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Project Narrative Abstract

Priority 1 – Need for Assistance

Introduction

According to the Chamber of Commerce, Texarkana is located between "**Beethoven and BOOT SCOOTIN'**…a blending of two great cultures where the South meets the West!" A more objective study, however, draws a stark picture of limited opportunities for upward mobility and improved lifestyle for its native born. Geographically located on the border of Texas and Arkansas, Texarkana is composed of two cities with the same name: Texarkana, Texas and Texarkana, Arkansas. Because of the different tax structure of each state, families tend to live on the Arkansas side of State Line to enjoy the lower property taxes and then send their children to the more affluent schools on the Texas side. Texarkana is centrally located between Little Rock, Hot Springs, Shreveport, and Dallas. Texarkana employers draw their workers from a population of just under 130,000 people within a 30-mile radius of Texarkana.[1]

Texarkana's industrial base is broadly diversified. Cooper Tire Company, Domtar and International Paper plants, Red River Army Depot, and Christus St. Michael Hospital are the largest employers in the area. Trucking, railroad, and airline related jobs are available. Many area plants operate 24-hours a day, seven days a week. The average per capita income is just over $21,000 with an unemployment rate of 5.7%.[2] Manufacturing employment has suffered with the economic downturn. The combination of an uncertain job market and increasing cost of living leads many Texarkana young people into the world of work in blue collar jobs right out of high school. The irony of this is that the major medical and industrial facilities afford many

[1] Red River Commerce Park. (2008). Retrieved from http://rrcp.org/workforce.html

[2] Experian/Applied Geographic Solutions. (2009). *Texarkana Chamber of Commerce*. Retrieved from www.texarkana.org

management positions, which would provide young people with a much higher standard of living. Texarkana Community College, Texas A&M University-Texarkana, the University of Arkansas Community College at Hope, as well as the University of Arkansas Medical Sciences and Health Education Center, are all located within a 30-mile radius and offer opportunities to continue education for a wide variety of responsible positions in the area.

The cities of Texarkana, Arkansas and Texas have a combined population of over 134,000 with 73.6% non-minority and 23.5% Black, 0.3% American Indian, 0.7% Asian, 1.1% Hispanic, and 0.8% Other.[3] TASD's minority population is 56%, which is **over double the Black percentage of the city** and its surrounding population. The district African American percentage is increasing, even as the city's minority percentage is decreasing. The projected White population in 2014 is expected to rise to 77.2%.[4] The trend is evident. TASD White families are leaving the district. Some are leaving to enroll in more affluent public schools across the state line in Texas, some are leaving to enroll in the majority White schools in the bedroom communities surrounding the city, and still others are leaving to enroll in private and parochial schools in the city. In 2007, the TASD School Board decided that an aggressive change would have to take place in order to stop the loss of student enrollment and various magnet programs were implemented throughout the district. The International Baccalaureate program has been highly successful in raising academic achievement and bringing families back into the district. This proves that the **magnet school concept is sound** for preventing or eliminating racial isolation as

[3] Experian/Applied Geographic Solutions. (2009). *Texarkana Chamber of Commerce*. Retrieved from www.texarkana.org

[4] Experian/Applied Geographic Solutions. (2009). *Texarkana Chamber of Commerce*. Retrieved from www.texarkana.org

well as for improving academic achievement. The high school AP program has become very popular and effective as a new choice for students wanting advanced academics, but not necessarily the IB program. This MSAP project is designed to enable **more** students to take part in the AP program when they move up to the high school.

The six schools in this project have been strategically selected to enhance the K-8 academic rigor so as to better support the good things happening at the high school. The information gained from an enrollment survey sent to private, parochial, and area public school students will be used to **target recruitment** for the proposed project schools. MSAP funding would provide the unique, specialized instruction in these TASD magnet schools that will prepare students to be college and career ready. This MSAP funding could be the catalyst for changing the overall future for many young people in TASD. TASD is a **small urban district of 4565 students** in kindergarten through twelfth grade with **70% socioeconomic disadvantaged**. There are **about 650 private school students** in the area, with enrollment of **Whites averaging 90%** in nine of the ten private schools. There are four small districts surrounding TASD (Genoa, Fouke, Spring Hill, and Ashdown) with a combined enrollment of just over 4000 students. Fouke School District is 89% White, Genoa School District is 99% White, Ashdown School District is 63% White, and Spring Hill School District is 90% White.[5] **These four bedroom community districts** enroll many Texarkana students who would return to the district if they could attend a school that is personalized to fit their individual needs.

Eligibility

The state of Arkansas was granted a waiver under the NCLB legislation. Instead of AYP, schools strive to achieve Annual Measurable Objectives (AMO), meaning they must not only

[5] Education Bug. (2010). Retrieved from http://arkansas.educationbug.org

show achievement attainment but also show achievement growth. Trice and Fairview have made AMO but the other four schools have not. North Heights Junior High (7-8) is a Needs Improvement-Focus school, College Hill Middle School (5-6) is a Needs Improvement-Focus School, Union Elementary (K-4) is a Needs Improvement-Focus School, and Kilpatrick Elementary (K-4) is a Needs Improvement School. A priority under the U.S. Department of Education's Magnet Schools Assistance Program holds a possible lifeline for these schools since, according to the priority, ***"schools identified for school improvement, corrective action, or restructuring under Title I [can be]… magnet schools to be funded under this project…"*** **The fact that the majority of these Texarkana, Arkansas schools did not achieve their AMO status puts the entire district at risk. The priority cited above provides eligibility for selection as a Magnet Schools Assistance Program grant recipient.**

As of January 2013, North Heights Junior High has a total enrollment of 629 students, 68% low socio-economic status, 53% Minority, and 45% White. College Hill Middle School has a total enrollment of 672 students, 74% low socio-economic status, 56% minority, and 43% non-minority. Trice Elementary has a total enrollment of 564 students, 66% low socio-economic status, 41% minority, and 59% White. Union Elementary has a total enrollment of 257 students, 92% low socio-economic status, 66% minority, and 34% non-minority. Kilpatrick Elementary has a total enrollment of 401 students, 84% low socio-economic status, 71% minority, and 29% White. Fairview has a total enrollment of 285 students, 88% low socio-economic status, 66% minority, and 34% White. Every school has a **Black population percentage representing almost double the city's Black percentage**.

The Texarkana Arkansas School Board has directed the TASD Superintendent to seek Magnet Schools Assistance Program (MSAP) funding for these schools and to create the **Texarkana**

LEAD Project (Leadership & Entrepreneurship through the Arts and Design). These K-8 STEM themes were carefully crafted to provide rigorous mathematics and science that are accessible in meaningful ways and that promote critical thinking, reasoning, and lasting understanding. Partnerships, internships, and in-class experiences make this magnet strand relevant and rigorous.

Priority 1. (a) The cost of fully implementing the magnet schools project as proposed

The Texarkana Arkansas School District is requesting $3,187,165 for 2013/2014, $3,568,999 for 2014/2015, and $3,259,356 for 2015/2016. The driving force of this grant proposal is to provide educational opportunities for the current 4500 students in Texarkana, Arkansas, and to bring back students from the private, parochial, and nearby public schools in spite of budgetary problems. The MSAP grant funding will enable district officials to remain focused on improvement of academic achievement, balance demographic profiles in the schools, and initiate innovation. Meeting the need for assistance at this time will put in place the structures and training that will sustain the TASD magnet instructional program beyond the grant cycle. Approximately **6,000 potential non-minority public school applicants** are in the surrounding bedroom communities of Texarkana. Additionally, **over 500 non-minority private school applicants** live within driving distance of TASD. Because the amount of local funds available is limited to maintaining facility needs and basic supplies, the need for assistance is tremendous if these potential students are to be attracted to the six project magnet schools. The cost of this proposed project allowed under MSAP guidelines is high due to the number of schools, the needed supplies and high-end technology needed for the STEM through the arts focus of the magnet themes, as well as for the specialized training to develop and sustain the authentic project-based studies.

Three areas of major expenditure will be necessary to support the unique elements and requirements of the program: staff/training, marketing/recruitment, and supplies/equipment. It becomes obvious during classroom observations and interviews with administrators and teachers that in the past there has not been the **amount and depth of training needed relative to authentic content or up-to-date strategies or methodologies.** MSAP funding will be used for training to infuse STEM through the arts and financial literacy learning throughout the core subject areas, for content background and instruction in application of pedagogies with professors at Texas A&M University-Texarkana, with nationally recognized consultants, and at premier conferences and training centers nationwide. It will be important to give the very **best professional development in specialized magnet content, integration of curriculum, and the strategies and best practices that match the STEM, arts, and financial literacy focus of the magnet themes.** Additionally, it will be essential to train all faculty members on the various **technological equipment and software/audio-visual applications** that will be purchased in support of the Common Core curriculum and instruction. The specialized equipment and supplies listed in the budgets of the six schools are costly and offer a **level of instructional excellence** that these students would not have without this special funding. The potential value for students cannot be realized without **sustained, and extensive training** for teachers on these specific pieces of equipment and supplies relative to their respective magnet school sites. Basic to the success of the overall program will be the implementation of a **professional marketing and recruitment plan**. A dynamic and intensive marketing campaign has been outlined that will educate the public as to the many advantages of magnet school attendance. The timeline for the marketing plan has been developed to reflect a sequential and comprehensive approach for attracting and holding the interest of students. The theme for each magnet school will emphasize

STEM through the Arts and attainment of Common Core state standards in all **marketing strategies** and **promotional materials**.

The TASD school district shows major academic weaknesses of students in all subject areas. Table One reveals the low achievement in most of the TASD project schools. Eighth graders are most at risk, and this is important due to the needed preparation to function effectively at the high school level. **Each school is diligently struggling to achieve AMO and have identified science, math, and literacy learning as high need areas for improvement. Except for Fairview and Trice,** whose leadership will spearhead this magnet effort for the project schools**, all the project schools are in either school improvement or school improvement-focus.** If this continues, the chances for student success at Arkansas High School will be handicapped going in. **Major intervention** is needed in these schools.

Arkansas State Test Results for 2011/2012

Project Schools	**Grade**	**% Passing Science**	**% Passing Literacy**	**% Passing Mathematics**
North Heights Magnet Junior High School	**8th**		45% w/ 16% adv.	35% w/ 10% adv.
	Af Am		44% w/ 10% adv.	25% w/ 1% adv.
	White		46% w/ 21% adv.	48% w/ 19% adv.
	SES		43% w/ 11% adv.	28% w/ 5% adv.
	7th	16% w/ 3% adv.	45% w/22% adv.	36% w/ 20% adv.
	Af Am	6% w/ 2% adv.	43% w/ 15% adv.	30% w/ 13% adv.
	White	27% w/ 4% adv.	51% w/ 28% adv.	43% w/ 26% adv.

	SES	11% w/ 3% adv.	44% w/ 18% adv.	33% w/ 17% adv.
College Hill Magnet Middle School	**6th**		32% w/ 31% adv.	36% w/ 22% adv.
	Af Am		31% w/ 12% adv.	30% w/ 17% adv.
	White		39% w/ 34% adv.	35% w/ 47% adv.
	SES		36% w/ 18% adv.	31% w/ 26% adv.
	5th	34% w/ 7% adv.	46% w/ 30% adv.	38% w/ 28% adv.
	Af Am	24% w/ 1% adv.	51% w/ 16% adv.	42% w/ 15% adv.
	White	48% w/ 17% adv.	37% w/ 48% adv.	32% w/ 47% adv.
	SES	28% w/ 3% adv.	43% w/ 20% adv.	40% w/ 18% adv.
Trice Elementary Magnet School	**4th**		37% w/ 43% adv.	24% w/ 53% adv.
	Af Am		26 w/ 38% adv	40 w/ 26% adv
	White		26% w/ 61 adv	34 w/ 55% adv
	SES		30% w/ 59% adv	27% w/ 59% adv
	3rd		32% w/ 58% adv.	30% w/ 53% adv.
	Af Am		30% w/ 40% adv	35% w/ 44% adv
	White		31% w/ 61% adv	28% w/ 69% adv
	SES		20% w/ 69% adv	26% w/ 71% adv
Union Elementary Magnet School	**4th**		49% w/ 27% adv.	39% w/ 32% adv.
	Af Am		50% w/ 21% adv	46% w/ 17% adv
	White		43% w/ 36% adv	36% w/ 50% adv
	SES		50% w/ 25% adv	25% w/ 50% adv
	3rd		33% w/ 35% adv.	24% w/ 53% adv.

	Af Am		27% w/ 23% adv	42% w/ 27% adv
	White		42% w/ 46% adv	8% w/ 79% adv
	SES		33% w/ 67% adv	0% w/ 100% adv
Kilpatrick Elementary Magnet School	**4th**		35% w/ 49% adv.	33% w/53% adv.
	Af Am		35% w/ 47% adv	37% w/ 46% adv
	White		28% w/ 56% adv	17% w/ 72% adv
	SES		67% w/ 33% adv	33% w/ 67% adv
	3rd		28% w/ 45% adv.	27% w/ 54% adv.
	Af Am		33% w/ 40% adv	29% w/ 49% adv
	White		16% w/ 53% adv	26% w/ 58% adv
	SES		10% w/ 50% adv	10% w/ 70% adv
Fairview Elementary Magnet School	**4th**		45% w/ 46% adv.	41% w/ 46% adv.
	Af Am		52% w/ 39% adv	52% w/ 33% adv
	White		37% w/ 58% adv	21% w/ 74% adv
	SES		40% w/ 60% adv	20% w/ 80% adv
	3rd		29% w/ 43% adv.	31% w/ 47% adv.
	Af Am		34% w/ 21% adv	38% w/ 31% adv
	White		29% w/ 71% adv	29% w/ 65% adv
	SES		0% w/ 100% adv	20% w/ 80% adv
Texarkana School District	**4th**		32% w/ 54% adv.	37% w/ 48% adv.
	Af Am		40% w/ 39% adv.	44% w/ 32% adv.
	White		24% w/ 67% adv.	29% w/ 63% adv.

	SES		34% w/ 48% adv.	40% w/ 41% adv.
	3rd		27% w/ 52% adv.	26% w/ 60% adv.
	Af Am		32% w/ 34% adv.	34% w/ 43% adv.
	White		23% w/ 67% adv.	19% w/ 75% adv.
	SES		32% w/ 43% adv.	30% w/ 52% adv.

State of Arkansas	**8th**		43% w/ 37% adv.	43% w/ 25% adv.
	7th	32% w/ 9% adv.	39% w/ 41% adv.	37% w/ 40% adv.
	6th		37% w/ 38% adv.	26% w/ 49% adv.
	5th	44% w/ 16% adv.	37% w/ 48% adv.	35% w/ 41% adv.
	4th		32% w/ 53% adv.	33% w/ 49% adv.
	3rd		26% w/ 56% adv.	24% w/ 63% adv.

Priority 1. (b) The resources available to carry out the project if funds are not provided

Each project campus has a Parent Liaison in place. Parent Liaisons are critical for attaining the positive parent involvement needed to advance student academics. These campus Parent Liaisons are under the direction of the Assistant Superintendent for Elementary Programs and are **locally funded**. Each campus parent liaison works with families of students on a more personal basis in order to assist students in maintaining good attendance, answering questions about academic issues, and helping families navigate college applications and financial aid. Campus Parent Liaisons develop positive parent relationships. Another important, and costly, resource that the **district provides is complete transportation service to the magnet schools.** The district budget is stretched to the limits to provide the facility upgrades that are absolutely necessary to add classroom space at these schools. Basic instructional supplies have been provided from the

general fund and the district is committed to **funding past applicable categorical projects that have been already implemented** such as the International Baccalaureate and Advanced Placement programs. This dynamic and innovative Texarkana LEAD Project will not happen without MSAP funding.

Priority 1. (c) The extent to which the costs exceed the applicant's resources

The Texarkana LEAD project is truly **innovative and supports systemic reform,** while also **being intriguing and interesting to young people.** The implementation of STEM themes and the arts is very costly and these costs greatly exceed the resources that are currently in place. As detailed in the table below, the cost of the Texarkana Leadership & Entrepreneurship through the Arts and Design project implementation will not be possible without MSAP funding. The cost of the project implementation exceeds district resources by 11% in 2013/2014, by 12% in 2014/2015, and by 10% in 2015/2016.

Cost of the Texarkana LEAD Project

Funding Cycle Yr	**Funding/Pupil** (5% increase/yr)	**Local Resources** (based on 4500)	**MSAP Funding**	**Total Funding**
2013/2014	$6267	$28,201,500	$3,187,165	$31,388,665
2014/2015	$6580	$29,610,000	$3,568,999	$33,178,999
2015/2016	$6909	$31,090,500	$3,259,356	$34,349,856

The additional MSAP funding is extremely important to the full implementation of the Texarkana project at the six project schools. The success in attracting students from affluent areas of the city to these project schools lies in the full use of the specialized resources, equipment, and supplies associated with engaging inquiry and understanding in the classroom. This requires proper training and technical support for the faculty to use the resources properly

and on-site specialists to provide just-in-time answers and guidance to faculty members. These expenses cannot be absorbed in the local funding. As with any district, personnel costs make up over 85% of TASD's local budget. Therefore, additional specialized personnel and professional development are needed. The additional personnel hired for the three years of the MSAP grant cycle will train the teachers. **At the end of the 2015/2016 school year teachers will be ready to carry on the Texarkana LEAD project on their own.** This ensures that all personnel within the schools understand that ***this is their project rather than an add-on project that only the specialists are charged with*.**

Priority 1. (d) The difficulty of effectively carrying out the approved plan successfully

TASD is committed to integration and educational equity for all students as outlined in this Texarkana magnet application; however without MSAP funding, the Texarkana LEAD project will not be able to provide the level of quality that is critical to attract a diverse population. Parents must be convinced that the quality of education received in these magnet schools is world-class. **Without the accoutrements inherent in a strong arts and STEM focused curriculum of instruction**, families will not be attracted to these inner-city project schools and students currently in these schools will suffer as a result of the district's diminishing resources.

Priority 4. Promoting STEM Education

(a) Providing students with rigorous and engaging coursework in STEM

The Texarkana magnet themes are **well grounded in STEM and the Arts** to develop **college and career ready learners using project-based learning**. Fairview, with its strong science and math focus, and Trice, with its strong arts focus, are the lead schools for this **Texarkana LEAD project**. Each is building on what has been successful and revising its magnet theme to incorporate rigorous STEM learning and to take academics to a higher level. With STEM,

students will engage in scientific inquiry through questioning, developing models, investigating, constructing explanations, and communicating information. STEM also promotes collaborative learning, which is a key for students to be successful in careers, and has been shown to increase both flexibility and fluency in math. STEM pushes science and math learning to Bloom's highest cognitive level (creating and evaluating). STEM takes science and math to the more practical aspect of **design**: developing **new technologies** or **improving existing technologies** to increase their benefit (i.e., better artificial limbs, improved stage lighting, or more capable cell phones). Optimal solutions rather than perfect solutions means critical thinking must come into play as learners grapple with all the requirements of a problem. A designer in the corporate world, in order to design the most affordable products or processes, must make some trade-offs or compromises. The reality is practicality. These real world understandings become apparent as students work through a design project, from designing stage sets for a theatrical production to designing new packaging for packing tomatoes in the produce aisle of the grocery. As they record their design sketches, data, and reflection pieces, students must rely on their knowledge of science and mathematics as well as the specialized skills of design, optimization, and making trade-offs.

