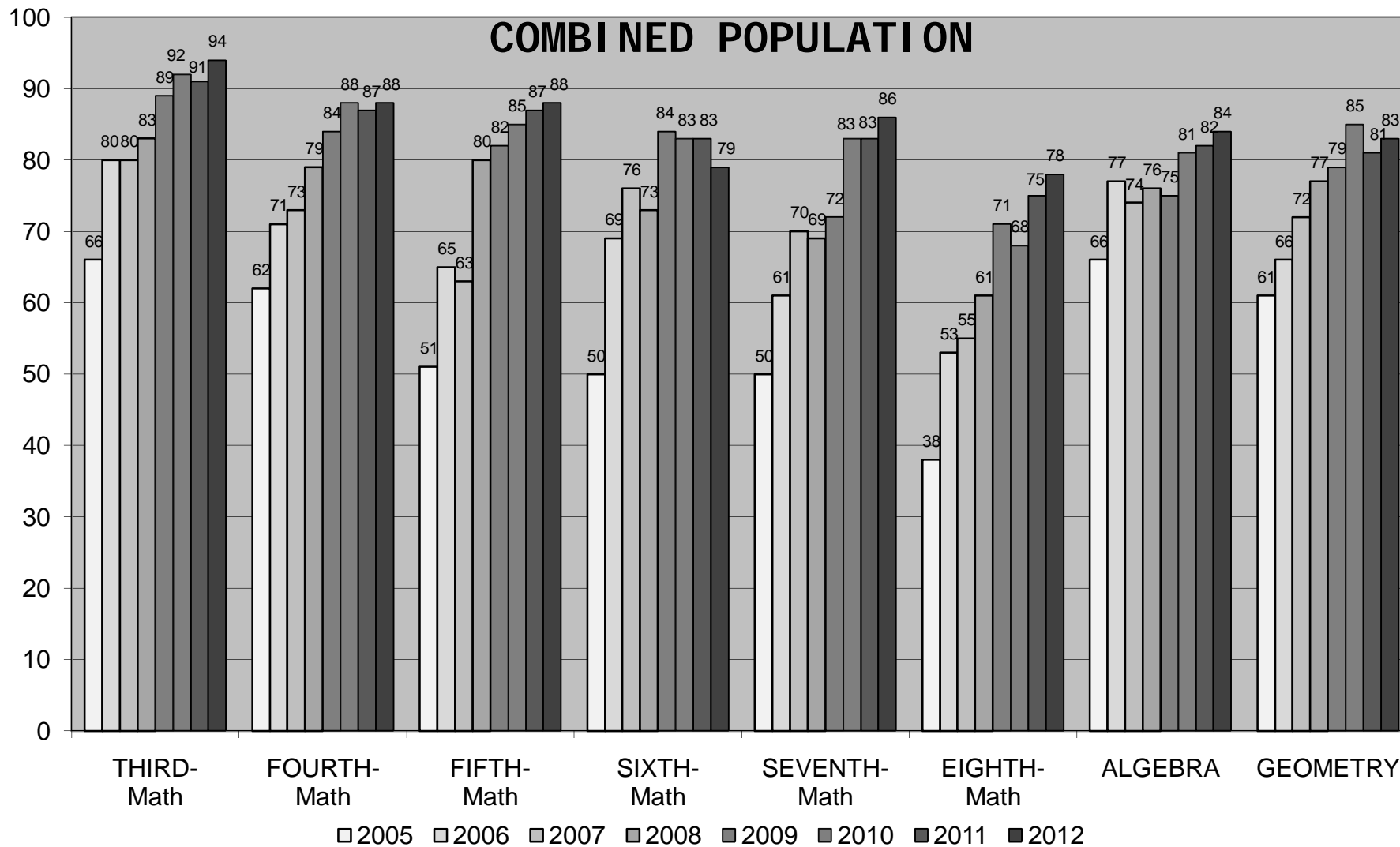
**ACTAAP Benchmark
3rd Grade Math
Limited English Proficient vs Combined Population**



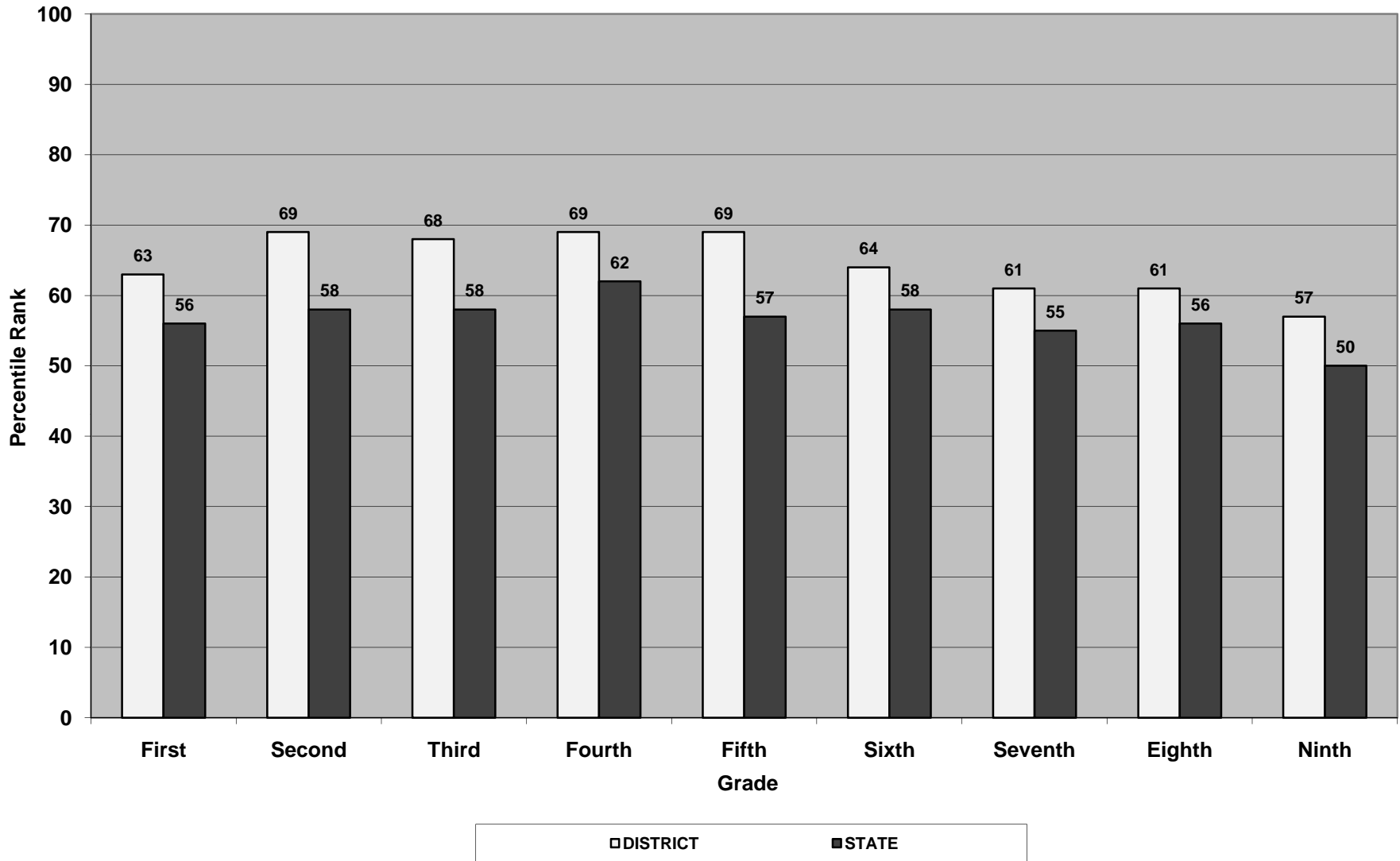
**Rogers District Summary
BENCHMARK LITERACY EXAMS 2005 - 2012
Percent Combined Population Scoring Proficient and Advanced**



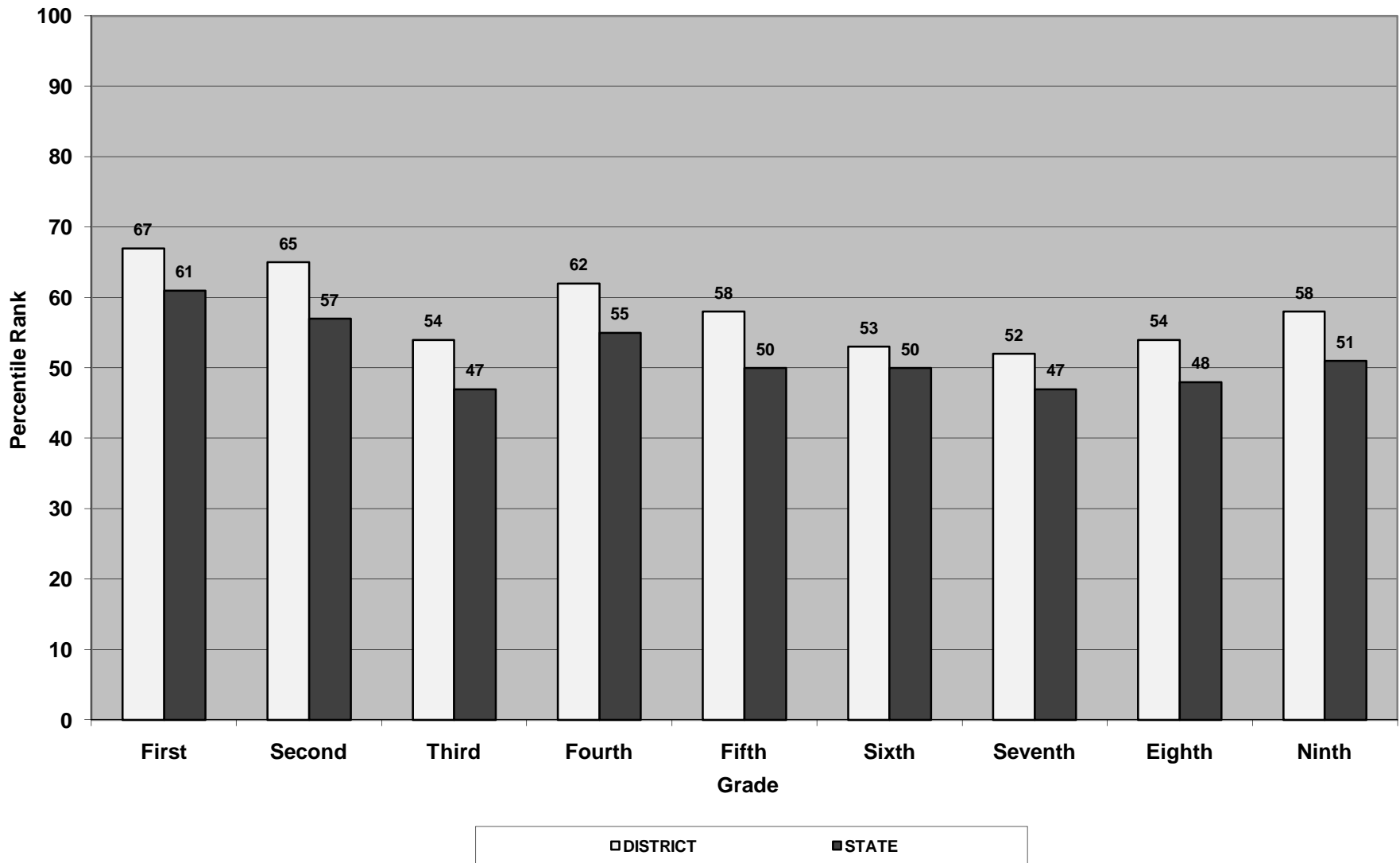
Rogers District Summary
BENCHMARK MATH EXAMS 2005 - 2012
Percent Combined Population Scoring Proficient and Advanced



