



ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: North Little Rock School District	
Mailing Address (Street, P.O. Box, City/Zip) 2700 Poplar Street, North Little Rock, AR 72118	Starting Date April, 2011
Name, title and phone number of authorized contact person: Mr. Kenneth Kirspel, Superintendent of Schools (501)771-8006	Ending Date April, 2014
Amount of funds requested: \$1,617,500.00	Number of schools to be served: 1

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

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

Date: _____
Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. Title I secondary schools in improvement, corrective action or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have has a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools. An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identifies as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools "newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriation Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The

SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

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

FY 2010 SUBMISSION INFORMATION

Electronic Submission:

The ADE will only accept an LEA's 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2010 application to the following address:
cindy.hogue@arkansas.gov

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

Application Deadline:

Applications are due on or before April 8, 2011

For Further Information:

If you have any questions, please contact Cindy Hogue at (501) 682-5615 or by email at cindy.hogue@arkansas.gov .

SECTION A, Part 2: Schools to be Served

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

Using the list of Tier I, II and III schools provided by ADE, complete the information below, for all Tier I, II and III schools the LEA will serve. The Intervention Model must be based on the “School Needs Assessment” data.

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

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Lynch Drive Elementary	0501680	Pre K-Grade 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Rose City Middle School is the other Tier I school in the North Little Rock School District, and it was awarded the SIG ARRA 1003(g) grant for the 2010-2011 school year.

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Lynch Drive
Elementary School

LEA #: 6002-060

Context

1. Grade levels (e.g., 9-12): PK-5
2. Total Enrollment: 297
3. % Free/Reduced Lunch: 96%
4. % Special Education Students: 11%
5. % English Language Learners: 1%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.Spanish
 - 2.English
 - 3.

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

Community Demographic Information

Lynch Drive Elementary School is a community school located in the heart of Rose City, a suburb of North Little Rock. The population in Rose City is 11,992 with a decrease in population growth by 2.96% since 2000. This decline in growth may be due in part to the high rate of crime in the area, including illegal drug and gang activity.

African Americans represent 57.02% of the total population and 38.18% of the population in the area is white. 2.48% of the population is of Hispanic ethnicity. Native Americans and Asians both represent less than 1% of the total population.

According to the 2000 census report, 23.6% of the households in Rose City are headed by females whose income averages less than \$20,000 per year. 34.5% of all families make less than \$15,362. The average income in all of Pulaski County, Arkansas, is \$40,166. 54.7% of all Rose City families live below the poverty level which is 36.2%

greater than the state average (18.5%) and 40.4% greater than the national average (14.3%) for low income families. 30.5% of Rose City residents receive some form of public assistance such as Supplemental Security Income (SSI). The unemployment rate for adults in the Lynch Drive Elementary attendance zone is 5.60%. Job growth has been negative, decreasing by 1.69% in 2010.
(See Attachment 1 Poverty Percentage Comparison)

Most dwellings are rental properties in the low to moderate price range. Very few of the homes in the area are owned by the inhabitants. Some homeowners report that they must rent out rooms to pay their mortgages. Lynch Drive also serves several homeless students who live in area shelters, providing transportation to and from the shelter as well as access to the free and reduced lunch program services.

The education level of the adults in Rose City is reflective of the poverty level in the area. The high school drop out rate is high, and this makes it hard or impossible for adults to be competitive in the job market. Census statistics show that 4.40% of the adults living in Rose City, age 25 years and above, have completed a 2-year degree program, and 4.39 have completed a 4-year degree program. Only 0.83% of the Rose City adult population reported completing an advanced degree program.

Although industry is limited in the area, there are several shops, small businesses, the Post Office, a small shopping mall, North Little Rock Police Substation, and the Rose City Community Center close to the school campus. Many students from Lynch Drive participate in sports and other activities as well as the after school program at the Community Center. Lynch Drive Elementary is working closely with these area partners to better serve the children of Rose City.

Lynch Drive Elementary School Demographic Information

Lynch Drive Elementary is a part of the North Little Rock School District, and it is the only feeder school to Rose City Middle School with the exception of other middle schools assigning students to the ALE Program which is located on the Rose City Middle School campus.

African American students make up 98.4% of the student population at Lynch Drive Elementary School. The numbers of white, Asian, Native American, and those of Hispanic ethnicity is very low and are; therefore, not statistically significant as sub-populations for State accountability.

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

School	Grade Span		School	Grade Span
Poplar Street Middle School is Recipient School	6			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal: Phyllis McDonald	Elementary Principal K-9 (402) Elementary 01-06 (184) Standard Five Year License (Valid to 2014)	2	2	5
Assistant Principal: Allen Pennington	Building Administration P-08 (312) M.S. Social Studies 05-08 (159) Standard Five Year License (Valid to 2014)	6	1	6

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

All elementary principals in the North Little Rock School District are evaluated annually by the Administrative Director of Elementary Education. The North Little Rock School District uses a performance based principal evaluation model. The three major components of this model are The School's Arkansas Consolidated School Improvement Plan, the Personal Professional Growth Plan, and school performance data results. The purpose of the evaluation is to enhance leader competencies. This model is used to effectively evaluate administrator performance while encouraging personal reflection and professional growth. Administrators are required to write a Personal Professional Growth Plan each year which provides the basis for their professional growth goals and the strategies to be used to accomplish those goals. Plans are reviewed on a regular basis with the Administrative Director of Elementary Education, and revisions are made as needed. Plans are due by the first day of October each school year. These plans are developed to:

- Facilitate personal goal setting by the administrator and his/her supervisor.
- Acknowledge administrator progress toward accomplishment of school improvement goals.
- Focus on continuous personal and professional growth.
- Encourage networking with other administrators with the belief that growth occurs in a collaborative culture where administrators learn and grow together.
- Incorporate multiple measures of student success as well as perceptual data from organizational stakeholders.

The Administrative Director of Elementary Education begins the evaluation for administrators by collecting data through various school site visits, classroom and school walk-throughs, attending staff meetings, and communicating with all stakeholders. Observations are made to determine leadership competence, accomplishment of school goals and the goals defined in the Personal Professional Growth Plan.

The data collected is used to formulate judgments for the summative evaluation. The Administrative Director of Elementary Education schedules and conducts formal annual evaluation conferences with building administrators. The principals are required to provide documentation of proof that the Professional Growth Plan goals have been met or are ongoing. Principals are rated on several areas listed on the evaluation form; those areas include:

- Knowledge and implementation of curriculum and instruction
- Selection, supervision, and development of personnel
- Planning and organization

- Communications and human relations
- Business and financial management
- Facilities management
- Student management

The evaluation conversation between the principal and the Administrative Director of Elementary Education fosters self- reflection,diagnosis, self-diagnosis, and self-correction.

1. Evaluations are ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. A principal who receives a less than favorable evaluation, unacceptable performance rating, or a documented area of concern is then placed on an awareness plan. This plan is developed with the principal and the Administrative Director of Elementary Education, and it contains goals and strategies for remediation and improvement. The plan is reviewed weekly and performance of desired goals and strategies is reviewed to determine whether improvement is evident. Principals are given twenty days to demonstrate improvement, but if sufficient improvements are not made, the principal is then placed in the assistance phase and given intensive assistance by the Central Office Staff. This assistance may include peer observations of other administrators who are successful leaders and/or required professional development related to the deficit area(s). Evidence is collected, and a determination is made whether or not to terminate the principal.

2. All evaluation documentation is signed and dated by Administrative Director of Elementary Education and principal. It is maintained in the Human Resources Office personnel file as well as the Elementary Administrative Director's Office.

3. A copy of the signed and dated evaluation is provided to the administrator.
(See Attachment 2 Administration Evaluation Forms)

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

Teachers are evaluated by building level administrators. Teacher evaluation is an ongoing process at Lynch Drive Elementary School. The primary purpose of the teacher evaluation process is to facilitate professional growth and provide assistance in meeting core competency standards. The evaluation process contains several major components, including classroom walk throughs, informal evaluations, a formal evaluation, one-on-one conferencing, and core content specific professional development opportunities. There are three performance tracks for teachers in the North Little Rock School District. Those include the:

- Probationary Teacher Track which includes beginning teachers with less than one year of public school teaching experience and who hold an initial, provisional or probationary teaching license and experienced teachers with prior public school teaching experience and are new to the district.
- Career Teacher Track which includes non-probationary teachers (at least three years of public school teaching experience and hold a standard teaching license). The Career Track teacher must create a professional development plan individually or in collaboration with a small group of other Career Track teachers. These teachers are evaluated for compliance with the Core Teaching Competencies in the four teaching competency domains, and they are evaluated at least once every three years as directed by district policy.
- Professional Support Teacher Track which includes those teachers who fail to meet the requirements of the Career Teacher Track or the Probationary Teacher Track as determined by their immediate supervisors. Placement in this track indicates that a teacher is failing to meet the core teaching competencies. The teacher is provided extensive support when placed in this track. The building principal makes daily contact with the teacher by any of the following methods: classroom walk through, lesson plan review, one-on-one discussion with the teacher about progress or areas that continue to be of concern. The teacher is provided opportunities to observe Career Track Teachers in the effort to gain ideas about research based best practices and how to implement those practices to optimize student success.