Purdue University's Design Goal Process will be used to guide project-based learning: ASK: What is the problem? What have others done? What are the constraints? (**research** phase) IMAGINE: What could be some solutions? Brainstorm ideas. Choose the best one. (**brainstorming and converging ideas** phase) PLAN: Draw a diagram. Make a list of materials. (**application of science and math concepts** phase) CREATE: Follow your plan and create it. Test it. (**synthesis/creating** phase) IMPROVE: Troubleshoot and make your design even better. Test it. (**critical thinking** phase) The answers to these projects are in the students' realm as

opposed to traditional schooling where teachers *hold* the correct answers. Students have control of the outcome. Students use **oral and written communication** to promote knowledge construction and critique through scientific argumentation, which includes both 1) **individual cognitive activities** and 2) a **negotiated social act** through talking and writing within a specific group. Students learn to **research** to understand problems better; they must **argue from evidence** and **analyze data using mathematics**; and they must **communicate results** to others, all key elements of the Common Core standards.

The **Math thread** that weaves throughout all six schools, and makes this a **viable Entrepreneurial magnet strand, is Financial Literacy.** Financial Literacy was the brainchild of U.S. Secretary of Education Arne Duncan and Ariel Investments founder John Rogers. Economics and finance lessons emphasize analysis and critical thinking that are essential to making good decisions about money. Lessons are couched to correspond to students' lives and to connect to their own life goals. The key is to make school matter to these children and to their families in order to break the cycle of poverty. The Texarkana LEAD project will build on the financial literacy program developed by the K-8 Ariel School in Chicago, Illinois. Since 2002, the Chicago Ariel School (K-8) has outperformed the district on state standardized tests in reading, math, and science. Since 2007, it has exceeded both the district and the state of Illinois state standardized test results in reading, math, and science. The financial literacy curriculum has four components: basic economics, personal finance, business models, and investing. Ariel school principal, Lennette Coleman, states that they are building "critical behavior." This means that students build, not just the critical thinking skills that lead to economic success, but also build the courage and confidence to put their ideas into action.

The technology component of STEM allows for a deeper understanding of the three other subject areas by allowing students to bridge and connect in-school and out-of-school learning opportunities through virtual field trips, connecting with experts-in-the-field, and through constructing appropriate mathematical and computational models for their academic projects.

The perception of historically low academics in these proposed magnet school sites will be discussed with families, explaining the steps being taken to broaden and deepen the curricular offerings at the magnet schools, how differentiated and personalized instruction will support all students, and the extent of interaction with the home. Private school parents will be the target of a consistent, positive information flow relative to the positive aspects of the program. Trice Elementary will become The Renaissance School, Union Elementary will become The DaVinci School, Fairview Elementary will become the Aerospace and Pre-Engineering Discovery School, Kilpatrick Elementary will become a Biomedical Engineering School, College Hill M.S. will become an Academy of Design, and North Heights Jr. High will become an Entrepreneurial Leadership Academy. All have a STEM through the Arts and Financial Literacy theme.

(b) Increasing the opportunities for high-quality teacher preparation

All teachers and staff will have extensive training on project-based learning, which is the use of in-depth and rigorous classroom challenges that students use to focus their learning of STEM concepts and understandings. This is a new type of teaching and it means teachers will need the initial training and then coaching and follow up to ensure that implementation of this new student-centered classroom is maintained. The structure of this proposal with the instructional coaches in place at the campuses, the intermittent trainings throughout the three years, and the daily focus of the entire faculty and administration on this new vision of learning, is designed to personalize instruction and truly revise the curricular programs at these project schools. Teacher

teams will be linked to develop and co-teach projects in order to integrate subject areas and to ensure real world viability of the projects. This will also strengthen teacher buy-in and support for this 21st Century teaching model. The Buck Institute for Education (BIE) offers consultants, webinars, workshops, and videos designed to help the district implement project learning in the schools. In addition, the National Science Teachers Association, as well as other resources will be sought for high quality training. Site visits and contacts to the Ariel School in Chicago, as well as to other schools successfully using financial literacy will be made as the faculty members build on the successes and learn from the pitfalls of others before them.

Plan of Operation

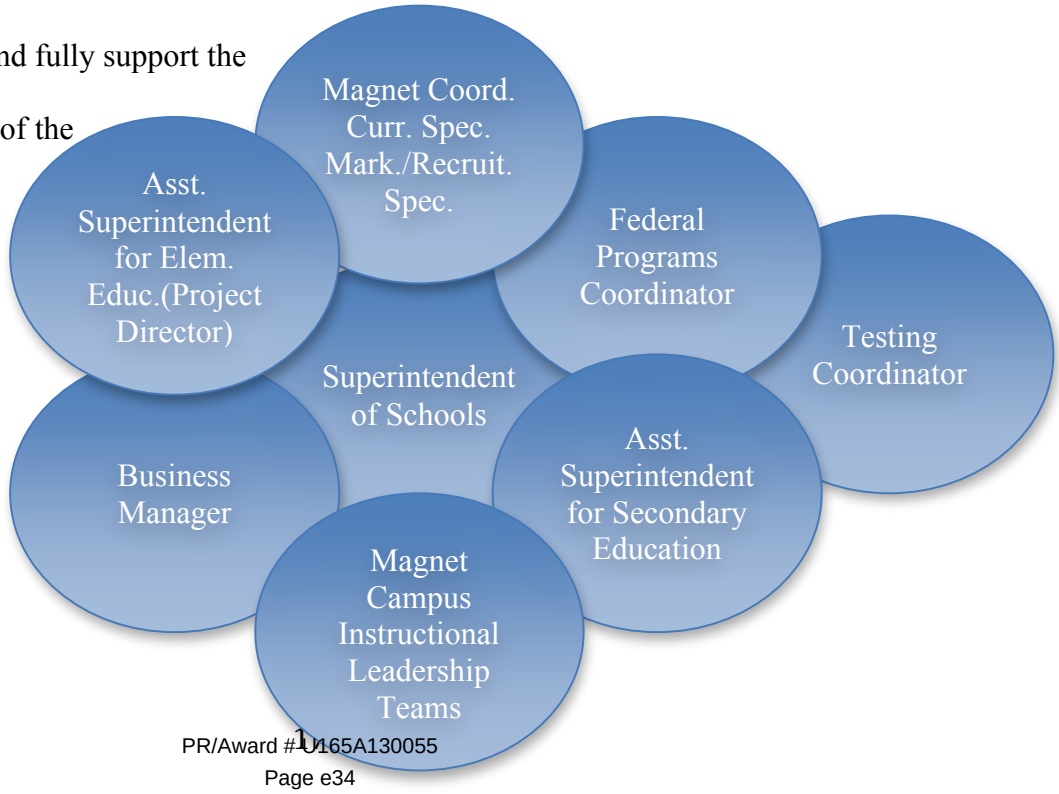
(1) Quality of Plan of Operation

As noted in the January 10, 2013 issue of Education Week's *Quality Counts*, "A school's social and disciplinary atmosphere can have a profound impact on student achievement." The Texarkana LEAD project has put in place a plan of operation to address the culture at all the project schools and to include, not just high-quality teachers, but also schools that are designed to support student success. The Texarkana MSAP project plan of operation seeks to reduce conflict and ensure school safety without resorting to expulsion and out-of-school suspension. Ways to help students cope with academic and personal pressures that interfere with learning are a part of the Texarkana LEAD project design at each project campus. The Texarkana LEAD project plan of operation is meant to support the teachers, administrators, and school-level support personnel in fulfilling the purposes and learning outcomes inherent in this project application and that will **recruit students to these TASD project magnet schools**. This plan of operation has also been crafted **to ensure the smooth operation of the MSAP project**. Developing the plan of operation has brought classroom teachers, instructional specialists,

building level administrators, and central office personnel together, with valuable, first-hand experience, to collaborate and ensure that each campus will have a rigorous and effective academic program while also maintaining a safe and supportive school environment for every student.

(i) Ensure proper and efficient administration of the project

The Texarkana MSAP management plan is headed by a management team of high quality personnel, who will provide administrative leadership, instructional guidance, and curricular support for the implementation of all aspects of the magnet school programs at the proposed sites. The **Assistant Superintendent for Elementary Education will be the Project Director** to ensure that the management structure is an interactive, highly collaborative network of key personnel consisting of central office and school-based staff members that interface seamlessly for effective implementation of the MSAP. The Magnet Coordinator, as part of the TASD Executive Team, will ensure clear communication, not only among the management team, but also with the TASD School Board. The School Board and Central Office Administrators have embraced the magnet school concept as a dynamic way of providing rigorous and dynamic learning within TASD and fully support the philosophy and practice of the Magnet Schools Assistance Program as the means to reenergize staff and ensure curricular and instructional strength.



(ii) Effectiveness to attain outcomes (A) that accomplish the purposes of the program

The TASD management plan of operation is well designed for attaining the specific outcomes of the MSAP statutory purposes: **Desegregation and Choice** by successfully attracting a diverse population to the TASD project schools through providing innovative programs of study, **High Academic Achievement** by implementing sound instructional programs based on research and best practices, and **Develop Capacity** by ensuring that the campus faculty and staff as well as the district personnel are well trained to continue the magnet programs beyond the funding cycle.

The Magnet Coordinator, under the guidance of the Assistant Superintendent for Elementary Education (Project Director), will initiate a series of activities after planning with the Management Team. Each year the following timeline of activities and procedures will be instituted to ensure efficiency and effectiveness in implementing the categorical outcomes of the MSAP statutory purposes:

Timeline of Major Activities (Yearly)	A	S	O	N	D	J	F	M	A	M	J	J
Summer Workshop for Management Team											x	
Teacher Work Days before opening of school	x											
Identify and provide orientation for all personnel	x	x	x									
Conduct Workshops and Coaching sessions	x	x	x	x	x	x	x	x	x	x	x	
Order equipment and materials	x	x	x	x	x	x	x	x	x			
Parent Involvement Activities	x	x	x	x	x	x	x	x	x	x	x	x
Magnet Tech Team and Site Team meetings	x	x	x	x	x	x	x	x	x	x		
Curriculum Project Development sessions	x				x	x					x	
Review and edit of units and projects	x										x	x
Collect, analyze, and disseminate formative data			x						x			

Develop and implement marketing campaign	x					x	x	x	x		x	x
Monitor project activities	x	x	x	x	x	x	x	x	x	x	x	x
Monitor project activities	x	x	x	x	x	x	x	x	x	x	x	x
Collect and analyze summative data									x	x	x	x
Disseminate project evaluation to School Board						x					x	
Complete MSAP reports											x	
District Magnet Principal meetings		x		x			x				x	

Progress toward quality education begins at the building level in the individual classrooms. It is at the building level where relationships between students and teachers are enhanced. The TASD plan of operation is designed to support and ensure that each magnet school will be a humane enterprise as it deals with internal and external evaluation processes and accountability requirements. It is this successful district plan that will guarantee the specific outcomes of the MSAP are attained.

(B) Are attainable within the project period

The TASD has prepared this application to enable it to obtain the necessary highly qualified human resources to meet project purposes while ensuring that the vision of this project is held tight. The Assistant Superintendent for Elementary Education has been designated as the Project Director to ensure that the project magnet schools and the Entrepreneurial magnet strand are highly visible and will be seen as a key option for families seeking a rigorous academic program, but not necessarily wanting International Baccalaureate. **Stringent schedules and precise job descriptions for key personnel** will ensure that outcomes are attainable within the project period. The district level magnet office and the Magnet Coordinator, under the guidance of the Assistant Superintendent for Elementary Education, will operate with specialists in the areas of

curriculum and marketing/recruitment. An administrative assistant/secretary will ensure that the clerical details for maintaining a smooth functioning office will be in place. These staff members are charged with establishing the magnet office in order to **provide the direction and support** needed to develop credibility through effectively marketing magnet schools, ensure diversity, and raise the academic achievement level of magnet students in the six applicant schools.

The **Magnet Coordinator** will spend approximately sixty percent of school hours on magnet sites, observing in classrooms and conferring with the leadership team and other members of the school staff to gain a thorough working knowledge of every magnet program implementation. The remaining time will be dedicated to managing budget matters, working with the external evaluator, magnet principals, and campus instructional coordinators, as well as facilitating and guiding the quality of the work accomplished by the two specialists. A **Curriculum Specialist** will work closely with expert content and process education consultants in order to facilitate the **implementation of the STEM, Arts, and Financial Literacy curricula** at each project school. The Curriculum Specialist will spend **ninety percent of the school day at magnet sites, distributing the time equitably with modifications as needs arise**. Only twenty percent of the time should be devoted to office duties. The **Marketing/Recruitment Specialist** will be charged with developing an effective action plan designed to target the populations of students needed to result in a truly diverse student population. This staff member will ensure that the magnet web site is kept up to date and current. He/she will also ensure that event calendars, materials distribution, contacts with community groups, and real estate contacts are given priority and monitored for flawless implementation. The marketing/recruitment specialist will spend **eighty percent of the time interviewing and planning with various vendors, maintaining a current web presence, conferring with community contacts, and attending civic and business**

meetings to share the latest news and publications about the schools. No more than twenty percent of the time should be devoted to office duties. The **magnet assistant/secretary** will possess outstanding telephone skills to handle calendar items and appointments, **inter- and intra-office communications**, and generally ensure the smooth interface of duties among the specialists and the campus personnel on a daily basis. This staff member will spend **one hundred percent of the time in the magnet office facilitating the work of its personnel.**

(C) Are measurable and quantifiable

The TASD LEAD project management plan has measurable and quantifiable objectives built directly on the MSAP **statutory purposes** of **Ensuring Desegregation and Choice, Developing Capacity, and Improving Academic Achievement.** In addition to the GPRA objectives, a number of project objectives have been added to ensure accountability and positive outcomes for all aspects of the magnet programs.

Ensuring Desegregation and Promote Educational Choice			
GPRA Performance Measure: The percentage of magnet schools whose student applicant pool reduces, eliminates, or prevents minority group isolation.			
MSAP Objective 1: Minority group isolation will be reduced annually at the project schools			
1.A. Performance Measure: At each targeted magnet school, the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, eliminates, reduces, or prevents minority isolation, as measured by recruitment data and district enrollment figures. (Recruitment will total 20% over the three years, ensuring 10% retention of applicants.)			
Target Applicant Pool Data by School	**2013/14**	**2014/15**	**2015/16**
Applicant pool reflects reduction of racial isolation	6%	8%	6%
Accountability Indicator	19/grade	25/grade	19/grade

1.B. Performance Measure: At each targeted magnet school, the student enrollment data reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces eliminates, or prevents Black racial isolation, as measured by a 10% decline in Black racial/ethnic population by Spring 2016.

Target Enrollment Data by School	**2013/14**	**2014/15**	**2015/16**
Enrollment data reflects reduction of racial isolation	3%	4%	3%
Accountability Indicator			
North Heights Jr. High	9/grade	13/grade	9/grade
College Middle	10/grade	14/grade	10/grade
Fairview	2/grade	3/grade	2/grade
Kilpatrick	3/grade	3/grade	3/grade
Trice	4/grade	5/grade	4/grade
Union	2/grade	2/grade	2/grade

1.C. Performance Measure: As a result of magnet recruitment at each targeted magnet school, the diversity of student population will be improved through reduction of economic isolation, as measured by a 10% decline in student free/reduced lunch by Spring 2016.

Target Free/Reduced Lunch Data by School	**2013/14**	**2014/15**	**2015/16**
Data reflects reduction of economic isolation	3%	4%	3%
Accountability Indicator			
North Heights Jr. High	9/grade	13/grade	9/grade
College Middle	10/grade	14/grade	10/grade
Fairview	2/grade	3/grade	2/grade
Kilpatrick	3/grade	3/grade	3/grade

Trice Union	4/grade 2/grade	5/grade 2/grade	4/grade 2/grade
1.D. Performance Measure: As a result of magnet recruitment at each targeted magnet school, minority enrollments in TASD feeder schools will not be negatively impacted; but will be within plus or minus 10% of the overall district average.			
Target Enrollment Data by Feeder School	**2013/14**	**2014/15**	**2015/16**
Enrollment data reflects stable minority enrollments	+/- 10%	+/- 10%	+/- 10%
Accountability Indicator Because of the district's Black racial isolation in comparison to the surrounding region, recruitment is meant to bring majority students back to the district; therefore, students will not be recruited from other TASD schools.			
MSAP Objective 2: Educational choice and interaction among students of different social, economic, ethnic, and racial backgrounds will be increased.			
2.A. Performance Measure: By June of each year, parents at each of the six magnet schools will attend at least one event designed to increase awareness, appreciation, and respect for diversity as measured by logs of attendance at magnet school events.			
Target Family Attendance by School	**2013/14**	**2014/15**	**2015/16**
Data reflects increased interaction among students and families of differing social, economic, ethnic, and racial backgrounds. (5% increase in enroll/yr)	100%	100%	100%
Accountability Indicator North Heights Jr. High College Middle	 629+ 669+	 661+ 703+	 694+ 738+

Fairview	286+	300+	315+
Kilpatrick	403+	423+	444+
Trice	563+	591+	621+
Union	261+	274+	288+
2.B. Performance Measure: By June of each year, student participation in campus academic settings, sports, and other co-curricular, and extra-curricular activities will reflect the social, economic, ethnic, and racial composition of each project school as measured by membership lists to said activities.			
Target Student Interaction by School	**2013/14**	**2014/15**	**2015/16**
Data reflects that student participation in campus academic activities, sports, and other co-curricular, and extra-curricular activities reflects the same economic, racial and ethnic composition of each project school.	__%	__%	__%
Accountability Indicator Membership lists will be analyzed to ascertain the economic, racial, and ethnic composition of the student participation is the co-curricular and extra-curricular activities per school.			
2. C. Performance Measure: By June of each year, school climate and safety will improve for all student populations as measured by the Campus Student Discipline Report.			
Target Student Discipline by School	**2013/14**	**2014/15**	**2015/16**
Student discipline data reflects school safety and overall school climate is supportive and equitable for all student populations.	Baseline %	5% decrease	10% decrease
Accountability Indicator			

Campus Discipline reports will be analyzed to ensure that each school is maintaining a safe and nurturing environment for all social, economic, ethnic, and racial student populations.

Developing Capacity

GPRA Performance Measure: Magnet schools that receive assistance are still operating magnet school programs 3 years after Federal funding.

MSAP Objective 3: The ability of the school to help all its students meet more challenging standards after funding ends.

3.A. Performance Measure: By the end of the three-year grant cycle at least 70% of the teachers at each project magnet school will be in process or have secured a certification in Math, Reading, or Science.

