

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

**SECTION A -1: LEA Contact Information and Certification**

<b>LEA Name:</b> Little Rock School District – Cloverdale Aerospace Charter School	
<b>Mailing Address (Street, P.O. Box, City/Zip)</b> 810 West Markham	<b>Starting Date</b> 2010
<b>Name, title and phone number of authorized contact person:</b> Linda Young, Director – Grants/Program Development, 501.447.3372	<b>Ending Date</b> 2013
<b>Amount of funds requested:</b> \$5,925,195.00	<b>Number of schools to be served:</b> <u>1</u>

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 July 22<sup>nd</sup>, 2010.

Signature: Linda Watson, Ed.D.  
Superintendent of Schools

Date: 8/16/10

AND  
Signature: Charles K. Gunstong  
Designated Board Representative

Date: 8/16/10

*Both signatures required ONLY if the Superintendent is not the Designated Board Representative*

**ADE USE ONLY**

Date Received: \_\_\_\_\_

Obligation Amount: \_\_\_\_\_

Reviewer Signature: \_\_\_\_\_

Approval Date: \_\_\_\_\_

Reviewer Signature: \_\_\_\_\_

Approval Date: \_\_\_\_\_

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## Little Rock School District Board of Education Meeting July 22, 2010

### SUSPENSION OF THE RULES:

#### ADE – Grant Submission: School Improvement Grant Funds

Mr. Carreiro offered a motion to suspend the rules to consider the submission of three school improvement grant applications. Ms. Curry seconded the motion, and it **carried unanimously**.

Linda Young requested approval of three school improvement grant applications to the Arkansas Department of Education. She responded to questions from the board regarding the submissions for Hall High School, J. A. Fair High School and Cloverdale Aerospace Charter School. Mr. Carreiro asked if the board would be given an opportunity to review the entire grant application packets once they were completed; Ms. Young agreed. In the meantime, the critical elements of the application were reviewed in brief. Each of the schools will utilize grant funds to implement early prevention of dropout strategies. As many of the strategies as possible will be implemented immediately in order to get off to a strong start for the 2010-11 school year.

Dr. Watson reported that the grant funds would allow the schools to broaden some of the things they were already doing with the addition of resources to provide additional student support, more dropout prevention, and possibly a social worker-type employee, to help keep students in school. It was noted that Cloverdale has had two school improvement grants in the past. The funds have been used for extensive summer programs.

Dr. Watson reported that the Hall and Cloverdale applications are nearly complete, and it is her intent to submit all three applications immediately. However, if the J. A. Fair application is not complete, she would ask the board to return next week to approve that submission in a separate vote.

Ms. Curry made a motion to authorize the administration to submit the grants for Hall and Cloverdale, and to also submit the application for J. A. Fair if it is complete by the due date. Dr. Daugherty seconded the motion and it **carried 6-1**, with Ms. Fox casting the no vote.

**SECTION A -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 and II 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 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
Hall High School	050900000616	9-12		X					X
Fair High School	050900001389	9-12		X					X
Cloverdale Middle School	050900001387	9-12	X						X

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**

*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:** Cloverdale Aerospace Charter School **LEA #:** 6001061

**Context**

1. Grade levels (e.g., 9-12): 6-8                      2. Total Enrollment: 654
3. % Free/Reduced Lunch: 96.63%                      4. % Special Education Students: 13.32%
5. % English Language Learners: 14.93%
6. Home Languages of English Language Learners (list up to 3 most frequent:)

Cloverdale has only one other home language which is Spanish.

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

Cloverdale Aerospace Charter is located in the southwest area of Little Rock. The attendance zone for Cloverdale encompasses a broad geographic area from Arch Street on the south and east, University Street on the west, and Asher Avenue on the north. A review of the demographic data portrays a community comprised primarily of limited income families, many of whom are headed by a single parent. Many of the parents are under employed and under educated which results a high occurrence of families who are multi-generational welfare recipients.

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

Major feeder elementary schools and percentage of student that attend Cloverdale from the particular elementary:

- Geyer Springs - 20%
- Meadowcliff - 20%
- Wakefield - 20%
- Watson - 17%
- Baseline Elementary - 16%
- Western Hills - 5%
- Stephens - 2%

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.

<b>Position</b>	<b>Background and Core Competencies</b>	<b>Years in Position</b>	<b>Years in School</b>	<b>Years in LEA</b>
Willie James Vinson Principal	BS Business Management; Masters Media Technology Elementary 1-6 Principal P - 8 ESL P - 12 Dist Administrator - P-12	7	2	11
Frank Williams Assistant Principal	Masters in Ed Leadership and Art of Teaching Vocal Music P - 12	0	0	7
David Bernard Assistant Principal	Masters in Ed Leadership, BA in Health and PE Build Administration P -12 PR/Wellness	6	0	14
Karen Greenlee Assistant Principal	Masters in Administration, BS in Elementary Ed Elementary principal K-09 Curriculum Specialist K-12 Gifted and Talented Supervisor Reading Specialist K - 12	17	4	28
James Milton Jennings School Improvement Specialist	Doctorate; Masters in Ed Administration, BSE in Secondary Ed Secondary principal grades 5 -12 M.S. Social Studies Grades 5 - 8 Social Studies Grades 7 - 12	1	1	19

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

In 2005, the Little Rock School District revised its current evaluation instrument and processes for school administrators to reflect a more current and accountable system that focused more on student achievement and student learning. The LRSD Task Force to Revise the Evaluation of Principals was enacted and charged with this task to revise the evaluation system. The Task Force was comprised of principals and assistant principals from our district, university personnel, community and business representatives, and the appropriate central office personnel. In addition, a Review Committee critiqued and offered recommendations to the improvement of the final draft.

In accordance with the Arkansas Department of Education Administrator Licensure Standards and the Educational Leadership Consortium Council Standards for Advanced Programs in Educational Leadership, the evaluation system developed to evaluate LRSD principals and assistant principals is grounded on six state and national standards: Organizational Leadership, Instructional Leadership, Management Leadership, Community Partnership Leadership, Ethical Leadership and Environmental Context Leadership. Each standard is further defined by specific performance indicators and rubrics that clearly establish the expected behavior for each indicator. There are 27 performance indicators within the six standards.

Using a differentiated model of evaluation, principals and assistant principals are evaluated yearly on all six standards and corresponding performance indicators. Our current evaluation system places tenured administrators into a three-year cycle, where a more in-depth and formal evaluation of their achievement is assessed. During the administrator's cycle year, the principal participates in a pre-post conference with his/her respective Associate Superintendent who is the evaluator. The Associate Superintendent schedules and conducts a mid-year conference with the principal, where a review of the evidence and progress on the six standards and indicators is reviewed at that time. At a later juncture in the year, the Associate Superintendent conducts a summative evaluation to review the final achievement on the six standards and indicators. Throughout the year, the respective Associate Superintendent conducts unannounced focus walks in all schools but with specific concentration on the schools of the principals to be formally evaluated during the cycle year.

During the non-cycle evaluation year, administrators complete a Professional Growth Plan and must produce documentation that shows their progress on any identified standard and performance indicators during informal drop-ins at the building-level or as requested by the respective Associate Superintendent. Non-tenured administrators (with 3 or less years) are evaluated yearly on all six standards for three consecutive years until tenured status is achieved. During this time, these administrators are evaluated yearly with a pre-conference, mid-year conference, and a summative conference to include a final/summative evaluation.

All administrators are required to develop and submit a Professional Growth Plan that aligns with the immediate and identified needs of their schools via school improvement. Principals share their evidence of progress and accomplishment at the mid-year and at the summative conference. In addition, any principal of a school designated in the State's Improvement Designation is required to complete a full evaluation process to include a pre-conference, mid-year conference, and a summative evaluation. When administrators are unable to meet the standards and the related indicators, they are placed in an intensive phase of assistance where an Individual Improvement Plan is developed. This plan documents

the intended efforts and strategies to address any specific performance indicator(s) that need to be improved upon by the administrator. The respective Associate Superintendent and the administrator will jointly develop the plan and identify a timeline for completion, strategies to be implemented, and resources to be used.

Effective last year, the District began using a web-based application that allows the respective Associate Superintendent to enter the mid-year and summative performance data based on the 6 standards and related performance indicators. Such data allow us to examine trends and to offer the appropriate professional development to administrators at specific buildings and/or at the district level.

When administrators are unable to meet the standards and the related indicators, they are placed in an intensive phase of assistance where an Individual Improvement Plan is developed. This plan documents the intended efforts and strategies to address any specific performance indicator(s) that need to be improved upon by the administrator. The respective Associate Superintendent and the administrator will jointly develop the plan and identify a timeline for completion, strategies to be implemented, and resources to be used.

The Principal Summative Evaluation form is attached as is the LRSD Performance Evaluation Handbook for School Administrator

11. Give a brief summary profile of the teaching staff and the process by which teachers are evaluated.

By whom? How frequently?

Grounded in the work of Charlotte Danielson's framework on teaching, the Little Rock School District's Professional Teacher Appraisal System (PTAS) is the result of the collaboration, consultation, and cooperation of the Little Rock Classroom Teacher Association (LRCTA), principals, central office administrators, attorneys, and nationally recognized authorities in the field of effective teaching. PTAS consists of four domains via Core Teaching Standards, four levels of performance, and three professional tracks of development. The four domains are as follows Domain I: Planning and Preparation; Domain II: Classroom Environment; Domain III: Instruction, and Domain IV: Professional Responsibilities. The levels of performance descriptors are below basic, basic, proficient, and distinguished. The Core Teaching Standards include 21 teaching components with identified elements and rubrics. Any teacher who receives a below basic or basic mark in any of 21 components within the four domains must show improvement. The District's intent is for each teacher to be proficient in demonstrating mastery of the Core Teaching Standards. The ultimate aim of the teacher evaluation system is to increase student achievement as exhibited through quality and accountable teaching and learning.

Probationary teachers (known as Track I) are evaluated yearly on all four domains using a differentiated evaluation model. During Year I, the teacher will receive two formal observations and one informal observation. During Year II, the teacher will receive one formal and one informal observation. In Year III, the teacher will receive one formal observation and two documented drop-ins. In each year, the probationary teacher will complete a Professional Growth Plan (PGP) and receive a mid-year and summative evaluation conference with an appraisal.

Non-probationary teachers (known as Track II) are expected to demonstrate continued effective teaching practices at all time. To that end, non-probationary teachers are placed into a three-year cycle, where a more rigorous evaluation is conducted. During the cycle-year, the teacher will be subjected to a formal observation, which will include a pre-conference, a classroom observation, and the post-observation conference.

When the non-probationary teacher is not on his/her cycle year to be formally observed, the teacher must fulfill yearly the expectations of Domain IV: Professional Responsibilities and his/her Professional Growth Plan that supports the school's improvement plan. If a non-probationary teacher fails to meet the teaching standards during this time, he or she is placed into Track III, which is the technical assistance phase and support for all teachers in Track I and Track II.

Classroom teachers are evaluated by their principal or an assistant principal. School administrators are required to complete a 5-day training session provided by the District before administrators are eligible to conduct teacher evaluation. The District current teacher evaluation system is supported by a web-based application that allows the evaluator to enter the mid-year and summative performance data into an application that allows the District and/or evaluators to see disaggregated performance results on the four domains and 21 performance elements. LRSD has been collecting and disaggregating teacher performance data on all of its teachers since 2006. Such data allows us to examine trends and to offer relevant professional development to teachers at specific grade levels and schools.

Technical assistance (Track III) provides professional support to teachers when they experience difficulty with achieving the desired competency. Track III provides two phases of assistance to a teacher depending upon his/her level of needed support to correct the instructional concern: Awareness Phase or

Assistance Phase. The Awareness Phase is a 30-day improvement plan with the interaction of the teacher and administrator. They mutually develop an improvement plan that addresses the concern with the appropriate actions, resources, and timelines. If the concern is not achieved during the 30-day Awareness Phase, then the teacher is placed in the Assistance Phase.

The Assistance Phase is a more intense 40-day plan with additional resources, the interaction of the principal, teacher, and appropriate curriculum personnel, new actions, and timelines. This Phase requires formal and informal classroom observations with pre and post conferences included. In addition, strategies, procedures, technical assistance, and/or activities to be utilized for the resolution of the problem are clearly defined. The teacher and the administrator also establish the indicators of success related to each instructional concern. Beyond the required informal and formal observations required in this Phase, the teacher and administrator jointly conference to determine how additional feedback and progress monitoring will occur during this phase.

A profile of the teaching staff includes 100 certified teachers of whom 49.15% with Master's degrees, 1.69% with advanced degrees and 49% with Bachelor degrees. 100% are classified as highly qualified.

The Teacher Summative Appraisal form and the Professional Teacher Appraisal System (PTAS) handbook are attached.

12. Briefly describe previous and current reform and improvement efforts, within the last 5 years.

From 2002 – 2006, Cloverdale participated in the LRSD Magnet Schools of American USDOE Grant Initiative (MSAP). Thematic content areas and innovative, engaging teaching strategies were implemented. Overtime, changes in leadership, teaching staff and the No Child Left Behind achievement requirements diverted time, resources and personnel away from the magnet program. Cloverdale Middle School has used the services of America's Choice since the 2006-2007 school year. In 2008-2009, a new principal was assigned to Cloverdale Middle School because of his successful experience with a turnaround effort in another urban school district, on the middle school level. Since that time, Cloverdale has experienced some growth in its test scores, and it reached safe harbor for mathematics in the 2008-2009 school year. This growth, however, was not enough to accomplish the major strides needed for a successful turnaround effort. In fall 2009, the Arkansas Department of Education launched a "Smart Accountability" initiative to promote turnaround efforts in consistently low-achieving schools. One Smart Accountability measure that was started at Cloverdale in October 2009 was the extension of the school day by 30 minutes. All students were assigned to a 30-minute test preparation class that was used to improve academic performance. Another Smart Accountability initiative involved the hiring of a school improvement specialist to oversee the work of the building principal and initiate, monitor, and assess school improvement strategies. In February 2010, the Little Rock School District combined these initiatives with a third major Arkansas Smart Accountability measure - a conversion charter school program at Cloverdale Middle School. As part of its conversion charter school program, Cloverdale was allowed to reconstitute the certified teaching staff and only 49% of the 2009-2010 teachers have been allowed to return to Cloverdale for the 2010-2011 school year.

The Cloverdale Aerospace Technology Conversion Charter Middle School (grades 6-8) will use an explicit, systematic, and supportive approach for teaching mathematics, literacy, and science in a low-achieving, high-poverty environment. Middle school is an appropriate time to introduce high-poverty students to the skills needed to compete and survive in a society of global technology. The aerospace science and technology theme helps to address these needs.