When a beginning teacher is hired by the North Little Rock School District, he/she is assigned a Pathwise trained mentor teacher whose role is to help the new hire work through day-to-day classroom planning and teaching. New teachers are evaluated numerous times during the first three years of employment and also observed twice in announced two-day, back-to-back observations by the building principal. A pre- and post-evaluation conference is conducted by the principal to assist the teacher as he/she reflects on the lesson both before it is taught and after instruction has taken place. (See ATTACHMENT 3 TEACHER EVALUATION FORMS)

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

2009-2010 – A new principal was hired to begin the 2009-2010 school year to replace ineffective leadership which was hindering reform efforts. Under prior leadership, the staff experienced low morale and lack of focus which resulted in low expectations for staff and students; therefore, the primary focus was changing the school climate and culture. Additionally, the school leadership targeted collaboration with all stakeholders (including parents, business partnerships, and community faith-based organizations), data disaggregation to write prescriptive plans for all students to drive instructional practices, and job embedded professional development opportunities aligned with individual teacher needs. A school leadership team was formed to follow the research best practice concept of shared leadership. This team of educators meet once each week to plan for and implement school improvement initiatives. (SEE ATTACHMENT 4 LEADERSHIP TEAM DOCUMENTATION)

The decision to change external providers was also made during the 2009-2010 school year. JBHM was selected to assist the administration in developing skills necessary to be an effective instructional leader because student performance data and other stakeholder information indicated that the previous provider, America's Choice, had very little success in assisting in the much needed climate and culture change process. At the end-of-year review, the principal noted the following accomplishments:

1. The Morning Circle Program motivated all students to learn. This program takes place before school, and it gives staff members the opportunity to publically celebrate students' successes.
2. Data disaggregation and curriculum alignment became a focus for the first time, and these processes helped teachers to understand that data should in fact drive instructional practices.
3. No teachers expressed a desire to transfer to other schools at the end of the 2009-2010 school year, and they indicated that they had developed a sense of pride in and ownership of their school. They wanted to stay at this building which had previously been difficult to staff. These accomplishments were due to the efforts of the principal who believed that all stakeholders must have a part in the academic achievement of students.

2008-2009 – Based on school performance data, the Administrative Director of Elementary Education determined that the school's focus must be to improve academic achievement for all students in the core content area subjects, including literacy, mathematics, and science. The principal was encouraged to improve her professional practice by increasing her administrative skills knowledge by attending the Arkansas Leadership Academy. The Administrative Director of Elementary Education began to work closely with this principal in the areas of parent and community involvement, leading and managing change, using data to drive instruction, setting the tone for an effective work environment, discipline and school wide expectations for behavior, and

team building efforts. The expectations from the Administrative Director of Elementary Education's office for the external provider were clearly communicated which included the following:

- Provide weekly reports of ongoing progress toward goals
- Observe and document evidence of behavior changes
- Work closely with the principal in observing classroom instructional practices
- Provide technical assistance to teachers

2007-2008 – The school principal and staff were concerned with low scores in literacy and mathematics. School improvement efforts targeted the improvement of student performance in those content areas. America's Choice, the external provider, continued to provide the Literacy Navigator Curriculum. Mathematics teachers utilized the America's Choice Math Navigator. Teachers received professional development training from America's Choice for both literacy and mathematics. Other school improvement interventions included the implementation of a positive behavioral support system, attention to horizontal and vertical curriculum alignment, and a renewed focus to provide explicit vocabulary instruction. Additionally, the district worked with the principal to monitor fidelity of implementation of the America's Choice Model to ensure that there were no implementation gaps.

2006-2007 – The faculty and principal implemented the balanced literacy program using the model provided by the external provider, America's Choice. This involved creating an uninterrupted two and one half hour literacy block which included a reading and writing workshop. Additionally, the district employed a site-based literacy coach to provide added support for classroom teachers. The Math Navigator Program provided materials for use in the after-school program for students identified as needing additional instruction. America's Choice introduced a higher order thinking skills program that used the math workshop model. Data was used to drive instruction and to ensure that professional development was aligned with the ACSIP plan and supported by research-based best practices.

2005-2006 – The district contracted with America's Choice to provide services to support the change efforts at the school emphasizing mathematics and literacy. The school also implemented the first year of the Smart Start Literacy Lab Project and Arkansas Reading First. The principal utilized a consultant from "AHA!" Process, Inc., to work with teachers in grades three through five for the purpose of aligning curriculum, developing assessments, analyzing data, and using best practice based teaching strategies. The district continued to provide technical support the leadership of the school.

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

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

Subject	2010	2009	2008	2007	2006
Reading/Language/English	26.0	30.1	24.0	20.3	29.1
Mathematics	32.0	31.9	24.0	27.3	28.4
Science	10.0	12.0	N/A	N/A	N/A
Social Studies					
Writing					

2. Student analysis from the past 3 years - enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2010-2011

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/ Language/ English	66.7	100	33.3	44.0	27.5	23.4	0	100	50.0				0	23.1	27.3
Mathematics	16.7	100	33.3	35.8	30.3	24.2	0	0	0		0	0	0		
Science	N/A	N/A	N/A	12.0	12.0		0				0	0	0		
Social Studies															

3. Student analysis from the past 3 years - enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2009-2010

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	47.0	15.0	31.0							
Mathematics	50.0	34.0	10.0							
Science	N/A	N/A	10.0							
Social Studies										
Writing										
Other										

Test Year: 2008-2009

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	24.0	35.0	38.0							
Mathematics	24.0	31.0	29.0							
Science	N/A	N/A	12.0							
Social Studies										
Writing										
Other										

Test Year: 2007-2008

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	21.0	19.0	24.0							
Mathematics	37.0	14.0	24.0							
Science										
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2009-10 school year: 91.13%

5. Mobility rate for the 2009-10 school year: 15%

6. Graduation rate for all students for the 2009-10 school year: 76.3% high school graduation (Lynch Drive is an elementary school that serves grades K-5.)_

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

	All Students
2010	76.3
2009	76.4
2008	84.23

Key Questions

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

98.4% of all students attending Lynch Drive Elementary School are African-American. African American students are experiencing the lowest achievement scores in all core areas tested. Students with disabilities are also experiencing low achievement scores. The following data represents student performance on the 2010 Spring Arkansas Primary Benchmark Examination:

Achievement Comparison

Population	% Proficient
Combined Population Math	32.1
Combined Population Literacy	41.5
African American Math	33.0
African American Literacy	41.7
Students with Disabilities Math	4.0
Students with Disabilities Literacy	2.0

Student's scores have increased by 11.3% over the past three years in literacy, but mathematics scores have decreased by 4.1%.

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

Lynch Drive is an elementary school. The graduation rate for the North Little Rock School District is 76.4%. African American students historically experience the lowest graduation rates. This finding is attributed to several factors which include single parent homes, low socio-economic status, and education not seen as a priority by parent/guardian/caregiver (due to the high rate of illiteracy among the adult population in the area).

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

A review of Lynch Drive Elementary School's 2010 data from the Arkansas Benchmark Examination shows that students are experiencing the lowest achievement in literacy, mathematics, and science.

2010 Literacy (grades 3-5) results indicate that 44% of the students demonstrated proficiency.

2010 Mathematics (grades 3-5) results indicate that 34% of the students demonstrated proficiency.

2010 Science results for Grade 5 indicate that 11% of the students demonstrated proficiency.

The administration attributes the increase in literacy proficiency rate to the addition of a K-2 Arkansas Reading First Literacy Initiative which was not funded for the 2010-2011 school year due to the loss of the initiative in Arkansas. Teachers trained in the K-2 Arkansas Reading First Literacy Initiative believe that they can sustain this improvement as they continue to utilize the best practice strategies from the initiative to foster continued increase in literacy proficiency, as well as the addition of a K-5 Literacy Coach to assist classroom teachers in best practice strategy implementation.

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

There are many characteristics of the student demographics at Lynch Drive Elementary School that should be considered when selecting a model and external partners and/or providers.

96% of the students at Lynch Drive participate in the free and reduced lunch program.

Attendance is high at 91.13%, but students are often tardy to school or are picked up before the school day ends.

High mobility exists due to the declining job market in the area. Many of the jobs available pay minimum wage or below, so families have difficulty maintaining their monthly housing expenses. Lynch Drive also serves several homeless students in the area, providing transportation to and from local shelters.

Parents find it difficult to provide homework help to their children due to illiteracy. This often leads to a sense that education is not valuable or not attainable, and that the future is hopeless.

The neighborhoods in the Rose City area have high crime rates. According to state and national statistics, on a scale of 1 to 10 (10 being the most severe), Rose City rates a nine. This is very high compared to the national score which is a four. Illegal drug and gang activity is rampant in the area. Children in the area are often affected by violent crimes such as murder, non-negligent manslaughter, forcible rape, and aggravated assault. Property crime rates a 10 in Rose City compared to the US average rating of four.

All of these characteristics serve as roadblocks to student performance at Lynch Drive Elementary School. The assistance of an external provider to help the school develop the capacity to act as a catalyst/change agent for the children of Rose City, Arkansas, is necessary. We believe that JBHM and district content area specialists assist us in developing ourselves as educators to provide students the opportunity to learn regardless of circumstances outside their control. A strong school environment becomes the backbone of any community, leading to community reform and improvement.

JBHM assists Lynch Drive as we develop a sustainable transformation in several ways including intensive on-site mentoring for administration, emphasizing the need for gathering accurate school performance data, analyzing that data, and implementing changes to improve student performance. This external provider offers us a research based approach for school transformation, and transforming Lynch Drive Elementary School into a school that has high expectations for its faculty, staff, students, and community is our goal.

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

Students living in poverty frequently have little or no interest in pursuing education goals. Parents of these students do not pursue future goals that will improve their individual self-worth or their children's future; they live in the present and teach their children to "live for today." Day-to-day struggles often interfere with high expectations for education in the homes of the Lynch Drive Elementary School attendance zone. This results in limited or non-existent home support for education.

Students live in fear of violence in this gang and drug infested community. The neighborhood surrounding the school is difficult to live in as parents have to protect their children from outside dangers.

Communication with parents by the school staff is difficult due to parents either having a negative school experience themselves or involving their children. Some parents are only involved when their children experience a problem in school.

There are several other significant home-based factors that have a negative impact on student performance. One or both parents may be incarcerated. Grandparents and other extended family members may be the primary caregivers, and parenting skills as

well as transportation may be limited. There may be drug abuse in the home. Many of the families in the area are dependent on the various forms of public assistance to survive due to the high unemployment rate. Homelessness is also a concern in the area.

JBHM has a core set of principles that promote a positive school culture and climate which is conducive to learning. It is the goal of the administration at Lynch Drive Elementary School that those principles are learned and mastered by all adults so that student academic achievement is improved and all students can experience academic success.