Target Teacher Education by School	**2013/14**	**2014/15**	**2015/16**
Data reflects teachers working toward attainment of certification in Math, Reading, or Science will increase to at least 70% in each school by June of 2016	20%	50%	70%
Accountability Indicator			
North Heights Jr. High (45 teachers)	9 tchrs	23 tchrs	32 tchrs
College Middle (45 teachers)	9 tchrs	23 tchrs	32 tchrs
Fairview (30 teachers)	6 tchrs	15 tchrs	21 tchrs
Kilpatrick (36 teachers)	7 tchrs	18 tchrs	25 tchrs
Trice (42 teachers)	8 tchr	21 tchr	29 tchr
Union (25 teachers)	5 tchrs	13 tchrs	18 tchrs

3.B. Performance Measure: By the June of each year of the grant cycle, teachers at each of the project schools will have logged 100 hours or more of training and follow up coaching on

project-based learning, STEM, financial literacy, and arts integration trainings.			
Target Teacher Education by School	**2013/14**	**2014/15**	**2015/16**
Teacher reflective logs record trainings and coaching sessions with **annotated entries of personal growth.**	100%	100%	100%
Accountability Indicator			
North Heights Jr. High (45 teachers)	4500 hours	4500 hours	4500 hours
College Middle (45 teachers)	4500 hours	4500 hours	4500 hours
Fairview (30 teachers)	3000 hours	3000 hours	3000 hours
Kilpatrick (36 teachers)	3600 hours	3600 hours	3600 hours
Trice (42 teachers)	4200 hours	4200 hours	4200 hours
Union (25 teachers)	2500 hours	2500 hours	2500 hours
3.C. Performance Measure: Core subject teachers, in collaboration with the Arts specialists, at each project school implement instructional content and strategies learned through Project-Based Learning professional development and coaching as measured by at least one interdisciplinary project designed and taught each school year in each grade level.			
Target Curricular Projects by Teacher	**2013/14**	**2014/15**	**2015/16**
Data reflects that teacher implementation of project-based learning is occurring.	100%	100%	100%
Accountability Indicator			
North Heights Jr. High (grades 7 and 8)	2 units	2 units	2 units
College Middle (grades 5 and 6)	2 units	2 units	2 units
Fairview (grades 1-4)	4 units	4 units	4 units
Kilpatrick (grades 1-4)	4 units	4 units	4 units

Trice (grades 1-4) Union (grades 1-4)	4 units 4 units	4 units 4 units	4 units 4 units
3.D. Performance Measure: Teachers at each project school implement financial literacy lessons learned through professional development and coaching as measured by weekly lesson plan submission to Principals.			
Target Financial Literacy lessons by Teacher	**2013/14**	**2014/15**	**2015/16**
Data reflects that teacher weekly implementation of financial literacy lessons is occurring.	100%	100%	100%
Accountability Indicator: The 2013/14 school year will be a planning year for the grade level teachers to develop the Financial Literacy curriculum. In the remaining years principals will note that lesson plans each week reflect at least one financial literacy lesson.			
3.E. Performance Measure: Teachers at each project school implement STEM lessons learned through professional development and coaching as measured by weekly lesson plan submission to Principals.			
Target STEM lessons by Teacher	**2013/14**	**2014/15**	**2015/16**
Data reflects that teacher weekly implementation of STEM lessons is occurring.	100%	100%	100%
3.F. Performance Measure: Teachers at each project school will incorporate technology and software use into the core academic program as evidenced by student usage.			
Target student usage of technology/software	**2013/14**	**2014/15**	**2015/16**
Data reflects that technology and software usage is integrated into the academic program as evidenced by student usage.	100%	100%	100%

Accountability Indicator: Student use of technology and software will be tracked by the preparation of/and products completed for each project-based unit (one unit/grade/year).

Improving Academic Achievement

GPRA Performance Measure: Percentage of magnet schools whose students from major racial and ethnic groups meet or exceed State annual progress standards in **reading/language arts** and **mathematics**.

MSAP Objective 4: Offer magnet programs that meet Common Core and State academic content standards as well as student academic achievement standards.

4.A. Performance Measure: At each magnet school, students from major racial, ethnic, and social groups meet or exceed their State's academic achievement in reading/language arts standards as evidenced by official state reports.

Target reading/language arts achievement	**2013/14**	**2014/15**	**2015/16**
Data reflects that students from each project school's social, racial, and ethnic groups meet or exceed their State's academic achievement in reading/language arts.	100% with 40% Advanced	100% with 42% Advanced	100% with 45% Advanced
Accountability Indicator	8th 126 adv	8th 195 adv	8th 204 adv
North Heights Jr. High (grades 7 and 8)	7th 126 adv	7th 195 adv	7th 204 adv
College Middle (grades 5 and 6)	6th 134 adv	6th 140 adv	6th 150 adv
	5th 134 adv	5th 140 adv	5th 150 adv
	4th 23 adv	4th 24 adv	4th 26 adv
Fairview (grades 3-4)	3rd 23 adv	3rd 23 adv	3rd 26 adv
	4th 32 adv	4th 34 adv	4th 36 adv
Kilpatrick (grades 3-4)	3rd 32 adv	3rd 34 adv	3rd 36 adv

	4th 45 adv	4th 47 adv	4th 50 adv
Trice (grades 3-4)	3rd 45 adv	3rd 47 adv	3rd 50 adv
	4th 21 adv	4th 22 adv	4th 23 adv
Union (grades 3-4)	3rd 21 adv	3rd 22 adv	3rd 23 adv
4.B. Performance Measure: At each magnet school, students from major racial, ethnic, and social groups meet or exceed their State's academic achievement in mathematics standards as evidenced by official state reports.			
Target mathematics achievement	**2013/14**	**2014/15**	**2015/16**
Data reflects that students from each project school's social, racial, and ethnic groups meet or exceed their State's academic achievement in mathematics.	100% with 40% Advanced	100% with 42% Advanced	100% with 45% Advanced
Accountability Indicator	8th 69 adv	8th 72 adv	8th 77 adv
North Heights Jr. High (grades 7 and 8)	7th 69 adv	7th 72 adv	7th 77 adv
College Middle (grades 5 and 6)	6th 76 adv	6th 80 adv	6th 86 adv
	5th 76 adv	5th 80 adv	5th 86 adv
Fairview (grades 3-4)	4th 15 adv	4th 16 adv	4th 17 adv
	3rd 15 adv	3rd 16 adv	3rd 17 adv
Kilpatrick (grades 3-4)	4th 23 adv	4th 24 adv	4th 26 adv
	3rd 23 adv	3rd 24 adv	3rd 26 adv
Trice (grades 3-4)	4th 18 adv	4th 19 adv	4th 21 adv
	3rd 18 adv	3rd 19 adv	3rd 21 adv
Union (grades 3-4)	4th 14 adv	4th 14 adv	4th 15 adv
	3rd 14 adv	3rd 14 adv	3rd 15 adv

4.C. Performance Measure: At each magnet school, students from major racial, ethnic, and social groups meet or exceed their State's academic achievement in science standards as evidenced by official state reports.			
Target science achievement	**2013/14**	**2014/15**	**2015/16**
Data reflects that students from each project school's social, racial, and ethnic groups meet or exceed their State's academic achievement in science.	100% with 40% Advanced	100% with 42% Advanced	100% with 45% Advanced
Accountability Indicator North Heights Jr. High (grade 7) College Middle (grade 5)	 7th 125 adv 5th 139 adv	 7th 131 adv 5th 146 adv	 7th 140 adv 5th 157 adv
MSAP Objective 5: The implementation of courses of instruction that strengthen students' grasp of tangible and marketable vocational skills in order to be College and Career Ready.			
5.A. Performance Measure: At each magnet school, collaboration, creativity, and design skills will be developed and assessed as measured by student work in teams on academic projects.			
Target student collaboration, creativity, and design skills development	**2013/14**	**2014/15**	**2015/16**
Data reflects that students from each project school are proficient in collaborative, creativity, and design skills. (Rubrics to be developed.)	80%	85%	90%
Accountability Indicator North Heights Jr. High (grades 7 and 8) College Middle (grades 5 and 6) Fairview (grades 1-4)	 503 prof + 535 prof + 229 prof +	 535 prof + 569 prof + 243 prof +	 566 prof + 602 prof + 257 prof +

Kilpatrick (grades 1-4)	322 prof +	342 prof +	362 prof +
Trice (grades 1-4)	450 prof +	479 prof +	507 prof +
Union (grades 1-4)	209 prof +	222 prof +	235 prof +
5.B. Performance Measure: By the third year of the grant cycle 50% of 8th graders will be enrolled in at least one advanced academic class such as Algebra I, Geometry, Biology, and Physical Science in preparation for High School AP.			
Target student enrollment in advanced academic classes as 8th graders.	**2013/14**	**2014/15**	**2015/16**
Data reflects that students in 8th grade are taking advanced courses in preparation for high school AP.	10%	30%	50%
Accountability Indicator:	31 students	95 students	158 stud.

(D) Can be used to determine the project's progress

Desegregation and Choice: Each year school minority/non-minority enrollments will indicate to what extent the TASD desegregation goal is being met. **The Magnet Coordinator in conjunction with the Marketing/Recruitment Specialist** will monitor enrollment applications to make adjustments in the marketing and recruitment campaign. Majority students will be attracted back from public schools outside the district as well as from private and parochial schools. In addition, home-schoolers will also be a target market for our magnet school program. **Principals and campus leadership teams** will ensure that students are encouraged to take extra curricular and co-curricular activities and high expectations for all students is a part of the school culture. By monitoring and analyzing the minority enrollment in academic classes as well as in co-curricular and extra-curricular activities, adjustments to enhance a supportive and culturally relevant environment will ensure that substantial progress is made toward achieving equitable

opportunities for all diverse student populations and that re-segregation within the school is not occurring.

Developing Capacity: Campus Administrators will monitor the implementation of the innovative methods and practices in the classrooms by using the new Arkansas Teacher Evaluation system. **Campus Instructional Coaches under the guidance of the District Magnet Curriculum Specialist** will support and guide teachers' classroom instruction. By May 2014, each campus will have completed basic professional development in project-based learning, STEM through the Arts, technology training, and Financial Literacy. The summer will be used for curriculum development as teams of teachers work together on project and lesson development as well as alignment of their themes to the Common Core. In addition, the overall physical design for each campus will be in place by Fall 2014. The 2014/15 school-year will be ongoing professional development and coaching to enhance the implementation of project-learning using STEM through the Arts and financial literacy, as well as the use of new technology. The final year of the grant will be used to further embed the innovative themes into the daily curricula of the schools.

Academic Achievement: Improved academic achievement for all students is a comprehensive effort. The **campus leadership team** composed of the Principal, Assistant Principal, Lead Teacher(s), and Counselor hold the key to developing a culture that fulfills students' four psychological needs: 1) belonging 2) freedom 3) choice and 4) power (success). Classroom walk-throughs, weekly cognitive coaching with grade level teachers, individual teacher peer mentoring sessions, analysis of student achievement data, benchmark assessments, and ongoing lesson study activities will determine the progress that each campus is making toward high

academic achievement. Monthly magnet meetings will also allow the leadership team members to network, troubleshoot, and collaborate with other project school personnel with like positions.

(iii) Effectiveness of the plan for utilizing its resources and personnel

TASD will utilize all MSAP grant funds to provide personnel, curriculum, professional development, supplies, materials, equipment, travel, and contractual services necessary to implement an effective magnet schools program capable of achieving the goals established by the U.S. Department of Education's MSAP. The Magnet Program Funding Requests (ED FORM 524) summarizes the ways in which funds requested in this proposal will be utilized. The **investment in personnel** is critical to achieving the objectives of the program. The funds will cover salaries for needed program specialists and/or lead teachers for magnet theme development, provide adequate stipends for curriculum development and extensive professional development in instructional strategies and interdisciplinary curricular teaching, provide release time in order for teachers to serve as observers, mentors, and peer coaches, and cover salaries and extra duty pay for enrichment and after-school programs and tutoring for students. Although magnet support specialists are needed for each project year, training and extra duty assure progress toward developing teacher competencies in the implementation and sustainability of the MSAP goals.

Equipment are one-time purchases. **Equipment** is detailed in the individual school budgets, and includes such items as wireless networking, centralized technology control systems, and large file servers for networking. Supplies and materials such as technology tools, computers, and instructional materials will be purchased to implement the themes at each magnet school. Approximately 3% of this budget category will be spent on **advertising and marketing**. The majority of the **supplies and materials** budget will go directly into the classrooms. Under the

contractual category, funds will be expended for top consultants to work with teachers for **specialized training and curriculum integration and alignment**. These consultants will ensure that special activities and other academic opportunities for students will be developed to create a dynamic Entrepreneurial magnet strand. The Other budget category reflects costs for **student admissions for field trips** which include trips to local museums, the symphony, special theatrical productions as well as the Arkansas capitol, the Clinton Library, the Arkansas State Aquarium, the Little Rock Museum of Natural Science, Environmental Centers, and Botanical Gardens to offer students a taste of learning beyond the classroom. Travel funds are critical to enable teachers to visit other schools where model programs are available, to attend institutes to receive specialized training, and to attend the U.S. Department of Education meetings and conferences.

The **Magnet Coordinator** is a key person and that is why this position will be directly under the guidance of the **Assistant Superintendent for Elementary Education who serves as the MSAP Project Director.** The Magnet Coordinator will work with each campus to develop ongoing strategies for year-round recruitment, for example: hosting a monthly Real Estate meeting at a project school in order to familiarize real estate agents to the wonderful qualities of the school's program, staying 'in the news' with activities and events at the project campuses to spread the word about the project schools, speaking engagements at service organizations, the Chamber of Commerce, as well as parent meetings, Magnet PSAs on TV and radio, along with shopping mall events featuring live performances and art displays.

Dennis Sparks (Executive Director of the National Staff Development Council) states that, "[Instructional] Leadership development is an essential and often-neglected task in the process of creating schools in which all students and teachers learn and perform at high levels." **Campus**

teachers and administrators will incorporate innovative teaching best practices such as Brain-based Learning strategies, Gifted/Talented training, Sheltered English techniques, Reality Therapy, Conflict Resolution, Technology Integration, Gardner's Multiple Intelligences, Generational Poverty training, Team teaching, Constructivism and Inquiry learning, Socratic Questioning techniques, Portfolio assessment, and Field Science investigations into their classroom instruction. The Magnet Curriculum Specialist will assist in the identification of appropriate consultants as well as teachers in the schools who are already using some of these instructional practices in their classrooms to spread the depth of instructional leadership throughout the TASD LEAD project. Through site visits and cognitive coaching feedback, the outside evaluator and project director will monitor the progress of teachers incorporating innovative methods and practices into the classroom. Some indicators of these implementations are: students involved and challenged, clear evidence of student creativity and enjoyment, projects that link to real life issues, and student interests that are expressed above and beyond the dictates of the classroom. The resources and personnel needed to address the objectives of desegregation and choice, capacity development, and high academic achievement in order to sustain the high performance level of these magnet schools are well designed.

(iv) Equal access and treatment for traditionally underrepresented students

Equal access and treatment for traditionally underrepresented students will be accomplished through **safe and secure learning environments**; a dynamic, **highly qualified professional staff** successfully teaching a real-world curriculum; campuses and facilities organized as **centers of community collaboration and learning**; an integrated and **aligned curriculum to Common Core standards**; a student body at each school that exhibits pride in school and is **fully engaged** in their learning; a comprehensive program to **integrate technology throughout**; and where an

effective, open dialogue exists between the district and the community. There is an inherent educational value for having a diverse student and teaching population at all campuses.

No one can operate within a hostile environment, let alone children whose circumstances were set just because of the circumstances of their birth: race, religion, gender, national origin, disability, or sexual orientation. The magnet schools in this MSAP project have developed **anti-bullying and character development programs**, grounded in multicultural activities, whereby students will be engaged in community service projects and civic activities to develop and promote safe and nurturing environments. **Mentorships** on every campus allow both face-to-face and electronic contacts with experts-in-the-field for work on academic projects; but will also connect students to the possibilities for their future. **Career awareness** activities will enable students to learn about career choices from engineers, lawyers, doctors, scientists, architects, accountants, computer technicians, government employees, psychologists, and others. Collaboration with community agencies and organizations provides opportunities for unique contribution to the magnet programs. Home visits reveal that **technology is non-existent in the homes** of most of the students who attend these racially isolated campuses. This magnet schools project will ensure that these children are afforded the resources to bridge the digital divide. Various research-based best practices and strategies that improve student achievement for children from historically underrepresented groups will be implemented in these project schools. Johnson, Johnson, and Holubec state that **cooperative learning** produces higher achievement, greater motivation to learn, more positive relationships among students, greater acceptance of differences, and higher self-esteem. **Interdisciplinary project-based learning** eliminates the piecemeal, patchwork approach to learning and focuses on the interconnectedness and

interrelationships of real, critical issues. Both cooperative learning and interdisciplinary project-based learning will be cornerstones in the Texarkana LEAD project.

Magnet teaching methodologies are designed to engage and encourage students who typically are more hidden in courses of study such as mathematics, science, engineering, and technology. These hidden minorities include women and girls, Hispanics, African Americans, Native Americans, Special Education, limited English proficient students, and the disabled. Many of the magnet personnel represent these diverse groups, and will provide positive role models for encouraging students to think of the possibilities for their own lives. Additionally, many teachers and administrators have completed gender sensitivity training as well as generational poverty and diversity training in order to better serve all students.

(v) The effectiveness to recruit students from diverse backgrounds

There are **no entrance requirements** for any child wishing to apply for a TASD magnet program. A child from any race, ethnicity, gender, including those with limited English proficiency and/or special education needs, or physical disability is welcome. All magnet students have access to free transportation. Selection into a program is **based on space availability and is through random computer lottery**. Information regarding the magnet school application deadline is placed in newspapers, radio, television advertising, brochures, cable community calendars, billboards, banners, and on the district web site. In addition meetings at community centers, city libraries, and neighborhood Boys and Girls Clubs ensure that **no family is left out of the loop**. Persons registering the last day of the application period have the same chance of being accepted into the program as those registering the first day. The computer lottery ensures fairness by assigning students by random selection.

A strong academic focus is the primary motivator for parents to send their children to a magnet school. Therefore, to increase awareness of educational choice, a parent-community component will be part of the campus strategies to ensure that outreach efforts are extended to all parents. A **communication network** consisting of an easily navigated website, flyers, newsletters, contact through campus Parent Liaisons, meetings, and teacher-parent contacts will inform parents and community members of activities such as parent meetings, community-parent reading programs, mentorships via electronic communications, partners-in-learning adoptions, campus committees, parent chaperones on field trips, career days, multicultural celebrations, and other opportunities for participation at schools. Each of the magnet schools have addressed parents' desire for educational programs that are STEM oriented, are academically challenging, are focused on higher order thinking skills with high student expectations, are technologically advanced, and provide holistic child-centered instruction.

In order for marketing and recruitment efforts to effectively inform parents, a **marketing/recruitment specialist** will be hired. This person will be charged with developing a marketing campaign that keeps parents apprised of the options that children have available to them through the magnet schools. All of the project schools are whole school magnets. The neighborhood children within each attendance zone, as well as those recruited to the school, are all magnet students. Families surveyed indicated the following factors were major considerations when parents are deliberating whether to send their child(ren) to a magnet school: 1) safety of the campus, 2) advanced academics, 3) cutting edge technology, 4) attractive theme/program emphasis, and 5) bus transportation. Consequently, marketing is targeted to stress these factors to potential parents. The yearly recruitment schedule and marketing will be analyzed and improved

each year with input from principals and magnet staff under the guidance of the Project Director, the Magnet Director, and the Marketing/Recruitment Specialist.

Quality of Personnel

(1) The Qualifications of the personnel

TASD is committed to the magnet school concept. The International Baccalaureate program, begun in 2007, is still viable and thriving as an education choice for families. This TASD Leadership & Entrepreneurship through the Arts and Design magnet strand will be another option for students wanting a rigorous academic program, but not necessarily IB. The LEAD project must be nurtured to reach its full potential. It holds great promise for upgrading the programs at these project schools and cultivating students ready to take AP classes at the high school. As such, the Superintendent feels it is essential that school-based personnel get the highest levels of administration vitally involved in the successful implementation of their magnet school program.