In terms of innovative practices, the school will use a schoolwide interdisciplinary approach for instruction in literacy, mathematics, and science. The dominant emphasis in accelerated practices, however, will be in literacy. This approach will be grounded in the use of research-based instructional designs, and it will serve the purpose of improving and accelerating the school improvement process. Next, the Above the Line Project will be used to provide the foundation needed to provide enrichment in aerospace technology, and encourage acceleration in literacy, mathematics, and science. Finally, pullouts will be used for intensive targeted interventions (ITI) in literacy and math, particularly in 6th and 7th grades (i.e. practical multiple choice test items, practical open response test items, phonics, vocabulary, multiplication facts, division, etc.). These interventions will be short-term, intensive pullouts that will last up to 5 weeks. An ITI plan will be developed for each student targeted for intensive intervention. The sessions will provide short-term, intensive instruction and practice for skills that are not addressed (or not repeatedly addressed) in the America's Choice classes.

**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	37	31	27	29	33
Mathematics	41	35	26	18	15
Science	84	1	1	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Algebra I	98	87	77	93	100

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: 2008-2010

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: 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				23.1	22.5	35.6				
Mathematics				38.3	19.5	16.8				
Science					1					
Social Studies										
Writing										
Other (listed below)										
Algebra					100	76.7				
Geometry						100				

Test Year: 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				23.2	23.9	44.1				
Mathematics				48.2	32	23.4				
Science					0					
Social Studies										
Writing										
Other										
Algebra I						86				

Test Year: 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				33	32	46				
Mathematics				52	40	31				
Science					4					
Social Studies										
Writing										
Other										
Algebra						98				

4. Average daily attendance percentage for last complete school year: 97% Year: 2009

5. Mobility rate for last complete school year: 7.49 Year: 2009

6. Graduation rate for all students for most recent year: N/A Year: N/A

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

	All Students	White, non-Hispanic	Black, non-Hispanic	Hispanic	Other Ethnic	Special Education
2010						
2009						
2008						

1. Which students are experiencing the lowest achievement?

CLOVERDALE AEROSPACE TECHNOLOGY CONVERSION CHARTER SCHOOL					
Subpopulations with the lowest Benchmark Achievement					
3-Year Average of percent proficient - 2008-2010					
	African American	Econ. Disadvantaged	Hispanic	Limited English Proficiency	Students w/ Disabilities
	3-Year Average of % Proficient				
<b>6th Grade</b>					
MATH					
<i>Measurement</i>	40.1	40.0	39.0*	39.9*	25.2*
LITERACY					
<i>Reading - Content</i>	42.9	42.5	39.4*	38.6*	28.4*
<i>Writing - Style</i>	57.1	54.4	52.8*	54.4*	45.2*
<b>7th Grade</b>					
MATH					
<i>Measurement</i>	24.3	25.4	28.5*	26.7*	13.3*
<i>Numbers and Operations</i>	24.5	24.6	24.7*	23.4*	13.5*
LITERACY					
<i>Reading - Practical</i>	46.3	46.0	45.1*	44.4*	27.3*
<i>Writing - Content</i>	54.6	54.4	54.3*	50.5*	37.1*
<b>8th Grade</b>					
MATH					
<i>Numbers and Operations</i>	20.6	21.3	22.2*	19.5*	12.2*
LITERACY					
<i>Reading - Literary</i>	54.6	53.4	47.5*	43.3*	32.9*
<i>Writing - Content</i>	58.4	57.2	54.3*	50.0*	43.7*
*Less than 40 students					

**Analysis**

This analysis of the subpopulation with the lowest achievement scores at Cloverdale Aerospace Technology Conversion Charter Middle School is based on a three-year average of the Arkansas Benchmark scores (2008, 2009, and 2010). Each number represents the three-year average of the percent of students proficient or

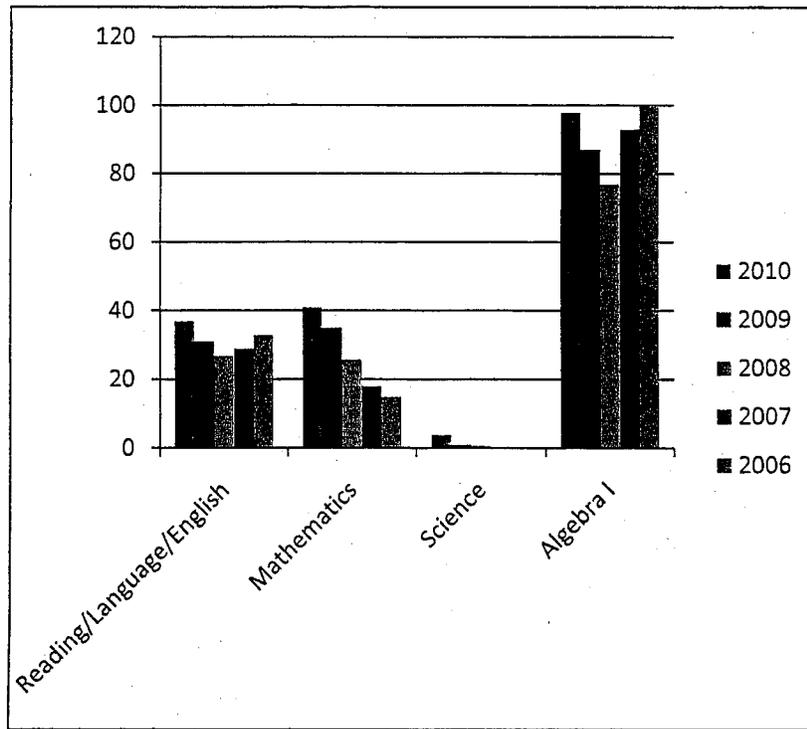
advanced. In sixth grade mathematics, the strand with the lowest score was "measurement," and the economically disadvantaged students had the lowest achievement average (40.0 % proficient/advanced) of the subpopulations with 40 or more students who took the test. Of all the groups, including the subpopulations with less than 40 students, the students with disabilities had the lowest three-year average of proficient or advanced (25.2%). In sixth grade literacy, the economically disadvantaged students scored the lowest in the "reading-content" strand (42.5%), among the subpopulations with 40 or more students. Overall, however, the students with disabilities had the lowest score in this area (28.4%), but they had less than 40 students. The same pattern applies to the lowest achievement in the "writing-style" strand - the economically disadvantaged students had the lowest score (54.4%) of the groups with 40 or more students, and the students with disabilities had the lowest score (45.2%) of the groups with less than 40 students.

In seventh grade math, African American students had the lowest three-year average percent proficient/advanced in "measurement"(24.3%) and "numbers and operations" (24.5%),among the groups with 40 or more students. Likewise, among the groups with less than 40 students, the students with disabilities had the lowest scores in these two strands with 13.3% and 13.5% respectively. The economically disadvantaged seventh grade students scored the lowest in literacy in the areas of "reading-practical" (46.0%) and "writing-content" (54.4%). Overall, however, the students with disabilities had less than 40 students, but they scored the lowest in literacy with 27.3% proficient/advanced in "reading-practical" and 37.1% proficient/advanced in "writing-content."

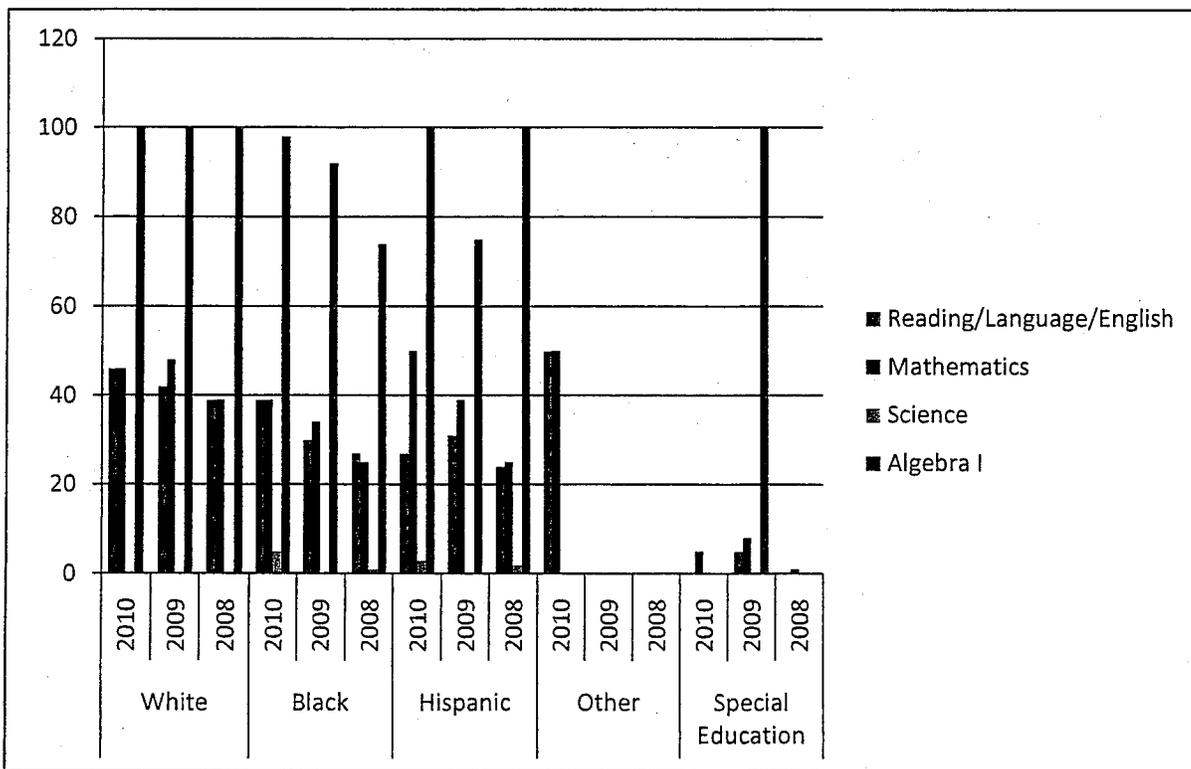
Finally, of the two groups with 40 or more students in eighth grade, the African Americans had the lowest % proficient/advanced in math - "numbers and operations" (20.6%), but students with disabilities had the lowest score, overall, with 12.2% of these students being proficient/advanced. In literacy, economically disadvantaged students had the lowest scores (53.4% proficient/advanced in "reading-literary" and 57.2% proficient/advanced in "writing-content) and students with disabilities had the lowest scores of all groups (including those with less than 40 students) in "reading-literary" (32.9%) and "writing-content" (43.7%).

# Cloverdale Middle School

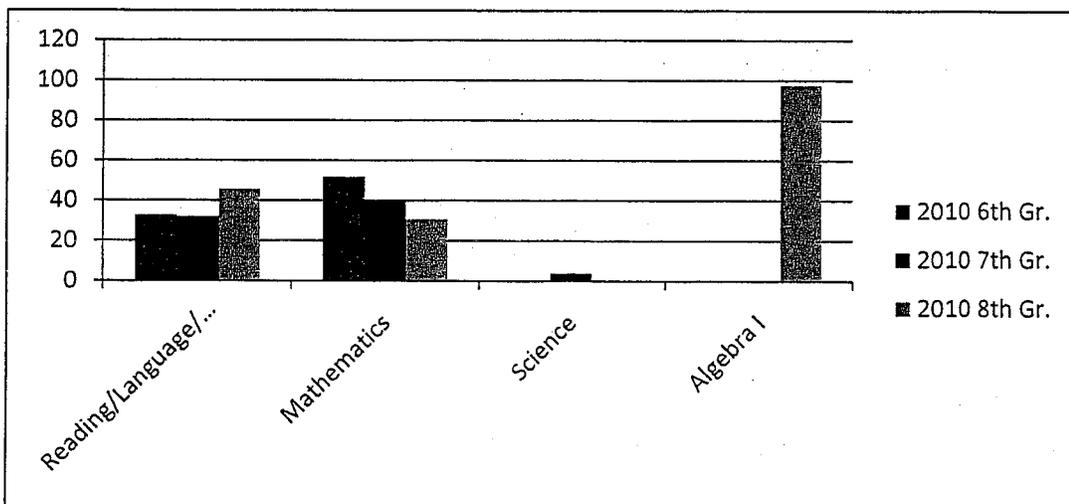
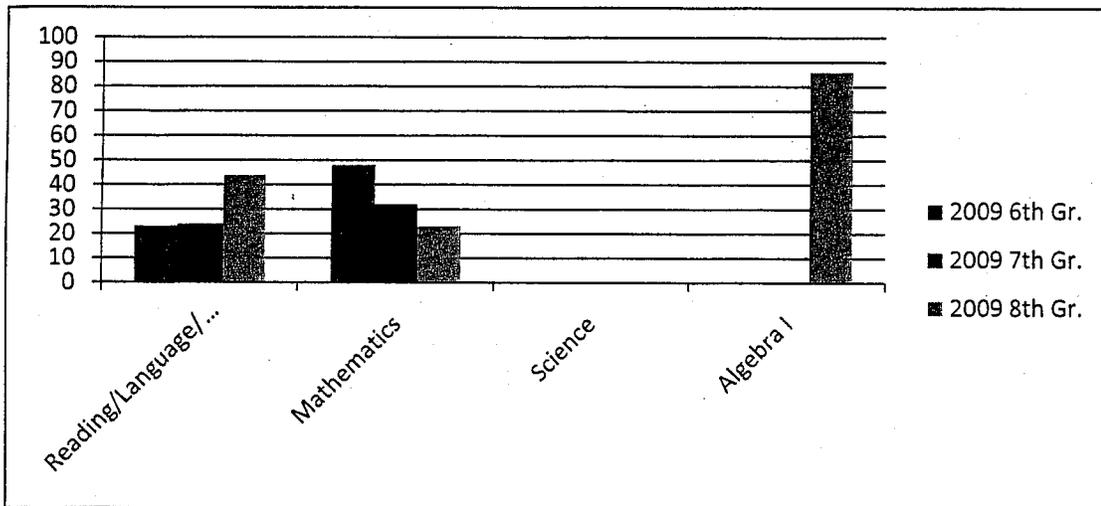
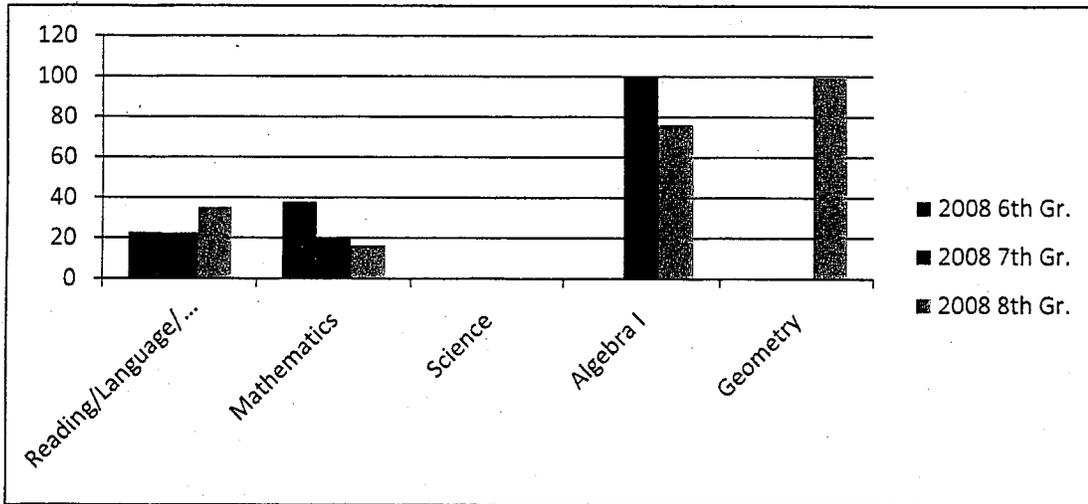
## 1. Percent of students proficient or better



## 2. Percent in each subgroup proficient or better



### 3. Percent proficient or better by year and grade level



2. Which students are experiencing the lowest graduation rates?

Not applicable.