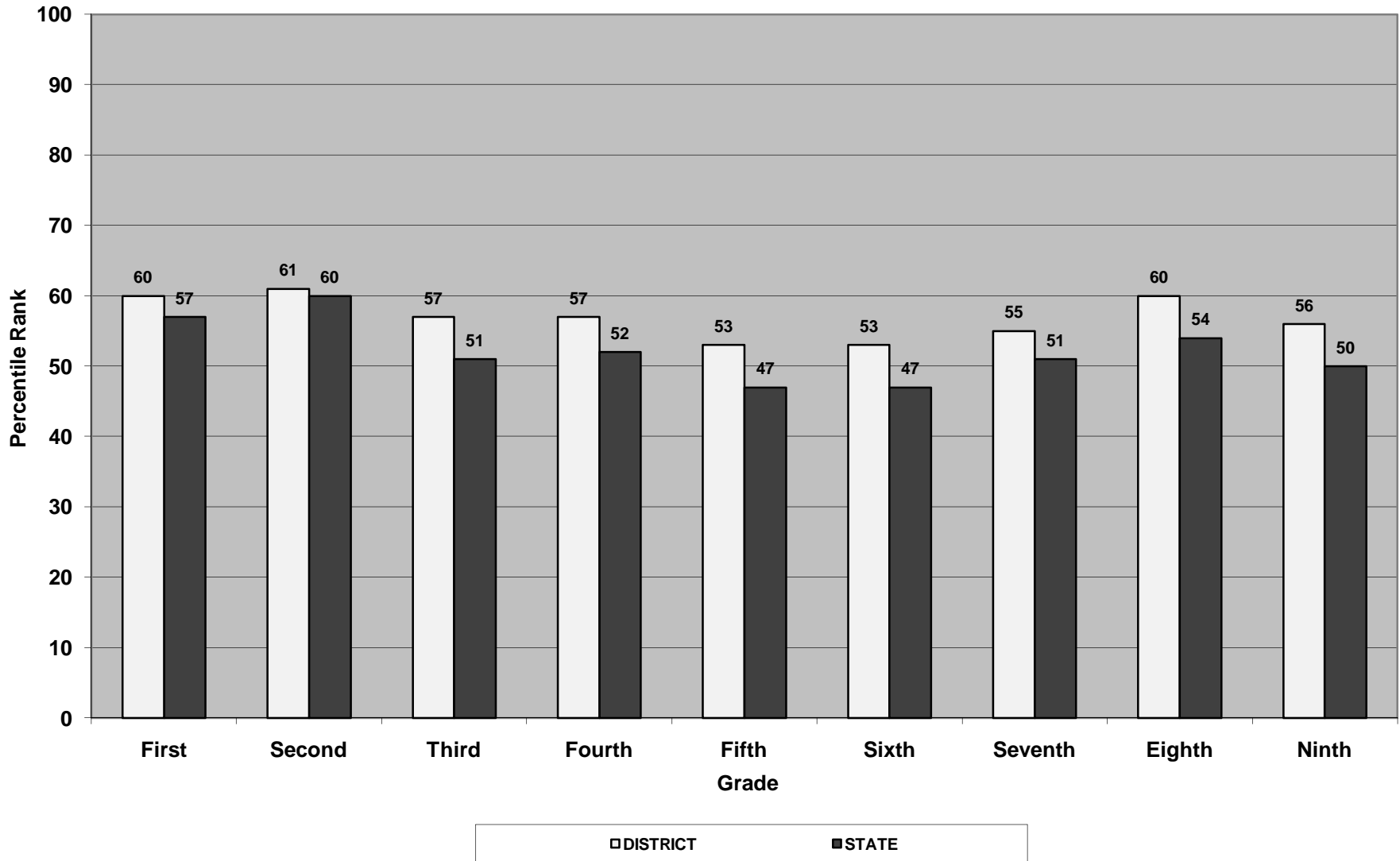
ITBS Math National Percentile Rank 2012



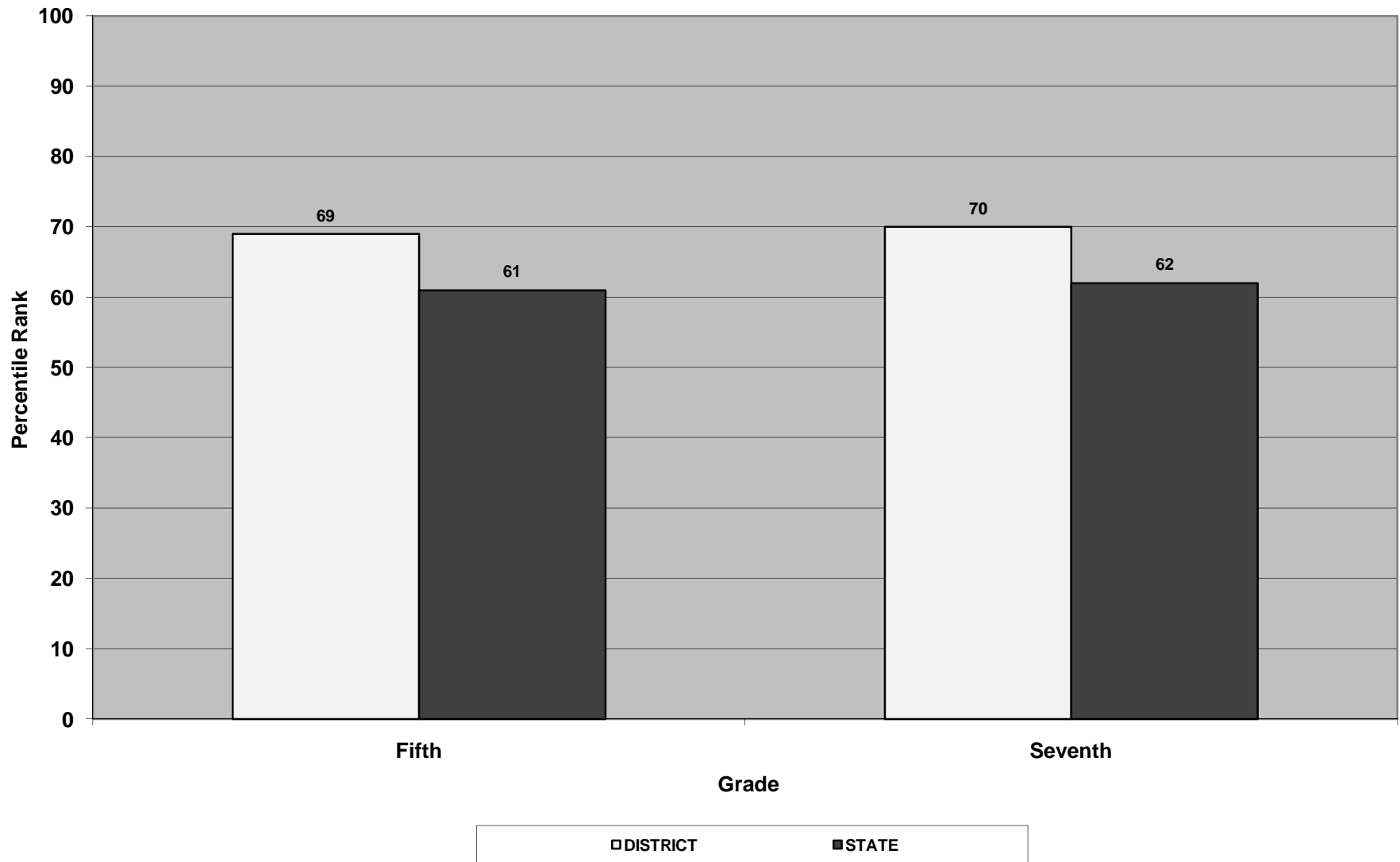
ITBS Language National Percentile Rank 2012



ITBS Reading National Percentile Rank 2012



ITBS Science National Percentile Rank 2012



Rogers Public Schools

HERITAGE HIGH SCHOOL

Student Reg. Form Schedule Entry/Withdrawal Curriculum Testing Discipline Absences Grades

ID FIRST NAME LAST NAME GR. STATUS STATE ID BLDG

[REDACTED] [REDACTED] [REDACTED] 10 A [REDACTED] 52



Alerts



DEMOGRAPHICS

CURRICULUM

BIRTHDATE 02/18/97
 MEAL STATUS 03
 STUDENT LANG ES
 GUARD LANG EN
 GENDER F
 ETHN CODE H
 BOUNDARY BLD 52
 TEAM B
 LOGIN [REDACTED]

CURR. RG
 REACH N
 ESOL LEVEL 5
 504 N
 MIGRANT N
 TAGG

HOMEROOM KELLEY, JACQUELYN

[Google Map](#)

GUARDIAN: [REDACTED]
 ADDRESS: [REDACTED] N 3RD ST
 ROGERS AR 72756
 PHONE: [REDACTED]
 EMAIL: [REDACTED]

SP.ED. DETAILS
504 ACCOMMODATIONS
ESOL DETAILS
ESOL ACCOMMODATIONS
BENCHMARK

DATE: COMMENTS:

ENTERED BY:

Rogers Public Schools

HERITAGE HIGH SCHOOL

Student	Reg. Form	Schedule	Entry/Withdrawal	Curriculum	Testing	Discipline	Absences	Grades
ID	FIRST NAME	LAST NAME	GR.	STAT	ELL	CURR	SCHOOL	

Year	Bldg	Grade	Curr	Entry Date	Entry Description	Exit Date	Exit Description	Exit Code
2013R	52	10	RG	2012-08-20	FIRST ENROLL/YEAR			
2012R	52	09	RG	2011-08-15	FIRST ENROLL/YEAR	2012-05-18	YEAR-END ROLLOVER	YER
2011R	46	08	RG	2010-08-19	FIRST ENROLL/YEAR	2011-06-08	YEAR-END ROLLOVER	YER
2010R	46	07	RG	2009-08-19	FIRST ENROLL/YEAR	2010-06-09	YEAR-END ROLLOVER	YER
2009R	46	06	RG	2008-08-18	FIRST ENROLL/YEAR	2009-06-03	YEAR-END ROLLOVER	YER
2008R	34	05	RG	2007-08-20	FIRST ENROLL/YEAR	2008-06-04	YEAR-END ROLLOVER	YER
2007R	34	04	RG	2006-08-21	FIRST ENROLL/YEAR	2007-06-07	YEAR-END ROLLOVER	YER
2006R	34	03	RG	2005-08-19	FIRST ENROLL/YEAR	2006-05-31	YEAR-END ROLLOVER	YER
2005R	43	02	RG	2004-08-19	FIRST ENROLL/YEAR	2005-06-01	YEAR-END ROLLOVER	YER

Rogers Public Schools

HERITAGE HIGH SCHOOL

Student Reg. Form Schedule Entry/Withdrawal Curriculum Testing Discipline Absences Grades

ID FIRST NAME LAST NAME GR. STAT ELL CURR TEAM SCHOOL

CRT Math CRT Literacy CRT Science NRI ILLI STAR EOC Math EOC Bio EOC Lit

11-12 SS Cut Scores:

	BEL	BAS	PRO	ADV
3rd Grade:	408 & Below	409-499	500-585	586 +
4th Grade:	494 & Below	495-558	559-639	640 +
5th Grade:	543 & Below	544-603	604-696	697 +
6th Grade:	568 & Below	569-640	641-721	722 +
7th Grade:	621 & Below	622-672	673-763	764 +
8th Grade:	654 & Below	655-699	700-801	802 +

School Year: 07-08 08-09 09-10 10-11 11-12
 Grade: 05 06 07 08 09

SEARCH
BM Group Averages



PROFICIENCY LEVEL	4	4	3	3	
SCALED SCORE	697	746	759	740	
RAW SCORE	61	60	42		

NUMBER OPERATION OP	8	8	5	8	
MEASUREMENT OP	5	4	7	2	
GEOMETRY OP	4	6	0	0	
DATA ANALYSIS OP	2	8	2	4	
ALGEBRA OP	8	6	4	0	
NUMBER OPERATION MC	7	4	7	5	
MEASUREMENT MC	5	5	4	4	
GEOMETRY MC	8	7	3	6	
DATA ANALYSIS MC	7	5	5	5	
ALGEBRA MC	7	7	5	4	

Rogers Public Schools

HERITAGE HIGH SCHOOL

Student Reg. Form Schedule Entry/Withdrawal Curriculum Testing Discipline Absences Grades

ID FIRST NAME LAST NAME GR. STAT ELL CURR TEAM SCHOOL
 [REDACTED] [REDACTED] [REDACTED] 10 A 5 RC B 52

CRT Math CRT Literacy CRT Science NRT TEL STAR EOC Math EOC Bio EOC Lit

11-12 SS Cut Scores:

	BEL	BAS	PRO	ADV
3rd Grade:	329 & Below	300-499	500-653	654 +
4th Grade:	353 & Below	354-558	559-747	748 +
5th Grade:	381 & Below	382-603	604-798	799 +
6th Grade:	416 & Below	417-640	641-822	823 +
7th Grade:	425 & Below	426-672	673-866	867 +
8th Grade:	506 & Below	507-699	700-913	914 +

School Year: 07-08 08-09 09-10 10-11 11-12
 Grade: 05 06 07 08 09

PROF LEVEL	3	4	3	3	
SCALED SCORE	645	830	827	897	
LIT RAW SCORE	68	78	78		
RDG RAW SCORE	30	38	35		

SEARCH
 BM Group Averages



LITERACY OR	2	6	4	4	
PRACTICAL OR	6	7	6	8	
CONTENT OR	4	6	8	7	
WRITING MC	6	6	4	3	
LITERACY MC	5	7	4	4	
PRACTICAL MC	7	5	7	7	
CONTENT MC	6	7	6	7	
WRITING CONTENT	5.0	6.5	7.5	7.5	
WRITING STYLE	5.5	6.5	7.5	7.5	
SENT. FORM.	7.0	7.0	8.0	8.0	
USAGE	7.0	7.0	8.0	8.0	
MECHANICS	7.5	7.0	8.0	8.0	

Rogers Public Schools

HERITAGE HIGH SCHOOL

Student	Reg. Form	Schedule	Entry/Withdrawal	Curriculum	Testing	Discipline	Absences	Grades
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ID	FIRST NAME	LAST NAME	GR.	STAT	ELL	CURR	SCHOOL
			09	A	S	RC	

11-12 GRADES

Grade: 09

GRADES

MPeriods

Course	Description	Teacher	GRADES						MPeriods			
			1	2	Sem.	3	4	Sem	1	2	3	4
450001	INTRO TO ART	JONES, ELAINE	B	A	B	-	-		Y	Y	N	N
493850	KEYSTONE	SPEARS, JULIA	-	-		A	A	A	N	N	Y	Y
58502C	OPA-CH/POM SKL	WILSON, JEANNIE	A	A	A	A	A	A	Y	Y	Y	Y
493080	FAM/CON SCIENCE	WARD, JESSICA	A	B	B	A	B	A	Y	Y	Y	Y
430000	ALGEBRA I	BICE, JAMMI	B	C	B	B	B	C	Y	Y	Y	Y
410000	ENGLISH I	GRIFFIS, KELLY	B	D	C	C	C	C	Y	Y	Y	Y
423000	PHYSICAL SCIENC	BALL, KEN	B	B	B	C	C	C	Y	Y	Y	Y
470000	AMERICAN HISTOR	JOHNSON, WILLIE	B	B	B	C	C	C	Y	Y	Y	Y

10-11 GRADES

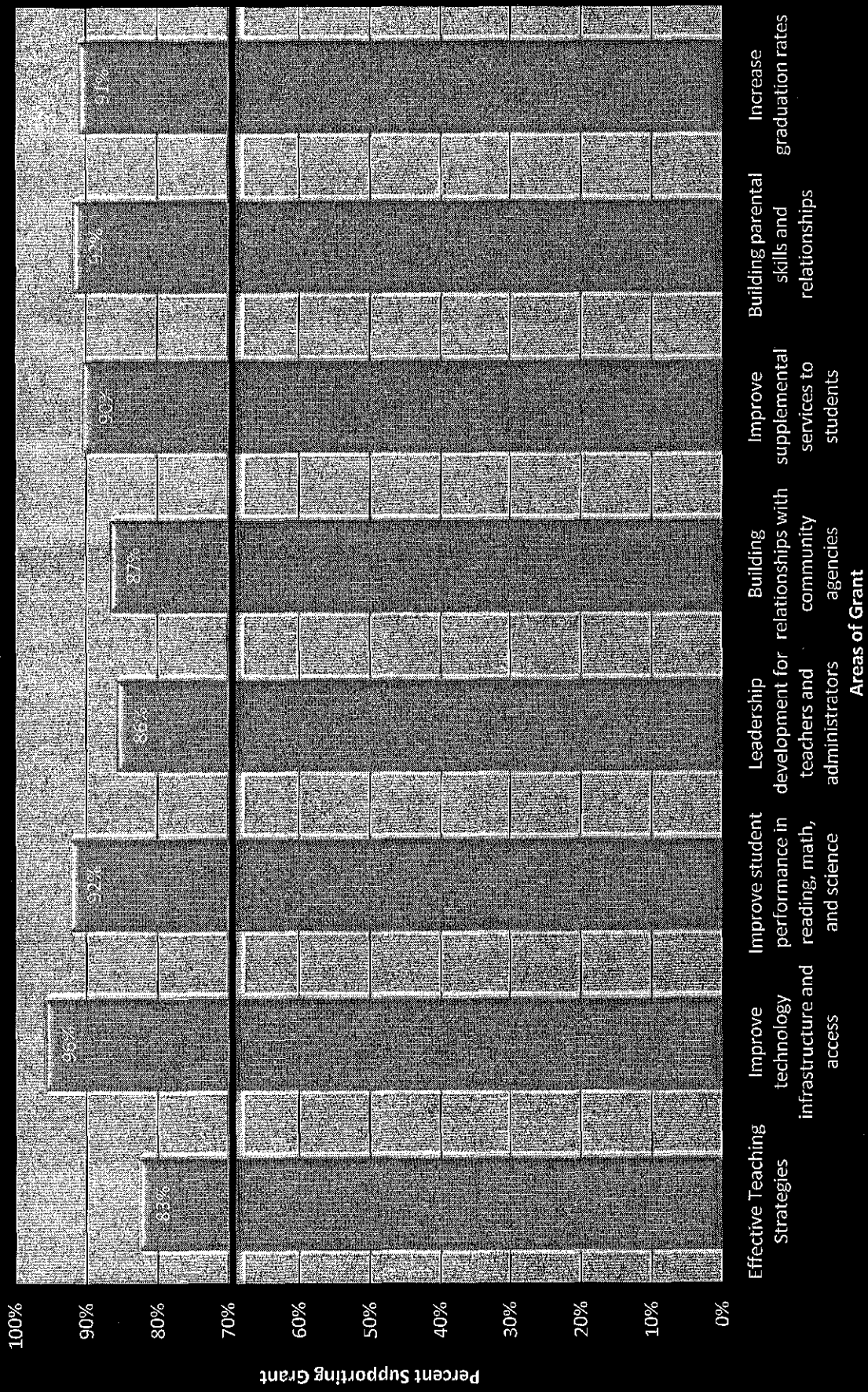
Grade: 08

GRADES

MPeriods

Course	Description	Teacher	GRADES						MPeriods			
			1	2	Sem.	3	4	Final	1	2	3	4
35853G	7-8-GIRLS CHOIR	MCARDLE, GLENDA	A	A	A	B	A	B	Y	Y	Y	Y
358818	8-WELLNESS	BOYLES, GARY PAUL	P	P	N/	P	P	N/	Y	Y	Y	Y
388110	8-ENGLISH	PITTMAN, HARRIET	B	C	C	B	B	B	Y	Y	Y	Y
388210	8-SCIENCE	FREEMAN, LINDA	C	D	C	C	C	C	Y	Y	Y	Y
388310	8-PRE ALGEBRA	PHILLIPS, CHARLIE	B	D	C	C	C	C	Y	Y	Y	Y
388510	8-ART	BREAZEAL, BECKY	A	A	A	-	-	-	Y	Y	N	N
388710	8-WORLD HISTORY	CRESS, LISA	B	C	B	C	C	C	Y	Y	Y	Y
38890W	8-MM WEBPAGE	DAVIS, LISA N	-	-	-	A	B	A	N	N	Y	Y
399058	8-KEYBOARDING	KING, MAUD	A	B	A	B	A	B	Y	Y	Y	Y

RPS Staff Supporting Race to the Top Grant



Series1

Additional input or suggestions

I am 115% in support of this opportunity!