Every staff member associated with the project schools and district office is a "highly qualified, as well as highly effective" professional and has worked competently to plan the proposed magnet programs. They are committed to the enormous task these programs represent and are anxious to secure the specialized training that they need to improve the curriculum and instructional delivery in these schools. They are committed to the fulfillment of the responsibilities as articulated in the grant and will ensure that the MSAP purposes are realized.

The Texarkana Arkansas School District MSAP management plan is headed by a management team of high quality personnel, capable of providing administrative leadership, instructional guidance, and curricular support for the implementation of all aspects of the magnet school

programs at the proposed sites. The central office has been streamlined to ensure that communication across departments is maximized.

(2)(i) The project director is qualified to manage the project

Gwen Adams, Assistant Superintendent for Elementary Education will serve as **Project Director**. Ms. Adams is a graduate of Henderson State with a Master's degree in Science Education and a second Masters degree in Secondary School Counseling from the University of Central Arkansas. Ms. Adams has worked with students from diverse backgrounds, including monolingual Spanish speakers, at both the elementary and secondary school levels. Before being named to this position, Ms. Adams was the Principal at North Heights Jr. High. Her responsibilities include providing professional development; collaborating with area businesses, the regional educational service center, and the local university; and coordinating the district curriculum and instruction for the PK-8 program, as well as overseeing the campus Parent Liaisons program. As the Project Director, she will oversee all aspects of the magnet schools program including program development, the budget, the marketing and recritment efforts, and the project evaluation with the Magnet Coordinator. She will also oversee the curricular implementation and instructional delivery of the programs at each of the magnet schools. She will serve as the first line advocate for the magnet campuses and remove barriers at the central administration. She will keep the Board of Trustees and the community appraised of the gains made by the magnet schools in reaching their goals. As an African-American educator, Ms. Adams is quite passionate about the magnet school concept, having gone to school in the South during the forced busing era of the 70s. She has lived the Civil Rights movement and understands what children need in order to realize a vision for their future. She will devote 60% of her time to the project.

(ii) Other key personnel are qualified to manage the project

Magnet Coordinator: When hired, the Magnet Coordinator will serve on the Executive Cabinet to ensure clear communication among all members of the Management Team. The Magnet Coordinator will focus on the day-to-day Magnet Schools Assistance Program implementation and all related projects that influence its success. This position requires the ability to coordinate a range of activities and to ensure that all are completed in a timely manner. Essential duties and responsibilities of the Coordinator will include 1) effectively manage the TASD LEAD project efforts 2) oversee budget and ensure financial accountability for appropriate thematic purchases 3) participate in hiring of magnet personnel uniquely suited for the LEAD related positions 4) supervise program delivery according to the project design 5) assess needs and monitor improvements in conjunction with the external evaluator 6) recognize and solve potential problems and evaluate project/program effectiveness 7) establish operating procedures for campus projects that meet program goals and 8) provide program content expertise, which may include delivering in-service training and/or arranging appropriate consultant training and coaching. Qualifications required to fulfill these responsibilities include: 1) three to five years of experience demonstrating specialized knowledge and achievement, “highly qualified” and “highly effective” credentials in education, and demonstrable verbal and written communication skills, 2) excellent supervisory, organizational and training skills, and competent technological orientation, 3) skill in program development and execution, ability to work independently with minimal direction coordinating activities, evaluating data, and establishing priorities, 4) excellent communication, demonstration, and presentation skills, ability to interact confidently and sensitively with various groups and to analyze problems and make well-reasoned, sound decisions as well as, 5) ability to travel in connection with staff training and MSAP activities.

Sixty percent of the Magnet Coordinator's time will be on campuses monitoring magnet activities and events, 25% in the community at events to highlight the magnet project, and only 15% of the time will be spent in the office.

Superintendent of TASD, Mr. Russell Sapaugh was called out of retirement in 2008 to assume the leadership of the district. He holds an Administrative certificate from East Texas State University. Mr. Sapaugh has stated his goal is to empower the Texarkana schools to be "world-class" and has shared this philosophy with his staff. Mr. Sapaugh is intimately familiar with TASD, having served as a teacher at North Heights Junior High from 1973 to 1983, as a building administrator for eleven years, and as Assistant Superintendent of the district before retiring in 2006. His commitment to the district is evident by his dedication to stabilize the district and bridge the former superintendent's departure. Mr. Sapaugh has stated that the magnet process is a great educational model for adding rigor and student-interest in learning and feels it will greatly benefit the children of Texarkana, Arkansas.

Becky Kesler, Assistant Superintendent for Secondary Education: With a Master of Science in Educational Administration from Texas A&M-Commerce and a Superintendent certificate from Texas A&M-Texarkana, Ms. Kesler has served as teacher, Assistant Principal, Principal and Human Resources Manager in TASD over the last twenty-six years. Her responsibilities include supervising and coordinating the instructional program for secondary, human resources, parent involvement, and public relations. She maintains professional affiliations in the Arkansas Association of Educational Administrators, Arkansas Association of School Personnel Administrators, and the Society for Human Resource Management. Through these activities she is able to network with other human resources professionals in order to be in a position to secure the best-qualified applicants for positions as they come open. She will be

instrumental is collaborating with Ms. Adams in articulating the rigorous curriculum and instruction needed for Kindergarten through 8th grade students to be prepared for high school AP.

Magnet Curriculum Specialist (to be hired) will devote 100% of time to this magnet project. This person will be responsible for overseeing the planning and implementation of the specialized entrepreneurial (STEM through the Arts as well as Financial Literacy) curriculum and professional development program. Coordination with Texas A&M University-Texarkana, magnet education consultants, resource persons, and community organizations will be essential in developing the sustainability of this instructional program beyond the grant cycle. Qualifications will include expertise in curriculum writing, cognitive coaching, and professional development, as well as working knowledge of the Arkansas Common Core State Standards, Arkansas Augmented Benchmark Examinations, The Metropolitan Achievement Test, the Stanford Achievement Test, and the national standards movement. Credentials must be "highly qualified and highly effective." The Magnet Curriculum Specialist will spend 90% of time in the field working with campus teachers and specialists to ensure success of the curricular theme and only 10% of his/her time will be spent in the office.

Magnet Marketing/Recruitment Specialist (to be hired) will have responsibilities that include overseeing the recruitment and magnet application process. A highly qualified person in professional advertising and marketing, as well as one of absolute integrity and empathy with magnet guidelines, will be sought to fill this position. This individual must possess strong human relations skills, precise knowledge of the Magnet Schools Assistance Program, and an understanding of the thematic aspect of the entrepreneurial magnet program across grade levels. Multi-tasking and communication skills are of paramount importance. Twenty-five percent of time will be working with community agencies on marketing and advertising. Twenty-five

percent of time will be working with campus teams on marketing and recruitment events at the schools, which leaves approximately 50% time left to compose and ensure the marketing and recruitment information for families, including web site updates, are kept current.

Magnet Administrative Assistant (to be hired) is the front line contact with parents and also interfaces with campus faculty, staff, and administration and must have excellent telephone and computer skills in order to support the daily operations of the magnet project. This position is vital. The Administrative Assistant supports the application and lottery process and coordinates the logistics of the Magnet Coordinator, the Magnet Curriculum Specialist, and the Marketing/Recruitment Specialist. In order to maintain communication between and for the Magnet District Team, field questions and concerns of parents and campus personnel, and to process the magnet paperwork and reports, this person will devote 100% of time in the office. This will ensure the smooth functioning of the magnet project.

The **magnet school principals** are all "highly qualified" and **will receive extensive training in all MSAP statutory purposes.** All principals hold administrator certifications and have experience in their respective school levels. Each principal has exhibited enthusiasm for the project and has generated faculty and staff support. Since all of these are school-wide magnets, every staff member will devote 100% of time to the project.

Theresa Cowling is the Principal of **North Heights Entrepreneurial Leadership Academy.** She took over the principalship at North Heights this past year and will infuse new life and exhilaration into the school. Not only does Ms. Cowling have a certificate in administration, she also holds both a Curriculum Specialist and a Gifted/Talented certificates. She brings over twenty years of instructional leadership experience in heading this school's magnet project.

Marguerite Hillier is the new Principal at **College Hill Academy of Design.** She brings with her the experience and proven track record of taking a school to excellence as a principal at two different elementary schools in Texarkana since 1989. With her leadership strengths and her commitment to children, Ms. Hillier took the challenge this year of 'moving on up' with her students to the middle school. Her expertise and drive will be a wonderful boost to College Hill Middle School.

David Walls has been principal at **Kilpatrick Biomedical Engineering Elementary Magnet** since 2009. Mr. Walls holds a Master of Science degree in Interdisciplinary Studies from Texas A&M-Texarkana, a Mid-Management certificate from Texas A&M-Commerce, and a Superintendent certificate from the University of Stephen F. Austin University. Mr. Walls has served as teacher, coach, assistant principal, and principal over the past 34 years and has a wide range of experience to understand the skills that personnel must possess to be successful in the classroom. He is a member of the Arkansas Education Association and the Texas Association of Secondary School Principals. When the school faculty members were brainstorming their vision for this magnet project, he fully embraced biomedical engineering as a perfect fit because of his many contacts in the Texarkana medical community. He is already calling on friends in the medical field to serve as resource and mentors for "his kids."

Janelle F. Harris is Principal at **Trice Renaissance Elementary.** This visual and performing arts magnet school is an exciting venture as Trice 'reinvents itself' into a STEM through the Arts magnet. With over 34 years of education experience and seven as principal at Trice, she voiced her goal with this project by saying, "It is my goal to provide an opportunity to develop each child's talents academically, physically, and emotionally to be productive leaders of the future."

Thelma Metcalf Forte is Principal at **Union: The DaVinci School.** She has been a classroom teacher and high school assistant principal and has now been principal at Union for four years. She earned her Bachelor's, Master's, and Superintendent's certification from Henderson State University and has been honored for her outstanding teaching and community service activities throughout the years. At the state level she was named a Master Economics Teacher and wrote economics curriculum units for grades K-12. With her experience across K-12, and especially with her economics background, she brings an understanding of what each level of student needs to succeed in this LEAD project magnet strand.

Jacqueline White is the new Principal at **Fairview Aerospace and Pre-Engineering Discovery School** having served as a teacher and assistant principal within Texarkana Schools since 1985. With 18 years of experience as a master teacher in classroom teaching, she is a dynamic instructional leader who was asked to take over the leadership at Fairview this past year. Mrs. White is well versed in cognitive coaching and will be a nurturing mentor to her teachers as they undertake the STEM and financial literacy training necessary to make this magnet theme academically sound.

The magnet curriculum specialists and technology specialists at each magnet school site are key individuals needed during the ongoing development and implementation phase of this project. These staff members will be selected based on expertise in the areas of curriculum development, instructional delivery, interpersonal/intergroup relations, and team building. When these campus magnet personnel are hired they will be told that the measure of their success will, "not being needed" by the end of the funding cycle. They will be instructed that their goal is to **empower teachers** and to build their capacity to operate high functioning magnet programs without the support of specialists. Specific duties include, but are not limited to: coordinating the

curriculum writing process with the district magnet curriculum specialist, coordinating the instructional delivery professional development and cognitive coaching, working with the leadership team and staff to implement the financial literacy curriculum, working with the leadership team and staff to implement the STEM through the Arts infusion throughout the school day, oversee the design and implementation of summer programs to ensure thematic integration and standards practice, maintain collaborative efforts with the universities and community business partners as these experts-in-the-field provide mentoring and resource opportunities to the schools, budget and process the theme related supplies and equipment requests through the district magnet office, and participate in the observation process with the internal and external evaluators. The persons hired for these specialist positions will be required to have an Arkansas Teaching license, a minimum of three years teaching experience, including experience in schools with diverse populations, experience in curriculum and instructional delivery development, ability to be a team member and work well with all staff members, ability to work effectively with diverse populations, and possess excellent writing and communication skills. Interview sessions will include writing as well as speaking activities.

(iii) Teachers who will provide instruction in participating magnet schools are qualified

Magnet classroom teachers are keys to the success of each magnet school. All of the teachers at each magnet school have valid Arkansas teaching licenses. Many are in need of the specialized training that this MSAP project will make possible. As the charts indicate training has occurred; but the **coaching and infusing of the training throughout the faculty, as well as bringing in the STEM and Financial Literacy training that is vital to this project, are keys to ensuring that best practices are happening** throughout the schools. The LEAD project has put into place the **ongoing and just-in-time professional development** to ensure that the training really takes

hold and builds the capacity of the schools to continue the project beyond the three years of the grant cycle.

The following charts summarize the teaching experiences and special trainings that teachers in the project schools possess. TASD will continue to recruit professionals from diverse backgrounds, including men (since they are a scarcity in K-8), to ensure that students have dynamic role models in the classroom.

North Heights Entrepreneurial Leadership Academy (7-8)	
Positions	**Special Training**
$7^{th}/8^{th}$	Of the 22 teachers, 10 have a Masters and 13 are male. There are 14 Caucasians and 8 African Americans. Special trainings include: Early Literacy & Language in Arkansas, Cognitive Guided Instruction, Whole Brain Teaching, Concept Unit Planning, Essential Questioning, Cultural Proficiency, Cultural Diversity, Boys in Crisis, Effective Literacy & Fluency, Common Core, Pathwise Mentoring, Step Up to Writing, Comprehensive Literacy, Reading First, Everyday Math, Counseling, Parental Involvement, Generational Poverty, Building Academic Vocabulary
Specialists	Of the 18 specialists, 15 have Masters. There are 14 Caucasians and 9 African Americans as well as 9 male specialists. Special Trainings include: English as a Second Language, Arkansas Leadership Academy Facilitator, Whole Brain Teaching, Step Up to Writing, Concept Unit Planning, TESSA, TLI Reports, Formative Assessments, Boys in Crisis, Common Core, 21^{st} Century Skills, Investigative Math, Classroom Walk-Through, Cultural Diversity, Cultural Proficiency, Reading Workshop, Comprehensive Literacy, Literacy Coaching,

	Instructional Leadership, Data Analysis, Anti-Bullying, Parent Involvement, NASA Integrating Literature and Math into STEM, Using Computers to Teach Science, Autism. **(Speech, Instructional Facilitator, Library, Counselor, Media Spec, Band, Dance, Spanish, PE, Art, Spec Ed, G/T, Strings, Health, Drama, Science Dyslexia, Math, Music)**
Paras	Of the 6 paras, 1 has Bachelors degrees and 1 is male. Five are Caucasian and one is African American.

College Hill Academy of Design (5-6)	
Positions	**Special Training**
$5^{th}/6^{th}$	Of the 30 teachers, 5 have a Masters and 2 are male. All are Caucasians. Special trainings include: Early Literacy & Language in Arkansas, Cognitive Guided Instruction, Whole Brain Teaching, Concept Unit Planning, Essential Questioning, Cultural Proficiency, Cultural Diversity, Boys in Crisis, Effective Literacy & Fluency, Common Core, Pathwise Mentoring, Step Up to Writing, Comprehensive Literacy, Reading First, Everyday Math, Counseling, Parental Involvement, Generational Poverty, Building Academic Vocabulary
Specialists	Of the 15 specialists, 10 have Masters. All are Caucasians with 6 male specialists. Special Trainings include: English as a Second Language, Arkansas Leadership Academy Facilitator, Whole Brain Teaching, Step Up to Writing, Concept Unit Planning, TESSA, TLI Reports, Formative Assessments, Boys in Crisis, Common Core, 21^{st} Century Skills, Investigative Math, Classroom Walk-

	Through, Cultural Diversity, Cultural Proficiency, Reading Workshop, Comprehensive Literacy, Literacy Coaching, Instructional Leadership, Data Analysis, Anti-Bullying, Parent Involvement, NASA Integrating Literature and Math into STEM, Using Computers to Teach Science, Autism. **(Speech, Instructional Facilitator, Counselor, Media Spec., Band, Dance, Spanish, PE, Art, Spec Ed, G/T, Science Dyslexia, Math, Music)**
Paras	Of the 6 paras, 2 have Bachelors degrees and 3 are male. All are Caucasian.

Fairview Aerospace and Pre-Engineering Discovery School (K-4)	
Positions	**Special Training**
K/1st/2nd	Of the 9 teachers, 1 has a Masters. All 9 are Caucasians. Special trainings include: Early Literacy & Language in Arkansas, Cognitive Guided Instruction, Whole Brain Teaching, Concept Unit Planning, Essential Questioning, Cultural Proficiency, Cultural Diversity, Boys in Crisis, Effective Literacy & Fluency, Common Core, Pathwise Mentoring, Step Up to Writing, Comprehensive Literacy, ESL Academy, Arkansas Leadership Academy, Reading First, Everyday Math, ABC Preschool Training, Counseling, Parental Involvement, Generational Poverty, Sensitive Observation of Reading Behaviors, Building Academic Vocabulary
3rd/4th	Of the 9 teachers, 2 have Masters. There are 10 Caucasians and 1 African American with 1 male teacher. Special trainings include: Pathwise Mentoring, Cultural Diversity, Math Links, Effective Literacy & Fluency, Generational Poverty, Jason Project, Essential Questioning, Digital Cameras in the Classroom,

	Step Up to Writing, Total Instructional Alignment, Arts Integration, Cultural Proficiency, Literacy Through the Arts, Effective Instruction: Strategies for Teaching Math, Whole Brain Teaching, Boys in Crisis, Concept Unit Development, Autism, Common Core, International Baccalaureate, Nonviolent Crisis Intervention, Problem Situations: Multiplication and Division and the Nature of Equals, Integrating Arts into the Curriculum,
Specialists	Of the 12 specialists, 8 have Masters. There are 11 Caucasians and 1 African American with 2 male teachers. Special Trainings include: English as a Second Language, Arkansas Leadership Academy Facilitator, Early Literacy & Language in Arkansas, Effective Literacy & Fluency, Whole Brain Teaching, Reading First, Essential Questioning, Step Up to Writing, Concept Unit Planning, TESSA, Data training, Formative Assessments, Boys in Crisis, Common Core, 21st Century Skills, Investigative Math, Classroom Walk-Through, Response to Intervention, Cultural Diversity, Cultural Proficiency, Reading Workshop, Comprehensive Literacy, Text Complexity, Literacy Coaching, Jason Project, Arts Integration, Instructional Leadership, Math & Science Crusade Training, Anti-Bullying, Parent Involvement, NASA Integrating Literature and Math into STEM, Using Computers to Teach Science, Autism, **(Literacy Instructional Facilitator, Math Instructional Facilitator, Counselor, Media Specialist, Science Lab Teacher, Special Education, Reading Recovery, Dyslexia, Art, Music, PE)**
Paras	Of the 6 paraprofessionals, 3 are Caucasian, 2 are African American, and 1 is Hispanic. Five have High School diplomas and one has a Bachelors degree.