Step 3 Reviews of ADE Scholastic Audit and other School Data

1 A. Provide a detailed summary of the schools progress relative to the Arkansas

Standards and Indicators for School Improvement, (ADE Scholastic Audit):

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

The Arkansas Department of Education (ADE) conducted a scholastic audit at Lynch Drive Elementary School during the period of 11/5/2006 through 11/10/2006. This school’s last performance rating identified its classification at the time of the audit as being in School Improvement, year 4. The most relevant facts and next step recommendations from the ADE audit that continue to be addressed were

Standard 2 – Classroom Evaluation/Assessment

Rating: 2

Deficiency: Not all staff is involved in disaggregating and analyzing data in order to plan instruction to meet student needs.

Next Steps: School leadership should involve all staff in a comprehensive disaggregation of state assessment data. Disaggregation should identify strengths and weaknesses for the district, the school, individual grades, teachers, and students. Study of the data should identify instructional weaknesses on particular student learning expectations. Analysis of the data should directly influence resource allocation and instructional decisions.

District Action Steps to Overcoming Obstacles: The school and the district are providing the principal assistance in organizing a plan for building level disaggregation of data. The ADE website, the National Office of Research, Measurement and Evaluation Systems (NORMES), and TRIAND will be used to obtain data. Administration and staff training in the use of NORMES and TRIAND will continue throughout the 2011-2012 school year. The principal will be provided assistance from central office staff and JBHM staff on working to use data as the driving force for instruction. The principal and the Administrative Director of Elementary Education conduct surveys among teachers to identify individual professional development needs. District level professional development will be offered to address deficits identified during data disaggregation. Data disaggregation training will also be provided. The principal is working with Professional Learning Communities within the building to develop a better understanding of the process of data driven decision making. Financial resources are allocated each year for professional development training in the area of data driven decision making. Monies will also be allocated to purchase supplies, materials, and manipulatives for use in classrooms to enhance instruction of SLEs.

Timeline/Person Responsible: Planning/Training for effective data disaggregation began immediately after the ADE audit results reached the school district in 2006. This is an ongoing process that takes place throughout the school year. Persons responsible include Letitia Martin King, District Test Coordinator; Building Principal; Lynch Drive Staff; Administrative Director of Elementary Education; Coordinator of Improvement Grants; and District Content Area Specialists.

Evaluation Process: The evaluation process for this deficiency is one that includes several components. Mandatory in-service is provided to teachers each year to improve data disaggregation skills and the ability to make data driven decisions based on research based best practices. Sign in sheets are used for all professional development opportunities to document attendance. The building principal provides agendas for all staff meetings, as well as processing purchase orders, checking lesson plans, and providing teachers the time to disaggregate student data before the students get to school on the first day. Professional Learning Communities will also provide feedback on instructional information obtained from data disaggregation.

Standard 5-Student Family, and Community Support
Rating: 2

Deficiency: Parents and community members do not have a role in making school decisions.

Next Steps: School and district leadership should immediately organize a school wide initiative to involve parents and community members in the development of a positive supportive learning environment that fosters high expectations for students.

District Action Steps to Overcoming Obstacles: Parents are asked to and do participate in various committees within the school i.e., the school's desegregation committee, the ASCIP Committee, the Parent Involvement Committee. Parents are also encouraged to join the Parent Teacher Association (PTA) through a membership drive hosted by the school each year. Parents are contacted by phone and through written correspondence to encourage them to attend PTA meetings and student progress conferences.

The school continues to develop strong community partnerships to increase the stakeholder commitment. Partnerships are initiated by school personnel and maintained through frequent communication. School partners are recognized at school board meetings and at the annual Partners Appreciation Breakfast (first semester) and Luncheon (second semester).

Timeline/Person Responsible: These efforts began immediately after the completion of the 2006 Scholastic Audit report, and they continue each year. The persons responsible for the implementation and maintenance of this action step include the Building Principal, Administrative Director of Elementary Education, the district's Communication Specialist, the Parent Involvement Coordinator, the Improvement Grant Coordinator, the Lynch Drive faculty and staff, and the parents of the community.

Evaluation Process: Surveys are conducted throughout each school year to gain information about partnership needs and concerns and to foster those stakeholder relationships. Face-to-face meetings are also scheduled to discuss school mission, vision, and goals.

Standard 6 – Professional Growth/Development/Evaluation

Rating: 2

Deficiency: There is no alignment between staff evaluations and professional development plans. Professional development plans are not based on assessed student and teacher needs.

Next Steps: The school and district leadership should revise the evaluation and professional growth processes. All teachers should be formally evaluated every year and should receive substantive written feedback. Professional development plans should be tied to analysis of student assessment data and needs assessments. Some areas that professional development should focus on include co-teaching and inclusion, the impact of cultural difference, and active learning instructional methods.

District Action Steps to Overcoming Obstacles: The district immediately began reviewing the teacher evaluation process upon receiving the Scholastic Audit report in 2006. The district will continue its current method of teacher evaluations and adopt the state model for the process as soon as it is released. Teachers are surveyed to identify their perceived needs for professional development. District level and building level administration then take those lists and compare them to what the data indicates the teachers' needs are. The building administrator will focus heavily professional development planning needs with teachers as they have one-on-one meetings and in Professional Learning Community meetings.

Timeline/Person Responsible: Immediate attention was given to this deficiency when it was identified in 2006, and it is reviewed and further developed every year. District and building administration are responsible for providing professional development opportunities to teachers to improve student academic performance. Building administration is responsible for completing teacher evaluations as directed by school policy. The Administrative Director of Elementary Education is responsible for providing assistance and guidance to the building principal.

Evaluation Process: Building administration will pay close attention during the 2011-2012 school year while conducting classroom and building walk-throughs for evidence that teachers are utilizing skills and best practices presented during professional development opportunities. Sign in sheets will also be used for all professional development activities to document teacher attendance/participation. Building administration will include one-to-one conversations with teachers to help evaluate depth of understanding of information presented during professional development activities.

Standard 8 – School Organization

Rating: 2

Deficiency: There is no school specific student/parent handbook.

Next Steps: School leadership should immediately involve all stakeholders in the development of a local school handbook specific to Lynch Drive Elementary. The handbook should consider an audience of Kindergarten through grade five and their parents. It should include a page to be signed by a parent or guardian to document receipt and understanding of school policies and procedures. It should include a component that creates a school identity and promotes high academic and behavior expectations.

District Action Steps to Overcoming Obstacles: The North Little Rock School District now requires all elementary schools to have handbooks specific to their buildings. Collaboration among all stakeholders in handbook development is an integral component that reinforces stakeholder understanding and ownership of the school community. Each building administrator is required to have site specific handbooks approved by the Administrative Director of Elementary Education, the Superintendent of Schools, and the district school board. Careful attention is used to ensure that all district level policies are upheld in individual building level handbooks. Handbooks contain pages that require parent/guardian signatures and that must be returned to school to be maintained in the student's permanent record file.

Timeline/Person Responsible: Development of site specific handbooks began immediately after the 2006 Scholastic Audit report reached the school district. Each handbook is updated yearly to meet the ever changing needs of students in today's educational setting. Persons responsible for this task include, the School Board, Superintendent of Schools, Administrative Director of Elementary Education, Coordinator of Improvement Grants, Building Principal, Faculty/Staff, PTO representatives and other stakeholders which include parents, business partners, and student representatives

Evaluation Process: The evaluation process for the effectiveness of handbook development is multifaceted. Administrator(s) interact with parents on a daily basis concerning topics addressed in the site specific student handbooks. Parent understanding is improved when they know what the school expects from them and their children. Parents are provided space on the signature page to express any concerns they have with handbook policies. Those concerns are addressed by building administration. Schools run most effectively when all stakeholders know what is expected.

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

School Board and LEA support is paramount to the success of building transformation. The Little Rock School Board and the Superintendent of Schools work closely with the Administrative Director of Elementary Education to provide support to building level leaders by providing recognition for gains, improvements and recognition for achievements/honors, and financial support.

(SEE ATTACHMENT 5 JULY 15, 2010, SCHOOL BOARD MINUTES)

(SEE ATTACHMENT 6 August 19, 2010 SCHOOL BOARD AGENDA)

The Human Resources Director works with the Administrative Director of Elementary Education in the selection process. The selection process for principals and assistant principals is designed to identify leaders who have extensive knowledge in the various leadership skills which are necessary for student success. Applicants are screened to identify their capacity as instructional leaders with a broad knowledge base in the core content standards, research based best practices, staff supervision skills, and good communication skills with students, parents, and the community.

The district selected JBHM as a support service for the building administrator at Lynch Drive Elementary. The JBHM consultant meets with the principal on a regular basis to review building progress, analyze data (both teacher and student data). The consultant assists the principal in developing the strong capacity to conduct classroom walk-throughs, informal evaluations, and formal evaluations that focus on giving teachers feedback, addressing growth and areas of continued and new concerns.

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

Administrators at the building level conduct daily classroom walk-throughs and informal observations in the classrooms at Lynch Drive Elementary School. The principal continues to work with the teachers to ensure that they are proficient in the core content areas, have classroom management skills necessary to maintain student engagement, are teaching bell-to-bell, and participating in professional development opportunities that address areas of weakness as identified through teacher reflection and administrative observation. The principal demands that her staff develop classroom activities that reflect rigor and relevance. To measure success in this area, teachers are required to utilize interim assessments based on state core content standards to help identify curricular gaps or student areas of need. The principal reviews these interim assessment results with teachers individually and in leadership meetings.

2010-2011 Interim Assessment Results - Data represents percentage of SLE performance proficiency on interim assessments for the school year.