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

CLOVERDALE AEROSPACE TECHNOLOGY CONVERSION CHARTER SCHOOL						
Courses with the lowest Benchmark Achievement						
3-Year Average of percent proficient - 2008-2010						
Grades 6, 7, and 8	Overall	African American	Econ. Disadvantaged	Hispanic	Limited English Proficiency	Students w/ Disabilities
	3-Year Average of % Proficient					
MATH	37.80%					
<i>Numbers and Operations</i>		29.8		29.7		
<i>Measurement</i>			29.1		29.2	16.4
LITERACY	32.60%					
<i>Reading - Content</i>		48.6	48.4			
<i>Reading - Literary</i>				47.9	44.8	
<i>Reading - Practical</i>						29.6
SCIENCE	4%*					
*2009-2010						

Over the last three years, the students at Cloverdale have experienced the lowest achievement in the subject of literacy. From 2008-2010, an average of 32.60% of the students were proficient or above on the Arkansas Benchmark Exam. African American and economically disadvantaged students had the lowest scores in "reading-content," while Hispanic and Limited English Proficiency students had the lowest scores in "reading-literary." Students with disabilities scored extremely low in "reading-practical." In math, the average percent of students at proficient or above, over a three-year period, was 37.80% . The "numbers and operations" and "measurement" strands have experienced low achievement over the past three years. The lowest, however, of the subjects is science (4% proficient or advanced). The 4% proficient or advanced is only related to the Arkansas Benchmarks for one year - 2010.

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

The characteristics of the student demographics that should be taken into account in selecting a model and external partner include a careful examination of the various subgroups that are served by the school. An extremely high percentage, 96.63%, of Cloverdale students qualify for free and reduced lunch. The research report, *The Turnaround Challenge (2007)* by Mass Insight, shares specific strategies of how High-Performing, High-Poverty Schools (HHP) ignite learning under adverse conditions - specifically schools with a large majority of students living in poverty. The research report reveals three major points: 1) high poverty schools (such as Cloverdale) are inherently much more unpredictable, variable, and irregular than that of low-poverty schools; 2) the most common approaches do not help, and in fact sometimes do harm; 3) the phenomenon of HHP schools is the evolution of a new species.

The "perfect-match" provider for Cloverdale has extensive experience in working with a high-poverty student population. They will assist teachers and staff with innovative strategies that acknowledge and address the daily disruptions caused by student misbehavior, neighborhood crises, very little parental involvement, and learning deficits. They will assist teachers and staff in believing that their students can learn at high standards and help motivate teachers to teach in dramatically different ways rather than the "old fashion - typical" teaching behaviors that have failed students in the past.

The provider must also understand the relationship of adolescent development to teaching and learning to be effective in a middle school setting. As consultants work with teachers they must be able to correlate the particular implications relative to teaching middles grades students.

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?

Cloverdale is located in an urban area and the provider should have specific expertise in urban education issues and experience in working in large urban districts and schools. The provider should also be familiar in working with a student body with diverse backgrounds, languages, cultures, and literacy experiences.

### **Step 3-B: Review of ADE Scholastic Audit and other School Data**

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

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

#### **Step 3-B: Cloverdale Middle – Little Rock School District**

The Arkansas Department of Education conducted a school audit at Cloverdale Middle School from November 12 -17, 2006. The areas of deficiencies are as follows:

1. Findings: All stakeholders are not involved in the school improvement process. Stakeholders should give input to the Arkansas Comprehensive School Improvement Plan (ACSIP). The mission statement should be revised to reflect the school's values and core beliefs.

Recommendations for Implementation: The school will add transparency to the school improvement process by actively recruiting and involving teachers, parents, and community members in the design of the ACSIP plan. The charter school plan requires the formation of a Parent Council to meet on a regular basis and give recommendations for school improvement to the building principal. Also, PTSA meetings will be used to engage parents in discussion about the mission/vision, student work, and standards-based teaching and learning.

Timeline: Parents were actively involved in the development of the ACSIP in 2008-2009, and the same process will be used in 2009-2010. The mission statement was changed during 2009-2010 during the charter school design process, and it was reviewed at several faculty and public meetings. The use of PTSA meetings to engage parents in discussion about school improvement issues will be implemented in 2010-2011.

Evaluation Process: Sign-in sheets and minutes of the meetings are used for evaluation. Also, parent surveys have been conducted in regard to matters related to school improvement. Finally, minutes and reports from the Parent Council will be used for evaluation purposes.

2. Findings: Professional development and individual growth plans are not based on analysis of teacher and student needs. Training should be provided using multiple research-based instructional strategies. Individual Professional Growth plans should be developed.

Recommendations for Implementation: The school will use information collected from Classroom

Walkthroughs, Focus Walks, Leadership Team meetings, and faculty meetings to identify teacher and student needs. Individual Professional Growth plans for teachers will be developed. Professional development sessions will be held on a monthly basis and multiple research-based instructional strategies will be addressed.

Timeline: All of the recommendations for implementations were done during the 2009-2010 school year, and they will be continued in 2010-2011.

Evaluation Process: The evaluation process includes America's Choice End-of-the-Year Report, the principal's evaluation, and the monthly evaluation reports provided by the School Improvement Specialist (SIS) assigned to Cloverdale. The SIS reports address the use of multiple research-based instructional strategies and are based on data collected by the school administrators, including the School Improvement Specialist.

3. Findings: Parents and community members do not have input in the school improvement process and in development of a positive learning environment. School leadership should organize a school-wide initiative to promote positive, productive relationships with parents, community members and business partners and to solicit their input in the improvement of the school.

Recommendations for Implementation: The charter school plan requires the formation of a Parent Council to meet on a regular basis and give recommendations for school improvement to the building principal. As of the time of this writing, 35 parents have volunteered to serve on the Parent Council. Also, PTSA meetings will be used to engage parents in discussion about the mission/vision, student work, and standards-based teaching and learning. The charter school plan also promotes parental involvement through the use of Parent Activity Kits. These are instructional kits that will be given to each household to assist in working on low achievement areas at home. The charter plan also provides awards to parents on a regular basis for their involvement with improving academic achievement. Approximately 14,500 letters were sent to all residences and businesses in the school's zip code area - 72209. The letters includes a detailed description of the charter school plan along with a short application to solicit Parent Council members and business partnerships. The potential for two formal partnerships have emerged as a result of the aerospace technology charter program, and additional partnerships will be pursued.

Timeline: 2010-2011 school year

Evaluation Process: The quarterly reports by the School Improvement Specialist will provide an evaluation of parent and community involvement.

4. Findings: The school does not maximize the use of time. A review of the master schedule should occur to determine if the A/B Block Schedule is the most effective and efficient use of time.

Recommendations for Implementation: The school will use Classroom Walkthroughs, Focus Walks, and Leadership Team observations to make sure that the school maximizes the use of time. Deficiencies will be identified and corrected immediately. All middle schools in the Little Rock School District, with the exception of one, use the A/B Block Schedule. Also, it has the advantage of improving time on task in whole school turnaround efforts. As opposed to focusing on the effectiveness of block scheduling, the school leadership will give greater attention to promoting and preserving time-on-task.

Timeline: 2009-2010 school year with continuation in 2010-2011

Evaluation Process: The school administrators will use a data collection instrument that examines time-on-task and the degree of student engagement. The Classroom Walkthrough instruments examine these variables, and the school has designed an in-house data collection instrument to examine both areas. The quarterly reports by the School Improvement Specialist will provide an evaluation of these areas.

5. Findings: Assessments are not consistently aligned to state frameworks or used to inform instruction. A school-wide assessment system should be developed for all content areas that include rigorous classroom assessments administered frequently that mirror the format of the state benchmark exam. The assessment results should be used for the purpose of planning and informing instructional practice.

Recommendations for Implementation: All schools in the Little Rock School District use The Learning Institute SOAR examinations to measure proficiency in the Student Learning Expectations (SLEs) of the Arkansas Standards. There are four literacy modules and six math modules over the course of the school year. Cloverdale, however, is the only school to also use pre-testing at the beginning of each module. The use of pre-testing allows the leaders and instructors to identify "targeted SLEs" (SLEs with low scores) and design instructional strategies to improve achievement in these areas. This is a school-wide effort, and every teacher must design a short-term plan to address the target SLEs. In addition to the use of pre-testing, the charter school plan will require the use of a Schoolwide Literacy Initiative. Every teacher, regardless of subject matter, will be involved in teaching a designated literacy SLE during a particular time period. Schoolwide rubrics will be used to measure proficiency. Parent Activity Kits will be designed to help parents provide instructional support for targeted SLEs.

Timeline: 2010-2011 school year

Evaluation Process: The quarterly reports by the School Improvement Specialist will provide an evaluation of these recommendations for implementation. Also, the 2011 Arkansas Benchmark results will serve as a form of evaluation.

6. Findings: The unique learning needs of all student subpopulations are not being addressed. School leadership should immediately develop a plan to address the academic needs of Limited English Proficient and special needs students.

Recommendations for Implementation: The charter plan calls for the design of specific strategies to address the needs of both of these populations. An in-school task force, with parent and community volunteers, will be formed to design these plans, along with participation in implementation and evaluation.

Timeline: 2010-2011 school year

Evaluation Process: The quarterly reports by the School Improvement Specialist will provide an evaluation of these recommendations for implementation. The minutes and reports generated by the task forces will serve as a means of evaluation. The school administrators will add indicators to their data collection instruments as a means of monitoring and evaluating the implementation strategies identified by the task forces. Also, the 2011 Arkansas Benchmark results will serve as a form of evaluation.

The quarterly school improvement progress reports document the specific actions and strategies taken through the year to implement the recommendations of the Scholastic Audit and the school's ACSIP plan. These reports are attached for review.

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).

**\*Summary of public meeting results on October 22, 2009:**

Would you like for Cloverdale to become a conversion charter school next school year with emphasis on accelerated achievement in literacy, math, and science, and an aerospace technology theme?

   20    YES (Total number of YES's)

   6    NO (Total number of NO's)

   1    UNDECIDED

**\*PTSA Survey - December 17, 2009**

-Parents want more ways to be involved. Several parents expressed a desire to see their children excel/succeed. Some parents were favorable to receiving awards for their involvement.

**\*Summary of 2010 End-of-the-Year America's Choice report:**

-Leadership must talk with teachers about the alignment of standards, strategies, focused teaching, and the quality of work students should produce.

-Teacher meetings and PLCs should be dedicated to analyze student work on a consistent basis.

-Many students read below 5th grade level. To differentiate the Literacy department might implement a systematic, explicit, research-based program used to teach phonemic awareness and phonics (K-2) and vocabulary (K-5).

**\*Professional Development Log for 2009-2010**

**DATE PROFESSIONAL DEVELOPMENT**

8-11-09 Root Cause Analysis

8-13-09 Parent Involvement

8-13-09 Edline

8-13-09 Document Camera

10-01-09 Workshop Model

10-13-09 Change Process

10-22-09 Literacy/Math Test Prep

11-4-09 Math Intervention

11-10-09 & 11-19-09 The 4 E's

12-08-09 School & Classroom Practices (Marzano)

1-12-09 Rules and Responsibilities of Staff

1-15-10 Developing Word Walls and Artifacts

2-2-10 & 3-02-10 Implementation of the Turnaround Initiative

3-04-10 PLCs - Analyzing Writing Prompts

3-11-10 PLCs - Genre of Standardized Testing

4-06-10 Augmented Benchmark Testing Training

5-04-10 Preparing for the Future

6-01-10 Evaluation of Data for School Improvement

6-08-10 Gifted Education



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

### Step 4 – B - 2: Develop Profiles of Available Intervention Models – Please respond to each section

#### Transformation

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

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

*Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf))*

*Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" [hap://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.*

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

LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school's instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan); utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at [www.LRSD.org](http://www.LRSD.org).)

The District encourages, attracts and retains National Board Certified teachers by providing an annual stipend of \$3,000 over and above the stipend provided by the state of Arkansas (\$5,000). Candidates are provided two additional release days above the three days provided by the State Department of Education to allow National Board Candidates a week for portfolio assessment. Candidates are also provided the use of a laptop during their candidacy period.

Teachers are included in the District's Leadership Academy for Aspiring principals. This year long comprehensive leadership training provides an opportunity for teacher leaders as well as those teachers interested in pursuing an administrative position.

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

The Professional Negotiated Agreement with the Little Rock Classroom Teachers Association (LRCTA) contains employment conditions that factor into transformation. However, the LRCTA is committed to working collaboratively with the district to help bring about innovative change. (See attached letter of support from the LRCTA President)

## Turnaround

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

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

*Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf))*

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

LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school's instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan); utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at [www.LRSD.org](http://www.LRSD.org).)

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

The Professional Negotiated Agreement with the Little Rock Classroom Teachers Association (LRCTA) contains employment conditions that factor into transformation. However, the LRCTA is committed to working collaboratively with the district to help bring about innovative change. (See attached letter of support from the LRCTA President.)

## 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:

*Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf))*

*Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" [hap://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.*

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

LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school's instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan); utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at [www.LRSD.org](http://www.LRSD.org).)

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

The Professional Negotiated Agreement with the Little Rock Classroom Teachers Association (LRCTA) contains employment conditions that factor into closing and reopening a school as a charter. The LRCTA worked collaboratively with the district to reconstitute a school staff during the conversion process.