Kilpatrick Biomedical Engineering School (K-4)	
Positions	**Special Training**
K/1st/2nd	Of the 13 teachers, 3 have Masters. There are 11 Caucasians and 2 African Americans with 1 male teacher. Special trainings include: Reading Specialist; ESL certification, CPR, English as a Second Language, Math Master Teacher, Music and Art, Administrative, Cognitive Guided Instruction, and Special Education certification
3rd/4th	Of the 8 teachers, 3 have Masters with 1 male teacher. There are 7 Caucasians and 1 African American. Special trainings include: Cognitive Guided Instruction, Common Core Math, Special Education, Early Childhood, Graphic Design, private pilot's license, SCUBA certification, Early Childhood, English as a Second Language, dance, art, CPR, infant CPR, first aid
Specialists	Of the 15 specialists, 10 have Masters. There are 14 Caucasians and 1 African American. Special Trainings include: piano, LPN, Reading Therapy, Autism, mentoring, working with homeless and elderly, relief parenting, Reading Intervention, Anti-bullying, National Board certification, Math Coach, CPR, Effective Literacy, Texas Writers Institute, Early Learning Literacy, Reformed Teacher Observation Protocol (Math Prof Dev). **(Music, Art, Resource/Inclusion, Instructional Facilitator, Dyslexia, Special Education, Reading Recovery, Counselor, Media Specialist, PE, Speech)**
Paras	A unique situation at Kilpatrick is the dynamic retired husband and wife math/science teacher team who serve as paras in the Science Lab each day. Their

	creativity and passion for science inquiry is a marvelous boost to the learning at the school and is a testament to the culture of nurturing young people that abounds at Kilpatrick. Of the 7 paraprofessionals, 4 are Caucasian, 2 are African American, and 1 is Phillipino

Trice Renaissance School (K-4)	
Positions	**Special Training**
K/1st/2nd	Of the 17 teachers, 9 have Masters. There are 15 Caucasians and 2 African American with 1 male teacher. Special trainings include: Arts Integration, Common Core, Early Literacy
3rd/4th	Of the 9 teachers, 4 have Masters. There are 8 Caucasians and 1 African American. Special trainings include: Arts Integration, Common Core, Early Literacy, RTOP
Specialists	Of the 16 specialists, 10 have Masters with 1 male. There are 14 Caucasians and 2 African American. Special Trainings include: Arts Integration, Common Core, Early Literacy. (**PE, Computer Lab, Drama, Reading Recovery, Art, Counselor, Strings, Music, Reading Recovery, Dyslexia, Instructional Facilitator, Resource, Dance, Speech, Librarian)**
Paras	Four Paraprofessionals are Caucasian and 1 is Hispanic. One has a Bachelors degree and 2 have Associate's degrees. All recorded training in Arts Integration.

Union Elementary: The DaVinci School (K-4)

Positions	Special Training
K/1st/2nd	Of the 10 teachers, 5 have Masters. There are 9 Caucasians and 1 African American. Special Trainings include: First Tee, Arkansas Leadership Academy, Arts Integration, Early Literacy, Effective Literacy, Step Up to Writing, Authentic Assessment, Brain-based Learning, Rubric development, Renaissance Learning, Total Instructional Alignment, Generational Poverty, Data Analysis, Common Core
3rd/4th	Of the 4 departmentalized teachers, 3 have Masters. There are 3 Caucasians and 1 African American. Special Trainings include: Arkansas Leadership Academy, Arts Integration, Effective Literacy, Step Up to Writing, Higher Order Questioning, Rubric development, Renaissance Learning, Total Instructional Alignment, Generational Poverty, Data Analysis, Common Core.
Specialists	Of the 17 specialists, 13 have Masters. There are 13 Caucasians and 4 African Americans. Special Trainings include: Arkansas Leadership Academy, Arts Integration, National Board Certification, Renaissance Learning, Reading Coach, Gifted and Talented, Total Instructional Alignment, Generational Poverty, Data Analysis, Common Core. **(Art, Writing, PE, Multimedia, Media Specialist, Math Facilitator, Literacy Facilitator, Speech, Dyslexia, Counselor, Reading Recovery)**

As noted in the charts, many campus personnel have received training in cultural proficiency, brain-based learning, and other trainings such as generational poverty relative to understanding and celebrating the unique differences of all people. This magnet project will deepen this understanding for the personnel as they revisit the conceptual ideas inherent in these trainings

and then deepen their understanding through the continuous and ongoing coaching and feedback that comes from having a common vocabulary and school-wide sensitivity to these issues. This same common vocabulary and focus will be manifested as the faculties engage in STEM through the Arts instructional trainings and Financial Literacy curriculum training and development. Using the magnet personnel to focus the campus efforts and ensure that teachers stop to 'sharpen the axe,' will ensure this training becomes institutionalized and its effects continue beyond the grant cycle. It's going to be an exciting three years ahead!

(iv) Non-discrimination employment practices

TASD, as part of its non-discriminatory employment practices, will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability. The table below presents an overview of the composition of the workforce in TASD in terms of numbers of employees, minority staff, and gender of personnel.

Classification	# Personnel	% Minority	% Female
Teachers	379	18%	83%
Administrators	31	35%	52%
Clerical	46	30%	100%
Non-Certified Instructional Staff	90	46%	82%
Non-Certified Admin. & Support	11	27%	46%
Buildings & Grounds	52	73%	46%
Cafeteria	70	59%	84%

The Texarkana Arkansas School District actively implements strategies that ensure that all employees and potential employees have equal and fair treatment, as well as non-discrimination on the basis of race, color, religion, sex, age, handicap, or national origin in all areas and phases of employment. This includes hiring practices, job assignments, upward mobility, transfer and demotion, layoff, and termination. In doing so, the district provides a wide dissemination of job advertisements, broadly stated job specifications to include a wide range of education and work experience, and an interview committee composed of representatives from various racial groups.

(3) Key personnel's knowledge and experience in curriculum development & desegregation

The TASD key personnel are knowledgeable and well versed in developing curriculum and mapping its use throughout the schools to ensure students are not missing key conceptual ideas as they progress through the grades. With the new Common Core state standards work has already begun on upgrading the curricular units and instructional practices throughout the district that will ensure TASD students have the 21st Century skills to be college and career ready.

The TASD personnel are highly qualified and TASD has been able to attract students back to the district with the highly successful International Baccalaureate magnet program; but that has reached a plateau and it doesn't address the needs of another group of students who also want advanced academics but not necessarily IB. That is what is so exciting about this new magnet choice option. The campus administrators, teachers, and central office personnel have developed professional learning communities that are already meeting throughout each month to conduct lesson studies, to unpack the standards, and to collaborate across grade levels and across departments. This project will bring all of this together under the Leadership and Entrepreneurship through the Arts and Design Magnet umbrella. This new magnet theme will truly excite families searching for a value-added education.

Quality of Project Design

The Leadership & Entrepreneurship through the Arts and Design (LEAD) project evolved over time after focus groups met with staff members, central office support staff, persons within the community, and research was conducted with an eye for themes that had a proven success and high interest for children. It was also extremely important to the project campus faculty members that the themes should enhance the lives of students. What emerged was a **K-8 Science, Technology, Engineering, Arts, and Math strand,** entitled the ***Texarkana Leadership & Entrepreneurship through the Arts and Design (Texarkana LEAD) Project***. This project incorporates project-based learning with the tenets of being College and Career Ready from the Common Core standards. Building on the highly successful Advanced Placement (AP) program already in place at Arkansas High School, three concepts undergird the learning within this K-8 magnet strand: social equity, environmental integrity, and economic vitality. Through a very rigorous curriculum that **personalizes learning for every child**, students will develop deep understandings of the world economically, socially, and environmentally. The thread that weaves throughout all six schools is **Financial Literacy.** Economics and finance lessons will emphasize analysis and critical thinking. These are all essential for setting goals and visualizing one's future. Capitalizing on the **high interest of the arts**, students will use the arts to develop strong **science and math literacy** through project-based learning in the elementary years, which will then scaffold through the middle and junior high years. Team building, leadership, service learning, and citizenship will be key elements as students hone their skills as young entrepreneurs, enabling them to take higher level AP courses when they move on to Arkansas High School.

The elementary schools (K-4), middle school (5-6), and junior high (7-8), proposed in this Magnet Schools Assistance Program (MSAP) grant application are being significantly revised to accommodate this strong **STEM and Arts focused** magnet strand. Training for the teachers in the Texarkana project will be ongoing and embedded as "just-in-time" coaching and mentoring on the Arts and STEM concepts to ensure that the theme is truly infused throughout the day and throughout the core curriculum. All the schools have been significantly revised and will be **whole school magnets**. The themes at these project schools have languished and need revitalizing. The Leadership & Entrepreneurship through the Arts and Design project has brought each school's faculty and staff together with a focused determination. Teachers are excited about this new LEAD magnet strand.

College Hill (grades 5-6) and North Heights (grades 7-8) voiced great concerns about the transitions that their students deal with from 4th to 5th grade, again from 6th to 7th grade, and yet again from 8th to 9th grade. A wonderful innovation with this project is that the literacy teachers at both schools will **loop with their students from 5th through 8th grades**. This will ease the transition of students as they move from middle school to junior high because the literacy teacher will be the students' constant as they advance to the new building. For the teachers to have the same students for four years will allow them to really know their students and have a vested interest in their achievement. This new collaboration between schools also has implications for the two principals. They too, are excited about working together and by the possibilities for creating two very **student-centered schools** catering to the needs of students during a very vulnerable time of life.

While each of the magnet campuses has designed a magnet theme to enrich and extend their educational programs built around STEM through the Arts, some common threads include: 1)

guided inquiry using extended projects that teach concepts and skills that generate complex products 2) **curriculum based on Common Core standards** which use authentic problems set in **real world contexts** which deepen students' science and math literacy 3) the use of **modeling and visualization** for bridging experiences and abstractions 4) students' **collaborative construction of meaning** through differing perspectives based on shared experiences, and 5) the use of **workplace tools for developing face-to-face and virtual learning communities**. **Technology-rich work settings** allow students to use technology as part of the learning process to **investigate, problem-solve, design, model and test original solutions**. The technology-rich work settings **allow learning to be personalized** for each student. The technology component provides a deeper understanding of the three other components of STEM education because technology bridges and connects in-school and out-of-school learning opportunities. Technology also allows students to **construct appropriate mathematical and computational models to illustrate their understanding**.

Professional development will be highly focused on projects that incorporate science and math applications through engineering design. After extensive teacher training and coaching, the faculty members of the project schools will incorporate innovative teaching practices and techniques, such as but not limited to, **constructivist teaching strategies, cooperative learning techniques, and project-based learning** that integrate the various STEM conceptual understandings throughout the content areas. **Design Technology Engineering for American Children (DTEACH)** professional development will train teachers in beginning lessons on engineering topics from design and product fabrication to design technology and energy. **LEGO-Dacta Robotics** training will generate enthusiasm among teachers as they experience the exciting world of pneumatic circuit construction combined with problem solving and real-life

structural principles. **Activities Integrating Mathematics and Science (AIMS)** professional development integrates hands-on design activities with the use of technology to promote analysis of structures and their construction. **Texas A&M University-Texarkana Summer Seminar Project** provides educators with the opportunity to collaborate with guest speakers who are engineers from all walks of life. **NASA Distance Learning** training assists teachers in affording students virtual field trips through linkups to provide tours, activities, and discussions with engineers and astronauts, which focus on space flights. **Jason Project's** "Frozen Worlds" will motivate teachers to investigate the habitats and survival of animals and humans at Glacier National Park and Antarctica. **Computer Assisted Design** (CAD) program training actively involves educators through computer technology in how to rotate a 2-dimensional object to a 3-dimensional object for architectural and mechanical engineering student projects. A variety of community-based instructional trips, shadowing opportunities, and mentoring experiences will provide positive learning for all ages.

(i) Promote desegregation and increase interaction among students

The TASD LEAD project will foster interaction among students of different social, economic, ethnic, and racial backgrounds in all school activities. The project design is meant to achieve a true integration of culturally diverse school settings throughout each of the magnet campuses. Admission into magnet programs is strictly by random computer lottery. The applicant pool for the magnet program and subsequent student selection for each individual school will reflect the geographic, gender, racial/ethnic, socioeconomic, linguistic and special needs diversity of the district as a whole. While all students within the school participate in the magnet program, there are subtle ways that teachers can enhance interactions among students. One technique is called **co-generative dialogues,** which are meant to better meet the specific academic needs of

students. In co-generative dialogues, four to six students and their teacher—during lunch, before or after school—engage in a conversation about the classroom. The conversation must generate an action plan and the goal is to help the teacher become a more effective teacher. Teachers will be learning how to conduct co-generative dialogues, as they are powerful tools for creating classroom-learning communities, especially with students from disenfranchised groups.

All students within the school participate in the magnet program. Developing and generating knowledge through common learning experiences will permeate student learning throughout the campuses. From cooperative learning groups, "study buddies," team projects, to a vast array of after-school activities such as Junior Achievers, Young Astronauts, Dance, Glee Club, Spanish Club field trips, Environmental Club, Zoo Squad, and Math Club, students will have maximum opportunities to interact. Computers are tools to deliver and facilitate learning as well as to ensure enhanced and equitable learning. From the World Wide Web and e-mail students can interact around the world. Cross-cultural and friendship surveys and teacher observations will evaluate the extent of that interaction. Role models from diverse backgrounds will be solicited to work with students on projects and as tutors. These community business members, college students, professors, high school students, and experts-in-the-field will provide that much needed one-on-one time with children who may not have these models within their own personal life.

(ii) Improve student academic achievement for all students

Research on raising achievement consistently points to an effective teacher as the most crucial element in a student's success. The overall context of the school and the interplay between and among the administrators and staff must also be taken into consideration. These campus projects are designed around some basic premises for ensuring effective teaching. 1) a strong **principal leader** 2) **raise expectations** for what's possible 3) participate in **literacy-based professional**

learning communities 4) develop a **shared belief and vision** of the school and its students 5) participate in **effective coaching** experiences, and 6) work toward becoming a **self-sustaining school**. The magnet campuses in the Texarkana LEAD project are addressing these premises.

Without strong principal leadership, whole school achievement is rarely possible or sustained. Each of the magnet campuses has a **strong instructional leader** with proven success in leading a school. On *Instructional Walks* the principal is actively engaged, interacting with the teacher and students. These observations determine school-wide strengths and weaknesses that the staff then uses to determine the actions to be taken. When the principal has built a solid **foundation of trust and is highly knowledgeable**, teachers welcome input for strengthening their teaching.

Showcasing students' work brings value to that work. One way **high expectations are manifested** in a school is to showcase student work. Writing should be posted at students' eye level, along with an explanation to readers of what is posted and why. The posted work should be interesting and relevant, connected to curriculum and standards, carefully crafted and free from error, and genuinely posted for students and visitors to read for pleasure and information. High expectations in teaching means effective teachers **make every instructional minute count** – time on task means students are engaged throughout the school day. Teachers teach, practice, and expect students to self-monitor and manage their behaviors. They give **relevant assignments** where the directions are short and easy to grasp, and they know to end a lesson while interest is still high. Effective teachers also embrace a **whole-to-part teaching philosophy** while **embedding explicit skills into their lessons** instead of teaching those skills in isolation. Without an ongoing sense of urgency, underserved students will never move at the steady, rapid pace that's required for higher achievement.

Ongoing **professional learning communities** (PLCs) are the basis of the work that creates a whole school of effective teachers. In order for professional development to be successful and positively affect student learning, professional development at these magnet campuses will be **job embedded, ongoing, coherent, and intense** with up to 100 hours of time through the 2013/14 school year devoted to initial and then follow up and coaching and continuing in the subsequent years. The **development of a shared belief system and vision for the schools** began with the development of this LEAD project. Teachers challenged each other's ideas and values as they honed their vision for their school. ***What is presented in the following pages is that dream.*** Successful literacy coaching will ensure that the PLCs positively influence student achievement. High trust and expert teaching go hand in hand. Each of the schools already have instructional facilitators in place who have developed trust with their faculties over the years. With the new trainings and focus at the schools, the instructional coaches will step forward to **demonstrate and model effective teaching** to teachers in their classrooms, as well as conduct **side-by-side guidance** as teachers teach their lessons. The coaches will need to include the teacher in planning decisions, the on-the-spot teaching and assessing moves, the specific questioning to check for understanding, the evidence of learning, and how to use that evidence to shift instruction.

Finally, work toward **becoming a self-sustaining school** is all-important. This will happen over time as the staff members develop into **effective, responsive teachers** who use their deep literacy and knowledge of their students to **make wise curricular decisions**. The project schools will be schools where teachers **routinely visit other classrooms, observe each other's teaching, and examine student work samples** as part of respectful relationships built from a strong foundation of trust, where the entire staff participates in ongoing, high-level **PLCs**

focused on student achievement, and where **collegial conversations** about literacy, teaching, assessing, learning, and advocacy permeate the school culture. Teachers will readily **transfer and apply their knowledge of literacy across the curriculum and across grade levels**. **Students can explain what they're doing and why**. Programs, resources, and current research **inform and guide instruction**. Staff members constantly strive to **improve and enhance their practices** while also **nurturing caring and trusting relationships** with colleagues, students, and their students' families; but ultimately, where **joy in teaching and learning is evident** throughout the schools. (See CAMPUS DESIGNS at the end of this section.)

(iii) Encourage greater parental decision-making and involvement

Education is not the exclusive responsibility of teachers; parents' input is also vital. Campus writing teams were assembled to develop the best educational dream for the children at their respective schools. Focus groups of teachers, **parents**, administrators, teaching assistants, and students gave input throughout the process. Friendly competition and one-upmanship sent ripples of good-humored fun through the groups as each school proudly revealed the development of their campus design. The participation and collaboration of parents, community, and educators will continue with the implementation of these magnet campus themes. The Internet, besides connecting schools to schools, will also connect schools with homes, businesses, libraries, museums, and community resources. The academic day extends well beyond the ringing of the 3:00 PM '*School's out bell*.' Teachers will be able to draw on significant experiences from students' everyday lives, and enable parents to become more involved in their children's education. This coordination of formal education with informal learning will reintegrate education into everyday living rather than having education as somehow apart from the real world.

Joyce Epstein's Framework of Six Types of Involvement will be used to guide parental decision-making and involvement in the project magnet schools. These six types of involvement are: **1) Help all families establish home environments to support children as students.** Parent Liaisons at each school will be the direct contact with families and will also coordinate campus parent meetings and workshops. These parent activities will have babysitting services for younger children and some will be held in community centers, apartment common areas, and libraries to ensure families feel comfortable in attending. **2) Design effective forms of school-to-home and home-to-school communications about school programs.** Parents who do not speak English well, do not read well, or need larger type will be considered when developing any type of communication. There will be clear two-way channels for communication from home to school and from school to home. *(See the Parent Inventory of Best Practices survey in the Appendix.)* **3) Recruit and organize parent help and support.** It is important to recruit volunteers widely so that families know that their time and talents are welcome. Flexible schedules for volunteers, assemblies, and events will enable more parents who work to participate. **4) Provide information and ideas to families about how to help students at home.** Each school will design and organize a weekly schedule of interactive homework that gives students responsibility for discussing important things they are learning with their families. **5) Include parents in school decisions, developing parent leaders and representatives.** It will be especially important to include parent leaders from all racial, ethnic, and socioeconomic groups in the school. Training will be offered to enable these parent leaders to serve as representatives of other families, with input and communication to all parents. **6) Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.** Each campus leadership team will

ensure equity of opportunities for students and families to participate in community programs and/or to obtain services.