Mathematics: Grade 3 - 84% performance improvement
Grade 4 - 70% performance improvement
Grade 5 - 52% performance improvement

Literacy: Grade 3 - 87% performance improvement
Grade 4 - 87% performance improvement
Grade 5 - 71% performance improvement

Science: Grade 5 - 93% performance improvement

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

2010 Primary Benchmark Data for Grades Three through Five

Grade 3 Mathematics: 47%
Grade 3 Literacy: 50%

Grade 4 Mathematics: 22%
Grade 4 Literacy: 42%

Grade 5 Mathematics: 32%
Grade 5 Literacy: 43%

2010 Primary Benchmark data was used to develop our Arkansas Consolidated School Improvement Plan (ACSIP Plan), academic improvement plans, and intensive reading inventories. This data was also used to identify instructional deficiencies/gaps in instruction, develop job-embedded professional development, write prescriptive plans for individual students, inform parents of student's strengths and weaknesses, produce a three-year trend analysis, and set goals, objectives, and interventions.

Parent Survey Results: 297 surveys were sent home, but only 53 were returned.
(SEE ATTACHMENT 7 PARENT SURVEY)

Parents are presented surveys at the beginning of each year to express their opinions about the strengths and weaknesses of Lynch Drive Elementary School. The survey addresses parental involvement, homework help, communication and information about assistance in obtaining school and community related services. On the 2010-2011 survey, parents indicated that they did not feel welcome in the school, and they expressed the need for more communication about their children's performance, both in academics and deportment. They also indicated that they wanted more information about how to work better with teachers to resolve issues or concerns. A majority of the surveys returned indicated that children reported no homework assignments. Results were shared in staff and leadership team meetings, and the principal and teachers brainstormed and developed an action plan to address the concerns.

Attendance data indicates that 91.13% of the students at Lynch Drive Elementary had regular and consistent attendance records; therefore, the school met the attendance goal for Adequate Yearly Progress. Students are encouraged by administration and staff to attend school daily, and incentives are in place to encourage students toward 100% attendance.

Lynch Drive Elementary School uses numerous informal data sources daily to develop, review, and evaluate instructional practice effectiveness. Some of those sources include the following:

- Classroom Walk-Through
- Interim Assessments
- Developmental Reading Assessments
- Running Records
- Teacher Prepared Assessments
- Rasinski Fluency Assessments
- Word Recognition Activities
- Letter Identification Assessments
- Qualls Early Learning Inventory
- Dibels Literacy Assessment

An analysis of the data gained from these varied assessments was used to aid in the search for an external provider to assist Lynch Drive in the improvement process. JBHM was the provider selected because their concepts are research based and designed to help students develop the skills necessary to perform at the proficient level in the core content areas.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? The building principal and the Administrative Director of Elementary Education have researched various school improvement initiatives in the past. America's Choice was the first external provider contracted to provide school improvement assistance and support. It was determined after several years of data review that student academic gains were not evident. Administrators and teachers felt that they were not receiving the support contracted for with that provider.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. After careful review of all of the intervention models, the school board, LEA, building leader, school staff and other stakeholders agreed that it is imperative to provide quality education to the students at Lynch Drive Elementary School. The school board and superintendent work closely with the Administrative Director of Elementary Education to ensure that the Lynch Drive has the training, materials, support, and staff needed to effectively educate its students.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? School improvement is a priority to the LEA at North Little Rock School District. The district has a full time school improvement specialist on staff, and that specialist is in the building regularly, often every day, to assist the principal in conducting classroom walk throughs and to consult with the principal on research best practices, data disaggregation, and developing plans for assisting teachers in providing quality instruction to ensure student success. JBHM has also been contracted to work specifically with the building principal providing mentorship and additional support and assistance.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? The LEA is aware that all schools much continue to show gains toward meeting AYP and continued growth. It is most concerned with its students receiving quality instruction that is bell-to-bell and core content standards focused. The Administrative Director of Elementary Education, the School Improvement Grants Coordinator, LEA content area specialists, building content area specialists and JBHM work closely with building leaders in all schools to ensure that growth and student successes are taking place.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. The Administrative Director of Elementary Education works

closely with the Human Resources Director to hire staff members who are highly trained and qualified. (SEE ATTACHMENT 7 TEACHER CREDENTIALS/EXP.)

6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each Tier I school. The interview process for new teachers and administrators in the North Little Rock School District is rigorous, and the final selection process is based on the candidate's ability to perform required tasks, knowledge about research based best practices, teamwork ability, and knowledge of core content areas. The LEA and building administration evaluate teacher performance regularly focusing on the following domains: planning and preparation, classroom environment, instruction, personal/professional responsibilities, and knowledge of the core content areas. Teachers who meet expectations are encouraged to continue their exemplary performance through positive feedback and incentives for improved personal professional performance and student academic performance. Teachers who fail to meet expectations are closely monitored and offered additional support and professional development opportunities to improve their teaching ability. Teachers who fail to improve their performance are then subject to possible dismissal in accordance with the Arkansas Fair Dismissal guidelines. *****Number 7 is addressed in Attachment 9*****
7. Review the history of the LEA's use of state and federal funds.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. The LEA is committed to the allocation of funds and resources to implement the Transformation Model selected by Lynch Drive Elementary School to aid them in meeting their goals for school improvement. The LEA staff works to provide support services and professional development opportunities to building administrators to develop skills necessary to lead the transformation process.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. There are no district policy barriers to school transformation at this time. The major barrier to any school transformation effort is the difficulty that districts face when they must remove low performing staff. Statutes need to be explored, developed, and implemented to address the impact that sustained low performing teachers have on student academic achievement. The North Little Rock School District is committed to its staff, students, and community. Schools must educate students, and any measures necessary to ensure increased student academic success must be considered. Culture and climate have historically been another barrier to student success at Lynch Drive Elementary School. The Administrative Director of Elementary Education, School Improvement Grant Coordinator, and JBHM work closely with the building principal to improve the culture and climate which makes the educational environment conducive to student success.

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

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

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

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

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

Transformation

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

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

State statutes, policies, and funds strongly support the transformation of any schools that are consistently low performing. There are barriers in the amount of time that schools can ask teachers to use their planning period for conferences, meetings with principals, and work with the JHBM consulting staff. The law provides teachers the option to use planning time for instruction planning, consult with administration and other staff, and to work on actual classroom instructional planning, lesson planning, and planning for differentiated instruction for all learners. Another major barrier is the difficulty that the district faces when it needs to remove ineffective staff after providing improvement opportunities for skill development and supervision.

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

The North Little Rock School District fully supports the transformation model for Lynch Drive Elementary School, and they cooperate fully with staff and JHBM to improve student academic achievement. The district currently has policies in place that focus on the components of effective schools. Those policies are fluid and they change as student needs change according to assessment data indicators.

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

The North Little Rock School District does not have a bargaining union, but it does have Personnel Policies Committees in place for certified and classified employees. These committees communicate with the Superintendent of Schools and the Local Board of Education. All recommendations are made to the Local Board of Education. The board has the option to approve or deny any recommendations proposed. Staff evaluation tools are also utilized to ensure effective instruction is taking place. Based on evaluations, the district utilizes Arkansas State Law and the Teacher Fair Dismissal Act to ensure that quality education is occurring across the district.

Turnaround

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

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

The Teacher Fair Dismissal Act will prevent or delay the non-renewal of teachers and principals at this time. Another option available to the district is to transfer the individual to another building in the district. This creates a barrier because moving a low performing staff member to a high performing school will have a negative impact on proficient and advanced student performance.

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

Although there is not specific district policy related to the Turnaround Model, the North Little Rock School District currently has a transfer policy in place that would support this model.

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

There is no collective bargaining agreement in the district at this time. Both the certified and classified staff have personnel policies committees which are active and

provide input on policy matters. The Board of Education takes the recommendations of the Personnel Policies Committees and determines if those recommendations are conducive to enhanced student performance. The board has the final decision whether to reject or accept the recommendations to establish district policies.

Restart

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

Charter Schools

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

Arkansas has a cap on the number of open enrollment Charter Schools that can operate in the state. The North Little Rock School District does operate one conversion charter school at the middle level.

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

There are no district policies that address the formation of charter schools, limit them, or create barriers to their formation.

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

No contractual agreements exist at this time in the North Little Rock School District that would impact the formation of a charter school.

Education Management Organizations

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

Arkansas Standards for Accreditation is the regulatory policy that the EMOs would follow to operate a school. There is a set of course codes designed for use in APSCN, Arkansas Public School Computer Network, to identify approved course codes to match state approved course offerings.

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

The North Little Rock School District must follow Arkansas' finance and purchasing guidelines when establishing any contractual agreements.

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

The North Little Rock School District has no contractual agreements that create barriers for EMOs at this time.

Closure

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

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

Closing Lynch Drive Elementary School is not a valid option due to transportation constraints and probable overcrowding at the other elementary schools the students would be assigned to attend.

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

There are no district policies in place that limits or creates barriers to the closure model.

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

Teacher assignments would become an issue if the closure model were implemented. Teachers from Lynch Drive would have to be transferred to other school sites regardless of staffing needs due to current and legally binding contracts.

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

There are 13 elementary schools in the North Little Rock School District, and only four of those schools are not in school improvement at this time.

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
JBHM School Improvement Mentor	N	Y	Consults with building administrator on instructional leadership skills, data disaggregation and other components successful school transformation.	JBHM has a history of success in working with elementary and secondary schools across the nation. Gains were reported in academic achievement which were attributed to their focus when working with low achieving schools in building leadership and teaching capacity. North Heights, a JBHM supported school, experienced double digit growth in all content areas.
Rose City Community Center	N	Y	This partner provides students an adult-supervised after school location to go	Lynch Drive Elementary plans to work with this partner to provide students extended opportunities to explore learning activities.

			and participate in various activities, including sports activities and assistance with homework.	
North Little Rock Police Department	N	Y	The North Little Rock Police Department provides continued area patrol to the Lynch Drive Elementary School community.	Lynch Drive administration plans to further develop this partnership by inviting the policemen and women from the substation to visit the school regularly to visit with students and provide positive role models and mentoring opportunities to students.
Other Partners in Education	N	Y	Provide donations for student and teacher incentives, participate in Career Day activities, and work with school staff to identify specific students with special personal needs.	Faith-based organizations are always helpful in providing students in need and their families with assistance in attaining food, shelter, and access to other services as needed.
(SEE ATTACH 10) (SEE ATTACH 11) (SEE ATTACH 12)	PARENT SUPPORT LETTERS			

Turnaround

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

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
JBHM	N	Y	Consults with building administrator on instructional leadership skills, data disaggregation and other components successful school transformation.	JBHM has a history of success in working with elementary and secondary schools across the nation. Gains were reported in academic achievement which were attributed to their focus when working with low achieving schools in building leadership and teaching capacity. North Heights, a JBHM supported school, experienced double digit growth in all content areas.
Partners in Education	N	Y	Provide assistance in helping struggling students and their families to access outside assistance	Faith-based organizations in the Rose City Community are always helpful in working with needy families to get various types of assistance from other outside agencies.