## 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:

*Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf))*

*Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" [hap://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.*

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 district has detailed contract policies that cover consultant services and procurement of supplies and materials. However, policies are not developed that would address the numerous issues of turning a school over to an EMO. To date, the district has not considered this option.

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 district and the Little Rock Classroom Teachers Association have not discussed contracts with EMOs.

## 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:

*Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf))*

*Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" [hap://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.*

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

Student assignment policies and regulations support the process of closing a school and reassigning students to other sites. The district has effectively utilized these policies and procedures to close schools with declining enrollments.

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

As buildings have been closed over the past years, the district meets and discusses all procedural issues with the LRCTA, from initiation to conclusion of the process. The process for reassigning teachers is included in the Professional Negotiated Agreement.

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

This has occurred through the Choice Process. The fact that most of the higher achieving schools have limited seats available has presented barriers to student reassignment. (A copy of the LRSD letter to parent regarding their Choice options under the No Child Left Behind (NCLB) School Choice Program is attached.)



**Step 4 – B - 3: Develop Profiles of Available Partners**

**Cloverdale Middle School**

**Transformation**

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
America's Choice	Y		Technical assistance, professional development – see attachment for details	Outpaced state gains in proficiency in literacy and math in Arkansas and nationwide– see attachment for details

# CHOICES THAT MATTER

FOR ARKANSAS | AMERICA'S CHOICE

## New Offerings

### SUMMARY OF SERVICES FOR ARKANSAS

Services will be provided over 9 months. Student materials are not included in the price.

	FOCUS ON LITERACY & MATH	✓ COMPREHENSIVE SCHOOL DESIGN	RIGOR & READINESS*
PRICE FOR ONE SCHOOL	\$50,0000	\$100,0000	\$150,000**
TECHNICAL ASSISTANCE AND/OR ONSITE PROFESSIONAL DEVELOPMENT	15 days	22 days	30 days
ONLINE PROFESSIONAL DEVELOPMENT	15 sessions	30 sessions	30 sessions
LEADERSHIP NETWORKS		5 networks	5 networks
24/7 ACCESS TO COMMUNITY OF LEARNING	•	•	•
READING AND WRITING <ul style="list-style-type: none"> <li>• Informational text</li> <li>• Academic language</li> <li>• Writing to learn</li> </ul>	•	•	•
MATHEMATICS <ul style="list-style-type: none"> <li>• Conceptual understanding of crucial mathematics content and skills</li> <li>• Critical topics for building the foundation for algebra</li> </ul>	•	•	•
SCIENCE <ul style="list-style-type: none"> <li>• Inquiry and investigation</li> <li>• Scientific argument and debate</li> <li>• Content and reading comprehension</li> </ul>		•	•
LEADERSHIP <ul style="list-style-type: none"> <li>• Schoolwide use of data</li> <li>• Effective professional learning communities</li> <li>• Instructional leadership in standards-based schools</li> <li>• Formative assessments for strategic planning</li> </ul>		•	•
AMERICA'S CHOICE SCHOOL DESIGN <ul style="list-style-type: none"> <li>• Comprehensive model</li> <li>• Quality teaching</li> <li>• Strategic leadership</li> <li>• Parent and community engagement</li> </ul>		•	•
RIGOR & READINESS® <ul style="list-style-type: none"> <li>• Coherent and aligned college and career readiness system</li> </ul>			•

\* Rigor & Readiness is available for middle schools and high schools only.

\*\* The price does not include ACT direct services, ACT student assessments or QualityCore.

## Technical Assistance

Technical assistance ensures follow-through from the professional development to school-level practice and aids in building the capacity of the school leader and the leadership team. It also allows for consistent monitoring and guidance of the leadership team's work, including a mechanism for feedback to the school team to improve desired outcomes.

## Onsite and Online Professional Development

All of the professional development sessions are delivered by staff who are specialists in their content area and who have undergone a rigorous certification process through our National College. America's Choice professional development offerings contain the following features:

- A standards-based approach to curriculum and instruction
- A foundation in significant research and inclusion of explicit connections to research on best practices
- An emphasis on embedding professional development in ongoing instructional practice
- A focus on instructional practices identified as being critical to improving the quality of students' learning
- Scaffolding of participants' learning, including hands-on experience and modeling of practices that participants are expected to learn and use.

## Leadership Networks

Principals and members of the School Leadership Team are supported by Leadership Networks, a series of meetings that give school leaders the opportunity to reflect on implementation progress and collaborate on problem-solving strategies to address barriers to progress. The Leadership Networks focus on key leadership topics, including **(1)** leading change, **(2)** effective leadership teams, **(3)** instructional leadership, **(4)** working with data, **(5)** professional learning communities, and **(6)** engaging the community.

## Community of Learning

An additional source of continuing support for professional development is the Community of Learning, our web-based portal, which includes an extensive library of downloadable videos of best practices, presentations by top educators, current research findings, message boards, and other resources. It also provides teachers and coaches with opportunities to network and gain access to technical assistance when they need it. To provide further opportunities for professional development, we conduct interactive webinars on a wide variety of topics, based on observations from our field staff and requests from schools.

## **Reading and Writing**

America's Choice professional development for reading works with any core reading program. Model lessons illustrate how to teach students to make ideas in different parts of a text cohere, to paraphrase and summarize texts, and to use visual representations and graphic organizers to enhance comprehension. The professional development also focuses on improving classroom discussions to enhance students' comprehension of texts.

The writing program includes author and genre studies that are aligned with studies used in elementary, middle and high schools. These standards-driven curriculum units guide teachers in providing students with a scaffolded sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. These studies also provide instructional models from which teachers may develop their own curriculum units.

## **Mathematics**

We focus on helping the school implement effective mathematics instruction using their adopted core instructional program. Our professional development, support materials, and technical assistance are designed to support teachers in achieving greater balance and coherence in their programs. We place an emphasis on conceptual learning to balance the common emphasis on skills and problem solving. Our approach is aimed first and foremost at strengthening teachers' content and curricular knowledge.

## **Science**

The America's Choice approach to science embraces a philosophy of "science as inquiry." This approach emphasizes data collection and interpretation rather than memorization of the scientific method. To this end, we use a learning cycle called the 5E Instructional Model in which there are five phases of instruction: Engage, Explore, Explain, Extend, and Evaluate. Our professional development stresses the importance of helping students understand scientific concepts and develop inquiry skills and guides teachers in embedding the integration of academic language and mathematical skills into core instruction and tasks.

## **Leadership**

Distributed leadership, in which the roles and responsibilities for making decisions and accomplishing tasks are distributed by the principal across the school, is an essential part of our educational philosophy. Members of the leadership team should include school leaders (principal and assistant principal) and key stakeholders who agree to share in the responsibilities of problem solving, decision making, and communicating a clear, unified message to the school community.

We believe that distributed leadership cannot be learned and implemented effectively without the significant support provided by intensive training and professional development. Over the past year, we have developed a series of Leadership Solutions Kits that incorporate an extensive array of training curricula, activities, and materials. The Leadership Team Solutions Kit for Arkansas would include five interconnected modules:

- **Module A: Getting Started.** Initiating a Leadership Team and ensuring that it meets regularly to build and enact an action plan focused on deliberate implementation
- **Module B: Effective Team Meetings.** Developing the skills and strategies to become a high-functioning professional learning community that runs effective, task-focused meetings
- **Module C: Distributing Leadership.** Building a true team in which regular participation is expected, roles are clearly defined, responsibilities are distributed, and follow-up by each team member—and accountability to one another—is a given
- **Module D: Focusing on Implementation.** Ensuring that implementing change is accomplished in a well-planned, systematic fashion
- **Module E: Sustaining Growth.** Ensuring that changes in attitudes and practices "stick" and that there is a commitment to continuous school improvement and sustained growth

### **America's Choice School Design**

The America's Choice School Design is a comprehensive, coherent program of services and related materials that addresses all of the important aspects of school operations impacting the effectiveness of learning and instruction. It is a standards-based, research-driven, rigorous program that aligns standards, assessments, curriculum, instruction, and professional development. It embraces high-performance leadership, management, and organization to ensure that all of a school's resources and operations are focused on providing effective, challenging instruction. Family and community engagement is harnessed to ensure that the full spectrum of resources is available to students in support of their academic achievement.

Thus, the design focuses on the whole school, including school organization and structure as well as day-to-day classroom instruction. Specifically targeting the needs of underperforming schools, it includes an intensive level of onsite coaching and technical assistance provided by qualified field specialists, experienced educators who have satisfied the rigorous requirements of the America's Choice field staff certification program.

## Rigor & Readiness

Rigor & Readiness provides the first truly aligned, comprehensive instructional system that is comprised of instructional materials aligned to standards, safety-net programs to help students who are struggling to meet standards, and professional development programs designed specifically to support implementation of the instructional programs. America's Choice works closely with middle schools, high schools, and districts to plan and implement reform.

Rigor & Readiness is designed to meet all of your needs and help you achieve results:

- **Research-driven.** Rigor & Readiness is based on decades of empirical research into career and college readiness and the world's highest performing educational systems.
- **Cohesive.** Combining academic, behavioral, and career readiness assessments and assistance, Rigor & Readiness prepares the whole student for a successful future. Its curricular tools and professional development opportunities help teachers become more effective educators and build a foundation for ongoing improvement.
- **Cooperative.** Rigor & Readiness is a partnership between ACT, America's Choice, and participating schools and districts. Each plays a key role in building and supporting high-achieving, self-sustainable schools. (Please note that ACT's direct services, student assessments, and QualityCore are not included in the price.)
- **Flexible.** Rigor & Readiness can be customized to suit your district's needs, goals, and resources.

**CONTACT: Debbie Craven**

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**Cell:** 501.353.7350

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**AMERICA'S**  
**CHOICE®**

**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.

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)
America's Choice	Y	Y	Technical assistance, professional development	State gains at participating schools in Arkansas and nationwide

**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.

<b>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.</b>				
<b>Charter Organization</b>	<b>Lead Y/N</b>	<b>Support Y/N</b>	<b>Services Provided</b>	<b>Experience (Types of Schools and Results)</b>
Currently not considering EMOs or CMOs				

<b>EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.</b>				
<b>Education Management Organization</b>	<b>Lead Y/N</b>	<b>Support Y/N</b>	<b>Services Provided</b>	<b>Experience (Types of Schools and Results)</b>
Not under consideration				

**Closure**

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

<b>External partners available to assist district with school closures and brief description of services they provide and their track record of success.</b>				
<b>Partner Organization</b>	<b>Lead Y/N</b>	<b>Support Y/N</b>	<b>Services Provided</b>	<b>Experience (Types of Schools and Results)</b>
Not currently under consideration				



**Step 4 – B - Part 1: Determine Best-Fit Model and Partners      Cloverdale Aerospace Charter School**

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.

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

<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
<b>Community Capacity</b>				
<input checked="" type="checkbox"/> Strong Community commitment to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input checked="" 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. This is only a crude estimation of the best possible model, but it is a place to start.

**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 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?

In selecting a new leader the District seeks individuals that demonstrate the following: ability to lead innovation and change that result in improved student achievement; ability to create a positive school culture; ability to utilize shared leadership with teachers; ability to collaborate with parents and community partners; demonstrates a vision that all students can learn; and models the highest standards for all staff and students.

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

The District will support the new leader in making staff replacements through the rigorous implementation of the Professional Teacher Appraisal System (PTAS) and the Arkansas Teacher Fair Dismissal Act (Arkansas code 6-17-1503). A complete copy of the LRSD PTAS document is attached. The LRSD believes that the principle responsibility of the certified teacher is to direct and assess teaching and learning experiences for students. The District places high regard on the quality of teaching and learning in each classroom with high expectations for improved student outcomes. In

order to ensure such expectations are met, the LRSD Professional Teacher Appraisal System has been designed and implemented. The purposes of the evaluation system are: 1) to enhance the quality of instruction, 2) to provide a basis for professional development, 3) to encourage collegiality and professionalism, and 4) to serve as the basis for sound and defensible employment decisions. As needed, and in alignment with the Arkansas Smart Accountability plan, the LRSD will assist in reconstituting the faculty and staff. The AR Smart Accountability plan, approved by the United States Department of Education (USDE) provides State guidance to better differentiate interventions and resources to schools most in need. Schools are distinguished by applying different labels, interventions and consequences to schools appropriate to their actual school improvement status based on the 2009 Arkansas Benchmark Scores. Replacing all or most of the school staff for schools is listed as one possible restructuring action for schools in Whole School Intensive Intervention Year 5 and above in the AR Smart Accountability plan (see [http://Arkansased.org/smart\\_accountability](http://Arkansased.org/smart_accountability) for a full description of the AR Smart Accountability plan).

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

The District central office staff is capable and committed to support the transformation efforts. The staff is experienced and has extensive expertise to advise and assist principals and teachers throughout the process. The District's new strategic plan that has support from a strong base of stakeholders contains bold steps that are perfectly aligned with the required components included in the transformation of schools. The Strategic Plan, *Target 2015*, adopted by the Board of Education in March 2010 is being actively implemented. It contains key comprehensive actions that are perfectly aligned with the strategies of the transformational model. The key components include: 1) ambitious student achievement goals that include 85 to 90 percent of all LRSD students achieving at least the proficiency level by 2015; 2) develop a comprehensive battery of student assessments with a strategic mix of diagnostic, formative, benchmark and summative assessments; 3) create school schedules that enable collaborative work by professional learning communities of teachers; 4) enhance and focus ongoing professional development on improved instruction in reading, math, writing, and science, and provide instructional coaches to support teachers across all schools and classrooms; 5) ensure that adequate and effective funding for our schools is accomplished through the effective use of state funding, combined with our own local tax effort, targeted Federal resources for special education and Title I, II, and III, to provide enough money to deploy all the strategies identified as essential to our students' success; 6) recruit and retain a high quality staff through more national recruitment for top teacher and leadership talent; 7) establish a streamlined data and accountability system that links students, teachers and schools so growth and value-added analyses can be conducted and include performance on formative, anchor, end-of-course, and state assessments along with appropriate demographic data; and 8) structure the assessment system in which all programs, students, and teachers are evaluated on a regular basis, including considering a new salary schedule for teachers. (The complete LRSD Strategic Plan is available at [www.LRSD.org](http://www.LRSD.org).)

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

Greater flexibility in hiring, budgeting, and the use of time to support innovations is required for transformation to be successful. Principals must be given latitude to work with their external

providers, teachers, parents and community to design a unique educational environment specifically developed to meet the needs of the students that the school serves. This latitude includes time, personnel, use of space, development of innovative student support programs, etc.