The networked classroom requires a new set of expectations from teachers, parents, and students. Campuses have **identified parents and community persons to serve on committees** to provide guidance in the unfolding potential that technology holds for their campuses. They have also provided technical staff at the campus level with expertise to assist the classroom teachers and ongoing training for building the technical capacity of their teachers. These technology specialists will **also train parents in technology use so that families are not disenfranchised.** Technology will be available for parent use at scheduled times during and after hours. To further support the campus plans, the magnet office will pull the campus technology staff together for monthly reflective dialogues. These technology support group meetings will allow the campus technology personnel to troubleshoot and share ideas across the schools.

CAMPUS DESIGNS

The Texarkana Leadership & Entrepreneurship through the Arts and Design project is a K-8 magnet strand that is meant to prepare students for the acclaimed high school Advanced Placement program when they reach 9th grade. Every magnet campus theme has been significantly revised and grounded in STEM and the Arts using project-based learning. **Financial literacy takes STEM and the Arts to new horizons as students across these project schools** learn to critically look at basic economics, personal finance, business models, and investing. Faculty members across the project schools started researching financial literacy with the planning of this MSAP project and have plans to contact and learn from Chicago's Ariel K-8 School whose focus on financial literacy has made a huge difference for their students' academic success. The **Money Savvy Generation** program is an award winning economic and

financial elementary curriculum developed by Susan Beacham, a former banker that will be used to teach money management basics. The **Jump$tart Coalition for Personal Financial Literacy** program integrates financial literacy lessons into the Common Core standards. Setting goals and analyzing decisions about money will build confidence and courage for students to take charge of their futures.

FAIRVIEW AEROSPACE AND PRE-ENGINEERING DISCOVERY SCHOOL (K-4)

Fairview is being significantly revised from space age environmental sciences into an Aerospace and Pre-engineering Discovery School. Children are naturally curious about how things work and their world. From dismantling a clock to designing a streamlined paper airplane, they are naturally curious about how things are put together. Fairview's goal is to nourish the natural engineering instincts of students by providing relevant problem based experiences set within the areas of aerospace and engineering. This engaging magnet theme is sure to be highly motivating and provide real life connections as students explore the universe and beyond.

As students, parents, and visitors approach Fairview Aerospace and Pre-Engineering Discovery School, a strategically placed **double-sided digital marquee** will display important announcements, events, and celebrations. Visitors will enter the building under a dome shaped entry showcasing a **wall mural depicting the solar system** and other **aerospace memorabilia**. Walking through the hallways, visitors will see student works of art displaying science, technology, engineering, and math projects. Student work will be exhibited at eye-level for 'short people' to read and value. Hallway banners hung from the ceiling will depict significant figures (including women and minorities) in science, technology, engineering, and math. A **wi-fi environment** across from the cafeteria, known as the **Sally Ride Internet Café,** provides a **relaxed study area** for students to collaborate on individual and small group projects.

When entering the various learning zones, visitors will be greeted by the sounds of Kindergarten Explorers, First Grade Imagineers, Second Grade Inventors, Third Grade Designers, and Fourth Grade Astronauts actively engaged in learning. Excitement in the classrooms results from engagement found in student centered learning opportunities such as **robotics** during **Bee Bot** demonstrations and lessons, exploring engineering with **LEGO play**, experiencing flight on the **flight simulator**, communicating personal flight experiences through journal writing, collaborating on a flight plan for a future trip, or problem solving using **iPads**.

The **Discovery Lab** is where students can build an in-depth understanding of the field of engineering by focusing on real world problems as presented in the **Engineering is Elementary (EiE)** curriculum. Students become engineers as they work through the problem solving steps of the engineering design process to find a solution to each unit's design challenge. Teamwork builds a solid foundation for problem solving, gets children excited, and leaves them feeling successful at the end of the challenge. The **Discovery Lab** also provides an exciting learning zone for robotic engineering and design. Students will have grade appropriate engineering experiences through the use of **Bee Bots** and various **LEGO Education programs**. Explorers focus on exploring **LEGO DUPLO** building systems and simple robotics. Imagineers and Inventors explore robotics while learning about the principles of simple machines, such as gears, levers, and wheels along with axles and pulleys using LE**GO WeDo sets**. Designers and Astronauts focus on robotic creativity and design using the **LEGO WeDo Robotic sets.** Astronauts also participate in the **LEGO Bricks in Space program** where they will partner with the International Space Station (ISS) crew to build the same **LEGO Education models**, conduct the same activities with the models, and then record the effects of gravity on them. Exciting educational experiences await young engineers at Fairview as they learn to discover, design, and

construct through hands-on project-based learning. Students will be provided state-of-the-art technology capabilities through **classroom sets of iPads** with blue-tooth capabilities and **laptops**. Using a variety of **educational programs and apps**, students will have the opportunity to take responsibility for their own learning as they research and design projects.

Learning continues beyond the classroom. An **outdoor learning center** under **colorful geometric canopies** with **project work tables** for exploration and design is located in the courtyard at the center of Fairview's school. This **customized engineering playground** allows students the opportunity to explore and create while engaging in physical activity using **life-size simple machines** and other **interactive play stations**. At the end of the year, Fourth Grade Astronauts will embark on a field trip to Houston, Texas to **experience NASA's Johnson Space Center and the Children's Museum of Houston**.

The staff at Fairview will offer a child-friendly, broad-based program that provides a framework for the attainment of STEM conceptual understandings. Working with renowned partner organizations such as NASA, as well as research and academic institutions in the region, students will conduct investigations and make discoveries that will help unravel the mysteries of Earth and space. Lessons, articles, video, live interaction with scientists and hands-on activities will assist to supplement and enrich students' study of science basics, engage students in the process of scientific inquiry, connect important science concepts in a real world context, correlate learning to real world problems, motivate all types of learners, while meeting state and national Common Core standards. Each classroom will be equipped with **digital visual presenters, video projectors with ceiling mounts, interactive white boards with appropriate student wireless devices, and digital cameras.** There will be **desktop computers** with **appropriate software** as well as **color printers, scanners, and other peripherals** as needed.

Additionally each grade level will have access to **mobile laptop computer labs**. The goal is to create a tech-infused learning environment where students explore and discover as teachers assist and guide. Special Fairview parent nights will feature student presentations. This will be done frequently and in a social atmosphere to provide a comfort level for parents who attend. The intent is to establish habits of involvement that may not have existed previously among families of disadvantaged students, and establish new communication pathways for parents new to the school. Parents need to gain an appreciation of what their students are studying and why it is important. They need to understand why certain content and processes have been chosen and school staff will be careful to communicate these in a way that is truly user-friendly.

KILPATRICK BIOMEDICAL ENGINEERING SCHOOL K-4)

Kilpatrick is being significantly revised from math and science integration to a Biomedical Engineering School. Although biomedical engineering is considered an independent field of study, it is 'right on time' as an integral focal point in elementary curriculum. It is innately interdisciplinary because it applies engineering practices and artistic design concepts to the fields of medicine and biology.

Upon arrival at Kilpatrick, students and staff will delight in the **electronic marquee** that highlights the school's name and new theme. Entering the building, one is greeted with graphics that exemplify Kilpatrick as the biomedical engineering "hub" in the district. A glass showcase in the cafeteria, as well as a section of the library, displays biomedical instruments, student projects, and excerpts of student research. While the media center computers are available for research studies, a special section is specifically set aside for biomedical and engineering expository reading.

Incorporating grade-specific research expectations found within the Common Core standards, the Kilpatrick theme branches into five central facets of learning: **1) Wellness 2) Health and Disease 3) Science and Medicine 4) Technology and Medicine, and 5) Biomedical Careers**. **Kindergarten students** note and discuss daily, healthy habits, lifestyles, and family/cultural lifestyle choices. Students maintain a log of healthy habits and activities they participate in and those they observe among their family members, classmates, teachers, and communities. **First grade students** study major health obstacles of the past, how they were addressed and the current health conditions that present challenges today. **Second grade students** delve into grade-appropriate studies of the human body, its physiological functions, and the use of medicine and technology in diagnosing, preventing and treating illnesses and diseases. **Third grade students** concentrate on various treatments, therapies, and prostheses as they use inductive and deductive reasoning to determine the effectiveness of medical interventions. Biomedical careers serve as the spotlight for **fourth graders**. Students explore an array of career prospects that fall under the biomedical engineering umbrella using graphic design, technical operations, computer science, physical therapy, product design development, and field engineering.

The entire first period of each day will be devoted to theme immersion. Both students and staff members will wear **lab coats** to project an **authentic biomedical engineering "aura."** While real **stethoscopes and otoscopes** are available, students will learn all about these instruments through a hands-on science lab where they construct these instruments out of aquarium tubing and miniature funnels. Students use **iPads to conduct research** and then present valid arguments and persuasions. **Hands-on learning** includes projects such as building DNA models, studying the influence of genetics, using robotics to understand medical engineering, tracking the spread of germs through a simple handshake, and evaluating the design of health equipment as it relates

to enhancing the quality of life for physically impaired individuals. Working with digital cameras and microscopes, students will observe slides of cells and tissues for descriptive, analytical discussion and problem-solving purposes. Taking on the role of researchers and scientists, students will be eager to attend school and arrive on time making tardiness and excessive absences decrease.

Field trips to sites such as rehab hospitals and nursing homes will permit students to witness biomedical engineering in motion, as well as to connect with senior citizens through understanding the science of gerontology and the aging process. Presentations will emphasize the enhancement of physically impaired individuals' lives through the use of specialized medical equipment. Physical therapists will present information regarding their career and assisting those who have special physical needs. These integrated studies and field trips will show the intricate connections between math and science, science and engineering, as well as engineering and math, with technology being the thread that connects them all together. With teachers implementing such an interwoven curriculum, students will build a firm, content knowledge base and come to understand and appreciate others' perspectives.

Professional development in STEM enables teachers to plan and deliver engaging, challenging, and seamless instruction that students will definitely enjoy. Incorporating this theme will shape and change our students' perception of themselves as learners, their behavior, their self-confidence, their levels of achievement, and their outlook on life. This theme will engage students in more informational reading, establish sound purposes for reading, force students to adjust their reading in accordance to their reading purpose, discuss and evaluate claims, assumptions, and other information that is presented within texts, media sources, or given by

speakers. Students will be expected to research sources with a critical eye and to present information through the lens of clarifying, supporting, or invalidating that research.

The vast possibilities this particular magnet theme embeds are amazing! Having the opportunity to explore so many different branches within the health, medical, and engineering fields opens up a whole new world that our students otherwise may not have known. Seeing the fresh enthusiasm our students acquire through this field of study is overwhelming. More importantly it fuels a greater determination and commitment to ensure that each student attending Kilpatrick receives an incomparable and uncompromised education. With this magnitude of academic exposure, the bar is continuously raised—heightening our expectations. Yes, we **can** see our students as biologists, technologists, nurses, doctors, equipment designers, and anything else their hearts desire!

TRICE RENAISSANCE ELEMENTARY MAGNET SCHOOL (K-4)

Trice is being significantly revised from visual and performing arts integration to a Trice Elementary Renaissance Magnet School. The guiding principle for Trice Elementary Renaissance Magnet School is based on Leonardo DaVinci's words that knowledge must be applied and mastery is accomplished by doing. The theme at Trice centers on the total infusion and application of the arts throughout the core curriculum. The Common Core State standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that are needed for success in college and in careers. To meet the challenge of creating a learning environment that is "robust and relevant to the real world," Trice uses its rich heritage as a visual and performing arts magnet school to focus on the entrepreneurial aspects of the arts. Hands-on, practical, project-based, and product driven learning opportunities grounded in science and math conceptual understandings will be essential elements of the instructional strategies. Students not

only create art; but will also experience the business, financial, and marketing side of the arts. The concept of learning by doing is integrated into all classrooms and into all disciplines. All staff members will be trained to infuse the arts into their daily instruction.

When you arrive at the Trice campus on Pinson Street, a **digital marquee** greets the visitor with not only announcements and information, but also 'Screams the Trice Theme." Before you enter the building you are welcomed by pieces of sculpture, in a variety of media, designed by Trice students, as well as some commissioned through local artists; but all will be developed from the imagination of the students. The front portico contains colorful banners, artistic displays, and student art works. There is no doubt that Trice believes in the arts and the creative process. Stepping through the front doors, you enter an art gallery filled with student work ranging from flyers, brochures, and artistic newsletters created in the **Graphic Design Studio** to music videos and documentaries developed in the **Media Production Lab** playing on overhead **TV monitors**. Directional signs guide you through the various grade level displays.

Using the power of music to discover the fun of math, **All Aboard, the Music and Math Connection** program will be used in the early grades to provide students with a focused math experience using music. Serial order of events, pattern recognition, and graphing set in motion young children's creative thinking skills as math basics are internalized. Then **Midi for Kids** will be used to stretch the realm of cognitive development and challenge children to develop their higher level thinking skills using **acoustical guitar and digital keyboard labs**.

Beginning in kindergarten, students begin the process of answering two essential questions: "What are the arts? and "What is business?" First grade students move from understanding to applying Common Core skills through exploration. Students begin to understand that some adults create art as a profession and some as an avocation. Second graders will focus on the

affects of the arts, technology and business on society with an awareness of themselves and their community as they compare and contrast a variety of techniques and imagery to enhance the design solution. While progressing from analyzing to evaluating in third grade, students realize that a sequence of choices or events leads to unique solutions in a variety of disciplines. Using scientific inquiry, math problem solving, the writing process, and art enterprises, students follow a similar pattern of learning. Fourth graders will develop more critical thinking skills and perceptual awareness as they produce products through various art genres. It is in fourth grade that students will take a project from conception to market as they experience the creative and financial process of developing a business plan. This same emphasis on critical and creative thinking is to be carried over into all aspects of instruction. Academics, technology, and financial literacy will be infused into the arts based curriculum. The partnership with the Texarkana Regional Arts and Humanities Council (TRAHC) allows the school access to visiting artists that represent a variety of arts genres. Dancers, musicians, storytellers, craftsmen, and actors will come to the school to share their skills and talents with the students and staff. The classroom environments encourage students to explore and discover. Project-based learning drives the instruction. Students work individually, with a partner, or in groups on activities that result in a product, presentation, or performance. **Technology workstations** are scattered throughout each room for research and development of ideas. **Audio-visual equipment** is available for both instruction and presentations. Students working collaboratively and cooperatively to meet an instructional goal will be the order of business throughout the school day. The **Graphic Design Studio** gives students and staff access to a **professional work environment**. After introducing the design challenge of a project, classes will use the studio to begin the creative process. The studio contains all the **technology equipment needed to take a project from research stage to**

finished product. As part of the financial literacy curriculum, students will explore such areas as supply and demand, effects of the global market on the local, state, and national economy, as well as banking and finance keeping an eye of the effect of business on the arts. The **Media Production Lab will be an interactive audio-visual studio**. The highlight of this lab will be the **television studio** that produces student led and created programming. The "**Flipped Classroom**" comes alive with this lab because teachers will also use it to **record lessons that can then be streamed on the school website** for students to watch at their leisure. This ensures that class time will be spent with **teacher guidance and personalization of learning**. From creating a 'movie,' conducting an interview, promoting a student created products, or broadcasting the morning announcements, students will write, direct, and produce programs to be aired throughout the school and broadcast over the local community cable channel. Student TV reporters and cameramen will use **camcorders** checked out from the Media Production Lab to document events and activities around the school, in the classrooms, and in the community. Students will **attend community performances** at the historic Perot Theater in downtown Texarkana, the Texarkana Symphony Orchestra, and **tours of exhibits** at the TRAHC gallery.

Presentations and student productions will take place in the multi-purpose building where a **moveable stage, sound system, and lighting** will turn this gymnasium into a Broadway theater with **sound and light boards for special effects** installed around the perimeter. **Costume design and construction, theatrical makeup and design application**, stage management, production management, and theater business management will be presented in units of study related to particular arts projects such as black box theatre productions. This will reinforce academic standards throughout the presentation of stories, research, compositions and debate, as well as musical and dramatic performances. The public will come to see Trice as an exciting, dynamic

opportunity for personal growth and academic achievement for students. Valuable marketing strategies will originate through publicizing Trice's state-of-the-art stagecraft, graphic design studio, media production lab, high-tech library media-center, and debate forums.

UNION ELEMENTARY: THE DAVINCI SCHOOL (K-4)

Union is being significantly revised from a communication arts theme to Union Elementary: The DaVinci School. The DaVinci School will provide students with a culturally rich, safe and calm environment with authentic arts-infused opportunities to develop 21st Century skills in technology, science, math, and engineering design using problem and project-based learning aligned with Common Core standards and using multiple forms of expression to pave the way for future success in college and career endeavors. President Obama's statement, *"The future belongs to young people with an **education** and the **imagination** to create,"* was a guiding philosophy as the faculty and staff members of Union developed this vision of their ideal school.

Imagine Union Elementary with a modern **electronic marquee** directly in front of the school with a **smaller sign** at the back of the campus creating interest as well as highlighting school events and activities. Then imagine the lush, landscaped walkway with its sculpture garden and bus waiting area for students set under a colorful **fire engine red canopy,** before entering the modern glass double doors. There, a direct view of the courtyard, **amphitheater, and nature trail** outside provides a spacious open feel with natural lighting for a gallery of student artwork. Set inside the vestibule the contemporary information kiosk complete with a touch-screen monitor features upcoming events and daily activities. Progressing down the art-lined halls, the sounds of calm indigenous music featuring the mellow sounds of native flutes plays softly in the background. In one classroom students are collaborating to communicate ideas and solve problems through the use of personalized learning devices while the teacher circulates listening

to students' ideas and guiding their thinking. Moving further down the hall, another classroom reveals students choreographing creative movements that tell the story of the water cycle while inside another classroom students are designing a fitness center for a local park.

The Union school facility is uniquely adaptable due to the inclusion of an alcove on one side of each classroom. These alcoves house cabinetry, which will be reconfigured so that **Promethean technology and software**, will be placed on each side allowing small group collaborative writing. Each alcove will house a **podium and a state-of-the-art sound system** to facilitate speech recording and playback. **Field trips, hands-on experiences**, participation in the **arts and cultural experiences**, science field work in an **outdoor classroom**, and technology tools such as **probes, scanners, and calibrated measuring devices** will be put to use for problem solving and creative expression. Teachers will need both foundational and job-embedded training to plan, facilitate, and assess these authentic learning experiences. At the DaVinci School, students will be engaged in developing all seven of the 21st Century survival skills noted in Wagner's book, The Global Achievement Gap: critical thinking and problem solving, collaboration across networks, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination. Through the use of **studio-classrooms** where academics, technology, and the arts are integrated in problem and project-based learning, rooms will be configured with work areas for student collaboration. In addition storage and access to **resources** such as **creative tools, tablets, literature, expository texts, the Internet, and software** for integrated and innovative projects will also be at hand for student use.