Restart

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

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Parent Organization Groups	N	Y	Input on the needs of their children	Parents know the basic needs of their children better than anyone.
Northwest Regional Laboratory Research Center	N	Y	Provide access to reasearch based best practices in all areas of education	Know nationally and internationally for providing access to information from leaders in the forefront of successful education initiatives.

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	Y	N	Supervise all areas of educational services to	The Arkansas Department of Education is known nationally for their

			students, maintaining control of fiscal and instructional decisions.	forsight into the components of quality education.

Closure

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

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
ADE	N	Y	School Board, and Superintendent access to legal counsel in dealing with all the contractual issues associated with closing schools.	ADE is the parent facilitator of education in the state.
Northwest Regional Laboratory Research Center	N	Y	Provide research based best practices for use in providing students a transition into a new school environment.	Both nationally and internationally recognized for innovative leadership assistance in making tough decision for school reform.

Step 3: Determine Best-Fit Model and Partners

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

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

<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input type="checkbox"/> Strong community commitments to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

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

Best Fit Ranking of Intervention Models

A. Best Fit: __Transformation_____

B. Second Best Fit: _Turnaround_____

C. Third Best Fit: _Restart_____

D. Fourth Best Fit: ___Closure_____

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

The Transformation Model

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

The LEA selected a new building leader for the school at the beginning of the 2009-2010 school year. She is currently in her second year as instructional leader at Lynch Drive Elementary. She has all the credentials required by the state, and she is an experienced principal who has already worked with the school to make important gains which include but are not limited to improved school culture and climate, raised expectations and accountability for staff and students. She has a genuine passion for education and is motivated to improve the school to provide quality learning experiences for the students. She is supported in her efforts by a highly qualified assistant principal who is dedicated to school transformation.

(SEE ATTACHMENT 13 ADMINISTRATION CREDENTIALS)

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

The district LEA assists the principal in utilizing current district policies regarding staff evaluation, improvement plan development, and termination. The Administrative Director of Elementary Education and the Human Resources Office assists the principal in hiring highly qualified staff. Content Area Specialists, the school improvement grant coordinator, and JBHM provides ongoing mentorship to the principal to increase her instructional leadership capacity.

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

The district supports the external provider and follows through with recommendations regarding ineffective programs and practices. The LEA provides resources that support Lynch Drive Elementary School in their process of transformation.

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

The LEA has given the building administrator or appointed designee full authority in decision making. District staff provide assistant as needed in this process. Decisions are data driven and focus on student needs.

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

The building principal will have ample support for successful school transformation from the onsite external provider, JBHM, district content area specialists, and LEA administrators. Fidelity of implementation fosters sustainability.

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?
3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?
4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?
2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

School Closure Model

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

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

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

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

1. Briefly describe the role of each of the following groups or partners relative to the implementation of the intervention model.

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	Arkansas Department of Education: The ADE will monitor and provide assistance with the development of the Arkansas Consolidated School Improvement Plan and other technical assistnace as needed regarding the school improvement processes at Lynch Drive Elementary School
Local Education Agency	<p>Local School Board: Develops District Policies based on Superintendent and other LEA staff recommendations.</p> <p>Superintendent of Schools: Provides district level leadership to local board of education.</p> <p>Administrative Director of Elementary Education: Central office staff member who monitors progress and provides support to the principal, staff, and external provider to ensure full implementation of the transformation model.</p>
Internal Partner (LEA staff)	<p>Coordinator of School Improvement Grants: LEA staff member who assists principals and teachers with the identification of appropriate professional development, assists in the development of the ACSIP Plan, and provides articles, books, and videos that contain information on research based best practices and current trends.</p> <p>LEA Content Area Specialists assist the teachers at Lynch Drive by providing lesson plan and lesson activitiy assistance as well as modeling high yield strategies.</p>
Lead Partner	JBHM will provide extensive mentorship, consultation, and support to building administration as it moves toward total transformation into a highly effective educational environment in which students

	are provided learning opportunities that help them reach proficiency in the core competency areas as identified by the ADE.
Support Partner	The Rose City Community Center will serve as a support partner as Lynch Drive Elementary plans to expand its after-school program to include a literacy extension at the community center.
Support Partner	Highly qualified paraprofessionals support teaching and learning throughout the building as they assist teachers and students.
Principal	The principal, Mrs. Phyllis McDonald, acts as the instructional leader of the building and will collaborate/cooperate with the external provider to ensure transformation success for Lynch Drive Elementary School. Mrs. McDonald is supported by an assistant principal who has the same focus for academic excellence.
School Staff	School Leadership Team and the ACSIP Committee will meet throughout the year to disaggregate data for the purpose of driving instruction, lesson planning, writing prescriptive plans, and to revise the ACSIP Plan and monitor progress in implementation of the recommendations in the Scholastic Audit.
Parents and Community	The PTA and Central Baptist Church provide student and teacher incentives, tutorial assistance, snacks for various events, serve as chaperones for field learning experiences (field trips). They also provide students with supplies and materials needed to start the school year.

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

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

JBHM serves as a lead partner with Lynch Drive Elementary in its efforts to achieve improved academic performance through school transformation. JBHM School Improvement is not a package plan; it is an active process that implements research-based best practices to assist in effective transformation. JBHM works with Lynch Drive to meet site-specific needs. JBHM will assist the principal in developing leadership skills that yield immediate and long-term, sustainable benefits.

JBHM has identified The Five Essential Practices necessary for school transformation:

1. Guaranteeing an Essential Curriculum
2. Providing a School Culture and Climate Conducive to Learning
3. Maximizing Academic Learning Time
4. Monitoring Student Achievement
5. Promoting Professional Practices

With JBHM assistance, the school will develop the capacity to maintain the transformation.

JBHM will work with building administration to develop effective strategies to perform the following tasks for school improvement:

- Perform building walkthroughs
- Conduct classroom observations
- Provide constructive feedback to teachers
- Evaluate instructional programs
- Institute school wide discipline policies and practices
- Improve master schedule to protect academic time
- Develop action plans for struggling learners
- Promote differentiated instruction for all students, including students with disabilities in the least restrictive environment
- Hold productive faculty meetings
- Implement whole-staff and individual professional development plans
- Initiate Professional Learning Communities
- Assure accountability at all levels, including administration, teachers, and students

Characteristics that make the JBHM process uniquely successful:

1. Extensive and continuous on-site, in-school, job-embedded school leadership mentoring
2. Detailed rubrics that explain the elements of the Five Essential Practices of effective schools
3. Assistance in setting a rigorous standard for performance from the boardroom to the classroom
4. Increased time for daily guided practice of essential leadership skills to solidify academic gains and make instruction more effective
5. Use of I Pads for all students to provide universal access for practice in core content areas, to improve student technology aptitude, and to provide greater flexibility in regular formative assessment
6. Comprehensive and continuous reporting, in written format and online, to all stakeholders on the status of improvement in transformation and student achievement.
7. Implementation of the evidence-based Response to Intervention (RTI) tiered approach to efficiently delivering differentiated instruction, practice, and remediation.

School transformation is not easy, nor does it occur overnight. It is; however, possible. Lynch Drive Elementary School will work closely with JBHM and LEA staff to build the long-term capacity to become one of central Arkansas' schools of choice.

The State of Arkansas uses a rigorous evaluation system to identify schools that are consistently low achieving and considered Tier I, II, and III schools. Lynch Drive Elementary was designated a Tier I school based on a comprehensive data assessment by the state. Although school improvement is an ongoing process, Lynch Drive Elementary and the North Little Rock School District recognize that outside assistance is necessary.

Although several attempts at school reform and implementation of the recommendations indicated in the 2006 Scholastic Audit have been attempted, the school is still in need of transformation assistance. The LEA staff, building administration, and other stakeholders are committed to utilizing the Transformation Model to create a school of excellence where students experience frequent academic successes. The North Little Rock School District is committed to a transformation that results in a change in the culture and climate at Lynch Drive Elementary School, making it a school of choice. The goal is for parents, students, faculty, LEA staff, and other stakeholders to sense the energy, movement, and optimism of transformation. It is our strong belief that all stakeholders will work together to make transformation a reality at Lynch Drive.

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

EVALUATION PROCESS

The main tools used to guide the transformation process in the Five Essential Practices are rigorous rubrics to evaluate each practice on a 4-point scale from "insufficient" to "best practice." These rubrics are applied throughout the transformation process, at all levels from the boardroom to the classroom and to the community.

In applying these rubrics to their daily work with school leadership, JBHM mentors use a reporting tool system called the ILeRT (Instructional Leadership Reporting Tool). ILeRT collects input from building walk-throughs, classroom observations, and discussions of professional development needs and other issues, and renders all the information in a series of reports and dashboards that keep all personnel involved and informed about progress.

In addition to quantitative data, ILeRT maintains an "issues list" that continues to prompt administration to address issues until they are marked as resolved. Mentors also write daily reports to school and district leadership, recording important activities, decisions made, targets set, and actions agreed upon, and whether previously agreed actions are complete or still in progress.

RESPONSIBLE STAFF MEMBERS

Monitoring the implementation of the intervention model is a responsibility for all stakeholders, including the school board, Superintendent, LEA staff, building administrator, and teachers.