4. 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 LRSD fully embraced the opportunity presented by the SIG 1003 (g) grant by designing a bold plan that builds on the district's new strategic plan but includes specific ambitious elements that are woven together to provide a new and different turnaround approach never before attempted in the LRSD. The District will empower the school leadership to implement a collaborative planning and implementation process within their building and support them throughout the process.

The District's curriculum team will meet regularly with the principal, the school's leadership team and the external provider to discuss operational changes that need to be addressed or enhanced. The District's School Improvement Steering Committee composed of the Superintendent, Associate Superintendents, participating SIG Principals, LRCTA President, SIG Grant Director, the SIG monitoring specialist, community representatives and representatives from America's Choice and High Schools That Work will meet quarterly. Through SIG grant funds, a SIG monitoring specialist will be employed and charged with the responsibility of carefully monitoring and providing weekly reporting updates and feedback to the principal, the Associate Superintendent of Educational Services, and the Director of Grants/Program Implementation.

### **The Turnaround Model**

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

The Human Resources office will conduct an intensive recruiting campaign within the state as well as on a national level.

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?

In selecting a new leader the District seeks individuals that have demonstrated the following: ability to lead innovation and change that results in improved student achievement; ability to create a positive school culture; ability to utilize shared leadership with teachers; ability to collaborate with parents and community partners; demonstrates a vision that all students can learn; and models the highest standards for all staff and students.

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

High quality, extensive professional development attracts teachers. The District seeks to gain and allocate support through grant funding to obtain teaching supplies, materials, and technology.

4. How will staff replacement be executed—what is the process for determining which staff remains in the schools, which are assigned to another school, and which should leave the profession (or at least the district)?

The Principal and Interview Team under the direction of the Human Resource Associate Superintendent will conduct interviews and hire new staff. Teacher vacancies will be posted. Interviews for open positions will be held and the best candidates hired. Teachers that are not rehired will have the option of applying for open positions at other schools within the district. The process is agreed to through collaborative discussions with the Little Rock Classroom Teachers Association (LRCTA).

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

This issue is currently being discussed between the Little Rock Classroom Teachers Association (LRCTA) and the LRSD.

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

Additional professional development will be the primary support for these teachers. Teachers are also supported by a full time literacy and math coach dedicated to assisting teachers in effective implementation of the curriculum and research based teaching strategies.

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

The District recognizes that there are negative budgetary implications of retaining surplus staff. This issue is also under discussion by the Board and Superintendent's senior staff.

8. What is the LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

The District includes many talented curriculum leaders and school improvement specialists that would assist and support a turnaround if that model is selected for a school in the district.

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

The District operates with district-level and school-level improvement teams. The district works to ensure that restructuring options reflect the strengths and weaknesses of the specific restructuring school. The District also works to ensure that the restructuring plan reflects and incorporates the resources available to enable success.

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

The District would provide district-level and school-level improvement teams charged with the responsibility of understanding the strategies included in the turnaround model and establishing processes, practices and policies that support the turnaround model. District policies and procedures would clarify the scope of site-based decision making and summarize in a letter of understanding. A team structure is officially incorporated into the school improvement plan and school governance policy. All teams would have written statements of purpose and by-laws for their operation.

### **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?

The District has not had conversations with this type of group.

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.

There is substantial interested in charter schools by numerous groups in the Little Rock area as evidenced by large numbers of charters.

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?

There is inadequate data to support either homegrown charter schools, CMOs or EMOs.

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

This area will have to be explored if the restart model is adopted. Other districts and bargaining groups would be a resource.

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

According to the LRSD and union's professional negotiated agreement.

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

There are negative budgetary implications.

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

The District would provide a comprehensive framework of district support and support for school improvement and for centralized services such as transportation, food services, and human resources.

8. How will the SEA assist with the restart?

The SEA could offer a needs assessment as a technical assistance tool and other types of technical assistance that would be available to the LEA.

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

The charter would outline in detail all expectations.

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

Yes, contract termination could be completed within and with consideration of the contract and charter agreement.

### **School Closure Model**

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

The metrics would include enrollment, student achievement, fiscal analysis, community input, and stakeholder input.

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

The District has established procedures for closing schools that include comprehensive data analysis as well as conducting a series of stakeholders meetings with teachers, parents and communities.

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

Students and their families will be supported through community meetings, informational sessions, print materials, letters, programs on television, and information posted on the district website.

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

In the LRSD, additional student seats are rarely available for transferring students. Students from the school considered for closure would be spread across multiple sites depending on their residential address.

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

Based on the district's student to teacher ratio.

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

The staff reassignment process is implemented according to the terms and conditions of the local teacher's union contract, the Little Rock Classroom Teachers Association (LRCTA) and the LRSD professional negotiated agreement.

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

Yes, the district's policy and collective bargaining context allows for removal of current staff.

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

Supports include staffing, professional development, and technical assistance and will be based on needs assessment.

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

The safety and security considerations include transportation issues, school neighborhood, school capacity, fire and building codes.

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

There are negative budgetary implications of retaining surplus staff that are not essential to teaching and learning or effective school operations.

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

The district tags students in the district's data base program to follow specific groups of students.

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

The district works with the community to find a viable use for the closing site to ensure that the building remains a value to the neighborhood and the community.

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

When necessary it supports the efforts.



**Step 4 – B - Part 2: Recommend the Best-Fit Intervention Model and Partners**

<b>Recommended Intervention Model and External Partners</b>	
<b>Intervention Model</b>	<b>Rationale for Selecting Model</b>
<b>Transformation</b>	Based on the needs assessment, the decision to select the transformation model was based on the factors of a model that implemented a rigorous staff evaluation and development system; institutes comprehensive instructional reform; increases learning time; and provides greater operational flexibility and support for the school.
<b>Lead Partner</b>	<b>Rationale for Selecting Lead Partner</b>
America's Choice	Continuing with America's Choice will provide continuity and implementation has resulted in positive change based on the District's internal evaluation of the implementation of America's Choice. This model also includes a very strong English Language Learners component that will be more fully implemented through the SIG implementation
<b>Internal Partner (District Staff)</b>	<b>Rationale for Selecting Internal Partner</b>
School Improvement Specialist	Dr. James Jennings provides guidance, technical assistance and support for implementation for the transformation model as well as the Charter School implementation. He reports to the Associate Superintendent for Accountability. He spends three to four days per week on site, in classrooms and meeting with the principal and leadership team. He will work closely with the Director of Grants, the Associate Superintendent of Educational Services and the SIG steering committee in the process of supporting grant implementation.
<b>Supporting Partner</b>	<b>Rationale for Selecting Supporting Partner</b>
Pulaski Technical College and the University of Little Rock College of Engineering and Information Technology	These institutions of higher education bring expertise in the area of engineering and have committed to assist with curriculum development and providing students with career awareness opportunities in the area of space engineering.
<b>Supporting Partner</b>	<b>Rationale for Selecting Supporting Partner</b>
Dr. Craig Wilson, Aerospace Scientist, Texas A & M	Dr. Wilson will provide professional development opportunities for Cloverdale teachers with hands-on, inquiry-based activities that link them with cutting edge space research; space scientists and astronauts at Johnson Space Center; and other resources through NASA sponsored programs like the National Space Biomedical Research Institute.



**Step 5 - B - 4 Part 1: Define Roles and Develop Contracts Cloverdale Aerospace Charter School**

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

<b>Group/Partner</b>	<b>Role with this School in Implementation of Intervention Model</b>
<b>State Education Agency: Arkansas Department of Education</b>	Ensures that the SIG funds are used to implement the transformation model at Cloverdale, monitors implementation, provides technical assistance as necessary.
<b>Local Education Agency: Little Rock School District</b>	Ensures compliance with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age. Ensures central office support and technical assistance to assist school's successful implementation of the transformation model. Establish a steering committee composed of representative stakeholders to provide oversight in program implementation and to ensure that district offices are coordinated in support of implementation.
<b>Internal Partner (LEA staff): Dr. James Jennings</b>	Provide daily on site support for the building principal and leadership team. Provide technical assistance and feedback to principal, steering committee, a grant staff through implementation.
<b>Lead Partner: America's Choice</b>	Provide professional development, technical assistance and curriculum materials.
<b>Support Partner: Pulaski Technical College</b>	Provide consultation on engineering curriculum development and provide students with career awareness opportunities in the area of space engineering.
<b>Support Partner: University of Little Rock College of Engineering and Information Technology</b>	Provide consultation on engineering curriculum development and provide students with career awareness opportunities in the area of space engineering.
<b>Support Partner: Dr. Craig Wilson, Texas A &amp; M</b>	Provide professional development opportunities and curriculum development that link teachers with cutting edge space research and space scientists and astronauts at the Johnson Space Center and NASA.
<b>Principal: Willie Vinson</b>	Serve as the instructional leader. Monitor implementation on a daily basis. Collaborate regularly with external partners and school improvement specialist to make necessary adjustments and modifications to ensure successful implementation.

<b>School Teams</b>	Participate in the leadership functions and SIG implementation. Meet together in professional learning communities to ensure collaboration and collection of data for evaluation.
<b>Parents &amp; Community</b>	Participate in school activities and their child's education.

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

Performance expectations: America's Choice

Quarter 1:

- 25% of the technical assistance (TA) completed
- Data analyzed and data walls developed/updated
- Conduct Navigator screeners
- Implement First 30 Days Rituals and Routines
- Quarterly parent meetings focused on student work and need
- Common Planning time for teachers established
- Block Scheduling for reading and math
- Leadership Team (LT) meeting weekly focusing on data, student work, curriculum with agendas and minutes
- Daily classroom walk throughs
- Weekly/Bi-weekly focus walks
- Each administrator with up to one-hour a day for classroom observations
- Action Plan Established
- Weekly PLC meetings
- Introducing the Quality Review criteria

Quarter 2:

- 50% of the technical assistance (TA) completed
- Data analyzed and data walls updated
- Navigator data analyzed & continue implementation
- Rituals and Routines monitored
- Quarterly parent meetings focused on student work and need
- Leadership Team (LT) meeting weekly focusing on data, student work, curriculum with agendas and minutes
- Daily classroom walk through
- Weekly/Bi-weekly focus walks
- Each administrator with up to one-hour a day for classroom observations
- Action Plan Updated and new targets established
- Weekly PLC meetings
- Planning for the Quality Review (DAT)

Quarter 3:

- 75% of the technical assistance (TA) completed
- Data analyzed and data walls updated

- Navigator data analyzed & continue implementation
- Rituals and Routines monitored
- Quarterly parent meetings focused on student work and need
- Leadership Team (LT) meeting weekly focusing on data, student work, curriculum with agendas and minutes
- Daily classroom walk through
- Weekly/Bi-weekly focus walks
- Each administrator with up to one-hour a day for classroom observations
- Action Plan Updated and targeted
- Weekly PLC meetings
- Monitoring the Quality Review action plans and next steps

Quarter 4:

- 100% of the technical assistance (TA) completed
- Data analyzed and data walls updated
- Navigator data analyzed
- Rituals and Routines monitored
- Quarterly parent meetings focused on student work and need
- Leadership Team (LT) meeting weekly focusing on data, student work, curriculum with agendas and minutes
- Daily classroom walk through
- Weekly/Bi-weekly focus walks
- Each administrator with up to one-hour a day for classroom observations
- Action Plan targeted and updated
- Weekly PLC meetings
- End-of Year Quality Review (DAT) with next steps and action plans

Signed contracts and agreements are attached.

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

The District Steering Committee composed of district staff and stakeholders will meet quarterly to review the implementation at the school. The District will employ a turnaround monitor to assist the Director of Grants and the Associate Superintendent of Education Services in grant implementation. The monitor will spend 80% time at the school site and will provide weekly feedback written reports to the Director of Grants and Associate Superintendent. The monitor will prepare quarterly reports for distribution at the District's Steering Committee. The Chief Financial Officer and his assistant will monitor all fiscal matters and track and report the use of SIG stimulus funds as required and specified by the Arkansas Department of Education. Copies of all contracts and procurement records will be maintained in the Grants Department as well as in the LRSD Procurement Department .

Tools:

AC Weekly Site Reports will target the five Design Tasks of the Design, classroom walk throughs, focus walks, teacher meetings through professional learning communities, leadership team meetings, data updates, and Tier 1-3 Intervention. Reports are sent electronically to stakeholders in the school and district.

The District will participate in the Quality Review and Diagnostic Assessment Tool (DAT) process. Next Steps and Action Plans are developed to guide the work in the school. This process occurs twice during the school year. The data are shared with stakeholders.

Targeted professional development ongoing in the schools will consist of sign in ledgers, agendas, and action steps. The topics will be developed by the teacher meetings held in the professional learning communities. All files will be shared with stakeholders.

The district will host weekly coach meetings to stay abreast of the intervention model implementation and plans for intervention. Collaboration between the cluster leaders and the school leadership team and school coaches will keep lines of communication open and consistent.

Electronic communication will be utilized to keep all stakeholders involved, informed, and included on all decision-making strategies and updates necessary for implementation.

The district will recruit, train, support and place personnel to competently address the problems of schools in need of improvement (school improvement specialists).

The district will provide schools with training and support for integrated data collection, reporting and analysis system as outlined in the district's strategic plan.

The district allows school leaders reasonable autonomy to do things differently in order to succeed.

The district ensures that an empowered change agent (the principal) is appointed to head each school and that the principal is skilled in motivating staff and community, communicating clear expectations and focusing on improved student learning.

The district ensures that school reform plans include "quick wins" early successes in improvement.

The district is prepared for setback, resistance, and obstacles on the path to substantial improvement.



**Step 6 - B - 6: Forge Working Relationships**

**Cloverdale**

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

The District's SIG Steering Committee will include representatives from key stakeholder groups, parents, principals, external provider representatives, district staff, and teachers from participating schools. On a quarterly basis (or more often if needed) the committee will review data reports and comments from principals, reports from the SIG Turnaround Monitor, external providers, teachers, and students. Modifications in program implementation will be made if warranted. Working relationships will be strengthened as stakeholders and the district "work on the work" together. Giving a voice for legitimate input into implementation will improve relationships.

Cloverdale requests a parent liaison with the primary role to assist parents in helping their children meet standards. Examples of indicators of effective practice in this area would be providing parents with jargon-free communication about learning standards, their children's progress and the parent's role in the school success. Parent meetings will be held to provide parents with practical guidance to establish a quiet place for children to study at home and consistent study habits for studying at home; maintain daily conversations with their children about their school experiences and progress; and maintain regular and supportive verbal interaction with their children. As parents meet together conversations and sharing child-rearing concerns will occur. Specific sessions will include meeting with teachers to discuss children's progress in school and their children's home-based study and reading habits.