I strongly endorse the Rogers Public Schools' Race To The Top Grant application with the focus on personalized learning.

Additional funds for Pre-Kindergarten.

Two and three are of the utmost value to the classrooms in the District. The others are far less needed or important to increased learning by all.

Not sure it applies but it would be nice to have some updates to the older elementary gyms. How can students learn and move when it is 100+ in the gym for a few weeks at the beginning and end of each year.

More focus on Project and Service Learning to engage students in areas of personal interest. Yes! Our students would greatly benefit from support in each area above!

One to one computing and electronic textbooks.
Support for implementation of CCSS (common core standards)
Community Resources for parents of ESL students

More technology specialists as a part of component #2

New Tech High School should make available just that...new technology for students to work with
Support for High School oriented After School Programs. Support for school based clubs
Currently in its 5th year as a school, Heritage High School has done a good job of incorporating many of these aspects as a means of improving student achievement and creating a positive learning environment for its students.

The plan will help the teachers help students and families.

There are some special education students that will struggle to be on grade level. They can grow and learn but some may never be on grade level.

More special education consultants to aid the teachers, regular and special.

Special Education technology to be improved for the district

Can there be a component that applies to our subpops? Specifically improving student performance with our ELL and SPED populations.

I see the value of all the initiatives. As a second year employee in this district, I see many forward thinking ideas that only require a source of funding to implement. Access to technology paired with effective research based teaching strategies are an example supported in this district. In addition,

building capacity through facilitators and teacher leaders would provide internal support to evaluate effective programs supported through data.

add additional School Psychology Specialist to provide additional behavioral supports and interventions for regular education and special education teachers

We do not need any more programs during the school year as there is no more time in the day. Love the idea of science facilitators and additional health resources as well as summer programs.

6. Please consider Full Time Art Teachers so that all students can have access to Art (kindergarten currently does not get to participate in Art class). Art is also a component of The Common Core Curriculum Maps and is crucial to support the Literacy Common Core. 6. Could Spanish at the Elementary level be looked at- for all students? 2. Elementary needs computer labs and instructors (teachers/instructional assistants) to support the technology standards and skills students. Students are being asked to demonstrate skills such as keyboarding at earlier age through Literacy Common Core standards 3. I believe that we do need to have full-time facilitators at every school, and we need to provide training. 3. However, I believe that we do not need any more "programs." I am all for finding the best programs, but if better programs out there, please allow for the flexibility of implementation and for some of the current programs to be discontinued . Remembering: that not all fits all students. 3. Additional Teachers to support Co-teaching for SPED and ESOL. Schools are finding success with this approach.

Build student accountability skills.

Educational technology for all teachers, including training necessary to use the technology and how to incorporate into instruction. More training and workshops specific to the needs of our special education population; building a relationship between our community and our special education students

Improve supplemental services for slow learners.

All elementaries need a full time Math facilitator.

Provide training to the general education staff regarding students with special needs and the importance of differentiating instructional practices.

Building student behavioral supports and interventions by adding behavior consultants and/or facilitators to staff

How about more after school programs?

We need to add full time math facilitators in each building.

We are very pro-active when it comes to anything that will improve student learning. With the technology advancements moving in every direction in and outside of education, we really have to stay in tune so that we can be ready to adapt something that may help us. We are very fortunate to have a technology department that stays in touch with the latest education products who in turn advises our curriculum department who then advises the appropriate personnel at every school level.

Improve student instruction through the use of Academic Facilitators.

Send more classroom teachers to national conventions.

Many classrooms are still in need of technological supplies and programs for teaching our kids for the future!

I would like to comment on #3. So many students get "left behind" and therefore, are not on grade level because it is left up to the individual teacher to provide timely remediation for concepts that students do not understand...while simultaneously providing enriching activities for the students who "got it"...all the while attempting to manage classroom behavior. It is too much to for one person to do well. Often, teachers just do their best, but have to "move on" at some point, even when children have still not learned a concept to mastery. This "moving on" has a compounding effect on learning. By the time they reach my grade level (6th), students have so many deficits that derive from grade levels as early as first or second grade, that I am not capable of remediating their understanding in my classroom and still be able to teach grade level and above material. I strongly feel that a restructuring of our school day needs to be considered...one that has frequent remediation times built in to the schedule. This would require more certified support staff..."specialists" if you will, that could do what our academic facilitators have not been allowed to do: diagnose academic deficiencies in struggling students, design a plan of remediation (let's call it a measurable AIP with purpose and accountability as opposed to our current AIP's where we just HOPE what we are doing will work), collaborate with teachers and parents to carry out the plan, and most importantly work with students. If our goal is to truly get students on grade level, the classroom teachers need help. Yes, the effective teaching strategies we have learned from Dr. Pollock have made a huge difference in my instruction, and I have implemented them to the best of my abilities. I am a middle school teacher, and I'm using GANAG planning and interactive notebooks, providing opportunities for frequent feedback, incorporating the 9 high yield strategies, fostering the 8 mathematical practices in my students, and using "live standards based scoring" even though I'm not required to for grading purposes. I feel like I am doing everything right, but I still have struggling students. I have difficulty finding the time in one class period per day to follow through with the immense amounts of individual and small group remediation needed for students to catch up. If our district is wanting to race to the top, doesn't it make sense that one teacher can not carry all 120-140 students by him/herself without losing a few? There needs to be someone who can pick up the ones who have been dropped. I hope that my suggestions will seriously be considered. Krista Stewart, 6th grade math, Elmwood Middle School

I feel that this would be beneficial to our district. I hope we get it.

Pay raises for all staff.

#3 is important, but I don't think we need more facilitators. They might be better used as classroom teachers.

Additional reading support at early levels, like full implementation of Readign Recovery.

Improved classroom furnishings that will accommodate computers, data and research sources on one surface. More books to support Common Core

What about getting raises for teachers?

Increase focus on giving teachers time to teach with fewer distractions (overlapping professional development programs, excessive student absences from the plethora of sports/academic/university/arts/pep rally/trips/mentoring programs and activities that interrupt the school day) and more emphasis on creative ways for teachers to help students achieve academically.

Help in adding amplification in all classrooms.

Resources for Special Education: Money to make smaller class sizes for special education classrooms

More funding for smaller class sizes in self-contained classrooms. More funding for paraprofessionals working with special education. More funding for therapists: physical therapy, occupational therapy, speech therapy.

More support/facilitators/programs for the high end learners that are often neglected

Money to hire more special education teachers and staff

More support for the GT students and teachers. They are often left out
This would be a tremendous asset to our school district!!!

As a classroom teacher, I believe that this grant will help all administrators, teachers, facilitators, and support staff in our school be able to reach more students and their families.

Rogers School District is committed to excellence in education. I feel fortunate to have the professional learning opportunities the district has provided over my 17 years. I hope this standard of excellence continues for the sake of the students. One suggestion I have is that we may explore alternative learning settings for the elementary students who truly struggle, do not qualify for Special Education services, and take precious time from other students' learning.

Improve RPS leadership and mentorship programs for all staff and students. I would like to propose an experiential programming site (Annex area) with a fully operational year round challenge course that all RPS students would attend before graduation. I would love to discuss this idea further if the district is interested in writing this type of programming into the Race for the Top Grant. Deb Walter 479-903-6978

RTI Interventionists on each campus

New Technology High

Each of the above are vital to successful learning. In an area where students have a vast deficiency in background knowledge, we desperately need experiential learning and summer programs, i.e., field trips, continuous learning, etc. If parents learning more about how to support their children in social settings as well as academic, the last pieces of the pie should make our district an amazing learning community!!

New Technology High School

After school programs and summer programs (jump start programs) I support along with any programs that will encourage parental support in the community

I support the work with Dr. Pollock, but the fact that some of us have been doing this work for three years and are still being expected to do redundant work is a waste of our time and the district's money.

Support to lessen outside problems that interfere with learning.

Full time instructional para-professionals in each Kindergarten class.

More technology for Kindergarten - 2nd grade: Smartboards, iPads, iPod touches, etc.

Full time instructional para-professionals in each kindergarten class.

Great school district that's always on the cutting-edge of educational strategies and puts the students first.

Allow time for teachers to plan after attending workshops to implement strategies.

Full time Gifted and Talented specialists/facilitators

Technology is the wave of the future. Our student need devices to move to the future. It takes a village to raise a child. It takes a village of teachers to teach a child, so any help we get will help us move to the future!!

All of these components would increase the already high quality of education in the Rogers Public Schools. The chance to provide possible summer school for students in need, the ability to provide parents with more additional resources to help their students succeed and an increase in technology education and accessibility would be a life changing experience for not only the students and teachers of the Rogers School District, but their families and our community.

Add more preschool education

RPS has many resources available throughout the district. We have many aides, facilitators, social workers, parents programs and such in every school in the district already. We have had access to many good resources in the education world. Such as Debbie Diller, Jane Pollock and CGI. The teachers are trained, trained and then trained some more. Our administrators have so much stuff going on as it is. Do they really need more training? No. In my opinion, the best use of this grant would be to start a Charter school in our district. This would provide students in our school district an alternative type of education.

Increase amount of ESOL support to students by increasing the number of ESOL teachers per building to meet the large numbers of students we serve.

This would be a great opportunity!!

Alternate individual plans for graduation written to meet the needs of the individual student (whether sped or reg!!!)

I think the focus that you have placed with these eight have really hit the mission of our district.

Find some way to increase student ability to function individually without the need for the teacher to hold his/her hand all the way.

Extra support for Module Creator and utilizing LDC in lesson plans

Further training/supports for special education and ESOL populations

This sounds great if there is a plan for the expense to keep it going after the four years is over.

Supply grant writing training, pay teachers for after school tutoring, have an art teacher for each school, Hire a person who can assist with writing grants-- in addition to Dr. Smith.

Ipads for grades k-2

We want a Math coach!

Ipads for K-5 Math facilitators
In favor of this!

A math coach for Bellview Elementary

Additional technology for all staff members such as Ipads and/or class sets of netbooks.

We would like to have a Math coach
ipads for teachers I am interested in other consultants in literacy- just not Dr. Pollock net books per student

Establish a virtual library so students can check out library books on their smart phones, etc.

Technology is a huge issue to prepare students for how to function in modern society. Much of this wording is vague and open to interpretation which helps get grants but doesn't provide a concrete explanation of how money will be used. I don't think we need more "facilitators" or people hired who aren't working in the classrooms with students. A smaller student-teacher ratio has been shown to improve student performance.

Tutoring sessions - after school AND buses after school to take those kids home*

Technology for all classes.. smart board, graphic calculators, laptops

Technology for all classes for all subjects. Sped classes can use smart board too.

Transition plans for post-secondary education/living should not be limited to SpEd!!!! SpEd is already building relationships with community agencies! A plan for graduation, or "contract", would be great for the reg students esp the at-risk students. Seeing is believing, they CAN do it! This should be started by the beginning of the sophomore year.

Instead of taking teachers out of class for inservice, pay them the "sub-fee" and do the training during the summer.

Targeted resources for students who have an IEP so they can successfully transition from high school to employment, careers, and independent living in the community; e.g. transition classes, teachers,

curriculum, job coaches, connections with community agencies, etc. IDEA requires it and we are behind in this effort!

Healthy active students learn better! Provide daily physical education to all students.

Addressing the needs of ELLs,, especially teacher training and ongoing professional development with the SIOP Model.

Help Pre-K. We need Waterford on our Pre-K school computers. We only have 5 classrooms that have it, who benefitted from the 21CCLC grant.

While moving forward it is imperative that we remember we are in the business of educating ALL children, and therefore not every student will fit in the same mold. To truly be a great district ALL must have equal support, be that in dollars, programs, resources, and support. Faculties must not be pulled in too many directions at once, no one can perform at their best when they are being pulled in too many directions.

I support all areas. However, I have yet to see any plans the district has to implement several of these components. In fact, I see an push to exclude some of these items, such as supplemental services for arts, experientail learning and summer programs. We also do not have enough social workers and have seen no push to hire more. I would hope this grant would help in these areas especially.

Every student to have lap top computer

Please don't add more to our plate this year. We are covered up as it is!

Dump these high paid consultants and Dr. Pollock. Make funds available for classroom teachers to afford computer based learning activities and professional development opportunities outside of the district based on the needs of a teachers subject area. An example of this: I have taken classes through the Area Education Association of Iowa for professional development not offered around NW Arkansas.

More physical activity. p.e, programs to ALL physical abilities!

Ways to improve technology infrastructure should include methods to overcome the digital divide especially in terms of access to tablets and smartphones.

I would really like to see and use technology improvements such as speed and age of materials to make them user friendly and compatable for our needs.

Offer a semester course for students to become experts at taking the ACT and SAT exams.
Scores=scholarships=success

Especially focus on supplemental services to the students! More student based services are needed at this time. I believe we have qualified people in our district that could provide excellent professional development.

I do not want any form of merit pay as a component of this grant application. I know that we have to comply with state law on teacher evaluations attached in part to student scores.

4. Leadership development for teachers and administrators) Allow equal opportunity for ALL teachers to be involved. It seems the same teachers from our building are selected for special trainings (example - Pollock) to the exclusion of other teachers that are interested.

Adding interventionists to the elementary grades to help improve student achievement.

In addition to improved supplemental services we need more Early Childhood programs to reach students before they come to Kindergarten. Programs to help families prepare for the transition to school and more district sponsored Pre-Kindergarten classrooms. The gap between children who enter Kindergarten without Pre-K and those with previous experience is getting larger each year. This would really help ALL the kindergarten children succeed.

Implement daily physical education into the curriculum at all the middle schools.

Increase teacher attendance at National Conferences specific to their content area to increase teaching strategies, competencies, and therefore increasing student achievement.

Definitely more technology. How many times I've wished for a computer for each student! Leadership development as long as it is really development, not a time filler...and that we have time to learn and implement.

To achieve #3 & #7 increase support for preschool programs.

I support all efforts to eliminate the digital divide and to equalize life time opportunities for every single student.

Adequate scoring software and individual testing materials for special education referrals to better access weaknesses and strengths

Special needs parent support/IEP, goal training, partners in education

Build collaborative opportunities between teachers of varying grade levels, such as between elementary and junior high, elementary and high school, etc.