Since school change starts at the top, the senior JBHM specialist/mentor and LEA staff will work directly with the principal throughout the school year, usually spending two days a week in the school focusing on administrative skills essential to positive and sustainable school transformation. The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as skills mastery is demonstrated. The principal is also trained on the use of ILeRT and rubrics to sustain the changes after the mentor completes his/her assignment. The goal is to provide the administrator the skills to build staff capacity to sustain highly effective instructional leadership and classroom instruction. LEA staff will also be familiarized with the Five Essential Practices so they can provide support to building administration after the JBHM contract is completed.

Rubrics will be used to examine all practices that relate to student performance, from how well teachers follow the principal's leadership, how well the principal implements the components of change and how well the school board and LEA staff work to develop policies to support the school in its transformation. The rubrics are designed

to identify opportunities and means for improvement. The rigorous rubric plan evaluates each practice on a four-point scale from "insufficient" to "best practice".

Step 5: Forge Working Relationships

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

The LEA is committed to working with local and state partners toward the best interest of the students we serve. The goals and actions of the ACSIP Plan will determine the direction of the school. The school staff, building principal, district content area specialists, Administrative Director of Elementary Education, and Coordinator of School Improvement Grants will work closely with the LEA to ensure all monies available to the schools are closely aligned with the work of the school, the external provider, and lead partner. They will also communicate clearly and frequently on school goals, objectives and progress toward transformation. All resources will be closely monitored and used judiciously for maximum benefit.

The principal will work closely with the external provider, LEA staff, and building staff to build instructional leadership capacity which leads to the creation of a culture and climate conducive to learning.

The principal will communicate with the leadership team so that all staff will understand goals and expectations, how those goals will be achieved, and the importance of their role in the academic success of all students. All faculty have high expectations for themselves and their students, maintaining accountability for their own performance. The principal will use a variety of tools to inform parents and the community about the transformation goals and progress.

The principal and staff will develop a school culture and climate that renews parental interest and involvement in student learning. The school will utilize a variety of processes and tools to ensure that parents are more involved in their children's academic, physical, and social growth at school. Parents must feel welcome in the school and they must be encouraged to utilize the Parent Center. Parents can access computers and resource materials including books, community assistance informational brochures, and periodicals. All personnel must remember that there are several obstacles to consider in developing parental and community participation in the education process. Those include the fact that some parents lack the skill to help their children with their homework due to lack of time and even possible adult illiteracy. Also, many homes do not have computer or internet access. This understanding will improve parent "comfortability," as it relates to school visits.

The key to increasing parental and community involvement is communication. Parents need to understand state and national assessment results, the process being used to promote student achievement, and how they can help their children be more

successful at school. Community partners need information about the needs of students, including supplies and materials.

The JBHM school improvement consultant along with the Administrative Director of Elementary Education and the Coordinator of Improvement Grants will support the principal in planning periodic community/parent meetings to be held periodically throughout the school year in association with the PTA.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Rosie Coleman	Administrative Director of Elementary Education	Danyell Nelson	PTA President/Representative
Phyllis McDonald	Building Principal	Laurie Millholland	Central Baptist Church Representative
Allen Pennington	Assistant Principal	Bonnie Curlin	LEA School Project Director for Pathwise/GT Coordinator
Tanna Null	Coordinator of Improvement Grants	Maria Touchtone	District ESL Director
Sage Bramhall	JBHM Representative	Paulette Blevins	LEA Science Coordinator
Gloria Clay	JBHM Site Mentor	Julie Drake	LEA Parent Involvement Coordinator
Angie Colclasure	LEA Literacy Coordinator	Officer Tommy Norman	NLRPD Officer
Rena Taylor	LEA Math Coordinator		
Chasity Nutz	Site Literacy Coach		
Cynthia Khoury	Site Math Coach		

Meetings

Location	Date		Location	Date
Administration Board Room	First and Third Monday of each month		Superintendent's Office	April 5, 2011
Lynch Drive Elementary	Second Tuesday of each month			
Administration Conference Room	April 4, 2011			
Administration Conference Room	April 5, 2011			

Step 7: Sustainability

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

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

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

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

North Little Rock Schools, the local Board of Education, LEA staff, and Lynch Drive Elementary School administration and staff are committed to transforming the culture and climate at Lynch Drive from one of low expectations and low performance into a school of choice. The Administrative Director of Elementary Education, school improvement grant coordinator, content area specialists, and the building principal will work closely with the chosen external provider, JBHM, to develop skill sets that when practiced, implemented and mastered, promote student success. JBHM will provide intensive mentorship to the building principal, consulting and evaluating progress for a

contracted 72 days throughout the school year. The building principal will strengthen leadership skills which focus on the development of a rigorous curriculum that is differentiated to meet the needs of all students.

It is the district's belief that Lynch Drive will be able to sustain its transformation through focusing on and implementing the Five Essential Practices for creating a culture of learning and transformation.

The first practice is guaranteeing an essential curriculum. This curriculum is research-based and aligned with district, state, and national standards. An essential curriculum ensures readiness for the future, whether it be college or career. Specific emphasis is placed on literacy and mathematics, but the curriculum encourages achievement in all instructional areas.

Practice two is providing a school culture and climate conducive to learning. A conducive learning environment is one that provides a safe, secure, and orderly environment in every classroom every day. All staff and all students have high expectations, and focus on student success. Instruction is differentiated to provide quality education for all students.

It is also important to focus on the third essential practice which is maximizing academic learning time. This means the students are learning from bell-to-bell. Both quality and quantity of instructional time is ensured for all students, with a focus on the core competency standards. Schedules are developed that protect academic learning time. Effective academic learning time is measured on a regular basis by direct observation and through data from mastery measurement tools which include but are not limited to teacher made assessments, interim assessments, and state mandated assessments.

Next, it is important to monitor student achievement. As stated above, effective academic learning is measured regularly in a variety of ways. Some of those are direct observation for mastery and data collection from various measurement tools. Those tools may range from teacher made assessments, interim assessments, and state mandated assessments.

The fifth essential practice has the greatest impact on improved student performance. That practice is promoting professional practices. The district and school develop policies and procedures that support all personnel in activities that implement research based best practices. High yield professional development is not confined to isolated classrooms or seminars, but it embedded throughout the school year, in every classroom every day.

State and federal funds are currently in use to implement the activities listed in the school and district ACSIP plans. Lynch Drive Elementary is seeking the SIG grant to make true school transformation a reality for its students and community. It is our firm belief that after the three year support services made possible through the SIG grant

funds is over, the school will have recreated itself into a school of choice and will be able to maintain that status with the continued assistance and support of the local school board, Superintendent, LEA staff, and a school staff that is highly motivated to fulfil the dream of that school of choice status.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Please complete the following goal and objective pages for each Tier I, Tier II, and Tier III school being served.
Lynch Drive Elementary School. a Tier 1 has identified annual goals in Literacy, Mathematics, and Science.

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

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

Goal Students will improve their performance in literacy to meet annual yearly progress (AYP).

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Students at Lynch Drive Elementary School will demonstrate an increased achievement rate in literacy/reading.	There will be a 10% increase in students performing at proficiency or above on state mandated Augmented Benchmark Literacy Exam administered in April, 2012.	<p>Grade 3: Literacy is currently at 50% proficient; that percentage will increase to 60%.</p> <p>Grade 4: Literacy will increase from 42% proficient to 52% proficiency.</p> <p>Grade 5: Literacy proficiency will increase from 43% to 53%.</p> <p>Students in grades three through five will have</p>	August, 2011	April, 2012	<p>Building Principal</p> <p>LEA Literacy Specialist</p> <p>Lynch Drive Literacy Coach</p> <p>Classroom Teachers</p>

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

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

Goal Students will increase performance in mathematics to meet annual yearly progress AYP).

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Students at Lynch Drive Elementary School will demonstrate an increased achievement rate in math.	There will be a 10% increase in students scoring at proficiency or above on the state mandated Augmented Benchmark Math Exam administered in April, 2012.	Grade 3: Math proficiency will increase from 47% to 57%. Grade 4: Math proficiency will increase from 22% to 33%. Grade 5: Math proficiency will increase from 32% to 42%. Students in grades three through five will hve improved scores on interim assessments.	August, 2011	April, 2012	Building Principal LEA Math Specialist Lynch Drive Math Specialist Classroom Teachers

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

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

Goal Fifth grade students will increase proficiency in science to meet AYP.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
Science teachers will utilize technology (Smart Board, Smart Slates, LE Smart Response Devices) to help students better understand the science concepts presented in class.	There will be a 10% increase in students scoring at proficiency or above on the state mandated Augmented Benchmark Exam administerd in April, 2012.	<ol style="list-style-type: none"> 1. 11% of fifth grade students scored proficient or above on the April, 2010 Augmented Benchmark Exam. That proficiency rate will increase to 22% in April, 2012. 2. Principal will conduct classroom walk-throughs regularly to monitor student technology implementation. 3. Teachers will document technology use in their lesson plans. 	August, 2011	April, 2012	Building Principal LEA Science Specialist Classroom Teachers

FY 2011 School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

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

Goal Students will participate in hands-on laboratory activities to improve performance in science.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Students will develop science laboratory skills necessary to understand content information.	Students will spend 20% of their science instruction participating in hands-on laboratory activities.	1. Teachers will provide lesson plans that document that 20% of their science instruction is dedicated to hands-on laboratory activities. 2. Teachers will administer assessments to monitor student achievement in science. 3. Administration will conduct informal observations to verify that hands-on laboratory activities are taking place as a component of science instruction.	August, 2011	April, 2012	Building Principal LEA Science Specialist Classroom Teachers

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier I and Tier II Schools

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

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

Lynch Drive Elementary School in the North Little Rock School District is in Year 9 School Improvement, and it has been identified as a Tier 1 School. The 2006 Scholastic Audit identified deficiencies in Standard 2(Classroom Evaluation/Assessment), Standard 5 (Student, Family, and Community Support), Standard 6 (Professional Growth/Development/Evaluation), and Standard 8 (School Organization). Lynch Drive Elementary School and the North Little Rock School District immediately began school improvement efforts to address these deficiencies. An analysis of various assessment data indicates that Lynch Drive continues to struggle in its endeavors to educate students in Kindergarten through fifth grade. All stakeholders, including the district, school, and the school's partners believe that there is a need for the implementation of the Transformation Model through the help of an external provider. The school has selected JBHM as an external provider because their focus and expertise meets the needs of Lynch Drive. The building administrator, hired at the beginning of the 2009-2010 school year continues to work closely with a JBHM mentor to further develop the leadership skill set that is absolutely necessary for a true school transformation to occur. That change in leadership brought about immediate positive changes in the culture and climate of the school. Teachers reported greater job satisfaction which led to improved teacher and student attendance and a reduction in teacher requests for transfer to other buildings in the district. The School Board, Superintendent, LEA staff, building administration, and school staff are committed to this process. Since true transformation must be ongoing to be sustainable, Lynch Drive Elementary will have successfully implemented research-based best practices and transformed its school by offering a structured educational environment that has a positive climate and high expectations for administration, staff, and students. Students will experience educational success that motivates further success. Lynch Drive will be a school of choice that produces successful secondary students.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools

There are no Tier III schools in the North Little Rock School District.