Purdue University's Design Process Model will guide the steps students will take as they experience project-based learning: Ask, Imagine, Plan, Create, and Improve. Union teachers will

integrate **personalized learning devices (tablets)** into instruction for student and teacher use. Students will research, create, and present using these devices. For students to be prepared for the next level, it is important for them to have an understanding of the writing process, research techniques, and the use of technology tools. The personal learning devices will be used to collect ideas, process and document innovative resources, analyze data, and collaborate with peers and mentors. Students will also use **touch screen monitors** in the **Graphic Design Studio** and the **Media Production Lab**. These monitors will enable students to use graphic design software and programs as well as media editing software in hands-on, cutting edge ways. **PhotoShop** software for cropping and enhancing photos, **SketchUP** software for developing graphic organizers, and **InDesign** publishing software will provide Union students with up to date tools needed to process their projects, products, and presentations. The **infrastructure and wiring** within the school must also be upgraded to handle the wireless devices as well as stream the live video as students share news, events, performances, and achievements each week. The Media Production Lab will be equipped with appropriate **video and editing technology** including a **green screen** to produce silent movies, music videos, claymation videos, history re-enactments, and public service announcements…all done by students.

The DaVinci School will integrate the arts into all curriculum areas and provide students with deeper learning experiences in the areas of dance, music, visual arts, and drama. Mirroring the theme at Trice, **All Aboard, the Music and Math Connection** program will also be used in the early grades at Union to provide students with a focused math experience using music. Serial order of events, pattern recognition, and graphing set in motion young children's creative thinking skills as math basics are internalized. Then **Midi for Kids** will be used to stretch the realm of cognitive development and challenge children to develop their higher level thinking

skills using **acoustical guitar and digital keyboard labs**. In dance, kindergarten to 2nd grade will explore curriculum connections with creative movement while 3rd to 4th graders will be exposed to step and jazz to deepen their knowledge of dance and apply learning of other content. A **dance room with appropriate flooring and mirrors** will provide the proper space for dance classes. In music, kindergarten to 2nd grade students will explore a variety of music genres while learning the foundation of music. They will also apply learning through playing **recorders**. Third and 4th graders will continue to develop an understanding of cultures through music and will be able to apply skills through learning to play **African and South American drums, xylophones, acoustical guitar, and/or keyboards**. Students will also have the choice to participate in drama classes. Kindergarten and 1st graders will be learning the expressive skills of drama through familiar story retelling. **Readers Theater and puppetry** will be used in the 2nd and 3rd grade drama curriculum, while 4th graders will enhance their writing skills and use of drama to produce scripts and storyboards connected to other disciplines. The visual arts program will have a stronger emphasis on design and application including sculptures and mobiles to integrate Science and Math. **Specialists** will be contracted for a variety of art forms to model and train teachers as well as to provide students with arts-based, culturally rich learning experiences. Students will study careers associated with the art forms in conjunction with their financial literacy curriculum. Music, dance, drama, and the visual arts will be well equipped with the necessary supplies and resources for instruction and performance. At the DaVinci School, the arts will be interwoven with core classroom studies. Just Imagine!

<u>COLLEGE HILL ACADEMY OF DESIGN</u> (5-6)

College Hill Middle School is being significantly revised from a composition, economics, and speech theme to College Hill Academy of Design. This Academy of Design will prepare students

using a distinct curriculum and instructional approach, whose cohesive vision is grounded in the belief that learning should be active and that learning can happen anywhere. As such, learning must be connected as much as possible to settings in the community. Learning will be project-based and use a student inquiry approach that is informed and directed by community issues and student interests. Sustainability concepts, such as diversity, interdependence, and cycles will drive the curriculum and essential questions for each grade level. A learner-centered focus will allow for students to explore relevant and meaningful issues. The science curriculum will be embedded in community problem-solving with the integration of math and engineering design principles while using the arts within a technology rich environment. John Alspaugh in a paper prepared for the American Educational Research Association found that "students suffer achievement loss during each transition year they experience—that is, the transition year between elementary and middle or junior high school, and the transition year between middle or junior high school and high school." The literacy faculty members at College Hill (5-6) and North Heights (7-8) in response to this are proposing to loop, starting with the 5th grade through to 8th grade, and then loop back to pick up a new cohort of 5th graders. This smoother transition should prove to be a wonderful innovation to nurture students through this critical age as they learn skills of persistence, motivation, and communication in order to be college and career ready.

Because of the large number of students from disadvantaged backgrounds brought together from the elementary schools, College Hill's kid-friendly, exciting, and stimulating learning environment will make students eagerly anticipate daily activities at school and be active learners. To set the tone each day, students will hear soft music playing via a **school-wide sound/intercom system**. An extensive **music library** featuring titles from various artists,

composers, time periods, and styles will supply the daily selections. Student created pieces composed in the **music lab** equipped with **keyboards, computer technology, composing software, and recording devices** will also add to the music collection. Each day will begin with a live broadcast of daily happenings and upcoming events via the **TV Broadcast and Production Studio**. The studio will have **green screens, cameras, camera platforms, lighting, sound, mixing consoles, computers, software, routers, transmission equipment, microphones, sets, and editing equipment**. Students will comprise the broadcasting team with assistance from the Broadcast Instructor. Use of the broadcasting station will not be limited to the morning broadcast. Music videos, short film clips, public service announcements, tutoring DVDs, electronic photo scrapbooks, and a plethora of other products will be produced within its walls. **Large flat-screen TVs** will be set throughout the hallways to show the broadcasts along with smaller **TVs** in each classroom. **Small video cameras** will be used in each classroom for students to create video products as evidence of their learning in the core disciplines. The halls will showcase quality art prints and framed student created art pieces.

The outside campus area will feature a **student-designed customized playground** with **equipment for climbing and movement** surrounded by a **paved walking trail** complete with **exercise stations** located at different points along the trail. Fitness technology and equipment (**treadmills, elliptical machines, yoga mats, Xboxes with Kinect capabilities, rowing machines, exercise balls, and stationery bicycles**) will be available to children beyond the school day so as to provide interest in developing an active lifestyle. College Hill students will work with the high school's agriculture/nursery students to beautify the campus with student-designed **landscaping projects** set around the new **electronic marquee,** proudly displaying the school and community activities taking place throughout the year.

The cafeteria will feature a **stage incorporating set design, sound, and lighting** adequate for top of the line student performances and productions generated through dance, drama, and music classes. Parents and community will be invited to dinner theatres featuring comedies, dramas, and musicals. The Strings Ensembles, Choir, and Drumming/Dance teams will also perform via the state of the art staging area that includes a **sound and lighting booth, stage curtains, and storage areas for equipment**. New **coffee shop style seating and tables** will take advantage of the **wi-fi environment** during the day for study groups; but will also offer comfortable seating for dinner theater adults as well.

To enhance the learning process, classroom sets of portable **laptops and tablets** will be purchased for student use in the classrooms so that every student has access to current technology and information available at the touch of a finger. **Project tables and storage units** in the classrooms will ensure hands-on experimentation and project-based learning. An **Engineering Lab** for science and math will be stocked with **manipulatives, supplies, equipment**, and a portable **STARLAB**. The STARLAB will be used for the study of astronomy, Greek and Roman mythology, Native American mythology, and the study of light. All of these resources will enhance and extend classroom investigations, research projects, and design challenges. The **technology specialist** will assist teachers by providing on-site professional development for ensuring the use of technology within the instructional process. After-school clubs, Super Science Saturdays, field trips, Art Festivals, Math/Science Field Days, Destination Imagination, Invention Conventions, and other after-school activities and competitions will **extend the learning day** for students and provid**e opportunities for working parents** to volunteer and participate in the learning experiences of their children. College Hill's distinct

curriculum and instructional approach truly gives the school a **cohesive vision that is grounded in the belief that learning should be active and that learning can happen anywhere**.

NORTH HEIGHTS ENTREPRENEURIAL LEADERSHIP ACADEMY (Grades 7 – 8)

North Heights Jr. High School is being significantly revised from a literary arts and technology theme to North Heights Academy of Entrepreneurial Leadership. This 21st century demand necessitates a new and different approach to learning and teaching. North Heights Entrepreneurial Leadership School will be a place that will prepare globally minded leaders in an atmosphere that encourages their artistic development and connects them to be leaders. North Heights will do this under the umbrella of Common Core standards through project-based learning that challenges students to reach for advanced levels of college readiness.

As one approaches the buildings, a new **digital marquee** detailing events, announcements, and celebrations will welcome students. Walking in through the front doors, an existing open area houses the **Entrepreneurs Expo**. This gallery will be a place for the school to display creative work and personal projects that students have designed. The gallery will be one of the most prominent indoor features of the campus and will promote a culture of pride in students as they see a daily celebration of their academic efforts. This gallery will feature work from scientists, artists, portraits of leaders, and most importantly, students' art. Near the expo, students can collaborate, study, or relax in a wi-fi work lounge located in the newly remodeled **Research and Design Center**. From an outdated, underused antique, the current library will become a 21st century research and design center that will foster active learning while serving as the vibrant beating heart of the school. It will also fuel North Heights' drive to **go green** by removing any unused, unnecessary books, and replacing them with **electronic readers, digital research options, and "coffee-shop" workspaces**. As a nucleus for technology and research, the

Research and Design Center will be the ultimate Internet Café. **Modern leather couches, soft incandescent lighting, and study tables complete with computer charging pods** will foster academic learning within an open and inviting, college-like environment. Each hallway in the building will be represented by one of the seven traits for entrepreneurial leadership: 1) purpose 2) integrity 3) risk-taking 4) team focus 5) innovation 6) empathy, and 7) energy. Instead of managing students, North Heights will be developing students through a more open feeling of freedom and trust as they mature into responsible leaders with their own sense of autonomy.

The existing **dance room will be expanded and revamped** so students can practice tap, jazz, ballet, or hip-hop in a **professional dance studio**. Then to showcase students' talents, the cafeteria will be remodeled to create a **stage, complete with curtains, lighting and sound system**, as well as **large flat screen televisions** set midway in the room for audience members in the back of the room whose views are blocked by columns. An **Engineering Design Lab** will be used for digitally developed student projects. Seventh and 8th graders will develop **digital portfolios** to showcase their skills and accomplishments as well as to document their advancement to benchmarks throughout the year. Imaginative electronic games will capture students' imagination and be used as part of the learning enhancement at North Heights. An example is **SimCityEDU,** which is a gaming system that features urban planning, environmental management, and socio-economic development. Science and math conceptual understandings will be deepened as students problem-solve using imaginative game play. Students learn that every decision sets in motion a cascade of developments that require complex analysis and strategic thinking. Even in this **high-tech environment**, it is important to go green. The addition of an outdoor classroom and improvements to the outdoor picnic area will allow **field science work** to be conducted throughout the year. **Recycling bins and composting** will allow students

to learn earth-friendly ways to manage waste, while solar lighting will be strategically placed around these areas to light the paths for star parties or moon watching on cold January evenings.

North Heights is moving toward a **paperless environment**, using tablets and all digital textbooks in an effort to eliminate as much paper product as possible. Without the traditional textbook to rely on, teachers will move quickly into the digital age, making use of **Promethean boards and student tablets to differentiate and personalize learning** in an active, exciting way. Further technology training will be required to make this transition smooth. To help with this training, an **Educational Technology Specialist** will be hired to assist teachers and model methods of integrating strategies of high-tech tools. **Apps, site licenses for software, and eBooks** will save space and bring North Heights closer to the 21st century workplace world.

Field trips to science and natural history museums, art galleries, the symphony, and the theater are budgeted and will offer students a chance to experience a world outside of their neighborhoods. This proposed high-tech school with its emphasis on project-based learning through STEM and the Arts will develop entrepreneurial leaders who have a strong background in financial literacy as well a firm foundation in science and math engineering design.

Budget and Resources

In preparing this proposal, the district has developed a cost-effective budget for sufficient start-up funds to implement the revision of the six proposed magnet schools in a manner that will assure accomplishment of their magnet project objectives, so that when funding ends, the district can, in good faith, pledge to continue support.

(1) Adequacy of the facilities

The school district's commitment to its proposed school improvement program is evident in the local dollars spent on upgrades and additions of close to $20,000 over the last five years. The

reconfiguration of buildings has been started and will continue in an effort to provide high quality facilities for students and a quality work environment for staff. The need for additional classroom space was a dominant factor in the planning for the MSAP grant application for this 2013-2016 funding cycle. The renovations and improvements for the Texarkana schools in this application are indicated below:

North Heights Junior High School: Room division to provide more compartmentalized space refurbishment of choir room and upgrades to main hall area at $55,000; Plato Labs, including computers, wiring and infrastructure, and software at a cost of $45,000; Compass Learning Lab, including computers, wiring and infrastructure, and software at a cost of $40,000; portable building to accommodate restructuring of school to add classroom space at $65,000.

College Hill Middle School: Plato Labs, including computers, wiring and infrastructure, and software at a cost of $45,000; portable building to accommodate restructuring of school to add classroom space at $65,000.

Fairview Elementary School: The refurbishment of the physical education facility is almost complete; a portable building to add classroom space at $65,000; Odyssey Lab, including computers, wiring and infrastructure, and software at a cost of $65,000.

Kilpatrick Elementary School: Completed physical education facility of 2,847 square feet at $342,000; portable building to accommodate restructuring to provide additional classroom space at $65,000; Odyssey Lab, including computers, wiring and infrastructure, and software at a cost of $65,000.

Trice Elementary School: The refurbishment of the physical education facility is in the final stages; a portable building to add classroom space at $65,000; Odyssey Lab, including computers, wiring and infrastructure, and software at a cost of $65,000.

Union Elementary School: Odyssey Lab, including computers, wiring and infrastructure, and software at a cost of $65,000; Promethean Lab, including computers, wiring and infrastructure, and software at a cost of $40,000.

(2) Adequacy of equipment and supplies that are planned for use

TASD has stretched its budget to the limits in order to provide the facilities upgrades that are absolutely necessary to add classroom space. Basic instructional supplies have been provided from the general fund and to applicable past categorical projects. The district will provide compete transportation service to the magnet schools and pledges that this proposal will be sustained beyond the grant cycle.

The needs to be met through MSAP funding will be the highly specialized support structure provided through the district magnet office, supplies, equipment, and the extensive staff development necessary to implement the unique entrepreneurial magnet theme at each of the applicant schools. Examples of supplies and equipment that will be needed for the magnet strand include: presentation equipment, library of print and video thematic titles, professional library materials including expository readings, engineering software and ancillary materials, robotics, advanced science investigation kits, physics equipment, math manipulatives, reading literacy materials, multicultural art prints, digital technology including individual student personal notepads, iPads, state-of-the-art integrated arts materials and equipment, stagecraft supplies and equipment, radio and TV broadcasting equipment, computers and printers, language software programs, media retrieval system, environmental science materials and equipment, Cambridge Physics Construction Lab, video streaming, costuming materials, music keyboarding and musical instruments, and graphic design software.

(3) Budget is adequate and reasonable

This proposal contains a request for MSAP funding of approximately $10 million for three years to operate six magnet schools. The funding will support two major components: 1) the district level magnet office and 2) six magnet schools designed to attract, hold the interest, and improve the academic achievement of over 4500 students. The proposed MSAP budget is sufficient to allow each school to offer, not just another special program, but a program that will resonate with staff and parent expectations while making extensive contributions across the school community.

Marketing and Recruitment: Basic to the success of the overall program will be the implementation of a professional marketing and recruitment plan. The timeline for the marketing plan (in Priority Three) reflects a sequential and comprehensive approach for **attracting and holding the interest of students**. The magnet fairs, mass media advertising, open house events, and materials for distribution **must be of the best quality and therefore will be costly.**

Personnel: In order to accomplish the objectives of this proposal, funding is needed for 4 full-time staff members at the Central Office for coordinating magnet curriculum development and instructional trainings, marketing/recruitment, clerical support, as well as parent support, and a total of 12 full-time equivalent (FTE) specialists to facilitate curriculum, professional development training, purchasing, technology, and parent relations at the 6 school sites. These specialists will be hired for the three-year cycle and will coach and mentor the teachers to become independent of them by the end of the three years.

Resources and Training: While administrators and teachers have had some great professional development trainings, there haven't been the critical mass of teachers trained and the training did not continue with follow up and coaching to ensure that the training was implemented into the classroom. The implementation of the training techniques into the classroom instruction will

be ensured because of the magnet personnel in place at each campus to provide just-in-time coaching and support but also because there will be a whole campus emphasis on the training. MSAP funding will be used to secure authentic curriculum development and instructional methodologies training with nationally recognized consultants, with Texas A&M University-Texarkana professors in the fields of engineering, math, and sciences, and at premier conferences/training centers nationwide. It will be important to give the very best professional development in the STEM, Arts, and entrepreneurial magnet content, integration of curriculum, and the strategies/best practices that are a match for the themes at each school.

Equipment and materials must be state-of-the-art and staff must be trained to effectively use new and innovative teaching strategies if diverse groups of students are to be attracted. Additionally, teachers will be given the time and resources necessary to develop curriculum that is truly innovative, meets the needs of their students, and utilizes the full potential of modern technology. Additionally, it will be essential to train all faculty members on the various equipment and software applications that will be purchased in support of thematic curriculum and instruction. The specialized equipment and supplies listed in school budgets are costly and they require on-going training on how to use them effectively and efficiently. The potential value for students cannot be realized without authentic and extensive training for teachers on specific pieces relative to the STEM through the arts focused themes.

TASD is requesting adequate funds to cover start-up costs of collaborative activities with the Science, Math, and Engineering departments at Texas A&M University-Texarkana; summer enrichment; as well as other expenses necessary to achieve the goals of this project. The magnet activities will be delivered efficiently and effectively; aggressive marketing and recruitment, comprehensive and targeted professional development, thematic curricular design and

development, strong Common Core standards alignment, thematic curriculum document writing and publishing, interactive evaluation and personnel improvement plans, recruitment of highly qualified personnel in specific thematic areas, instructional and marketing/recruitment materials, and upgrading of supplies and equipment will be taken to a new level of excellence.

High costs are associated with higher levels of integration and educational quality. District officials realize that to establish magnets designed to raise educational quality, as well as attract students from private and parochial schools, the startup cost will necessarily be high. In this funding request, approximately 2800 students will be served each year at a cost of just over $1000 per pupil. **For start-up costs of a carefully designed program of this high caliber, and in a system that is in such desperate need of intervention, this per pupil cost is extremely reasonable.**

Evaluation Plan

The district will select an **outside evaluator with an educational background, experience in evaluation of magnet schools, and expertise in desegregation efforts** in accordance with the Office of Civil Rights who will **conduct formative assessments** to observe, interview, and analyze both quantitative data and qualitative data in order to provide feedback and suggestions for improvement in each school and for continuous program improvement toward meeting the performance objectives. In addition, the outside evaluator will also collect and analyze both qualitative and quantitative data to provide **summative evaluations** about each school and the program at the **end of each grant cycle year** (Annual Performance Report) as well as at the **end of the 3-year grant cycle**. The formative and summative assessments will be done through the focused lens of increasing desegregation, improving student achievement, and developing capacity for sustaining the project beyond the grant period.

(1) Methods that are appropriate to the project

The evaluation plan for the TASD Magnet Schools Assistance Program has been designed to provide **information for decision-making and action**. It will focus on complying with **EDGAR**, the U.S. Education Department General Administrative Regulations, by providing a summative evaluation (**the Annual Performance Report as well as the 3-yr summative report at the end of the grant cycle**) which will use both quantitative and qualitative information to determine: 1) effectiveness of the project in meeting the statutory purposes of the Magnet Schools Assistance Program 2) progress in meeting approved project objectives and 3) effectiveness of the project on the participants being served. Equally important, the evaluation plan will **also focus on formative assessments** in order to make project improvements while the project is ongoing. Implementation of the evaluation plan will involve the **external evaluator**, as well as the project director and magnet coordinator who will periodically visit each magnet school, reviewing the MSAP and Project objectives, the level of their implementation, and student achievement in regards to them.