ROGERS-LOWELL AREA Chamber of Commerce

Growing Business. Building *Community*.

October 2, 2012

Dr. Janie Darr:

On behalf of the Rogers-Lowell Area Chamber of Commerce, I am pleased to write a letter of support for the Rogers Public Schools' proposal to the U.S Department of Education for a Race to the Top District Grant to fund personalized learning environments. We strongly support this grant application and the focus on individualizing instruction for all students, so that all may graduate college and career ready.

The Rogers School District is committed to providing an environment of educational excellence where all belong, all learn, and all succeed. The schools are high achieving, safe, and welcoming, and the educators are dedicated to helping each one reach his or her highest potential.

This grant funding will provide a stimulus to accomplish Rogers School's vision of personalized learning for each student. With the support of the Race to the Top Grant, Rogers Public Schools will build on innovative strategies to increase effective teacher quality, turn around low performing schools, increase graduation rates, and ensure all students are college and career ready.

In closing, the Rogers-Lowell Area Chamber of Commerce wishes to express our enthusiastic support for Rogers Public Schools' Race to the Top District application and their commitment to creating personalized learning plans which address each student's strength and weaknesses and tracks and outlines a student's career objectives.

Sincerely,

Raymond M. Burns IOM, CCE
Rogers – Lowell Area Chamber of Commerce

The
WALTON FAMILY
FOUNDATION

| P.O. Box 2030 | Bentonville | AR 72712-2030

October 5, 2012

Dear Race to the Top Evaluators,

Over the past six years, the Rogers School District has strategically tried to meet the complex needs of an increasingly diverse student population. The staff's intense focus on helping each individual student reach his or her highest potential is something that every parent wants and our community needs.

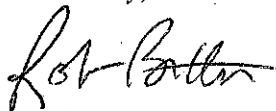
So far, Rogers has shown that it can develop two National Blue Ribbon Schools for two very diverse populations - from a school that serves a primarily high poverty, English language learner population to one that serves a much more affluent population. Through hard work and careful planning, the district has laid the foundation for tremendous gains in its student achievement during the past six years but a Race to the Top grant would provide the funds they need to take the personalization of learning to the next level.

With additional funds, more can be done to train teachers, improve technology infrastructure, and build leadership as well as harness the power of parents and the community to support the children in our schools. We all have the same dream for our students -- to see them graduate from high school with the skills they need to succeed in college or their future careers. It's a simple dream but achieving it takes an entire team and some essential resources.

Rogers has an outstanding track record of seeking out funds that can improve student achievement and producing results that are a model to districts throughout the country. The Rogers School District has my full support and I hope it will have yours, too. The Rogers Public Schools truly live their mission and strive to make school a place where all belong, all learn and all succeed. They believe every child deserves to live his or her dream.

Thank you for your thoughtful consideration of the Rogers School District's application.

Sincerely,



Rob Brothers
Home Region Program Director



NWACC
Learning For Living

ONE COLLEGE DRIVE
BENTONVILLE, AR 72712
479-636-9222
1-800-995-6922
WWW.NWACC.EDU

OFFICE OF THE PRESIDENT

Rogers Public Schools
500 West Walnut
Rogers, AR 72756

October 2, 2012

Dr Janie Darr:

As President at NorthWest Arkansas Community College, I write this letter in support of the Rogers Public Schools' grant proposal to the U.S. Department of Education to facilitate personalized learning environments. We enthusiastically support this Race to the Top District grant application which focuses on individualized instruction for each student, so all students will be 21st century career and work force ready.

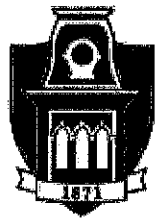
Rogers, Arkansas was named by CNN Money as one of the top 10 best cities to live in the USA. The social and economic vitality of communities is dependent on the quality of education provided to all children. Rogers Public Schools has a distinguished history of providing an environment where all belong, all learn, and all succeed. The district also boasts a committed and caring staff that includes National Board Certified teachers, outstanding school facilities, and a supportive community. The district consistently reaches out to engage community leaders from business, government, service organizations, religious institutions, and institutions of higher learning to develop partnerships to provide for the development and care of all students.

The Race to the Top funding will provide the catalyst to accomplish Rogers School's goal of personalized learning for each student and to go from good to great. Rogers Public Schools will build on innovative strategies to increase effective teacher quality, close the achievement gap, increase the technology infrastructure, increase graduation rates, and ensure all students are college and career ready.

NWACC solidly supports Rogers Public Schools' Race to the Top District application and their commitment to creating personalized learning plans for every student.

Sincerely,

Dr. Becky Paretz
President



UNIVERSITY OF ARKANSAS

GRAD 324 ♦ Fayetteville, Arkansas 72701 ♦ (479) 575-3208 ♦ (479) 575-3119 (Fax)
Office of the Dean, College of Education & Health Professions

October 5, 2012

Race to the Top Evaluators

Dear Sirs:

I am pleased to indicate to you the support of the College of Education and Health Professions for the Rogers School District *Race to the Top* proposal. The College of Education and Health Professions prepares professionals in all areas of education, including preparation programs in teacher education, educational administration, physical education, counselor education, health education, health science, and recreation. Over the past many years we have had an extremely successful, collaborative relationship with the Rogers district in all of these preparation programs. We continue to be very interested in working with the Rogers School District in their efforts to improve the educational outcomes for all of their students.

The Rogers district has an excellent track record of educational excellence. It has developed two National Blue Ribbon Schools for very diverse populations, those from high poverty schools with a high English language learner population, and those from a high socio-economic population. Through creativity and hard work, the district has laid the foundation for tremendous gains in its student achievement during the past six years. The proposed grant would provide the necessary funding to build on this success and enable the district to personalize learning to the next level. Additional funds will enable the district to provide professional development for teachers, improve technology infrastructure, and build a leadership team to harness the power of parents and the community. We at the university unequivocally support this proposal and look forward to working with the Rogers School District in the implementation of its grant.

Sincerely,

A handwritten signature in cursive script, appearing to read "Tom E.C. Smith".

Tom E.C. Smith
Dean and University Professor



CITY OF ROGERS
Office of the Mayor
Mayor Greg Hines

Rogers Public Schools
500 West Walnut
Rogers, AR 72756

October 2, 2012

Dr Janie Darr:

As Mayor for the City of Rogers, I write this letter in support of the Rogers Public Schools' grant proposal to the U.S. Department of Education to facilitate personalized learning environments. We enthusiastically support this Race to the Top District grant application which focuses on individualized instruction for each student, so all students will be 21st century career and work force ready.

Rogers, Arkansas was named by CNN Money as one of the top 10 best cities to live in the USA. The social and economic vitality of communities is dependent on the quality of education provided to all children. Rogers Public Schools has a distinguished history of providing an environment where all belong, all learn, and all succeed. The district also boasts a committed and caring staff that includes National Board Certified teachers, outstanding school facilities, and a supportive community. The district consistently reaches out to engage community leaders from business, government, service organizations, religious institutions, and institutions of higher learning to develop partnerships to provide for the development and care of all students.

The Race to the Top funding will provide the catalyst to accomplish Rogers School's goal of personalized learning for each student and to go from good to great. Rogers Public Schools will build on innovative strategies to increase effective teacher quality, close the achievement gap, increase the technology infrastructure, increase graduation rates, and ensure all students are college and career ready.

The City of Rogers solidly supports Rogers Public Schools' Race to the Top District application and their commitment to creating personalized learning plans for every student.

Sincerely,

A handwritten signature in black ink, appearing to be "Greg Hines", is written over a horizontal line.

Mayor Greg Hines

Race to the Top Plan

GOAL	ACTIVITY	TIMELINE	DELIVERABLES	PERSON RESPONSIBLE
1. The district intends to offer one to one computing to all students in grades 3 through 12.	<ul style="list-style-type: none"> * Purchase and distribution of hardware * Training * Hiring of additional technology support * Increase ban width 	<ul style="list-style-type: none"> * Summer of 2014-Purchase laptops * School Year 2014-15: <u>Train schools</u> 	<ul style="list-style-type: none"> * 9,000 devices and software 	CIO, Systems Administrators, Curriculum Technology Specialists, Technicians, Grant Administrator
2. Strategies and structures will be revised as needed so that students will exit third grade with reading and mathematics proficiencies at the third and eighth grade levels as measured by national and District evaluations.	<ul style="list-style-type: none"> * Extend school day , year and personnel to accommodate implementation of interventions 	<ul style="list-style-type: none"> * Summer of 2014- Hire additional support staff 	<ul style="list-style-type: none"> * 100% of students on grade level by 2016-17 * Additional staff * Bilingual support staff 	* Assistant Superintendent for Elementary, Executive Director of Secondary Curriculum and Instruction
3. The district will see increased graduation rates and subsequent college attendance well above State averages with a narrowing of the gap for students who come from low income backgrounds, and for students who come from families where English is not the native language.	<ul style="list-style-type: none"> * Purchase and support software to earn and recover high school credits Produce a DVD for non English speaking parents on American colleges and universities * Annual meeting to register non English speaking students for ACT and college & career readiness curriculum and completing FAFSA as well as applying for scholarships and aide 	<ul style="list-style-type: none"> * Summer of 2014: Hire additional staff * Annual meetings with students and parents 	<ul style="list-style-type: none"> * 100% on grade level by 2016-17 school year * Bilingual support staff 	* Assistant Superintendent for Elementary, Executive Director of Secondary Curriculum and Instruction
4. Students will exit 9th grade with sufficient knowledge base and career readiness to pursue and appropriate, personalized course of study based on their career goals, family input, counselor/teacher input, student aspirations, and student achievement.	<ul style="list-style-type: none"> * Graduate coaches monitor student progress and test scores * Conduct personalized college and career readiness counseling sessions * Open New Tech High 	<ul style="list-style-type: none"> * Summer of 2014: Hire graduate coaches * Fall of 2013: Open New Tech High 	<ul style="list-style-type: none"> * By 2016 100% of 9th graders will be on track for graduation * Annual graduate coaches meetings with each student * High school program to serve up to 600 students by 2016 	* New Tech High Director, Assistant Superintendent for Elementary, Executive Director of Secondary Curriculum and Instruction, Graduate coaches
5. Building on the model physical education programs in place, the district will refine program guidelines, work with community agencies, and work with parents to the end that the district will demonstrate that increasing numbers of students are physically fit and socially well adjusted	<ul style="list-style-type: none"> * Expand the district PE 4Life program * Purchase equipment * Transportation arrangement to Boys & Girls Club and Rogers Activity Center * Contract with mental health service providers * Annual measurement of Body Mass Index (BMI) 	<ul style="list-style-type: none"> * Beginning of 2014-15 school year: Purchase additional equipment * Prepare transportation arrangements * Contract with mental health services * Hire district social worker 	<ul style="list-style-type: none"> 10% increase of # of students considered fit as measured by the BMI * 20% increase in the # of students accessing physical activities through partnership with Rogers Activity Center (RAC) and the Boys & Girls Club * 100 % of the # of students with mental health needs have services * District social worker connects all students with the necessary services 	Assistant Superintendent, Physical Education teachers, Lead Teacher, Grant Administrator/community service agencies

Race to the Top Plan

GOAL	ACTIVITY	TIMELINE	DELIVERABLES	PERSON RESPONSIBLE
<p>6. As indicated in the following chart (A)(4)(a), proficiency status and growth goals have been developed through the post-grant cycle of 2016-2017. As has been the case during the last four years, these goals reflect continuing progress towards narrowing the gap among sub-population groups. While they are ambitious, our full intent is to do more to eliminate gaps among economically disadvantaged. English Learners, and students with disabilities (except where the disability is so severe as to make that impossible in a school setting.)</p>	<ul style="list-style-type: none"> * Expansion of existing interventions in buildings * Extend opportunities for students beyond the school day and year * Additional staff for summer programs * Annual measurement and analysis of summative tests * Align interventions after each formative assessment as needed 	<ul style="list-style-type: none"> * Summer of 2014: Hire additional afterschool support * Summer of 2015: Summer activity support 	<ul style="list-style-type: none"> * Reduction by 50% of achievement and growth gap between any identified subpops and combined population by 2017 	<p>Assistant Superintendent for Elementary, building principals, Director of Data & Accountability, teachers</p>
<p>7. The District will train 100% of its teachers and principals n research-based, effective teaching strategies, will provide leadership training for all administrators focused on student success, and will create new teacher and administrative evaluations that incorporate student performance as a major criteria</p>	<ul style="list-style-type: none"> * Professional Development with Dr. Pollock * Five year training calendar 	<ul style="list-style-type: none"> * Summer of 2014: Begin training * Cohort group training every year through 2016 	<ul style="list-style-type: none"> * 175 teacher and administrators trained per year * 100% implementation of High Yield Strategies (HYS) 	<p>Superintendent, Assistant Superintendent for Elementary, Executive Director of Secondary Curriculum & Instruction, Director of Federal Programs</p>
<p>8. Going beyond the student data systems already in place, the district will refine and expand its data delivery systems to better enable timely electronic reports to teachers and parents and increase the learning tools to improve instruction.</p>	<ul style="list-style-type: none"> * Purchase a scalable data delivery system * Train staff * Hire additional technology support staff * Investigate the purchase of new learning tools * Purchase and install learning tools 	<ul style="list-style-type: none"> * Summer of 2014: Purchase equipment * 2014-15 school year: Training * Summer of 2014: Hire additional staff * Summer of 2014: Purchase learning tools * 2014-15 school year: Install learning tools 	<ul style="list-style-type: none"> * 2015-16 school year: Full implementation of a parent/teacher friendly data system to improve and monitor student progress * Training on learning tools 	<p>CIO, Grant Administrator, Director of Data & Accountability, Technology Curriculum Specialists</p>
<p>9. The district will utilize after-school instructional facilitators that include persons with multi-language skills to provide instruction to and opportunities for parents to reinforce content that originates from classroom teachers so as to strengthen student learning and support the work of teachers.</p>	<ul style="list-style-type: none"> * Hire multi-language afterschool facilitators * Produce a language friendly DVD or resource for parents * Expand PADRES program 	<ul style="list-style-type: none"> * Summer of 2014 Hire after school facilitators * 2014-15 school year: Language DVD * Add three additional middle school programs each year beginning 2014-15 	<ul style="list-style-type: none"> * Afterschool programs in all elementary and middle schools * Language friendly DVD on all facets of American education * K-8 PADRES in all schools 	<p>Grant Administrator, Director of ESOL</p>

Race to the Top Plan

GOAL	ACTIVITY	TIMELINE	DELIVERABLES	PERSON RESPONSIBLE
<p>10. The District will significantly expand its utilization of community individuals and organizations in personalizing learning opportunities.</p>	<ul style="list-style-type: none"> * Hire Grant Administrator & District Social Worker * Coordinate community services with schools * Identify a list of community partnership services * Develop a process to connect students with services * Summer transportation for cultured programs, meals, educational programs 	<ul style="list-style-type: none"> * Summer of 2014: Hire grant administrator and district social worker * 2014-15 school year: Begin partnerships * 2014-15 school year: Expand partnerships * Summer 2015: Summer partnerships 	<ul style="list-style-type: none"> * A comprehensive list of partnerships to include: Boys & Girls Club, Rogers Activity Center, medical and dental services, business internships (Chamber of Commerce) local community college * 50% increase in student/family participation in partnerships * 100% of students/families needing services are connected with resources 	<p>Grant Administrator, district social workers, Director of Transportation</p>