**Step 5-B: Statement of Need and Lack of Capacity to Serve**

**Cloverdale**

Based on careful and thorough review of Cloverdale's student data, achievement data, faculty attendance rate, discipline data, and student attendance rate, the decision to seek assistance from external providers is warranted. In the estimation of the school principal and the district leadership, the schools need dramatic change in a compressed time period. The intensity of services coupled with new administration and strong leadership is needed to turn schools around. Having consultants and experts on site weekly will ensure a constant and steady focus on transformation. This additional expertise on campus and in the classrooms will assist in making rapid turnaround possible.

**FY 2011 ARRA 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 a target date for completion. **Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.**

**Goal # 1** The combined population will meet Adequate Yearly Progress for at least two consecutive years in literacy and math no later than 2012-2013.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
<p>A. Successful implementation of America's Choice and charter plan</p> <p>B. Extend time on task through the Early Start program, Test Prep, Saturday School, before/after school tutoring, and library hour</p> <p>C. Effective use of Academic Intervention Specialist</p>	<p>A1. Gains noted in quarterly reports, mid-year action plan and end of year evaluation report</p> <p>B1. Participation rates, teacher surveys, and achievement results</p> <p>C1. Successful completion of academic improvement plans</p>	<p>A2. Above average AC ratings; double-digit increases in SOAR test scores; annual literacy (18.00 points) and math (14.21 points) Benchmark gains</p> <p>B2. Double-digit increases in SOAR test scores; significant gains in pre-/post-test SOAR quarterly results</p> <p>C2. Significant gains in quarterly pre-/post-test SOAR results of targeted students</p> <p>(NOTE: The associate superintendents, school improvement specialist, and building principal are responsible for addressing the goal and completing objectives.)</p>	<p>June 30 of each school year; end of each SOAR module for each school year</p>	<p>X District</p> <p>X School</p> <p>X Partner</p> <p><input type="checkbox"/> Other</p>

Strategic & specific --goals will be based on the critical evidence and focused on specific student learning needs. Measurable-progress & success will be measured in numerous ways, using a variety of tools and methods. Attainable--the challenge of achieving the goal must be balanced with the time & resources that are available. Results-based-specific learning outcomes will be identified, as well as how they will be measured or observed. Time-bound-reasonable and attainable timelines will add urgency to the goal and keep it a priority.

**FY 2011 ARRA 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 a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

**Goal # 2** The Hispanic subpopulation will meet Adequate Yearly Progress for at least two consecutive years in literacy and math no later than 2012-2013.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
<p>A. Successful implementation of America's Choice and charter plan                      B. Extend time on task through the Early Start program, Test Prep, Saturday School, before/after school tutoring, and library hour                      C. Effective use of Academic Intervention Specialist                      D. Effective use of ESL Specialist                      E. Effective use of parent/community liaison, dropout prevention, in-school suspension, and social worker</p>	<p>A1. Gains noted in quarterly reports, mid-year action plan, and end of year evaluation report                      B1. Participation rates, teacher surveys, and achievement results                      C1. Successful completion of academic improvement plans (#C and #D)                      E1. Parent involvement rates, attendance, professional reports</p>	<p>A2. Above average AC ratings; double-digit increases in SOAR test scores; annual literacy (21.3 points) and math (11.05 points) Benchmark gains                      B2. Double-digit increases in SOAR test scores; significant gains in pre-/post-test SOAR quarterly reports                      C2. Significant gains in quarterly pre-/post-test SOAR results of targeted students (for #C, #D, and #E)                      E1. Double-digit percent increases in parental involvement and similar declines in behavior problems and absenteeism                      (NOTE: The associate superintendents, school improvement specialist, and building principal are responsible for addressing the goal and completing objectives.)</p>	<p>June 30 of each school year; end of each SOAR module for each school year</p>	<p>X District                      X School                      X Partner  <input type="checkbox"/> Other</p>

Strategic & specific -goals will be based on the critical evidence and focused on specific student learning needs. Measurable-progress & success will be measured in numerous ways, using a variety of tools and methods. Attainable-the challenge of achieving the goal must be balanced with the time & resources that are available. Results-based-specific learning outcomes will be identified, as well as how they will be measured or observed. Time-bound-reasonable and attainable timelines will add urgency to the goal and keep it a priority.

**FY 2011 ARRA 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 a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal # 3 The African American subpopulation will meet Adequate Yearly Progress for at least two consecutive years in literacy and math no later than 2012-2013.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
<p>A. Successful implementation of America's Choice and charter plan</p> <p>B. Extend time on task through the Early Start program, Test Prep, Saturday School, before/after school tutoring, and library hour</p> <p>C. Effective use of Academic Intervention Specialist</p> <p>D. Effective use of parent/community liaison, dropout prevention, in-school suspension, and social worker</p>	<p>A1. Gains noted in quarterly reports, mid-year action plan, and end of year evaluation report</p> <p>B1. Participation rates, teacher surveys, and achievement results</p> <p>C1. Successful completion of academic improvement plans</p> <p>D1. Parent involvement rates, attendance, professional reports</p>	<p>A2. Above average AC ratings; double-digit increases in SOAR test scores; annual literacy (17.27 points) and math (14.88 points) Benchmark gains</p> <p>B2. Double-digit increases in SOAR test scores; significant gains in pre-/post-test SOAR quarterly reports</p> <p>C2. Significant gains in quarterly pre-/post-test SOAR results of targeted students</p> <p>D2. Double-digit percent increases in parental involvement and similar declines in behavior problems and absenteeism</p> <p>(NOTE: The associate superintendents, school improvement specialist, and building principal are responsible for addressing the goal and completing objectives.)</p>	<p>June 30 of each school year; end of each SOAR module for each school year</p>	<p>X District</p> <p>X School</p> <p>X Partner</p> <p><input type="checkbox"/> Other</p>

Strategic & specific goals will be based on the critical evidence and focused on specific student learning needs. Measurable progress & success will be measured in numerous ways, using a variety of tools and methods. Attainable-the challenge of achieving the goal must be balanced with the time & resources that are available. Results-based-specific learning outcomes will be identified, as well as how they will be measured or observed. Time-bound-reasonable and attainable timelines will add urgency to the goal and keep it a priority.

**FY 2011 ARRA 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 a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

**Goal # 4 Enhance the professional teaching culture as a means of accelerating the academic achievement of all sub-populations**

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
A. Have early morning professional development B. Implement staff attendance incentive C. Provide Summer Academies (mandatory professional development)  D. Become a training site for National Board for Professional Teaching Standards E. Use aerospace technology theme to improve results in science and math.	A1. Attendance rates, evaluation results  B1. Attendance reports C1. Survey Reports, completion data, completion criteria, post-academy monitoring reports D1. New candidate rates, completion rates, post-training use of skills E1. Professional development attendance rates, survey rates, post-training use of skills	A2. Attendance rates of 90% or higher; above average evaluation rates  B2. Double-digit increase in perfect attendance from previous school years. C2. Above average survey/monitoring ratings; Over 90% completion rates D2. At least 90% of new candidate slots filled; at least 90% program completion rates; at least 66% of graduates observed using NBPTS skills; above average survey results E2. Above average survey/monitoring ratings, double-digit increase in science and math Benchmark results (NOTE: The associate superintendents, school improvement specialist, and building principal are responsible for addressing the goal and completing objectives.)	June 30 of each school year	X District  X School  X Partner  X Other

Strategic & specific—goals will be based on the critical evidence and focused on specific student learning needs. Measurable-progress & success will be measured in numerous ways, using a variety of tools and methods. Attainable—the challenge of achieving the goal must be balanced with the time & resources that are available. Results-based-specific learning outcomes will be identified, as well as how they will be measured or observed. Time-bound-reasonable and attainable timelines will add urgency to the goal and keep it a priority.

## **SECTION B PART 4 DESCRIPTIVE INFORMATION: PROPOSED ACTIVITIES**

### **CLOVERDALE**

Cloverdale's proposed activities are based in large part on the turnaround research model title, "The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools." The research report was written by Andrew Calkins, William Guenther, Grace Belfiore, and Dave Lash and published by Mass Insight Education and Research Institute in 2007. References to the high-poverty, high-performing readiness model: readiness to learn are noted as HPHP readiness within the program components.

#### **Cloverdale Conversion Charter School National Board Partnership**

In 2009-2010, 34% of the 6-8th grade students enrolled at Cloverdale scored proficient or above on the state mandated ACTAAP (Benchmark Assessment). Since February 2010, Cloverdale has been postured for change in its environment in teaching and learning. This 3-year proposal recommends National Board Certification and the National Board for Professional Teaching Standards TAKE ONE process as two key vehicles to assist in the transformation of teaching and learning at Cloverdale.

The National Board process provides a systematic way of identifying high quality teachers as a signal for quality; National Board is a process itself which provides a means for teachers to improve their practices; and National Board has impact on improving the quality of teachers throughout the education system helping to keep accomplished teachers in the classroom and attracting a stronger pool of new candidates. Research has shown that the students in the classroom of National Board Certified Teachers think more critically, learn more, have better reading comprehension skills, and perform better on standardized assessments.

The goal for involving Cloverdale teachers, new and experienced, in National Board Certification and TAKE ONE is to improve the academic achievement of the students at Cloverdale and to provide varied opportunities to impact teacher quality thus helping to guarantee improvement in teaching and learning. Each year, 10 Cloverdale core teachers will become National Board candidates and 20 will become TAKE ONE candidates. At the end of three years, half of the teachers at Cloverdale will have National Board certification, and almost all of the Cloverdale teachers will have benefited from professional development in one of the phases (TAKE ONE) of National Board certification. The total cost over three years is \$118,760.

The facilitator for this project is already a teacher at Cloverdale, and the school has a total of 3 National Board teachers

This recommendation addresses #6, Professional Teaching Culture, of the HPHP Readiness Model. "Professional development at high-performing schools differs distinctively from the norm. It is directly linked to changing instructional practice in order to improve student achievement. It ...reflects a continual process of improvement." (p.35) Several references to professional development can be found in the Cloverdale charter plan.

### **Teaming before school**

This item will serve as a safeguard if teacher teams are not able to meet on a regular basis during the normal school hours. Teaming is emphasized in the charter plan, and it has a long-standing history of serving as an effective instructional planning tool on the middle school level. It is related to the HPHP Readiness Model in regard to #4 Shared Responsibility and #6 Professional Teaching Culture.

### **ESL Specialist**

This recommendation addresses the needs of a growing population at Cloverdale. The need for intervention in this area is addressed in the charter plan. Even though several teachers at Cloverdale have received ESL training, the bilingual (and bi-cultural) needs of this issue require onsite assistance by a certified teacher who will function the way in which a special education inclusion teacher works with regular teachers. In regard to the HPHP Readiness Model, this recommendation addresses #2 Action Against Adversity, #3 Close Student-Adult Relationships, #4 Shared Responsibility for Achievement, and #6 Professional Teaching Culture.

*In particular, the ESL Specialist will assist teachers in their efforts to improve academic achievement in the areas with the lowest Benchmark results. In math, this involves the following Benchmark strands: 6<sup>th</sup> grade – measurement; 7<sup>th</sup> grade – measurement, numbers and operations; 8<sup>th</sup> grade – numbers and operations.*

*In literacy, this involves the following Benchmark strands: 6<sup>th</sup> grade – reading-content, writing-style; 7<sup>th</sup> grade – reading-practical, writing-content; 8<sup>th</sup> grade – reading-literary, writing-content. Since the charter plan provides an Intensive Targeted Intervention (ITI) model to pull out students with high academic needs for up to five weeks, the ESL Specialist will also provide ITI services with small groups of students (1-3 students) in regard to targeted intervention for the Benchmark strands.*

### **Saturday Morning Tutoring Program**

This activity is predicated on the hiring of an English as a Second Language Instructional Specialist, proposed earlier in this document. The ESL Specialist will oversee a Saturday morning tutoring program that will be housed in "culturally-friendly" settings in the community. These "culturally-friendly" sites can include local churches, community centers, and/or apartment complexes that are located near large concentrations of the Hispanic population in Southwest Little Rock. Classroom teachers and parents from Cloverdale will be hired and trained as ESL tutors for the Saturday morning program. Bi-lingual instruction will be encouraged. These individuals will work in teacher/parent teams at a total of five sites in the community. They will follow individualized instruction plans designed to target the students' lowest SOAR test results in literacy and math. Each site will serve no more than 10 students for the sake of gaining the benefits from small group and/or individualized instruction. Sessions will be held six successive Saturdays of each nine weeks grading periods. Preferably, the second through the seventh Saturdays will be used for these sessions, and each session will last three hours from 8:30-11:30. Cloverdale School will be used as a site if a community location cannot be obtained.

The ESL Specialist will be responsible for submitting a monthly academic progress report to the building principal, the school improvement specialist, and the Cloverdale LEP/ESL Task Force. Successful strategies will be shared with the Cloverdale faculty. As Cloverdale's instructional capacity in this area is increased, more preventive measures will be implemented with the incoming sixth grade classes.

*The Saturday morning tutoring program will be used to cultivate the lowest achieving Benchmark strands identified by the ESL Specialist. In math, this currently involves the following Benchmark strands: 6<sup>th</sup> grade – measurement; 7<sup>th</sup> grade – measurement, numbers and operations; 8<sup>th</sup> grade – numbers and operations.*

*In literacy, this currently involves the following Benchmark strands: 6<sup>th</sup> grade – reading-content, writing-style; 7<sup>th</sup> grade – reading-practical, writing-content; 8<sup>th</sup> grade – reading-literary, writing-content. The lowest achieving Benchmark strands will be revised based on the Benchmark results from each year.*

(HPHP Readiness Model reference: #3 Close Student-Adult Relationships, #4 Shared Responsibility for Achievement, #5 Personalization of Instruction, #8 Resource Ingenuity)

### **After School Tutoring**

The needs of the remaining subpopulations at Cloverdale will be addressed through a strong after school tutoring program that will be aligned with an individualized improvement plan for each student. Also, transportation will be provided, and the after school program instructors will be carefully selected. They will be required to submit weekly progress reports to the teachers of the students whom they serve. The continuation of their services will be directly related to demonstrated evidence of academic growth through the after school program. Each after school teacher will be required to show how progress has occurred over a short period of time. Unlike other tutoring programs, this program will emphasize "backmapping" - the focus on prerequisite skills that may have contributed to the deficiencies that currently exist. Short-term academic goals will be established for each student, and exit procedures will be used for students who master these goals. The exit procedure will create space for other students who need to be served by the tutoring program.