Qualitative as well as quantitative methods will be used, with ongoing **collection of data** occurring from a **variety of sources and by a variety of assessors** who have expertise in the specific area. Prescribed data collection methods and specific instruments will be used. It is important that the **qualitative data and quantitative data collection are complementary** and seen as a **comprehensive assessment** of program progress. Each school will be assessed both for **outcomes common to all magnet schools** and for **outcomes that are specific to the STEM through the Arts and Financial Literacy thematic initiatives**. By using this comprehensive approach to evaluation, greater assurances can be gained as to **what is, and what is not happening** among students, teachers, staff, and the community.

(2) Determine how successful the project is in meeting its intended outcomes

In order to track and study the rate of progress the Texarkana LEAD magnet project makes toward its stated outcomes, several evaluation instruments will be used to track this progress. These evaluation instruments include: 1) The snapshot data on the TASD **Ethnic Percentage Report**, which measures the racial and SES composition of students enrolled in the district schools and is **collected in October annually**. Additionally, the racial composition of the applicant pool for each magnet campus and feeder campus will be monitored and reported. 2) **Local surveys** will provide parental and community feedback on local needs and desires and will be developed using the **Inventory of Present Practices of School, Family, and Community Partnership** found in the appendix. This will ensure that the best practices reported by school and district personnel align with parent and community perceptions. 3) Parent **magnet application comments** will provide feedback on effective advertising methods. 4) **Applicant pool reports** will disaggregate the number of applicants applying to the magnet schools from the various populations as defined by the federal legislation. 5) **Marketing effectiveness** will be monitored to ensure that the student applicant pool for the magnet schools reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces minority group isolation. 6) Each campus's **Student Participation Report** will measure the SES, racial, and ethnicity composition of students participating in designated core classes, as well as in extra- and co-curricular activities. 7) Each campus's **Family Involvement Report** will measure the parent and family participation in daily school activities and at school events using Joyce Epstein's six categories of involvement. 8) The **Student Discipline Report** will be used to determine the overall safety and climate of each magnet school. 9) The **TASD personnel report** will be used to ensure that all teachers hired at the magnet campuses meet the highly qualified designation for

the state of Arkansas, as well as to track the number of teachers from each campus pursuing certifications in Math, Reading, or Science. 10) Texarkana **LEAD professional development logs** and then subsequent **Teacher Reflective Coaching logs** will be used to monitor each teacher's completion of the yearly 100 hours of required training and coaching on STEM, Arts infusion, and Financial Literacy. 11) Campus **Project-based Learning Units** (2 per grade per year) will be compiled electronically by the TASD Curriculum Department. 12) The **Campus Lesson Reports** will document the implementation of weekly Financial Literacy lessons for students at each grade level. 13) A **Campus Student Technology Use report** will be used to monitor core discipline teachers' implementation of technology and software training into the classroom instruction. 14) **Student achievement data** will be analyzed from the **Arkansas required testing program**. Benchmark tests, checklists, and rubrics will provide a **stream of formative assessment information** as basis for **personalizing instruction**. **Standardized pupil profiles** will also be used for **trend analysis** to assist planners with instructional decisions. 15) **Collaboration, Creativity, and Design Skills Rubrics** will be created to assess the student development of these 21st Century 'soft skills.' Work on rubrics such as these has begun in other districts around the nation and the Texarkana LEAD project schools will build on this work. The development of these rubrics will enhance the professional expertise of the project campus faculties as they work together to ascertain what these soft skills are and how to articulate their development across grade levels and throughout the content areas. 16) **Student enrollment at the 7th and 8th grade levels in advanced classes** such as Algebra I, Geometry, Biology, and Physical Science will be documented as evidence of student preparation for High School AP.

(3) Includes methods that are objective and quantifiable

The Texarkana LEAD project has identified six major outcomes, which are embedded in the MSAP statutory categories of Ensuring Desegregation and Choice, Developing Capacity, and Improving Academic Achievement. These six outcomes by category are:

Ensuring Desegregation and Choice: 1) effectiveness of racial integration in the designated project magnet schools, feeder schools, individual classrooms, as well as during school activities and events **2)** ability of the Leadership & Entrepreneurship through the Arts and Design campus themes to attract students from differing racial, ethnic, social, and economic backgrounds **Improving Academic Achievement: 3)** improvement of magnet school student achievement so all students successfully advance to the next level of educational endeavor **4)** effectiveness of instruction to raise student performance and close the achievement gap for all populations **Developing Capacity: 5)** development of school cultures that promote rigorous, engaged learning and that sustain systemic reform, and **6)** improvement of parent involvement and participation in the schools.

Objective and quantifiable measures have been put in place to guide the attainment of these six outcomes in the Plan of Operation. **The methods that will be used to collect the data on these six components are objective and quantifiable.** The **centralized magnet school personnel and campus leadership teams** will carry out necessary work as outlined in this MSAP grant application. The **project director and the external evaluator** will be responsible for ensuring the objectivity of the evaluation plan. The external evaluator will assist the project director with **monitoring and documenting instructional activities** that support all components of the programs and implementing an **evaluation design** that will measure the project's attainment of its goals. The external evaluator will assist the project director in preparing the prescribed charts that will result in data for the final performance reports. Individual school sites will be advised of

expectations relative to evaluation plan schedules and procedures. The prescribed data collection charts and procedures will be shared with the leadership teams at the magnet schools in **workshops** at the site. A **timeline for evaluation** activities will be set at the beginning of the 3-year cycle, as well as at the beginning of each school year so that the **timely collection of data and debriefings at periodic points** throughout the year are set in advance and do not slide. **Ensuring desegregation and choice objectives and outcomes** will be assessed against the baseline enrollment data of 2012/2013. These data are used to establish the target for the outcome for each objective developed relative to desegregation and choice. Magnet staff trainings at the beginning of each school year will orient teachers and administrators to the importance and function of the applicant pool in achieving a diverse population at each school and in bringing students back to the Texarkana School District. Applicant pool information will be archived for data analysis as a part of the MSAP Annual Performance Report completion. Marketing venues will be monitored to ascertain their effectiveness on family choice. These marketing venues include: billboards, television, radio, promotional items, public events, and district website. Quantifiable data of actual enrollment will demonstrate the ability of each school to retain new applicants, thereby reducing racial and economic isolation. Family/parent attendance at school activities and events will measure increased interaction among students and families of differing social, economic, ethnic, and racial backgrounds. Log in sheets will be disaggregated to monitor this objective. Student assignment to core classes, as well as voluntary student participation in co-curricular and extra-curricular activities and events will be monitored and ensure quantifiably of any student population re-segregation within the school. Campus Discipline Reports will reveal quantifiable data that can be used to ascertain overall school safety and whether the school climate is conducive for all students to feel welcome and engaged.

Improving academic achievement objectives and outcomes will be assessed against the baseline achievement data of 2012. These data are used to establish the target for the outcome for each objective developed relative to improving academic achievement in language arts, mathematics, and science. Technology and software implementation into the core curriculum will be assessed by quantifying the types and categories of technology and software used by students in creating projects for the project-based units. As part of the learning impact documented with the teaching of the project-based units, rubrics measuring the 21st century college and career ready skills of creativity, collaboration, and critical thinking design skills will assess the student development of these 'soft skills.'

Developing capacity objectives and outcomes will be assessed against the baseline personnel data of 2012/2013. These data are used to establish the target for the outcome for each objective developed relative to developing capacity in order to sustain the magnet school project beyond the three-years of the grant cycle. Data will be collected of teachers working toward advanced certifications in Math, Science, and Reading as a way of quantifying the number and percentage of teachers increasing their content expertise in the STEM disciplines. The number of hours of training and coaching sessions will be documented using the teachers' reflective logs to ensure that 100 hours of training and follow up provide each teacher with the quality direction and support to build instructional capacity throughout each project school. The project-based units, as well as the Financial Literacy units, from each school and from each grade level will be digitally submitted to the TASD curriculum department and uploaded to the TASD website for easy access by all project schools. The magnet curriculum specialist and campus curriculum facilitators will then use these units for lesson study and analysis, which will further extend the instructional capacity and expertise of faculty members in each school.

This evaluation plan for the TASD Magnet Schools Assistance Program has been designed to provide **information for decision-making and action**. The methods employed are appropriate for determining that the project is successful in meeting its intended outcomes, including its goals for desegregating and increasing student achievement, and that these methods are objective and the data are quantifiable.

Commitment and Capacity

Texarkana Arkansas School District is deeply committed to establishing and maintaining its Texarkana LEAD magnet program beyond the grant cycle. Non-discrimination practices and fair employment standards will continue, not just because they are required, but because this district fully endorses them as a part of their belief in the positive benefits of diversity. Federal funding through the **Magnet Schools Assistance Program will provide the "seed money"** that moves the dreams of this community, staff, and most especially the parents and students to reality. The substantial innovations planned will be developed and then **district funds will be budgeted** for the specific support of these innovations in the future.

(2) (i) Is committed to the magnet schools project

Each school site will use their MSAP project design as a working reference as each step of the plan is implemented. Then, when the whole program is in place and funding ends, that same working reference will serve as a touchstone to ensure that future modifications or additions are true to the basic design. TASD has an IB magnet strand that was established in 2007 and is still in operation using local funding. This shows the commitment that TASD has for continuing choice academic programs. While the IB program serves a segment of the community; this LEAD project will open up choice for an even larger segment of Texarkana families.

Building capacity of staff will be a main priority and, once established, will remain in place through a continuation plan for comprehensive training and coaching as new faculty members come on board. According to the Center for Comprehensive School Reform and Improvement, there are **six quality indicators of high achieving schools**. These indicators are: aligned and rigorous curriculum, effective instruction, use of formative assessment and student assessment data, positive school climate focused on achievement, effective school leadership, and family/community engagement. **Each of these indicators is apparent throughout this project**. With three years to put the project in place under the guidance of strong leaders and with teachers committed to its success, the 'ripple effect' will ensure that these LEAD magnet schools will sustain beyond the three-year grant cycle.

(ii) Has identified other resources to continue support for the magnet school activities

These magnet campus faculty members under the guidance of their principals and team of specialists are committed to ensuring that the Texarkana LEAD project becomes a reality and is sustained beyond the initial funding. They have been meeting in **small writing groups** to secure soft funding for classroom 'pet' projects, as well as for campus wide projects. Funding sources include **district mini-grants, local corporations, foundation grants, and even soliciting Eagle Scout projects** (purchase the supplies only) to enhance their campuses. One Eagle Scout project is to build a beautiful deck under a large Maple tree so that students have a shaded spot to sit and wait for the bus under the supervision of teachers on duty… and away from the curb. Another Eagle Scout project is to build an old-fashioned swing outside of the principal's office where students can read, or be read to, in a quiet, secret-garden spot with colorful flowers and foliage surrounding the perimeter.

The district level management team **will review all available resources** that become available, assessing and selectively choosing materials and support services that are the diagnostic or prescriptive fit for the given school. Once the equipment and supplies are in place, their replenishment and cyclical upgrading and replacement **will become a part of the district technology maintenance plan**. Partnerships with local universities and community colleges, medical facilities, businesses, and corporations will be forged with this project. Members from these partnership organizations, along with parents and community leaders will advise and support the Texarkana LEAD project through the **TASD Magnet Advisory Board** which will meet under the leadership of the Assistant Superintendent Gwen Adams as Project Director.

In conclusion, sustaining reform is a process. Data collection will be crucial for ascertaining what is working and what is not. Keeping monthly tabs on patterns in student behavior, classroom assessments, and grades can provide early indications of forward momentum or problems. Partnerships with outside assistance providers will be established and then extended beyond the initial stages of effort to help negotiate the inevitable changes that naturally occur within a school and within a district. These external providers can give advice on how reforms can be adapted to work better…both technically; but also politically, by communicating and reminding everyone of the vision and core values set forth at the onset of the project. Leadership depth must also be developed at each school and within the district over time so that there is sustained growth. The responsibility for leading the reform effort will be distributed among the campus faculty and administration. The special personnel budgeted within this grant application will be charged with developing the expertise of the faculty members during the three years of the grant so that they are no longer needed. Strong teacher leaders can ensure that reforms within a school last even when dynamic and effective principals retire or move on.

Priority 2 – New or Revised Magnet Schools projects

Priority 2. New or significantly revised magnet schools projects

TASD is a total magnet school district. Based on continuous improvement of the district master plan, the School Board passed a resolution to significantly revise six of its magnet schools, which will serve to re-energize and re-focus the district instructional program. All of the magnet schools' themes have been revised due to their lackluster recruitment of students back to the district. The one elementary magnet program, the International Baccalaureate-Primary Years Programme, has been highly successful and is not part of this proposal. It will continue in place feeding into the high school IB program.

Families indicated that they were searching for programs with a science and math focus that also included the arts. On closer analysis of the district needs, the need for financial literacy also kept surfacing. What finally emerged were magnet themes that all built on a foundation of science, technology, engineering, and mathematics using the arts. Financial literacy, articulated through the elementary up through the junior high school, is what turns these magnet schools' instructional focus into an entrepreneurial leadership strand that has excited all the school faculties and re-energized their efforts.

Three strong initiatives will guide the project's implementation and provide significant benefits to the project: 1) **Adoption of curricula**, aligned to the National Common Core Standards that emphasize **social equity, environmental integrity, and economic vitality**. 2) Intensive, comprehensive **teacher professional development** in the **latest instructional best practices, advanced content, innovative software applications, and appropriate technological support**. 3) An **aggressive approach to**

recruitment from the large number of **predominantly white public, private, and parochial school students** in the area to increase diversity.

Trice and Union will be mirror-magnets, meaning they will have similar STEM through the Arts programs. Faculty members at these two schools collaborated on improving their campus academic programs. Just as Leonardo DaVinci, who epitomizes the true 'Renaissance Man,' **Union will become the DaVinci School** and **Trice will now be a Renaissance School**. Each will bring STEM and the Arts together into a coherent academic program that excites student wonder. Studying DaVinci's drawings of a human powered glider, students will incorporate the math skills needed to calculate the ratio of measurements as they build small prototypes of DaVinci's drawing and then together construct a life-size replica of the glider. The academic benefit of this significantly revised arts program will be powerful in engaging students in applying math, science, and engineering concepts. **Kilpatrick Elementary** is revising its science and math theme to be **Biomedical Engineering** because of the strong medical presence in the Texarkana area. The significance and benefit of this revised theme will be to connect the school to the many medical facilities as well as personnel at the Red River Army Depot who can partner and mentor students and faculty members alike. **Fairview Elementary** will significantly revise its magnet focus to become an **Aerospace and Pre-engineering Discovery School**. The applied math and science aspect of engineering principles to the exciting and high-impact interest that space and flight hold for young minds has great promise of turning this Discovery school into a highly-charged center of learning.

In order to be college and career ready, students need to be nurtured and supported as part of a community while also learning to collaborate and step out as young

entrepreneurs. Faculty members at **College Hill Academy of Design** and **North Heights Entrepreneurial Academy** are already gearing up to implement their significantly revised and exciting STEM themes through the Arts. The **literacy faculty members will loop with their students through both schools** from grades 5-8. This is a dynamic innovation that is meant to ease students' transition from elementary to high school and shows a deep commitment to their students' success. Each student will be a part of a community of learners with an adult advocate for all four grade levels. These upper level schools will be the culmination of the **creativity, innovation, sound science and math as well as engineering and financial literacy development** that has been infused throughout these project schools. All of the project schools are using a variation of STEM through the Arts magnet theme. This will be a truly significant revision of these magnet schools with great benefits to the academic achievement of every student.

Project Schools	Grades	Theme
Trice Elementary	K-4	The Renaissance School
Union Elementary	K-4	The DaVinci School
Fairview Elementary	K-4	Aerospace and Pre-Engineering Discovery School
Kilpatrick Elementary	K-4	Biomedical Engineering School
College Hill M.S.	5-6	Academy of Design
North Heights Jr High	7-8	Entrepreneurial Leadership Academy

Priority 3. Selection of Students

The schools in this MSAP application will offer unique opportunities that are sure to entice students back to the district. A **random lottery selection process** will be used to assign recruited students to the project magnet schools. The lottery program will select students using socio-economic status, geographic residential areas, as well as mother's education, to achieve demographic balance. A nationally recognized **magnet lottery consultant** will verify **applicant pools** for each school, **ensure validity of the software program**, and as a neutral party will actually **run the lottery**. Results will be scrutinized to discern any discrepancies before lists are released to the District Magnet Office for notification. As a result of the innovative approaches at the six project schools, potential students, from private and public schools in the area, not attending TASD will be motivated to take advantage of the specialized programs in TASD. For those applicants selected, transportation will be provided by TASD.

Demographics of Area Public and Private Schools				
Area Public	**Student Enroll**	**# Non-minority**	**% Non-minority**	**SES**
Red Lick, TX	466	424	91%	High
Red Water, TX	1134	1013	89%	Mid
PleasantGrove,TX	1925	1146	60%	High
Genoa	983	971	99%	Mid
Spring Hill	511	458	90%	Mid
Ashdown	1509	948	63%	Mid
Fouke	1128	1000	89%	Mid
Area Private	**Student Enroll**	**# Non-minority**	**% Non-minority**	**SES**
St James Day	161	141	88%	High

First Baptist	103	94	91%	High
ABC Kinder	13	13	100%	Mid
Trinity Christian	330	261	79%	Mid
Beech St Early Ed	37	33	89%	Mid
Potential Apps	**8139**	**6502**	**80%**	**Mid to High**

Some students who live on the Arkansas side of Texarkana attend the affluent schools in Texas.

A series of user-friendly, small **social events throughout Texarkana and the surrounding communities** will be held throughout the year to **build relationships and reinforce confidence** in the district's magnet schools. All of these efforts will culminate in the recruitment countdown to the application deadline. The close of application period and the **successful lottery** will **reinforce positive views of the openness and transparency of the whole choice process.**

DATE	YEARLY RECRUITMENT TIMELINE (2013-2016)
July/August	• Update Magnet program brochure • Develop Magnet application • Operate Magnet booth at malls, Expo/Festivals, etc. • Develop/send Magnet handbook to administrators, teachers, and counselors • Air Public Service Announcements, Billboards, Radio/TV ads, etc. • Schedule Open Houses • Update Magnet Web Page
September to December	• Conduct orientation for counselors/social workers, principals, campus magnet coordinators, private school representatives • Mail out application, open house schedule and Magnet brochures

	• Conduct phone calls to targeted students • Host district Magnet Fair • Distribute Magnet/Option applications to all district schools • Individual Magnet School Open Houses
January to March	• Input student applications for lottery • Review data on applicant pool for all programs • Provide feedback to appropriate district personnel on applicant pool • Continue recruitment of targeted applicants
April	• Forward applications to District Office conducting lottery • Oversee the running of the lottery
May	• Inform parents of program assignment • Compile applicant pool of non-selected students by programs • Inform parents of applicant school status
May to August	• Open enrollment • Maintain applicant pool as applications are received
August/September	• Run second lottery for remaining slots

The magnet **application period** begins in the fall of each year and extends through mid-April. Specific application instructions are communicated to parents and students through mass media, mailings, the district website, and public meetings. Applications are accepted following the April lottery for a second lottery in late August or early September in case additional slots open up the first week of the new school year.