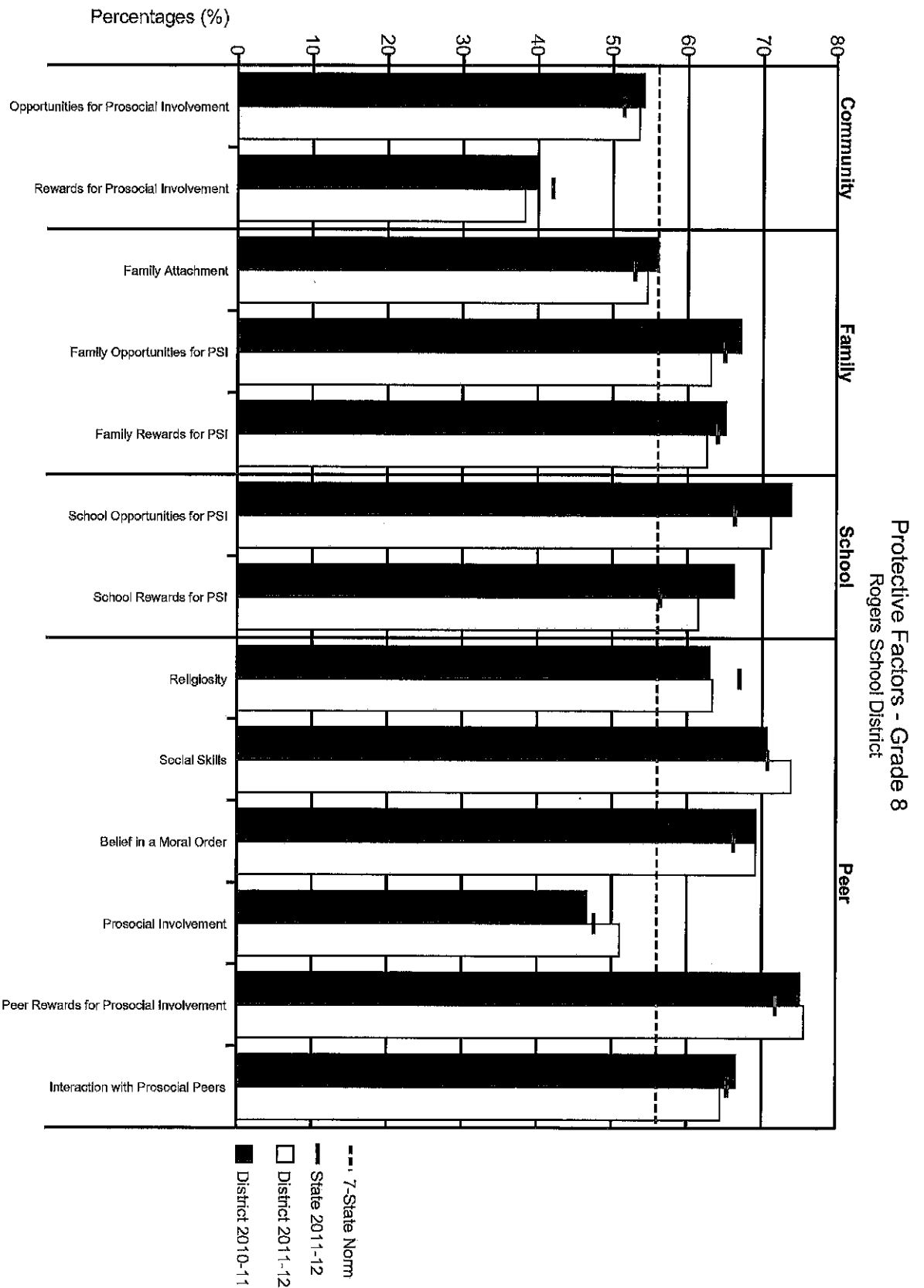


Figure 14: Protective Factors - Grade 8

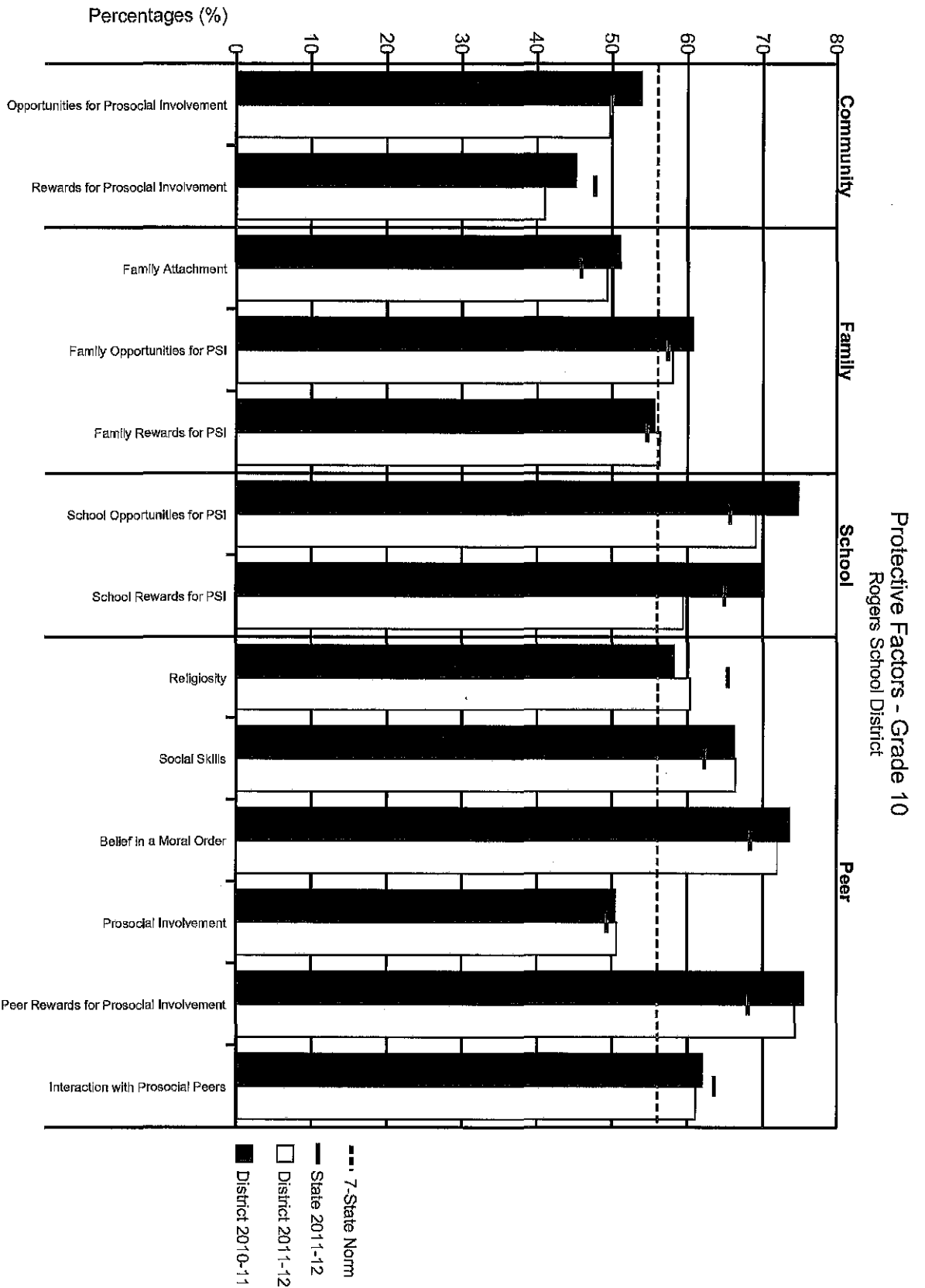
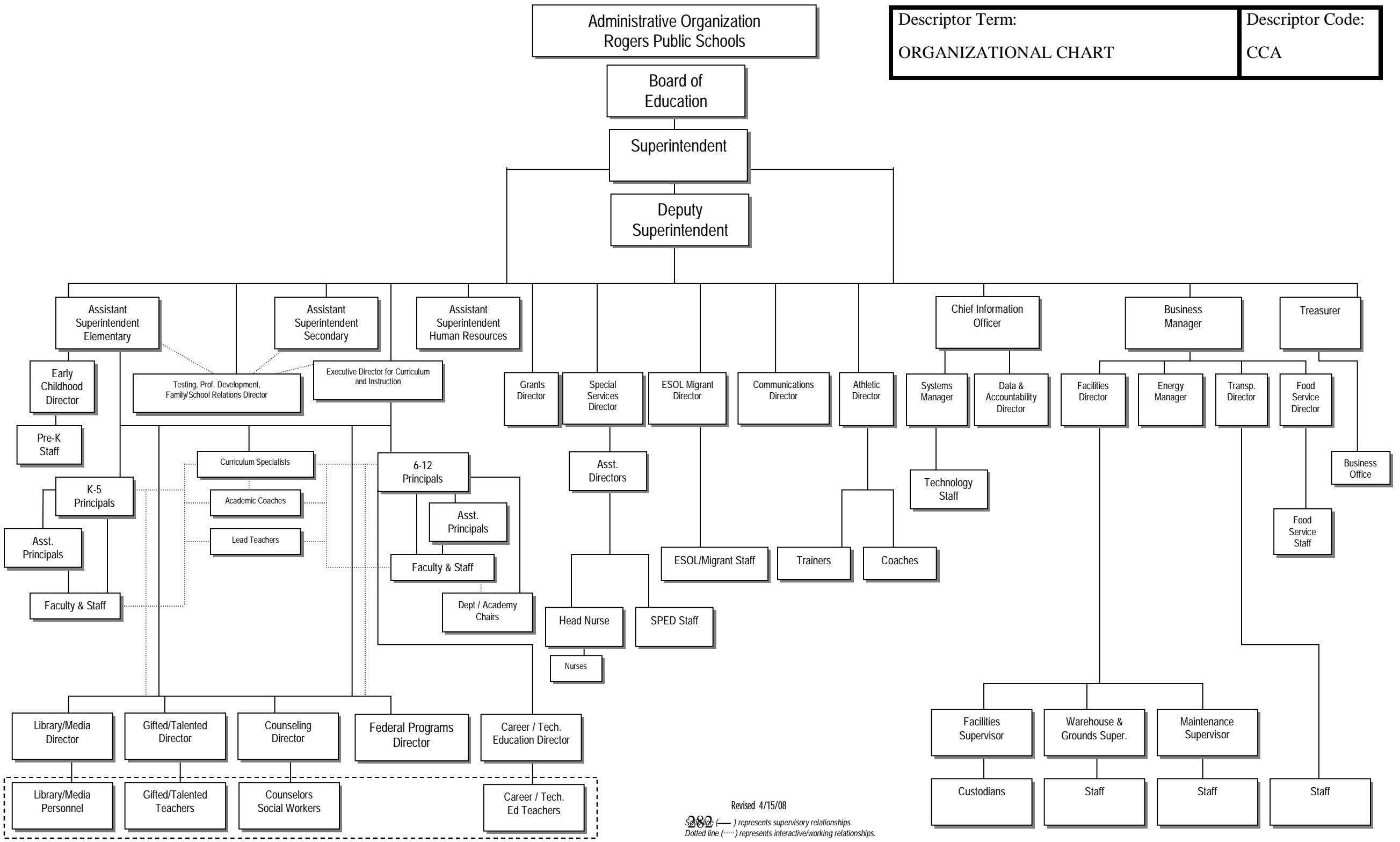


Figure 15: Protective Factors - Grade 10





**Rogers Public Schools
Communication Plan
2012-13**

Overview

The Rogers School District is a growing district with approximately 14,500 students and 2,000 employees. The district is dedicated to improving communication as a critical component of achieving its goals.

District Mission

Our mission is to provide an environment of educational excellence where all belong, all learn and all succeed.

District Goal

All students will meet high academic expectations and graduate from high school prepared for college and/or successful careers.

Communications Goal

We will strive to increase student achievement through effective communication which includes informing, involving and seeking input from our stakeholders of students, staff, parents and community.

Communications Objectives outlined in the Strategic Plan

Objective 1: Continue to provide input opportunities for stakeholders

Action Steps:

- Conduct informal meetings with stakeholders (including realtors, parents and students) to gather input.
- Publish newsletters for ESOL and other stakeholders.
- Include more opportunities for input from administrators including roundtable meetings and committees.

- Involve and inform stakeholders about a variety of school issues (i.e. New Tech High and elementary boundaries)
- Provide opportunities for electronic input from patrons

Objective 2: Build positive relationships between students and school staff to improve student achievement

Action Steps:

- Implement and monitor a drop-out prevention plan.
- Conduct a training for all staff in building positive relationships with students to ensure that “all belong, all learn and all succeed”.
- Continue to train front office staff in customer service and clarify expectations for customer service.
- Continue to access the community for mentors for some students.
- Continue Hispanic Scholars meeting.
- Create and implement strategies for the personalization of learning for secondary schools.

Objective 3: Continue to improve communication to all stakeholders

Action Steps:

- Coordinate process for communicating with stakeholders in a variety of mediums.
- Continue communication and presentations with civic, service and business organizations.
- Distribute publications to stakeholders.
- Improve website communication.
- Coordinate a parent/teacher conference calendar to maximize parent involvement.
- Report to Chamber of Commerce.
- Investigate a district-wide mobile app solution.

Objective 4: Improve support services for all schools

Action Steps:

- Monitor School Dude software reports.
- Conduct a school secretaries' in-service.
- Continue to communicate the allocation of district resources through administrative presentations to principals and directors of funding sources and expenditures.
- Update crisis plan.

Objective 5: Improve effectiveness of communication with Hispanic families

Action Steps:

- Continue school district communications to ensure that all important communications are available in Spanish.
- Conduct meetings to prepare Hispanic parents and students for college and/or career readiness.
- Continue to involve student relations coordinator on the curriculum committee.
- Build leadership skills with Hispanic students.
- Continue parent/teacher conference schedule to efficiently use interpreters.
- Conduct a series of meetings with students and families of Hispanic students.
- Distribute DVD for Hispanic parents on American education to all schools
- Expand PADRES program.
- Continue to support AmeriCorps for schools.
- Improve articulation for Hispanic parents and students.
- Distribute a parent involvement DVD in Spanish.

Objective 6: Improve customer service to all stakeholders

Action Steps:

- Gather feedback through stakeholder focus groups and surveys.
- Maintain a procedures manual for building staff.
- Continue an electronic process for input through the district website
- Meet state requirements for the publication of Arkansas Comprehensive School Improvement Plans.
- Continue an administrator 360-degree feedback process
- Create a friendly, courteous and respectful environment throughout the district.

Objective 7: Continue to communicate strategic plan goals to internal stakeholders.