The after school tutoring program will last two hours each day, Tuesday -Thursday of each week of school, for 108 days of after school instruction. At the end of the school year, this program will evolve into a summer camp that will occur the last four weeks (20 week days) of the summer vacation, leading up to the opening of school. Once again, backmapping will be emphasized along with skill readiness for the upcoming school year.

*The after school tutoring program will serve as another vehicle to address the needs of ESL students and students with disabilities, as well as African American students and economically disadvantaged students. In particular, the lowest achieving Benchmark strands will be used to guide the instructional program for after school tutoring.*

*In math, this currently involves the following Benchmark strands: 6<sup>th</sup> grade – measurement; 7<sup>th</sup> grade – measurement, numbers and operations; 8<sup>th</sup> grade – numbers and operations.*

*In literacy, this currently involves the following Benchmark strands: 6<sup>th</sup> grade – reading-content, writing-style; 7<sup>th</sup> grade – reading-practical, writing-content; 8<sup>th</sup> grade – reading-literary, writing-content. The lowest achieving Benchmark strands will be revised based on the Benchmark results from each year.*

(HPHP Readiness Model reference: #5 Personalization of Instruction)

### **ESL Program and Services**

The district's ESL Program is based on the sheltered instruction model. Sheltered Instruction is an instructional approach that engages ELLs to develop grade-level content-area knowledge, academic skills, and increased English proficiency. Teachers are trained to use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Students develop their English language proficiency while acquiring core content knowledge.

The district has implemented the SIOP model at both Cloverdale starting in July 2007 with a cohort of ten teachers. To that end teachers have been provided with two years of intensive professional development on the SIOP starting with a 3-day institute in the summer of 2007. The follow-up continued over the next two years with monthly professional development sessions, eight component enrichment days over two years, classroom observation and feedback, coaching and implementation days for the instructional/literacy coaches and administrator consultation days. These professional development activities have been Title III funded with specific services delivered by Pearson Educational Services.

Additionally, Title III has funded the tuition costs for teachers to attend the district's ESL Graduate Academy each summer. The academies are open to all teachers in the district through an open application process. Principals will make recommendations once applications have been received. Title III - tutoring services for Math were provided during the 2008-2009 school year at Cloverdale. Math teachers were trained on how to deliver math (content) while providing students with language rich experiences.

### **Students with Disabilities**

Over the four-year period from 2007 to 2010, the students with disabilities had the lowest achievement, based on the Arkansas Benchmarks results, more often than any other subpopulation. Because of the special needs of these students, it is better to use professional development, rather than extended time on task, to improve test scores. As a result, the special education teachers will receive ongoing professional development that is exclusively designed to improve the academic performance of students with disabilities. The professional development will have the rigor of a university-level classroom or a National Board training program, and frequent assessment of the participants as well as the delivery, use, and effectiveness of the professional development will occur. This process will occur on a monthly basis, and special training will be provided during each summer of the grant period.

Each professional development presenter will be selected with extreme care. During the selection process, priority will be given to consistency, continuity, and expertise in the area of successful research-based strategies for students with disabilities. The presenter(s) will be required to design an assessment plan, and an assessment report will be shared with the building principal and the school improvement specialist on a monthly basis. All professional development sessions will be videotaped as a means of sustaining the improvement strategies after the grant period expires.

*The professional development sessions will be used to train classroom teachers how to use research-based instructional strategies in Benchmark strands that have the lowest achievement for students with disabilities. In math, this currently involves the following Benchmark strands: 6<sup>th</sup> grade – measurement; 7<sup>th</sup> grade – measurement, numbers and operations; 8<sup>th</sup> grade – numbers and operations.*

*In literacy, this currently involves the following Benchmark strands: 6<sup>th</sup> grade – reading-content, writing-style; 7<sup>th</sup> grade – reading-practical, writing-content; 8<sup>th</sup> grade – reading-literary, writing-content. The lowest achieving Benchmark strands will be revised based on the Benchmark results from each year.*

(HPPH Readiness Model reference: #6 Professional Teaching Culture)

#### **Out of School Suspension program, Parent/Community Coordinator, Dropout Prevention Coordinator**

In regard to the HPPH Readiness Model, this recommendation addresses #2 Action Against Adversity, #3 Close Student-Adult Relationships, #4 Shared Responsibility for Achievement, and #8 Resource Ingenuity. Parent Involvement is an important component in the Cloverdale Charter plan. It is one of the six components of the Above the Line Project - the theoretical foundation for Cloverdale's efforts to accelerate academic achievement. The fact that in-school and out of school suspensions and dropout prevention are not mentioned in the Cloverdale charter should not minimize the importance of these topics in a school environment that has approximately 90% of the students eligible for free and/or reduced lunch services.

#### **Aerospace science and technology - Space Flight for teachers, Space Camp on campus, and Portable Planetarium**

A thematic approach to encourage proficiency and career awareness in mathematics and science is needed, and this is expected to enhance the long-term access of more minorities in these areas. Cloverdale will implement a project based science curriculum, All 'sysSTEMs' go for Liftoff to science success, facilitated by Dr. Craig Wilson, Texas A & M University Center for Mathematics and Science Education with special expertise in aerospace science. The program is designed to inspire the teachers and students to conduct research projects around space science with inquiry-based aspects. Dr. Wilson will provide on-site summer institutes and day long follow up sessions through the school year. Teachers will be exposed to sample research projects and then collaborate to design new ones. During the summers, he will lead a group of 15 teachers on an educational field trip to the Johnson Space Center,

Space Center Houston, and Galveston UTMB. Teachers will meet and collaborate with nationally recognized NASA engineers and be exposed to cutting edge space research. In addition, a program is needed to promote good conduct among the students, and such a program needs to fit harmoniously with the academic strategies related to the “turnaround” effort. This addresses #1, Safety, Discipline, & Engagement of the HPHP Readiness Model.

The Schoolwide Literacy Initiative will also be used to infuse related aerospace and technology concepts (particularly in mathematics and science) in all subject areas.

- A Schoolwide Literacy Initiative Curriculum Map for the academic year will be designed to provide a schedule for teaching the Power SLEs, ESL strategies, and aerospace/technology concepts (for 7<sup>th</sup> and 8<sup>th</sup> grades).

- All 6<sup>th</sup> grade students will take a one-semester Aerospace Investigations course. The course will introduce students to the field of aerospace science, explore career options, and review fundamental science skills. (p.12, Cloverdale Aerospace Technology Conversion Charter Middle School Application)

Aerospace Investigations I (6th Grade) – This course will explore the various career options in the field of aerospace science. The students will participate in field trips, presentations by guest speakers, and other events designed to increase their awareness in this area. In addition to introducing students to this area, it will also serve to reinforce some of the prerequisite science and math skills needed for proficiency. (Attachment 2, Cloverdale Aerospace Technology Conversion Charter Middle School Application)

#### **Early school start for incoming 6th grade class**

This recommendation addresses #1 Safety, Discipline, & Engagement and #3 Close Student-Adult Relationships. Sixth grade students will report for their first official day of school ten days prior to the 7<sup>th</sup> and 8<sup>th</sup> grade start date. Sixth grade teachers will be brought back on contract for five planning days and ten additional student contact days. This time will provide students with a transition time and a chance to get settled before the older students start. In the past, summer bridge programs have been held for incoming sixth graders but the participation level was low. All incoming sixth graders need this additional time to make the transition from elementary school to middle school.

#### **Attendance incentives for teachers**

Teachers need to be at school every day. That has not been the case at Cloverdale where high teacher absences are common. Instructional time is lost and is not easily recovered. To address this issue, Cloverdale proposes that teachers will be offered the opportunity to earn a bonus of \$100 nine week period if they miss not more than one day of school. If they have perfect attendance throughout the year, they will receive an additional \$100 award. Non-certified staff and administrators will also be included in the attendance incentive program.

## America's Choice

Alignment among standards, curriculum, curriculum materials, instruction, professional development, and assessment is a crucial condition for school effectiveness. This is reflected in America's Choice Design Task 1: *Standards and Assessments* and Design Task 2: *Aligned Instructional Systems*. Response to Intervention (RtI) is a framework to present the curriculum component of the design. The RtI approach identifies the school's core instructional program as the first tier of intervention. Tiers 2 and 3 in the RtI framework address the gaps, needs, and deficits of students who are struggling in school. The goal of Tier 2 and Tier 3 programs is to enable students to successfully access the Tier 1 core instructional program.

The America's Choice Design (ACSD) includes safety net interventions to assist students that fall behind in the academic environment. Safety Net Intervention will occur throughout the school day, as well as before school, after school and on Saturday's. Two academic specialists will be fulltime within the school providing direct services to students identified as high need, struggling learners. The Design is centered on the attention to the elementary to middle school and middle to high school bridges within the curriculum. Among critical areas of curriculum alignment is students' preparation for the rigorous academic reading and writing requirements of high school.

Explicit use of instructional scaffolds, e.g., graphic organizers, collaborative discourse, small group, partner work, and intentional use of metacognitive strategies will support all students. Standards aligned assessments are the focus of America's Choice Design Task 1: *Standards and assessments*. The core instructional program in mathematics is designed around the school or district's adopted mathematics texts. The findings of (TIMSS) and our own in-depth international benchmarking have focused attention on the need to balance skills, problem solving, and conceptual understanding, and on establishing a coherent sequence of study to move students towards higher proficiency. Accordingly, training is designed to help teachers achieve greater balance and coherence in their programs. The Design is aimed first and foremost at strengthening teachers' content and curricular knowledge—building teachers' understanding of core mathematics concepts that lay the groundwork for advanced mathematics.

Design Task 3: High Performance Leadership will be a primary focus for Cloverdale. The on-site technical visits will provide the infrastructure for team building, creating and monitoring the professional learning communities and data. The Leadership Team will meet weekly and will target data collected from classroom walk throughs and focus walks. Administrators will spend up to one hour a day (at least 3 days a week) side-by-side with the cluster leaders in the classrooms focusing on students and their needs. Evidence will focus on word walls, data walls, standards-based bulletin boards, rituals and routines, and the nine high-yield strategies.

In Design Task 4 the Professional Learning Communities center on the development of a school culture built around the expectation that all students will graduate high school ready to enter college or career without the need for remediation. This is a culture in which students are engaged in their learning, believe in their capacity to learn, and have their sights set on their futures. Every facet of the school's structure and practice is designed to ensure that each student is supported effectively to be prepared for college or career ready. Higher attendance, less tardiness, and reduced discipline referrals

are among the positive changes that schools first report during implementation. A second focus at secondary level is small learning communities and teacher teaming to build personalization and strong teacher-student relationships. A basic model is a team made up of the four core academic teachers (English language arts, math, science, and social studies) and about 100 students. The goal is for the team to become its own self-contained program with a common set of instructional periods blocked at the same time each day and a common planning time daily. This “school-within-a-school” allows flexibility in scheduling and opportunities to differentiate placement of students, even on a daily basis.

The Design tasks and work are centered around the Quality Review process governed by a Diagnostic Assessment Tool (DAT) that is aligned to the Scholastic Audit indicators. The DAT is implemented in late fall and spring and guides the school with action plans and next steps for implementation. A cluster leader is onsite to help assist the staff, administration, and students.

### **Executive Coaching**

As a component of leadership development and support, the principal will be participate in the executive coaching process. Exemplary educators will serve as executive coaches to provide a minimum of three hours per month (September thru May) of focused coaching sessions on job-embedded, professional, and organizational goals and needs of the participating principal. This support provides expanded capacity to increase leadership performance of the principal.

### **O.K. Mentoring Program**

The O.K. program will be implemented at Cloverdale through a partnership with the Little Rock Police Department. The O.K. program actively recruits responsible African American males to serve as positive role models for their younger counter parts. It is a mentoring program that fosters partnership between police organizations, schools, students, and community members to provide positive guidance and support to African American males 12-18 years old. The primary goal is of the program is to reduce the high rates of incarceration and homicide of young African American males. The program will meet every Saturday.

**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.

**Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.**

<ul style="list-style-type: none"><li>• Begin <i>Planning for Results</i> by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention</li><li>• Revisit what has been accomplished from Professional Learning Communities and begin with “Getting Started” protocols for the coming year</li><li>• Update and assist staff with the online AC Community of Learning website of research, materials, training, and resources</li><li>• Prepare for the First 30 Days &amp; Rituals and Routines</li></ul>	<ul style="list-style-type: none"><li>• Orientation to the Design with all staff members</li><li>• Development of Professional Learning Communities and update on implementation of “Getting Started” protocols and addressing 4 foundational questions to guide instruction: What do we want our students to know and be able to do? How will we know that they have learned it? What do we do if they do not learn? What do we do if they already know the concept/skill?</li><li>• Introduce Principles of Teaching, Learning, and Curriculum</li><li>• Discuss the needs and topic for upcoming Teacher Meetings</li><li>• Develop or reinstate the Leadership Team and determine duties of each member</li><li>• Principal and Cluster Leader establish protocol for classroom visitations</li><li>• Conduct screeners for Navigator if appropriate</li><li>• Develop protocol for Principals Book of the Month</li><li>• Implementation of First 30 Days and Rituals and Routines</li><li>• Implement the attendance incentive</li><li>• Advertise and hire parent community liaison; ESL specialist; social worker; drop-out prevention coordinator; out of school suspension teachers; academic interventions specialists</li></ul>
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<ul style="list-style-type: none"> <li>• Review School Improvement Grant implementation plan with faculty and at first PTA meeting</li> <li>• Parent and community electronic newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Network 1: Professional Learning Communities Revisited—10 year Research Study</li> <li>• Early morning professional development sessions</li> <li>• Begin Online Professional Development with teachers</li> <li>• Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of the Focus Walks</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year</li> <li>• Begin parent functions and classes</li> <li>• Begin the protocol for Focus Walks that will occur twice during each month</li> <li>• Develop safety net interventions from data results</li> <li>• Continue Principals Book of the Month</li> <li>• Teacher Meeting focused on Student Work</li> <li>• Begin implementation of Standardized Test Genre and work throughout the year</li> <li>• Assessment of First 30 Days and Next Steps targeted</li> <li>• Begin to study the upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review (on-going throughout the year)</li> <li>• Begin out of school suspension program</li> </ul>
<ul style="list-style-type: none"> <li>• Network 2: Topic to be Determined by school Focus Walk Results and PLCs</li> <li>• Continue Online Professional Development with teachers</li> <li>• Begin afterschool and before school program</li> <li>• Begin Saturday school program</li> <li>• Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of the Focus Walks</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year</li> <li>• Continue Focus Walks</li> <li>• Continue Safety Net Interventions and data updates on student progress</li> </ul>	