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	February 28, 2011
3. Release LEA applications and guidelines for eligible applicants.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
4. LEA application due for Tier I and Tier II schools.	April 8, 2011
5. Application Review by ADE * Review process is on the following page.	April 11-21, 2011
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year.	April 22, 2010

7. LEA applications for Tier III schools due.	April 29, 2011
8. Award funds to LEAs for Tier III schools.	May 13, 2011
9. Provide technical assistance for initial grant implementation.	April 2011 – June 2012

ADE REVIEW PROCESS:

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 75 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team. Funding limitations prohibit Tier III schools from applying for this grant at this time. If future funding becomes available for Tier III schools they will be prioritized based on funding and application reviews.

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II and Tier III school identified in Part A of the application.

April 2011 – June 2012 Pre-implementation

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

April	Administrative Director of Elementary Education along with JBHM mentors, core content specialists, and school improvement coordinator will provide the building principal with support and guidance in collecting student performance data. The Administrative Director of Elementary Education and building principal will develop professional development opportunities that will be embedded throughout the 2011-2012 school year. Needs assessment analysis will continue.
May	School and LEA staff will participate in a general audit of school performance through the use of JBHM Five Essential Practices concepts rubrics and do a needs analysis based on data indications and other documentation. Needs assessment analysis will continue throughout school year.
June	All staff will be provided opportunities to participate in reasearch based best practice professional development activities designed to increase student achievement in the core content areas. Building and LEA staff will continue the needs assessment. Data analysis will be ongoing.

2011-12 School Year

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

<p>July</p>	<p>All staff will be provided opportunities to participate in reasearch based best practice professional development activities designed to increase student achievement in the core content areas. Needs assessment audit report is completed. The report will include information on interviews and artifact reviews, classroom observation documentation, review of Special Needs Students' IEPs, review of the Five Essential Practice rubrics, data on discipline and attendance from the 2010-2011 school year, professional development history, ACSIP plan review, school improvement plan review, information about vertical and horizontal curriculum alignment progress. Library audit information will also be included in the report. Develop a master schedule that provides opportunities for gains in student achievement. Incorporate into the master schedule time for non-proficient student to receive additional instruction in core content areas and basic foundational reading and math skills. Review and revise resource allocation including teaching resources to ensure alignment of curriculum, instruction, and assessment to state standards, discontinue use of resources and programs that are not producing opportunities for academic gains. Imcorporate time to allow for common/collaborative planning for instruction. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed.</p>
<p>August</p>	<p>LEA and building staff will focus on the Needs assessment audit components. Information collection about staff participation in summer professional development will take place. JBHM will prvide mentorship to the building administration to increase leadership ability and produce an effective learning environment. Building principal will articulate first year improvement goals, staff expectations, and professional development support strategies. Principal will inform staff about what they can expect to experience during the improvement process. JBHM mentor staff, LEA staff, and content area specialists will be introduced to the staff at Lynch Drive Elementary. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Continuation of Stage 1 Leadership Orientatiation and Training will take place. Topics covered will include shared understanding of long term school improvement sustainability strategies, regiew of goals for the year and further development of a strategic plan for job embedded professional development. Teachers will work to ensure curriculum alignment, both vertical and horizontal, with state and national standards. Leadership team meeting will be held. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.</p>

September	Building administrator will continue to work with the JBHM mentor, and LEA staff to improve leadership skills. Further implementation of school transformation through encouraging parent and community involvement in student performance initiatives. Data collection and analysis will continue. Formative Interim assessments will be used to measure student achievement and to identify areas of need for further learning opportunities. Stage 1 Leadership Orientation and Training will continue. Topics covered will include shared understanding of long term school improvement sustainability strategies, review of goals for the year and further development of a strategic plan for job embedded professional development. Teachers will work to ensure curriculum alignment, both vertical and horizontal, with state and national standards. Leadership team meeting will be held. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
October	Focus on school climate and culture with focus on community involvement. Interim assessments will be used as will classroom teacher constructed assessments to collect data that indicates program effectiveness or the need for program adjustment to meet student needs. Leadership team meeting will be held. Principal will conduct a self-evaluation on the 5 Essential Practices implementation process. Data collection and the identification of specific gaps in curriculum instruction that hinders student achievement. Teachers will work to ensure curriculum alignment, both vertical and horizontal, with state and national standards. JBHM mentor will continue mentoring and modeling processes with building principal. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
November	Focus on school climate and culture with focus on community involvement. Interim assessments will be used as will classroom teacher constructed assessments to collect data that indicates program effectiveness or the need for program adjustment to meet student needs. Principal will continue to work with LEA staff and JBHM mentors to continue to build capacity to provide accurate, timely, and specific feedback to teachers. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Leadership team meeting will be held. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
December	End-of-Semester student data review to determine curriculum and program effectiveness will be conducted. Progress will continue to be monitored regarding implementation and performance on Essential Practices and improvement strategies. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
January	The JBHM Mentor will continue working with building principal to build leadership capacity in several

	areas: building leadership capacity to forge working relationships among groups and partners committed to the intervention. Leadership team meeting will be held. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
February	Mentoring and coaching for best practice leadership and instructional skills will continue. Capacity will be increased in conduction classroom walkthroughs, observations and data collection to support student academic success. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Leadership team meeting will be held. Formative interim assessments will be administered to measure student achievement gains. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
March	Principal and counselor will work on master schedule design to prepare for student pre-registration. Leadership team meeting will be held. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Formative assessments will be administered to measure student achievement gains. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
April	State mandated Augmented Benchmark Exam is given in April. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. JBHM will continue intensive mentoring activities to build administration capacity to achieve sustainable school improvement through the transformation model. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
May	Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Leadership team meeting will be held to review progress toward school transformation. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
June	Ongoing data analysis of professional practice and impact on student performance will take place. Professional development opportunities will be provided to staff to help build transformation capacity. Principal and JBHM mentor will update the LEA administrative team on student performance data. Local Board of Education will also be given a report on the transformation progress.
July	Stage 2 Leadership Orientation/Training which includes information about expanded use of the dashboard to monitor plan implementation, used of implementation rubrics for classroom observations, tactics for communicating clear goals to stakeholders, and the use of Home Connect to enhance parent and community involvement. Summer School will be provided prior to the beginning of the 2012-2013 school year.

2012-13 School Year

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

2012-13 School Year	
July	Stage 2 Leadership Orientation/Training which includes information about expanded use of the dashboard to monitor plan implementation, used of implementation rubrics for classroom observations, tactics for communicating clear goals to stakeholders, and the use of Home Connect to enhance parent and community involvement. Summer School will be provided prior to the beginning of the 2012-2013 school year.
August	Analyze student performance and teacher performance data from year one. Begin planning for support to teachers for assistance in instruction. Review Review and revise plan for implementation of transformation process as needed to meet student needs. JBHM will continue mentoring principal on implementation of Essential Practices components in day-to-day school operations. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
September	Continue to implement strategies and resources for improvement in school wide student performance. Interim assessments will be conducted to identify need for revised curriculum development. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
October	Conduct collaborative planning time with agendas and resources. Continue and revise partnerships among staff and community to optimize student performance. Focus on school wide improvement in reading comprehension. IEP committees meet to review Special Services component of school wide improvement. Principal revisits transformation components with staff by redefining job expectations and personnel performance accountability plans for all staff. Focus on RTI (Response to Intervention) as a school wide process and not a process designed for the special services instructors. Implement a practices and procedures plan that includes naming the team, establishing timelines, and protocol for meetings and actions. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
November	Ongoing mentoring for principal to increase leadership capacity. Interim assessments conducted to measure student achievement gains. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
December	JBHM mentor will work with principal to develop skills in gathering documentation to dismiss or non-renew non-compliant staff who refuse to or are unable to improve. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.

January	Job embedded training to effectively utilize interim assessments as tools to identify student gains. JBHM will continue the mentor process with the building principal to increase leadership capacity. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
February	Mentoring and coaching for best practice leadership and instructional skills will continue. Capacity will be increased in conduction classroom walkthroughs, observations and data collection to support student academic success. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Leadership team meeting will be held. Formative interim assessments will be administered to measure student achievement gains. JBHM will begin to provide less modeling and more observation of principal to determine increased capacity to transform a school into a school of choice.
March	Principal and counselor will work on master schedule design to prepare for student pre-registration. Leadership team meeting will be held. Deficiencies as indicated on the 2006 Scholastic Audit will continue to be addressed. Formative assessments will be administered to measure student achievement gains. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
April	State mandated Augmented Benchmark Assessments are given. JBHM will work with principal to review data, analyze successes of Year 2. Areas addressed will be student progress, teacher progress, and principal progress toward total school transformation. The leadership team will meet to review progress. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
May	Planning for Year 3 in the transformation process will begin. The leadership team will meet to discuss possible revisions in plans for the third year of transformation. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
June	Administrator and teacher training. Review performance based on data. Planning for Year 3 implementation
July	Administrator and teacher training. Review performance based on data. Planning for Year 3 implementation.