Action Steps:

- Communicate with employees about the strategic plan.
- Link Strategic Plan Year Seven to home page

Objective 8: Continue a communication plan to market Rogers Public Schools

Action Steps:

- Continue to improve website communication.
- Continue the use of social medial tools for outreach.
- Use a variety of mediums to communicate with all stakeholders.
- Continue to develop virtual tours of district and schools.
- Complete the newcomer DVD

Target Audiences

Students, parents, certified staff, classified staff, realtors, business community, prospective families, school board, alumni, and community members

Key Messages

- District Mission
- Going from good to great to extraordinary
- Committed to continuous improvement - innovative
- Dedicated and caring staff committed to helping all achieve their potential
- Quality facilities
- Safe schools
- Greater opportunity for student involvement, student-friendly grade configuration
- Public input and involvement of parents and community welcomed

Internal Communication Vehicles

- E-mail to all@rogers (primarily certified staff)
- Monthly meetings with principals, assistant principals, and directors
- Weekly Leadership Cabinet meetings
- Monthly faculty meetings
- Vertical, horizontal and departmental team meetings at schools
- District Parent Council meetings: PTA/O presidents, principals, and district administrators
- Parent-Teacher Association or Organization meetings
- Key Communicators Update
- Rschools - staff newsletter
- District and school web sites
- Professional development trainings
- Superintendent's back-to-school speech
- School broadcasts
- School assemblies
- School board policies
- Student newspaper
- Student cable station broadcasts

External Communication Vehicles

- Media coverage
- Public presentations
- School Tours
- Information/feedback meetings
- School board meetings
- District news publication
- Facebook
- Twitter
- Pinterest
- Key Communicator Network
- Web site
- School newsletters
- ParentLink
- Pinnacle Gradebook
- Conferences
- Phone/e-mail communication
- Family learning nights
- Public performances (games, concerts, plays, etc.)
- Open houses
- Parents-Make-A-Difference Nights
- District Annual Report
- Web feedback forms/Surveys
- School board policies
- Student handbooks
- Course catalogs
- Department newsletters
- School marquees
- Student service projects
- Family ESOL Classes

Tactics

A. Prepare Communication Materials

- Press releases
- Fact sheets
- Web sites
- Social media posts
- Survey/Feedback materials
- Flyers
- FAQs

- District brochure
- District newspaper supplement
- Key Communicator update
- Annual Report

B. Improve Internal Communications

- Monthly administrative meetings (principals, asst. principals, directors)
- Monthly District Parent Council meetings
- Monthly faculty meetings
- Horizontal, vertical and departmental staff meetings
- Send board agendas to all
- Post proposed policy changes on web/welcome comments
- Send Board Notes (highlights of board meetings) to all through staff newsletter
- E-mail updates to all@Rogers
- Rschools staff newsletter
- Back-to-school speech to district faculty
- Administrator kick-off and year-end meetings
- Celebrate staff successes
- Strategic Plan updates through staff newsletter and board meetings

C. Improve Media Relations

- Maintain updated media contact list
- Provide timely responses to requests
- Send frequent press releases
- Pitch success stories
- Coordinate interviews with district spokespeople

D. Meet Needs of Students and Parents (Current and Prospective)

- Provide customer service training for secretaries, administrators and bus drivers
- Provide timely responses to requests for information
- Post important information on web site and social media sites
- Communicate school and district information to parents
- Develop additional visual materials about district/schools
- Involve parents in district committees
- Gather student/parent feedback
- Celebrate student successes
- Coordinate school tours for newcomers
- Provide translations and information meetings for Spanish-speaking parents.

E. Maintain Good Community Relations

- Send Key Communicator updates/solicit feedback

- Publish and widely distribute district news publication
- Share information and successes through social media
- Plan public information/feedback meetings
- Gather feedback
- Provide information in Spanish for ESOL parents
- Provide guest speakers to civic clubs, realtors, and other groups
- Supply realtors, chamber, businesses and city with brochures, district newspapers, and information as needed
- Keep web site updated
- Celebrate student/staff/district achievements
- Post school board agendas on web

District Communications Timeline

Activity	Due
Update district web site	Daily
Post School Board Agenda on web	Second Monday of the month
Distribute Board Agenda to Staff	Monthly
District Parent Council	1 st Wednesday of the month
Rogers Public Education Foundation	Monthly
Principals, Asst. Principals, Directors Meetings	Monthly
School Board Meeting/Policy Session	Third Tuesday of the month
Board Meeting Notes for Staff	Monthly
Staff Newsletter	Monthly
Distribute Leadership Cabinet notes to admin.	Weekly
Social Media Posts	Daily/Weekly
Incorporate school video/slideshow on web	Monthly
Annual Professional Development-NSPRA	July
Registration news release and ads	July
ACTAAP/SAT10/AYP news releases	As released
New Student Registration news release	July
ParentLink Data Rollover for New Year	July
SchoolFusion Data Transition for New Year	August
School board tour media notice	August
Back-to-school kick-off event	August
ACT Scores news release	August
Realtor Updates/Presentations/Tours	Quarterly
Gather Parent Inv. Facilitators Names	August
ParentLink Portal Flyer	August
MealPayPlus Flyer	August
SchoolFusion Parent Website Guide	August
Media Notices	Daily/Weekly
Print or Video story production	Weekly/Monthly
Publish Annual Performance Reports	September/October

(newspaper and web)	
Post all items required by NCLB and Smart Accountability on web (ASCIP, Parent Involvement Plans, etc.)	September/October
Update Communication Plan	September
School Election publicity	September
Update District Crisis Plan	September
National Merit Semifinalists press release	September
AP Scholar press release	September
Informal focus groups	Quarterly
Key Communicator Update	September/October
Finalize District Newcomer Video	October
Annual Report Presentation	October
Writing/Layout of News Publication	October
District News Distribution	October
Host Benton County Leadership Group	October 11
Update District Brochure	November
Update District Map	November
Communications Survey	November
Key Communicator Update	November/December
Webpage Usage Report	December
National Board Certification press release	December
Investigate District Mobile App Solution	December
Boundary Information Meetings	Spring Semester
New Tech High Information/Publicity	Spring Semester
Key Communicator Update	February/March
National Merit Finalists press release	February/March
Publicize 2012-13 Calendar	March/April
Write/Layout District News Publication	April
Distribute District News Publication	April
Teacher Appreciation Notes/Stories	April/May
Key Communicator Update	April/May
Kindergarten Enrollment Ads	April/May
Graduation media/public information	May
Pay Parent Inv. Coordinators	May
Key Communicator Update	June/July
Update media contacts list	Annually
Policy Development/Posting	Monthly

Evaluation

We will measure the success of our communication efforts at the end of the school year by:

- Increasing teacher and parent website usage
- Increasing multi-media content in various communications
- Positive feedback regarding new staff newsletter
- Increasing number of social media fans/followers by 10%
- Receiving positive news coverage in 100 stories/photos
- Increasing enrollment by 200 students
- Gathering feedback from district stakeholders to assess our effectiveness and set future communications goals

11-12 Senior Exit Data

	UD	WK	MI	2yr	4yr	Tech	College/Voc
1							
2				x			NWACC, Bentonville
3					x		UCA, Conway
4				x			NWACC, Bentonville, AR
5				x			NWACC, Bentonville
6							
7							
8				x			Northeastern Oklahoma A & M
9							
10							
11					x		U of A, Fayetteville, AR
12							
13					x		U of A, Fayetteville, AR
14					x		U of A, Fayetteville, AR
15			X				U.S. Marines
16					x		U of A, Fayetteville, AR
17					x		U of A, Fayetteville, AR
18					x		Pittsburg State/KS
19					x		U of A, Fayetteville, AR
20				x			NWACC, Bentonville
21							
22							
23							
24							
25						x	AR Tech, Russellville
26			X				U.S. Marines
27				x			NWACC
28							
29							
30							
31					x		U of A, Fayetteville, AR
32				x			NWACC, Bentonville, AR
33				x			NWACC, Bentonville, AR
34					x		UALR, Little Rock
35			X				U.S. Marines
36				x			NWACC, Bentonville
37							
38				x			NWACC, Bentonville
39					x		U of A, Fayetteville, AR
40					x		U of A, Fayetteville
41							
42							
43					x		U of A, Fayetteville, AR
44							
45					x		OK City University, OK
46							
47							
48							

11-12 Senior Exit Data

49						
50				x		U of A, Fayetteville
51				x		UCA, Conway, AR
52				x		U of A, Fayetteville
53						
54				x		U of A, Fayetteville
55				x		UCA-Conway, AR
56						
57				x		U of A, Fayetteville
58						
59						
60			x			NWACC, Bentonville, AR
61					x	Career Academy of Hair Design
62						
63			x			NWACC, Bentonville
64				x		Univ. of Central Arkansas, Conway, AR
65				x		UCA, Conway
66					x	AR Tech, Russellville
67						
68			x			NWACC, Bentonville
69						
70					x	Hendrix, Conway, AR
71			x			NWACC, Bentonville
72				x		UCA, Conway,
73						
74				x		U of A, Fayetteville
75			x			NWACC, Bentonville
76					x	AR Tech
77						
78						
79						
80						
81				x		U of A, Fayetteville
82				x		U of A, Fayetteville
83				x		UCA, Conway, AR
84				x		UCA, Conway, AR
85				x		U of A, Fayetteville
86			x			NWACC, Bentonville, AR
87				x		U of A, Fayetteville
88						
89						
90						
91				x		U of A, Fayetteville
92						
93					x	Petra Health
94				x		UCA, Conway
95						
96				x		U of A, Fayetteville
97			x			

11-12 Senior Exit Data

98			x		NWACC, Bentonville
99					
100					
101				x	U of A, Fayetteville
102				x	U of A, Fayetteville
103				x	U of A, Fayetteville
104					
105				x	NTI, Springdale, AR
106					
107				x	NTI, Springdale, AR
108		X			U.S. Marines
109					
110					
111			x		NWACC, Bentonville, AR
112			x		NWACC, Bentonville, AR
113					
114					
115					
116					
117					
118					
119				x	U of A, Fayetteville
120				x	U of A, Fayetteville
121				x	Pittsburg State University, Pittsburg, KS
122					
123					
124				x	Brigham Young University
125				x	U of A, Fayetteville, AR
126				x	AR Career Training Inst./Hot Springs
127				x	U of A, Ft. Smith
128					
129				x	NTI, Springdale, AR
130				x	U of A, Fayetteville
131	X				
132				x	U of A, Fayetteville
133			x		NWACC, Bentonville
134					
135				x	Andrews University, MI
136					
137				x	U of A, Fayetteville
138				x	Petra Allied Health, Springdale
139			x		NWACC, Bentonville
140					
141				x	Harding University, Searcy
142					
143					
144				x	UCA, Conway, AR
145					
146				x	Champlain College, VT

11-12 Senior Exit Data

147				x		U of A, Fayetteville, AR
148						
149				x		U of A, Fayetteville
150				x		University of Ozarks, Clarksville
151				x		U of A, Fayetteville
152			x			NWACC, Bentonville
153			x			NWACC, Bentonville
154				x		U of A, Fayetteville, AR
155				x		OK State University
156				x		U of A, Fayetteville
157						
158						
159					x	NTI/Springdale
160				x		UCA, Conway, AR
161			x			NWACC, Bentonville
162				x		Missouri Southern/Joplin
163					x	NTI, Springdale, AR
164						
165			x			NWACC
166						
167						
168				x		UCA, Conway, AR
169				x		U of A, Fayetteville
170				x		U of A, Fayetteville
171						
172				x		U of A, Fayetteville
173			x			NWACC/Bentonville
174				x		U of A, Fayetteville
175				x		U of A, Ft. Smith
176						
177						
178				x		UCA, Conway
179						
180				x		Graceland University, Iowa
181				x		U of A, Fayetteville
182			x			NWACC, Bentonville
183						
184						
185					x	NTI, Springdale, AR
186				x		UCA, Conway, AR
187		X				U.S. Marines
188						
189				x		U of A, Fayetteville, AR
190			x			NWACC, Bentonville
191			x			NWACC, Bentonville
192				x		U of A, Fayetteville
193					x	Academy of Professional Cosmetology
194			x			NWACC, Bentonville, AR
195						

11-12 Senior Exit Data

196						
197				x		U of A, Fayetteville
198				x		Harding University
199			x			NWACC, Bentonville, AR
200						
201						
202			x			NWACC, Bentonville
203					x	Petra Allied
204						
205				x		U of A, Fayetteville, AR
206				x		Victory University, Memphi
207						
208				x		U of A, Fayetteville, AR
209				x		U of A, Fayetteville, AR
210				x		U.S. Air Force Academy
211				x		U of A, Fayetteville, AR
212				x		U of A, Ft. Smith
213		X				U.S. Marines
214			x			NWACC
215						
216						
217						
218				x		U of A, Fayetteville, AR
219				x		U of A, Fayetteville, AR
220						
221						
222						
223						
224						
225				x		U of A, Fayetteville, AR
226				x		U of A, Fayetteville, AR
227			x			NWACC/Bentonville
228						
229						
230						
231				x		University of AR, Fayetteville
232				x		Univ. of Central AR, Conway
233						
234						
235					x	AR Tech University, Russellville
236				x		UCA, Conway, AR
237			x			NWACC, Bentonville
238						
239						
240						
241			x			Lyon College, Batesville
242						
243				x		U of A, Fayetteville
244				x		Liberty University, VA

11-12 Senior Exit Data

245						
246				x		U of A, Fayetteville
247						
248			x			NWACC, Bentonville
249		x				
250						
251						
252						
253				x		U of A, Fayetteville
254						
255						
256						
257						
258						
259						
260					x	Hot Springs Tech. Inst.
261			x			NWACC, Bentonville
262						
263						
264				x		U of A, Fayetteville
265				x		U of A, Fayetteville
266						
267				x		U of A, Fayetteville
268				x		John Brown University
269						
270				x		Ok. State, Stillwater
271			x			NWACC, Bentonville
272						
273				x		U of A, Fayetteville
274						
275				x		U of A/Fayetteville
276						
277				x		U of A, Fayetteville
278				x		U of A, Ft. Smith, AR
279				x		U of A, Fayetteville
280				x		U of A, Fayetteville
281						
282				x		U of A/Fayetteville
283						
284			x			NWACC, Bentonville
285				x		U of A, Fayetteville
286						
287				x		U of A, Fayetteville
288						
289						
290						
291			x			NWACC, Bentonville
292				x		U of A, Fayetteville
293				x		U of A, Fayetteville

11-12 Senior Exit Data

294						
295				x		U of A, Fayetteville, AR
296	X		x			NWACC, Bentonville, AR
297				x		U of A, Fayetteville, AR
298				x		U of A, Fayetteville, AR
299				x		University of KS
300			x			Labette Jr. College, Parsons, KS
301				x		U of A, Fayetteville
302						
303				x		Pittsburg State, KS
304				x		John Brown University
305						
306						
307						
308						
309			x			NWACC, Bentonville
310				x		U of A, Fayetteville
311						
312						
313						
314						
315				x		U of A, Fayetteville
316						
317				x		U of A, Fayetteville
318					x	AR Tech, Russellville
319						
320						
321						
322					x	AR Career Training/Hot SpringsF
323						
324						
325				x		U of A, Fayetteville
326					x	AR Career Training Inst
327				x		U of A, Fayetteville
328				x		U of A, Fayetteville
329				x		Rice University, Texas
330						
331						
332					x	Hendrix, Conway, AR
333						
334				x		OK State University
335				x		U of A, Fayetteville
336				x		Missouri Southern State, Joplin
337						
338				x		Texas Christian, Ft. Worth
339						
340						
341		X				U.S. Army
342				x		UCA/Conway, AR

11-12 Senior Exit Data

343			x		NWACC, Bentonville, AR
344					
345					
346					
347			x		NWACC, Bentonville
348				x	NTI, Springdale, AR
349				x	U of A, Fayetteville
350				x	U of A, Fayetteville
351					
352				x	U of A, Fayetteville
353					
354	X				
355					
356					
357					
358				x	U of A, Fayetteville
359					
360			x		NWACC, Bentonville
361					
362			x		NWACC, Bentonville
363					
364					
365				x	U of A, Fayetteville
366				x	U of A, Fayetteville
367					
368				x	Pittsburg State, KS
369					
370					
371				x	U of A, Fayetteville
372				x	U of A, Fayetteville
373					
374	X				
375				x	U of A, Fayetteville, AR
376				x	U of A, Fayetteville, AR
377				x	Harding
378					
379				x	U of A
380				x	University of Minnesota
381				x	U of A
382			x		NWACC
383				x	PETRA
384				x	Missouri Southern
385		x			NAVY
386				x	UCA
387				x	Central Methodist University
388			x		NWACC
389					
390				x	UCA
391				x	U of A

11-12 Senior Exit Data

392					x	PETRA
393			X			NWACC
394			X			NWACC
395						
396						
397			X			NWACC
398			X			CBC
399				x		U of A
400				x		AR Tech
401			X			NWACC
402			X			NWACC
403			X			NWACC
404				x		U of A
405				x		AR Tech
406				x		U of A
407			X			NWACC
408			X			Design School
409				x		U of A
410			X			NWACC
411					x	Career Academy of Hair Design
412						
413						
414						
415				x		BYU (2013)
416						
417				x		UCA
418				x		SAU
419		X				ARMY
420						
421			X			NWACC
422				x		OSU
423				x		Wichita State
424						
425						
426						
427			X			NWACC
428				x	x	UALR/Drafting Tech School
429				x		U of A
430						
431			X	x		U of A/NWACC
432			X			NWACC
433						
434						
435				x		U of A
436			X			NWACC
437			X			NWACC
438						
439			X			NWACC
440				x		Harding

11-12 Senior Exit Data

441				x		UAFS
442			X			NWACC
443				x		UAFS
444						
445					x	NTI
446			X			NWACC
447						
448			X			NTI
449				x		U of A
450				x		UCA
451						
452						
453			X			Full Sail
454						
455			X			NWACC
456						
457			X			NWACC
458						
459			X			Trinity Valley Community College
460		X				National Guard
461				x		AR Tech
462						
463						
464				x		U of A
465				x		Henderson
466			X			NWACC
467				x		U of A
468			X			NWACC
469				x		U of A
470				x		AR Tech
471				x		U of A
472		X				MARINE CORP
473			X	x		UCA/NWOK
474			X			NWACC
475				x		UCA
476			X			NWACC
477			X			NWACC
478			X			Johnson County Community College
479						
480						
481			X			NWACC
482						
483						
484			X			NWACC
485			X			NWACC
486				x		UCA
487						
488				x		Pitt State
489				x		U of A

11-12 Senior Exit Data

490			X			NWACC
491						
492						
493						
494						
495						
496				x		Pitt State
497						
498				x		UCA
499			X			NWACC
500				x		U of A
501				x		Lyon or Champlain University
502						
503			X			NWACC
504		X				Arkansas Army National Guard
505				x		AR Tech
506				x		UCA
507				x		U of A
508				x		U of A
509						
510			X			NWACC
511			X			NWACC
512				x		Oklahoma Baptist
513		X				MARINE CORP
514						
515					x	NTI?
516						
517						
518					x	PETRA
519			X			NWACC
520			X			NWACC
521						
522						
523						
524						
525			X			NWACC
526				x		U of A
527				x		AR Tech
528				x		U of A
529						
530						
531						
532					x	Beauty School
533				x		U of A
534						
535				x		U of A
536			X			NWACC
537		X				ARMY
538			X			NWACC

11-12 Senior Exit Data

539						
540			X			NWACC
541				x		U of A
542						
543				x		UCA
544			X			NWACC
545			X			NWACC
546				x		Central Methodist University
547				x		Harding
548						
549			X			FIDM
550		X				National Guard
551						
552				x		University of Miami
553						
554						
555				x		Avila
556				x		U of A
557						
558				x		Hendrix
559			X			NWACC
560						
561						
562			X			NWACC
563				x		AR Tech
564						
565			X	x		NWACC or AR Tech
566						
567				x		Wash U
568						
569						
570			X			NWACC
571				x		U of A
572			X	x		NWACC then JBU
573				x		Lyon
574				x		U of A
575				x		UCA
576			X			NWACC
577				x		U of A
578						
579			X			NWACC
580			X			NWACC
581				x		UCA
582			X			NWACC
583			X			NWACC
584				x		U of A
585				x		U of A
586						
587				x		UCA

11-12 Senior Exit Data

588						
589						
590				x		UCA
591				x		U of A
592				x		Luther College
593			X			NWACC
594				x		OSU
595				x		U of A
596			X			NWACC
597				x		AR Tech
598				x		UCA
599						
600			X			NWACC
601						
602						
603			X			NWACC
604			X			NWACC
605				x		Full Sail
606				x		Pitt State
607			X			NWACC
608			X			NWACC
609				x		UAFS
610						
611			X			NWACC
612			X			NWACC
613				x		Lyon College
614				x		U of A
615		X				NAVY
616				x		UALR
617				x		U of A
618			X			NWACC
619			X			NWACC
620						
621					x	Air Force
622				x		U of A
623			X			NWACC
624						
625			NWACC			NWACC
626				x		U of A
627			X		x	NWACC/PETRA/Beauty School
628						
629			X			Franklin
630				x		UCA
631						
632						
633			X			NWACC
634						
635			X			NWACC
636			X			NWACC

11-12 Senior Exit Data

637		X			ARMY
638				x	Emerson
639					
640					
641		X			MARINE CORPS
642			X		NWACC
643				x	U of A
644			X	x	NWACC /U of A or Pitt State
645			X		NWACC
646				x	Avila
647			X		NWACC
648					
649			X		NWACC
650				x	AR Tech
651				x	UAFS
652			X		NWACC
653			X		NWACC
654				x	UCA
655			X	x	NWACC then College of the Ozarks
656			X		NWACC
657					
658				x	AR State
659					
660		X			NAVY
661				x	Ouachita
662		X			ARMY
663					
664			X		NWACC
665					
666			X	x	NWACC /Eclesia College
667					
668					
669					
670					
671					
672				x	JBU
673			X		NWACC
674				x	Central Baptist College
675					
676				x	U of A
677		X			Arkansas Army National Guard
678		X			Arkansas Army National Guard
679					
680			X		NWACC
681					
682					
683			X		NWACC
684			X		NWACC
685				x	UCA

11-12 Senior Exit Data

686			X			NWACC
687			X			NWACC
688			X			NWACC
689			X			NWACC
690						
691				x		U of A
692			X			NWACC
693		X				ARMY
694						
695			X			NWACC
696						
697				x		U of A Monticello
698				x		Ouachita
699				x		UCA
700			X			NWACC
701					x	Cosmetology
702				x		UAFS
703						
704				x		College of the Ozarks
705			X			NWACC
706						
707						
708						
709			X			NWACC
710			X			NWACC
711						
712						
713						
714					x	PETRA
715						
716				x		Williams Baptist College
717			X			NWACC
718				x		UCA
719				x		AR Tech
720			X			NWACC
721				x		UCA
722			X	x		NWACC then UAFS
723						
724			X			NWACC
725				x		Univerisity of Missouri
726				x		Pitt State
727				x		Westminster
728				x		UCA
729						
730						
731						
732						
733		X				ARMY
734				x		U of A

11-12 Senior Exit Data

735					x	College of Electricity
736				x		U of A
737				x		UCA
738				x		U of A
739			x			NWACC
740				x		Hendrix
741			x			NWACC
742						
743						
744				x		Tampa Bay University
745				x		Pitt State
746				x		AR Tech
747				x		U of A
748						
749						
750						
751				x		U of A
752						
753						
754			x			NWACC
755						
756						
757						
758				x		U of A
759						
760			x			NWACC
761			x			NWACC
762				x		U of A
763						
764						
765			x			NWACC
766				x		Missouri Science and Technolgy
767			x	x		NWACC/AR Tech
768				x		U of A
769						
770						
771						
772			x			NWACC
773				x		UCA
774						
775						
776				x		Pitt State
777						
778						
779						
780						
781						
782				x		UCA
783			x			NWACC

11-12 Senior Exit Data

784						
785			X			NWACC
786			X			NWACC
787						
788			X	x		NWACC/SAU
789						
790						
791			X	x		NWACC then UCA
792						
793				x		John Brown University
794			X			NWACC
795				x		AR Tech
796						
797						
798						
799				x		OSU
800				x		Howard County Junior College
801				x		AR Tech
802				x		Uof A
803				x		U of A
804				x		AR Tech
805				x		UCA
806				x		U of A
807				x		The Ohio State University

2011-12 School Fundraising Report

School	Group	Event	Amt Raised	Amt Spent	Purchases
Bellview	PTA	Bobcat Booster Club	5,640.00	100.00	Donation to counselor
		Box Tops	2,043.10	7,000.00	Donation to teachers
		Fall Carnival	4,813.94	190.00	Holiday House Scholarships
		Silent Auction	6,267.77	78.46	Parent Resource Center Display
		Dinner Out/Schwans	2,007.87	75.00	Nebulizer for nurse
		Directory	704.14	250.00	Donation to art teacher
		Recycling	23.65	100.00	Donation to Joseph Lambert Scholarship
		Father/Daughter Dance	3,005.71	1,962.02	Sound system for teachers
		Mother/Son Event	1,146.26	221.00	Thermometer for nurse
		Holiday House	5,228.78	786.65	Administrative Expenses
		Membership	212.75	200.00	Annex donation
		Naturals' Fundraiser	1,539.73	235.00	Insurance Bonding/Liability
		School Spirit Sales	1,790.72	163.22	Bonnie Grimes Scholarship/Award
		Skate Night/Fast Lanes	132.00	1,303.65	Field Day
		Volunteer Income	400.00	1,300.00	Homeroom parents spending cards
		Yearbook	6,294.00	371.32	Men of Bellview T-shirts/pizza party
		1st Day of School Supplies	84.00	223.79	Photography/Yearbook Expenses
		Donation for Bellview Sign	1,000.00	464.23	Playground equipment
				38.50	PTA Lifetime Membership Award
				20.00	Quiz Bowl Entry Fee
				531.33	Reflections Expenses
				142.72	Breakfast with Santa
				847.50	Staff Appreciation
				420.00	Storage Unit
				51.06	Tax Preparation
		TOTAL	42,334.42	17,075.45	
Eastside	PTO	Box Tops	435.70	400.49	Back to School Social; Field Day; Grimes Award
		Family Fun Night	7,006.83	6,973.47	School Projects (Trike Theatre, computer cabinet, carline signs, flowers for school flower beds); Odyssey of the Mind entry fees; Spelling Bee; PTO Annex program; Rogers Public Education Fund - Booth; Teacher Christmas Gifts
		Naturals Ticket Fundraiser	830.00	841.00	Teacher Appreciation (Coffee for teacher lounge, Faculty food for Parent Teacher Conferences, Food for Teacher Appreciation week)
		Restaurant Fundraisers	1,446.60	1,564.15	Teacher Appreciation Week (Ice Maker for teacher lounge)
		T-Shirt/Sweatshirt Sale	595.26	600.60	PTO Dues; RIF; Friday Popcorn; Scholastic Book Fair (book for every class room)
		Kendrick Fincher Run (highest student participation - awarded \$)	250.00	269.00	PE Teacher Request (Human Skeleton)

School	Group	Event	Amt Raised	Amt Spent	Purchases
		Volunteer Hours	400.00	315.68	Teacher Requests; Office Supplies
		TOTAL	10,964.39	10,964.39	
Garfield	PTO	Turkey Shoot	141.00		
		Fall Carnival	1,846.54	1,250.00	Yearbook Costs
		Yearbook Ads	440.00	440.00	Yearbook Costs
		Pictures with Santa	61.00		
		Santa Shop	179.00	179.00	Santa Shop Supplies/Field Day Concessions
		Winter Community Dinner	2,314.00	2,314.00	Bell Tower Costs
		Donations	2,250.00	2,250.00	Bell Tower Costs
		Field Day Concessions	43.30		
		Aluminum Can Recycling	1,845.00	-	To be spent for teacher appreciation, PTO Volunteer of the Year, Teacher request, retirement gifts, misc. expenses, Red Ribbon Week
		Box Tops	757.78	58.13	Supplies/Prizes/\$600 earmarked for Alumni Scholarship
		TOTAL	9,877.62	6,491.13	
Bonnie Grimes	PTO	Membership	280.00	270.29	RIF, Field Day
		Fall Fundraiser	15,412.01	15,441.58	Playground, fundraiser expenses, good, Ellison die cut set, Digital Scale, Library Fund, Conference & TAG Week, Back to School Lunch, Breakfast with a Buddy, Red Ribbon Week, Spelling Bee
		Spirit Nights	693.05	688.35	Insurance/Tax, Children's Festival, Bonnie Grimes & Annex Contributions, Movie Night Expenses
		Box Tops	903.74	715.84	Postage, copies, check order & Water, Secretary Week, Gifts for Yearbook, Box Tops & Labels, Foundation Scholarship, Art Teacher Discovery Exhibit, Bonnie Grimes Award, Conference Week Food
		Yearbook	2,312.10	2,508.01	Yearbook cost
		Naturals Game	3,247.00	2,260.47	Tickets/T-shirt expenses
		TOTAL	22,847.90	21,884.54	
Grace Hill	PTO	MEMBERSHIP	476.20	31.85	PODIUM - \$48.69
		SCHOOL PARTNERS FUNDRAISER	10,691.35	6,849.08	MOVIE LICENSING - \$375.00
		T-SHIRT SALES	792.00	524.83	HOMECOMING PARADE - \$232.40
		SANTA SHOP	1,616.31	866.94	CHILDREN FESTIVAL - \$16.95
		SCHOOL PARTNERS CANDY BAR	9,375.61	6,687.26	HIGH FLYER T-SHIRTS - \$882.90
		YEARBOOK	826.55	480.00	TEACHER DINNER CONFERENCE - \$148.24
		MOTHERS DAY SALE	757.00		SOUND SYSTEM - \$1242.58
					BOOKS FOR SCHOOL - \$50.94
					T-SHIRTS FOR KINDERGARTEN - \$490.50
					TABLES FOR SCHOOL - \$424.64
			310		BENCHMARK BOOT CAMP - \$198.82

School	Group	Event	Amt Raised	Amt Spent	Purchases
					SANTA PICTURES - \$38.26
					SECRETARY'S DAY LUNCH - \$28.29
					TEACHER LOUNGE - \$183.46
					ROGERS PTO TAXES & INSURANCE \$150.00
					FIELD DAY - 197.59
					ACCOUSTIC TILES \$4040.00
		TOTAL	24,535.02	15,439.96	
Russell Jones	PTO	Chuck E. Cheese	489.20		
		Popcorn	2,018.35	457.43	
		Yearbook	2,335.00	2,685.30	
				45.73	Parade Expense
				75.00	RIF Books for students
				17.17	Ad for Garage Sale
				23.57	Tooth boxes for nurse's office
				109.04	Student Awards
				599.30	Books for Students
				225.54	Teacher Appreciation
				11.98	Children's Garden
				24.45	Career Day Refreshments
				441.00	Die Cuts
		Dues	68.00		
		PTO Stipend	400.00		
		TOTAL	5,310.55	4,715.51	
Lowell	PTA	Box Tops	1,245.65		Saving funds for gym floor replacement
		Tyson Labels	25.91		
		Chuck E. Cheese	283.53		
		Chick-fil-a	52.70		
		Dairy Queen	251.27		
		McDonalds	336.29		
		Naturals Ballgame	1,192.00		
		Candy Bars	2,857.48		
		Grandma Parkers	4,137.67		
		School Dance	1,299.91		
		Braves Bash/Silent Auction	1,368.52		
		Yearbooks	193.12		
		Popcorn	641.82		
		TOTAL	13,885.87	-	
Joe Mathias	PTO	Box tops/ Tyson labels	537.00	900.00	Arts festival
		Poinsettia	1,068.00	787.00	Teacher Appreciation/conferences
		School Partner cards	2,346.00	160.00	Reading is fundamental
		Pancake Breakfast	900.00	200.00	Insurance
		Chuck E. Cheese	258.00	100.00	5th grade reception
		Volunteer hours	400.00	95.00	Art supplies
		McDonalds Night	346.00	3,000.00	Classroom libraries
		TOTAL	5,853.00	5,242.00	
			311		