2013-14 School Year

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

July	Administrator and teacher training. Review performance based on data. Planning for Year 3 implementation. Summer School is provided for students who are identified as in need of additional educational opportunities to experience academic success.
August	Analyze student performance data and year 2 staff performance data. Begin planning for administration support for Year 3. Review process, strategies, and expectations for Year 3. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
September	Analyze data in data team meetings to guide administration and teachers in basic use of data through examining formative assessment baseline data. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
October	Formative assessments implemented to measure student achievement to drive curriculum changes. Continued supportive mentoring by JBHM to monitor teacher practices and providing leadership feedback. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
November	On-going job-embedded training and modeling in effective leadership and instructional skills. Focus is paid to curriculum alignment and research based best practice implementation. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
December	Continue to implement strategies and resources for school wide and individual classroom improvement. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
January	Ongoing mentoring and modeling of effective leadership for student success. Continued administrative and staff job-embedded professional development. Review job expectations for all staff as well as professional development needs assessments. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
February	Ongoing mentoring and monitoring of administrative effectiveness to foster increased student achievement. Review policies and procedures for discipline, attendance, school wide routines and procedures to ensure safe and orderly climate. Formative assessments continue to determine student achievement of core content skills. Leadership team will meet weekly to address climate, culture, data

	collection, and student achievement issues.
March	Principal and counselor work together to develop master schedule that allows all students to receive education based on high expectations. Develop student registration forms. Focus on stakeholder involvement process to ensure that all stakeholders understand the processes that have brought about the transformation process at Lynch Drive Elementary School. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
April	State mandated Augmented Benchmark Exams are administered. Data disaggregation continues to identify student needs for Year 4 of the transformation process. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
May	Vertical and horizontal alignment continues to ensure that there are no gaps in curriculum . JBHMN mentor works with principal to review data and progress on school improvement strategies with district administration and school board. Leadership team will meet weekly to address climate, culture, data collection, and student achievement issues.
June	Ongoing data analysis with district administration. Administrative and staff professional development to ensure quality education for Year 4.
July	Summer school for students who are identified as needing additional learning opportunities to experience success in Year 4.

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
These meetings take place every first and third Monday of each month. The first meeting was held on August 2, 2010. The last meeting held prior to grant submission was April 4, 2011	Administration	Mr. Kenneth Kirspel	Superintendent
		Ms. Rosie Coleman	Administrative Director of Elementary Education
These meetings take place every first and third Monday of each month. The first meeting was held on August 2, 2010. The last meeting held prior to grant submission was April 4,	Administration	Ms. Rosie Coleman	Administrative Director of Elementary Education
		Mrs. Phyllis Mc Donald	Principal, Lynch Drive Elementary School

2011			
	Administrative	Mr. Kenneth Kirspel	Superintendent
		Ms. Rosie Coleman	Administrative Director of Elementary Education
		Mr. Alex Brown	Arkansas and Missouri State Director of JBHM
Meetings are held every second Tuesday of the Month starting September 14, 2010. The last meeting held before grant submission was April 5, 2011	Lynch Drive Elementary School Meeting	Ms. Rosie Coleman	Administrative Director of Elementary Education
		Mrs. Phyllis McDonald	Lynch Drive Elementary School Principal
		Cynthia Khoury	Mathmatics Coach
		Chasity Nutz	Literacy Coach
Thursday March 24, 2011	Administration	Sage Brahmhall	JBHM Representative
		Rosie Coleman	Administrative Director of Elementary Education
		Tanna Null	SIG Coordinator
April 4, 2011	Administrative Conference Room	Rosie Coleman	Administrative Director of Elementary Education
		Tanna Null	SIG Coordinator
		Julie	LEA Parent Involvement Coordinator
April 5, 2011	Administration Conference Room	Rosie Coleman	Administrative Director of Elementary Education

		Tanna Null	SIG Coordinator

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II and Tier III school it commits to serve.

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

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools: and
- Implement intervention activities for each Tier III school it commits to serve.

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

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years.

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School:

North Little Rock School District/
Lynch Drive Elementary School

Tier 1

Total 3-Year Budget \$1,617,500.00

Pre-Implementation:

SIG funds used for pre-implementation must be tied to the model being selected. These are some examples of potential activities.

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.

- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

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

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

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

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

<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	5. LEA-activities designed to support implementation of the turnaround model			
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
	Total for Transformation Model			

CLOSURE MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-imp			
<input type="checkbox"/>	Costs associated with parent and community outreach			
<input type="checkbox"/>	Costs for student attending new school			
	Subtotal			

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input checked="" type="checkbox"/> Recruit, place and retain staff	11,600		11,600	11,600
<input checked="" type="checkbox"/> Select new staff	239,778		239,778	279,556

<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input checked="" type="checkbox"/> Create partnerships to support transformation model	7,009.67		7,009.67	7,008.66
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development	53,000		45,000	45,000
<input checked="" type="checkbox"/> Implementing data collection and analysis structures				
<input checked="" type="checkbox"/> Increase learning team (extended day, week, and/or year)	30,000		30,000	30,000
<input type="checkbox"/> Student supports (emotional, social, and community-based)				
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input checked="" type="checkbox"/> 40 iPads for student use in classrooms - Year 1/building wireless	178,560		8,000	8,000
<input checked="" type="checkbox"/> 6 Smart Tables/Smart Response Unit x 2/Smart Slates x 40				
<input checked="" type="checkbox"/> Professional Periodicals/Classroom Libraries	25,000		25,000	25,000
LEA-activities designed to support implementation of the transformation model				
Contract with JBHM as external provider to provide administrator mentor and support	100,000		100,000	100,000
Total	644,947.67		466,387.67	506,164.67

Tier III:

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

Activity	Explanation	Amount
Total		

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

Lynch Drive Elementary will provide all staff incentive pay if all goals are met. Both classified and certified staff will receive this incentive. Classified staff will receive \$100, and certified staff will receive \$250.

It is proposed that SIG funds will be used to hire additional highly qualified staff to assist in the school improvement process. Those staff will include a school improvement grant coordinator, a K-2 Math Facilitator, a 3-5 Literacy Facilitator, a K-5 Math Interventionist, and a K-5 Literacy Interventionist. The district has already hired both LEA content specialists and building level content specialists/facilitators. This additional staff would allow Lynch Drive to better meet the needs of its students.

Lynch Drive will use SIG funds to increase our partnership with our community stakeholders. Some of the funds will be used to provide parent participation activities. Other funds will be used in conjunction with the Rose City Community Center. We plan to add one certified staff member and one paraprofessional staff member to the Rose City Community Center Summer Program to provide additional educational enrichment activities for the large number of our students who spend much of their summer break at that facility.

Well planned and organized professional development is essential to the growth of all educators. The North Little Rock School District provides its teachers many professional development opportunities throughout the year. Although job-embedded professional development is provided by the school district, It is our hope to provide additional professional

development opportunities both in district and out-of-district. Content area teachers gain a wealth of knowledge when they attend regional and national conferences. It provides them the opportunity to both share and gain knowledge that makes them better educators in the classroom.

Many of the students at Lynch Drive Elementary do not have educational support from home. Others need additional educational opportunities to master skills. It is our plan to provide after school extended day activities for our students to help reinforce academic skills and to provide homework help when needed.

Lynch Drive Elementary has been fortunate enough to receive Smart Boards in their classrooms. We are working with our technology department to install wireless access building wide. Teachers believe that the Smart Boards help them present their lessons and provide students the opportunity to use technology in the classroom. It is our plan to add additional Smart Board technology pieces to our campus. We will purchase Smart Slates which allow students to interact in classroom activities from their desks and in small groups using the slates and Smart Board. We will also add Smart Response devices to our campus. These Smart Response devices allow students to use the hand-held control and interact silently through the use of the device to answer questions the teacher may ask. The Smart Response devices can also be used to record responses on interim assessments. The software that accompanies the Smart Response unit, allows the teacher to access reports about their students' comprehension during the lesson or on the assessment they are taking. This is valuable information that can be used to provide any additional instruction if indicated. Smart Tables will be purchased for use in the lower grades at Lynch Drive. Smart tables give students hands-on-learning opportunities. They encourage cooperative learning as well as student collaboration. (SEE Attachment 14 for detailed information about the proposed technology additions to our campus.)

Many children have limited access to books in the home. It is our hope to instill the love for reading in all of our students. We propose to help teachers begin to develop classroom libraries. This will allow students the opportunity to select a book to read when classroom assignments and activities are completed. It is our goal to provide bell-to-bell learning opportunities for our students, and we believe that access to books within the classroom will help keep students engaged.

It is our plan to develop sustainable change and transformation at Lynch Drive Elementary. This is not an easy process, and the administration at our school is working to transform our campus into a school of choice. JBHM Education Group has been selected as the external provider for Lynch Drive Elementary School, and we plan to use SIG funds to obtain their services.. Their focus on building leadership capacity is also our focus. We hope to develop a building of leaders, and we know that can only be done when our building administration demonstrates the skill set indicative to leadership success.

D. ASSURANCES

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

By the signature of the Superintendent of the North Little Rock School District, the LEA assures that it will –

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

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

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

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

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

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

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

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

- To allow the State to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.
- The State is requesting to permit LEA's to allow their Tier I and Tier II, Title I participating schools, that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

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

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

School Name: Lynch Drive Elementary School

LEA #: 6002-060

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

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

 Identification of Intervention Models

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

_____ Develop a Profile of the School's Performance

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

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 Annual Goals

SECTION B, PART 4
 Proposed Activities

SECTION B, PART 5
 Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

- Signature Page (page 2 in the application is to be mailed)
- School Board Minutes Showing Approval of SIG 1003(g) Application
- Principal's Professional Growth Plan

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdoLitResearchBrief.pdf>

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

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

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

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

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

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