School	Group	Event	Amt Raised	Amt Spent	Purchases
Northside	PTO	Box Tops	639.25	511.21	Refrigerator for Teacher Lounge
		Chuck E. Cheese	846.80	727.50	Bench for school entrance
		Fall Fundraiser	4,373.24	200.00	Smart Board Training for Librarian
		Breakfast with Santa	777.22	369.75	Proud Panther T-shirts
		Fall/Spring Dance	887.64	654.21	Student Rewards
					437.10
	Odyssey of the Mind	Fundraisers/Donations	9,252.67	7,021.72	World competition registration, housing, food, travel, related expenses & transfers to Tillery OM
			2,230.95	transferred to Northside activity account for future Northside OM teams	
		TOTAL	16,776.82	12,152.44	
Old Wire	PTO	Catalog and Sock Hop	11,553.87	-	Saving money for playground equipment
	PE	Jump Rope for Heart	250.00	250.00	donated to Heart Association
		TOTAL	11,803.87	250.00	
Reagan	PTO	Fall Catalog Sales	6,301.52	6,301.52	Playground, Reading Renaissance
		Spring Fling (dance)	1,203.33	1,203.33	Netbooks
		Field Day Snack Sales	858.12	858.12	Netbooks
	Partners in Education	Thanksgiving PIE Sales	790.25	467.34	Quiz Bowl registration, iPod, 4th/5th Grade Positive Behavior Rewards
		TOTAL	9,153.22	8,830.31	
Tillery	PTO	Box Tops for Education	1,273.00	1,200.00	Accelerated Reader, RIF
		Breakfast with Santa	1,735.00	1,735.00	Science Room, Counselor's Corner, Homecoming Float, PACT Expenses
		Fall Fundraiser	3,478.00	3,478.00	Playground Equipment
		Fall Festival	2,205.00	2,205.00	Playground Equipment
		Penny Wars	1,022.00	1,022.00	Teacher Appreciation, Walkie Talkies, Awards
	Odyssey of the Mind	Fundraisers/Donations	6,239.88	5,839.88	World competition registration, housing, food, travel, related expenses & transfers to Northside OM team
				400.00	transferred to activity account for future Tillery OM teams
		TOTAL	15,952.88	15,879.88	
Tucker	PTO	Donations	289.00		
		Box Tops	1,474.10		
		Coupon Sales	4,850.00	2,630.49	Product/Class Pizza Party
		Popcorn	289.80	238.09	Supplies
		Silent Auction	3,260.00	144.71	Supplies
		Spirit Nights	2,046.25		
		Memberships	1,055.00	203.00	Magnets
		Spirit Apparel/Merchandise	5,717.50	5,056.45	Supply cost
		Yearbooks	3,150.00	2,992.12	Yearbook/Printing
		TOTAL	22,131.65	11,264.86	

School	Group	Event	Amt Raised	Amt Spent	Purchases
Westside	PTO	Membership/T-shirts	1,406.00	6,676.82	PTO Operating Expenses: TAG, Popcorn/Supply Cart, RIF, Tax preparation, Family Nights, T-shirts, etc.
		Popcorn	743.41		
		Spirit Nights	657.37		
		Fall Festival	1,527.37		
		Box Tops	985.60		
		Super Hero Night	37.40		
		Supply Cart	1,626.34		
		Groundhog Dance	854.00		
		TOTAL	7,837.49	6,676.82	
Elmwood MS	Student Council	Friday Fun Night	909.46	909.46	Deposited in Activity Account
		Valentine Grams	246.49	246.49	Deposited in Activity Account
	PTO	Hat Passes/Candy Sales	500.00	500.00	Donated to ACH
		T shirt sales & memberships	1,915.00		
		Fun Night	624.00		
		Box Tops	192.00		
		Field Day	1,889.00		
		Stipend	400.00		
		Insurance/Tax Prep		150.00	
		Banners/Flags		2,033.00	
		Children's Festival		100.00	
		Band Booster		200.00	
		Bonnie Grimes		100.00	
		PTO Annex		25.00	
		Greer Lingle		22.00	
		Teacher Appreciation		832.00	
		8th Grade Party		200.00	
		Field Day Inflatables		700.00	
		Office Supplies		36.00	
		Basketball City Tournament		36.00	
		TOTAL	6,675.95	6,089.95	
Kirksey MS	PTO	Box Tops	449.35	3,911.29	Donated to School Activity Fund
		Dinner Out	41.44	1,184.90	Donated to School Activity Fund
		Fun Night	7,063.92	1,013.39	Supplies for Band, Orchestra & Choir
		Memberships	1,007.00	4,203.04	Additional T-shirts
		Middle Mounties	1,889.71	2,275.00	Teacher Appreciation
		Spaghetti Dinner	577.11	594.00	8th Grade Celebration & Dance
		T-shirts	653.96	650.00	Donations (Annex, Bonnie Grimes, Lambert Memorial, PACT fees)
		TOTAL	11,682.49	13,831.62	
Lingle MS	PTO	Catalog Fundraiser	4,213.00	2,358.00	Author Visit-Kazu Kabuishi
		(with Signature Fundraising)		240.00	\$10 gift cards to be given to "kids caught being good" program
				500.00	Electronic sign repair
				300.00	Christmas dinner for needy families in LMS
				500.00	Camera & equipment for yearbook staff
				313	250.00

School	Group	Event	Amt Raised	Amt Spent	Purchases
		TOTAL	4,213.00	4,148.00	
Oakdale MS	PTO	Spiritwear	1,287.18	1,245.01	Teacher Appreciation
	PTO	Memberships	547.00	521.08	Band Booster, Career day snacks, Bonnie Grimes Awards, 5th Grade Night letters, Afghanastan packages, Greer Lingle Book for our library, shot clinic food donation
	Choir	Sonic Cards	1,155.00	1,155.00	Transportation to Silver Dollar City
	Student Council	Field Day	530.16	225.00	Field Day Supplies
			3,519.34	3,146.09	
Heritage HS	Hip Hop	Sell sponsorships for T-Shirts	302.38	302.38	expenses to attend Hip Hop workshop
	Hip Hop	Assorted Candy sales	125.00	125.00	New uniforms
	National Honor Society	Donations at home FB games	1,012.50	1,012.50	All proceeds to St. Jude's Foundation
	Student Council	Assorted Candy sales	1,627.00	1,627.00	Cover Homecoming expenses
	Skills USA-Communications	Buttons to Mrs. Steen	125.00	125.00	Account to cover expenses
	FFA	Blue & Gold Sausage sale	1,229.00	1,229.00	pay contest registrations, expenses for National Convention
	International Club	Assorted Candy sales	256.35	256.35	Cover operational cost and travel expenses
	HOSA	Country Meats Snack Sticks	219.00	219.00	cover expenses at Spring Conference
	Free Minds	T-Shirt sales	250.00	250.00	cover expenses for Conference fees and uniforms
	Free Minds	Foam Spirit Finger Sales	83.00	83.00	cover expenses for Conference fees and uniforms
	National Honor Society	Club T-Shirt Sales	217.24	217.24	cover expense of shirts and donate to St. Judes
	DECA	World's Finest Chocolate	2,000.00	2,000.00	supplies, travel expenses, and scholarship
	FEA	Candy Sales before / after school	442.55	442.55	Join National chapter/teacher appreciation breakfast/account
	FBLA	Can Food Drive			Samaritan House in Rogers (2,000 + cans)
	Student Council	Penny Wars	997.00	997.00	Arkansas Children's Hospital
	Heritage Expressions	Craft/jewelry Sales	418.10	418.10	Samaritan House in Rogers
	Library	Hot Chocolate Sales	400.00	400.00	In activity account for needed supplies
	German Club	Selling Advent Calendars	486.69	486.69	provides for activities throughout the year
	Drama	Haunted House	1,500.00	1,500.00	In account to cover expenses for future productions
	Drama	Ticket sales- Greek Mythology play	1,042.00	1,042.00	In account to cover expenses for future productions
	Drama	Snappy's Happy Half-Hour	407.00	407.00	In account to cover expenses for future productions
	Drama	Grease	2,946.61	2,946.61	In account to cover expenses for future productions
	French Club	Mustaches on a Stick Sales	6.55	6.55	Promotion of French Week
	DECA	Prom Fashion Show	1,000.00	1,000.00	Arkansas Children's Hospital
	Amime Club	Valentine Wooden Roses	843.85	843.85	T-shirts for club members and Tournament expenses
	ALPFA	Krispy Kreme Gift Cards	295.00	295.00	Fund a \$1,000 scholarship for a senior going to college

School	Group	Event	Amt Raised	Amt Spent	Purchases
	Skills USA-Communications	Colors Day DVD's	20.00	20.00	In account to cover expenses
	Skills USA-Machine/Tools	Laser Engraved Acrylic Hearts	534.00	534.00	Competition expenses for state and nationals
	FFA	Chilli Cookoff	500.00	500.00	Scholarships for graduating FFA members
	Science Academy	Boom Flocka Lock	25.66	25.66	Scholarships and Student awards
	Science Academy	Bird Poop	182.00	182.00	Scholarships and Student awards
	Student Council	\$1,000 in 1 Minute	471.00	471.00	Arkansas Children's Hospital
	Skills USA-Communications	Graduation DVD's	1,360.00	1,360.00	Account to cover expenses
	Skills USA-Machine/Tools	Vending Machine Sales	446.03	446.03	Competition expenses for state and nationals
	Skills USA-Automotive	Scrap Metal Sales	125.72	125.72	Competition expenses for state and nationals
	Skills USA-Automotive	Vending Machine Sales	437.31	437.31	Competition expenses for state and nationals
	FFA	Vending Machine Sales	533.27	533.27	Competition expenses for state and nationals
	ALPFA	Donations at home Soccer games	46.00	46.00	Boys and Girls Club of Benton County
	Student Council	Flightfest	2,387.12	2,387.12	In account to cover expenses for future projects
	Public Service Academy	T-Shirt sales	243.33	243.33	Academy account
		TOTAL	25,543.26	25,543.26	
Rogers HS	HOSA	Car Wash/Bake Sale	290.75	290.75	Student Scholarship
	Chorus	Talent Show	1271.29	1271.29	Orlando Trip
	FFA	Blue/Gold Sausage Sale	821.00	821.00	Leadership Conference
	SMAT	T-shirt Sales	1,657.00	1,657.00	Student T-shirts
	FFA	Plant Sale	2,001.25	2,001.25	FFA Activities/Summer Conf.
	Skills USA	Candy Sales	2,183.90	2,071.59	T-shirts/Dues
	DECA	Best Seal In The House	1,235.67	1,235.67	Arkansas Children's Hospital
	ALPFA	Sell tickets for dance	1,851.30	1,000.00	Give scholarships - summer 2012
	FCCLA	Fright Night-Haunted Hallway	187.00	187.00	Donation to Needy Family
	FBLA	Candy Sales	400.32	400.32	State/National Conferences
	DECA	"1000 in 1 minute"	779.49	779.49	"Make A Wish Foundation"
	Student Council	Lollipop Sales	1,500.00	1,500.00	Arkansas Children's Hospital
	DECA	Candy Sales	1,055.00	1,055.00	Make A Wish Foundation
	Skills USA	Sold Laser hearts	534.00	534.00	State/National Conferences
	Drama Dept.	Matinee Performance	199.30	199.30	Production Expenses
	Student Council	"Pass The Bucket"	750.00	750.00	Cystic Fibrosis Foundation
	Skills/ Broadcasting	Car Wash	573.00	573.00	State/National Conferences
	DECA	Faculty Basketball Game	1,310.79	1,310.79	Make A Wish Foundation
	FBLA	Silent Auction	1,160.00	1,160.00	March of Dimes
	Student Council	Wrist Band Sales	750.00	750.00	Arkansas Children's Hospital
		TOTAL	20,511.06	19,547.45	
		GRAND TOTAL	291,409.80	209,173.66	

Rogers School District - Race to the Top Grant

Barnes_Wilma (WBARNES)

Sent: Monday, October 15, 2012 4:55 PM

To: mayor@rogersarkansas.com; canderson@rogersark.org; TomKimbrell@arkansas.gov

Attachments: RTTT to Commissioner and ~1.docx (209 KB)

Dear Mayor Hines and Commissioner Kimbrell:

Attached is the DRAFT of our RTTT grant application with the last page being the budget summary. Please contact Dr. Darr or me with any questions, or just email back a copy with your suggested changes.

Thanks so much!

Wilma Barnes
Administrative Assistant to the Superintendent
Rogers School District

RE: Rogers School District - Race to the Top Grant

Anderson, Carey [canderson@rogersark.org]

Sent: Wednesday, October 17, 2012 8:12 AM

To: Barnes_Wilma (WBARNES); Darr_Janie (JDARR)

Cc: Hines, Greg [ghines@rogersark.org]

Mayor Hines has reviewed the Race to the Top Grant and does not have any comments or changes.

Thank you,

Carey Anderson

Executive Assistant to the Mayor

City of Rogers

301 West Chestnut Street

Rogers, AR 72756

Office (479) 621-1117

Fax (479) 631-2767

www.rogersarkansas.com



From: Barnes_Wilma (WBARNES) [mailto:wbarnes@rps.k12.ar.us]

Sent: Monday, October 15, 2012 4:55 PM

To: mayor@rogersarkansas.com; Anderson, Carey; Tom.Kimbrell@arkansas.gov

Subject: Rogers School District - Race to the Top Grant

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Thanks so much!

Wilma Barnes

Administrative Assistant to the Superintendent

Rogers School District

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Rogers School District - Race to the Top Grant

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Thanks so much!

Wilma Barnes
Administrative Assistant to the Superintendent
Rogers School District



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

October 23, 2012

**State Board
of Education**

Jim Cooper
*Melbourne
Chair*

Brenda Gullett
*Fayetteville
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alloe Mahony
El Dorado

Toyoe Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

To the Grant Selection Committee:

The strength of Arkansas's economy is linked to the strength of Arkansas's education system. The state's economy needs a workforce that is skilled, adaptable, creative and equipped for success in the global marketplace.

Arkansas's ability to compete begins each day, in classrooms across the state. We must strengthen and reform our education system in order to be successful in a 21st century economy. Ensuring that every student in our state graduates from high school prepared for college and a successful career is central to securing a brighter economic future for all Arkansans.

The most critical change schools can make is to ensure all students are taught by highly effective teachers. Arkansas is investing resources to provide systems for educator effectiveness in order to maximize student achievement.

The Arkansas Department of Education plays a key role in education reform—setting the systems and conditions within which districts and schools can drive dramatic improvement in student achievement, toward the goal of all students graduating from high school ready for college and career.

This application for grant funds aligns with those priorities and supports the state's efforts to turn around low performing schools, ensure effective instruction in classrooms and graduate students college and career ready. In addition, the grant supports personalizing learning for students with a range of individual differences.

While we know there are no silver bullets in education reform, Arkansas welcomes the opportunity to collaborate with the Rogers School District to ensure our students, regardless of their zip code, receive a college-and career-ready education.

Sincerely,

Tom W. Kimbrell, Ed.D.
Commissioner of Education

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