<ul style="list-style-type: none"> <li>• Continue Principals Book of the Month</li> <li>• Begin/Update Data Walls</li> <li>• Teacher Meetings focused on Student Work</li> <li>• Standardized Test Genre</li> <li>• Begin to study the upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Build the skills of science and social studies teachers in content literacy</li> <li>• Network 3: Topic to be Determined by PLCs and Data Updates</li> <li>• Going Deeper with Standards-Based Instruction</li> <li>• Continue Online Professional Development with teachers</li> <li>• Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of the Focus Walks</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings.</li> <li>• Continue Focus Walks</li> <li>• Continue Safety Net Interventions and data updates on student progress</li> <li>• Standardized Test Genre</li> <li>• Begin to study the upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct the Quality Review and post next steps for staff</li> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Build the skills of science and social studies teachers in content literacy</li> <li>• Going Deeper with Standards-Based Instruction</li> <li>• Continue Online Professional Development with teachers</li> <li>• Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of the Focus Walks</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings.</li> <li>• Continue Focus Walks</li> <li>• Continue Safety Net Interventions and data updates on student progress</li> </ul>
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<ul style="list-style-type: none"> <li>• Continue Focus Walks</li> <li>• Network 4: Topic to be Determined</li> <li>• Continue Safety Net Interventions and data updates on student progress</li> </ul>	<ul style="list-style-type: none"> <li>• Deepen the collaborative work of teachers within the professional learning communities</li> <li>• Continue Professional Development of science and social studies teachers in content literacy</li> <li>• Continue with Standards-Based Instruction</li> <li>• Continue Online Professional Development with teachers</li> <li>• Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of the Focus Walks</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings.</li> <li>• Continue Focus Walk</li> <li>• Continue Safety Net Interventions and data updates on student progress</li> <li>• Prepare for end-of-year Diagnostic Assessment Tool—Quality Review</li> </ul>
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	<ul style="list-style-type: none"><li>• Implement Space Camp</li><li>• Determine staff needs</li><li>• Determine Next Steps from Quality Review for next year implementation</li><li>• Review professional development for the year and determine needs and next steps for the coming year</li><li>• Determine staff assignments</li><li>• Prepare documents and updates for the First 30 Days &amp; Rituals and Routines</li><li>• Order all necessary materials for implementation for the next year</li><li>• Outline and discuss year-one lessons learned and implementation adjustments with stakeholders</li><li>• Prepare and discuss “Getting Started” protocols for the coming year</li><li>• Update and assist staff with the online AC Community of Learning website of research, materials, training, and resources</li><li>• Continue <i>Planning for Results</i> by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention</li></ul>
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**YEAR TWO 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.*

**Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.**

- Orientation/Re-orientation to the Design with all staff members
- Development of Professional Learning Communities and update on implementation of “Getting Started” protocols and addressing 4 foundational questions to guide instruction: What do we want our students to know and be able to do? How will we know that they have learned it? What do we do if they do not learn? What do we do if they already know the concept/skill?
- Introduce Principles of Teaching, Learning, and Curriculum
- Discuss the needs and topic for upcoming Teacher Meetings
- Develop or reinstate the Leadership Team and determine duties of each member
- Principal and Cluster Leader establish protocol for classroom visitations
- Conduct screeners for Navigator if appropriate
- Develop protocol for Principals Book of the Month
- Implementation of First 30 Days and Rituals and Routines
- Implement the attendance incentive
- Advertise and hire parent community liaison; ESL specialist; social worker; drop-out prevention coordinator; out of school suspension teachers; academic interventions specialists
- Review School Improvement Grant implementation plan with faculty and at first PTA meeting
- Parent and community electronic newsletter
- Network 1: Professional Learning Communities Revisited—10 year Research Study
- Early morning professional development sessions
- Begin Online Professional Development with teachers
- Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of the Focus Walks

<ul style="list-style-type: none"> <li>● Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year</li> <li>● Begin parent functions and classes</li> <li>● Begin the protocol for Focus Walks that will occur twice during each month</li> <li>● Develop safety net interventions from data results</li> <li>● Continue Principals Book of the Month</li> <li>● Teacher Meeting focused on Student Work</li> <li>● Begin implementation of Standardized Test Genre and work throughout the year</li> <li>● Assessment of First 30 Days and Next Steps targeted</li> <li>● Begin to study the upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year.</li> <li>● Begin out of school suspension program</li> </ul>	<ul style="list-style-type: none"> <li>● Network 2: Topic to be Determined by school Focus Walk Results and PLCs</li> <li>● Continue Online Professional Development with teachers</li> <li>● Begin afterschool and before school program</li> <li>● Begin Saturday school program</li> <li>● Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of the Focus Walks</li> <li>● Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year</li> <li>● Continue Focus Walks</li> <li>● Continue Safety Net Interventions and data updates on student progress</li> <li>● Continue Principals Book of the Month</li> <li>● Begin/Update Data Walls</li> <li>● Teacher Meetings focused on Student Work</li> <li>● Standardized Test Genre</li> <li>● Begin to study the upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>● Deepen the collaborative work of teachers within the professional learning communities</li> </ul>
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- Outline and discuss year-two lessons learned and implementation adjustments with stakeholders
- Prepare and discuss “Getting Started” protocols for the coming year
- Update and assist staff with the online AC Community of Learning website of research, materials, training, and resources
- Continue *Planning for Results* by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention

### YEAR THREE 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.*

**Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.**

- Orientation/Re-orientation to the Design with all staff members
- Development of Professional Learning Communities and update on implementation of “Getting Started” protocols and addressing 4 foundational questions to guide instruction: What do we want our students to know and be able to do? How will we know that they have learned it? What do we do if they do not learn? What do we do if they already know the concept/skill?
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- Principal and Cluster Leader establish protocol for classroom visitations
- Conduct screeners for Navigator if appropriate
- Develop protocol for Principals Book of the Month
- Implementation of First 30 Days and Rituals and Routines
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- Advertise and hire parent community liaison; ESL specialist; social worker; drop- out prevention coordinator; out of school suspension teachers; academic interventions specialists
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- Network 1: Professional Learning Communities Revisited—10 year Research Study
- Early morning professional development sessions
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- Outline and discuss year-three lessons learned and implementation adjustments with stakeholders
- Prepare and discuss “Getting Started” protocols for the coming year
- Update and assist staff with the online AC Community of Learning website of research, materials, training, and resources
- Continue *Planning for Results* by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention

**SECTION B, PART 8:**

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

**Cloverdale**

Under the direction of the Superintendent, Dr. Linda Watson, the district leadership team conducted meetings with external providers, associate superintendents, and the Little Rock Classroom Teachers' Association to discuss the implementation details of the School Improvement Grant at Cloverdale Middle School.

Meetings were also held with the principal, community partners, assistant principals, the school improvement specialist, parents, and teachers. Cloverdale Middle School has been anticipating and preparing for the SIG 1003 (g) grant for several months.

External contracts and MOUs have been signed by both parties and are attached for review.

Documentation of meetings, agendas, sign in sheets and emails are also attached as further documentation of consultation and planning efforts.

**Preliminary Three – Year Budget**  
**COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL**

For each item, identify the specific source of funds (source of funds grid)  
 Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific)

**School Name:**

<b>TRANSFORMATION MODEL</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>	<b>Source of Funds</b>
<b>1. Developing teacher and school leader effectiveness</b>					
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies					
Change and sustain decision making policies and mechanisms					
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices	80749	81671	82622	245042	SIG
Change and sustain operational practices	46795	48199	49645	144639	S
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model	37500	37500	37500	112500	SIG
<b>Subtotal</b>	165044	167370	169767	502181	
<b>2. Reforming instructional programs</b>					
Develop data collection and analysis processes					
Use data to drive decision making	220083	226686	233486	680255	F
Use data to drive decision making	57520	59246	61023	177789	F
Align curriculum vertically and horizontally	847526	761222	813843	2422591	SIG
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>	1125129	1047154	1108352	3280635	
<b>3. Increasing learning time and creating community-oriented schools</b>					
Increase learning time (extended day, week, or year)	376318	407512	411699	1195529	SIG
Develop community partnerships that support the model	71916	73947	76040	221903	SIG
Implement parent and community involvement strategies for ongoing engagement and support	6500	6500	6500	19500	SIG
Implement parent and community involvement strategies for ongoing engagement and support	34462	35496	36561	106519	S
Implement parent and community involvement strategies for ongoing engagement and support	73361	75562	77829	226752	F
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)	71916	73947	76040	221903	SIG
<b>Subtotal</b>	526650	561906	570279	1658835	SIG
<b>4. Flexibility and Sustained Support</b>					
Implement a comprehensive approach to school transformation	325085	325085	325085	975255	SIG
Ongoing, intensive professional development and technical assistance from the LEA and the SEA	100835	100835	100835	302505	SIG
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)	69489	69489	69489	208467	SIG
<b>Subtotal</b>	495409	495409	495409	1486227	SIG
<b>Total for Transformation Model</b>	2,312,232	2,271,839	2,343,807	6,927,878	

Arkansas Department of Education  
 Division of Learning Services  
 Four Capitol Mall, Suite 301 B  
 Little Rock, Arkansas 72201

- Initial Budget
- Amendment (No. \_\_\_\_\_)
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- Regular



<b>FISCAL YEAR</b> 2011	<b>SOURCE OF FUNDS CODE</b>	<b>NCCS NO.</b>	<b>SUBMISSION DATE</b>
<b>SCHOOL NAME</b> Cloverdale Aerospace Charter School			
<b>DISTRICT NAME AND NUMBER</b> Little Rock School District - 6001000			
<b>CONTACT PERSON</b> Linda Young			
<b>TELEPHONE NUMBER (Include Area Code)</b> 501) 447-3372			
<b>FAX NUMBER (Include Area Code)</b> 501) 447-3371			
<b>EMAIL ADDRESS</b> Linda.Young@lrdsd.org			

**School Improvement Grant – 2010 – 2011 Section 1003(g)  
 Budget Summary and Payment Schedule**

CODE / FUNCTIONS	OBJECTS								TOTALS
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	8		
1511 Before/After School Programs	\$ 202,450.00	\$ 46,806.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 249,256.00
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ 52,500.00	\$ -	\$ -	\$ -	\$ -	\$ 52,500.00
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ 52,500.00	\$ -	\$ -	\$ -	\$ -	\$ 52,500.00
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ 596,875.00	\$ 172,984.00	\$ 421,194.00	\$ 408,925.00	\$ -	\$ -	\$ -	\$ -	\$ 1,599,978.00
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ 33,600.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 33,600.00
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	<b>\$ 799,325.00</b>	<b>\$ 219,790.00</b>	<b>\$ 454,794.00</b>	<b>\$ 513,925.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,987,834.00</b>

Funds Available 2010-2013 \$ 5,925,195.00  
 Funds Budgeted \$ 1,987,834.00

Initial Budget  
 Amendment (No. \_\_\_\_\_)  
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Arkansas Department of Education  
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**FOR ADE USE ONLY**  
 Program Approval Date and Initials  
 Total Funds  
 Carryover Funds  
 Current Funds  
 Begin Date  
 End Date  
 06/30/2012

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Cloverdale Aerospace Charter School	DISTRICT NAME AND NUMBER Little Rock School District - 6001000		
CONTACT PERSON Linda Young	TELEPHONE NUMBER (Include Area Code) 501) 447-3372		
EMAIL ADDRESS Linda.young@lrds.org	FAX NUMBER (Include Area Code) 501) 447-3371		

**School Improvement Grant – 2011 – 2012 Section 1003(g)**  
**Budget Summary and Payment Schedule**

CODE / FUNCTIONS	OBJECTS								TOTALS
	1	2	3	4	5	6	7	8	
1511 Before/After School Programs	\$ 202,450.00	\$ -	\$ 46,806.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 249,256.00
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ 35,000.00	\$ -	\$ -	\$ -	\$ 35,000.00
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ 70,000.00	\$ -	\$ -	\$ -	\$ 70,000.00
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ 610,824.00	\$ -	\$ 176,209.00	\$ 421,194.00	\$ 341,625.00	\$ -	\$ -	\$ -	\$ 1,549,852.00
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ 33,600.00	\$ -	\$ -	\$ -	\$ -	\$ 33,600.00
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	<b>\$ 813,274.00</b>	<b>\$ -</b>	<b>\$ 223,015.00</b>	<b>\$ 454,794.00</b>	<b>\$ 446,625.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,937,708.00</b>
<b>Funds Available 2010-2013</b>	<b>\$ 5,925,195.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,937,708.00</b>

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FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Cloverdale Aerospace Charter School	DISTRICT NAME AND NUMBER Little Rock School District 6001000		
CONTACT PERSON Linda Young	TELEPHONE NUMBER (Include Area Code) 501) 447-3372		
EMAIL ADDRESS Linda.young@lrsc.org	FAX NUMBER (Include Area Code) 501) 447-3371		

School Improvement Grant – 2012 – 2013 Section 1003(g)  
 Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS								TOTALS
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1511 Before/After School Programs	\$ 202,450.00	\$ 46,806.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 249,256.00
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ 101,500.00	\$ -	\$ -	\$ -	\$ -	\$ 101,500.00
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ 87,500.00	\$ -	\$ -	\$ -	\$ -	\$ 87,500.00
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ 625,196.00	\$ 179,532.00	\$ 421,194.00	\$ 301,875.00	\$ -	\$ -	\$ -	\$ -	\$ 1,527,797.00
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ 33,600.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 33,600.00
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	<b>\$ 827,646.00</b>	<b>\$ 226,338.00</b>	<b>\$ 454,794.00</b>	<b>\$ 490,875.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,999,653.00</b>

Funds Available 2010-2013 \$ 5,925,195.00  
 Funds Budgeted \$ 1,999,653.00

Little Rock School District			
School Improvement Grant 1003 (g)			
Cloverdale Aerospace Charter Middle School		Year 1 2010 - 2011	
<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>
<b>Employee Salaries</b>			
A. Personnel			
(1) ESL Specialist	1	\$55,000	\$55,000
(2) Academic Intervention Specialist	2	\$55,000	\$110,000
(3) Parent/Community Liaison	1	\$55,000	\$55,000
(4) Drop Out Prevention Specialist	1	\$55,000	\$55,000
(5) Out of school suspension classroom tchrs.	2	\$55,000	\$110,000
(6) Liscensed Social Worker	1	\$55,000	\$55,000
(7) Turnaround Monitoring Specialist (33.3% - cost shared by three school sites)	0.333	\$75,000	\$24,975
<b>Subtotal/salaries</b>			<b>\$464,975</b>
	<b>Number</b>	<b>Rate</b>	<b>Total</b>
B. Teacher stipends/compensations			
(1) 6th grade Early Start Program: Formal school years begins 10 days early for 6th graders. Teachers return five days early for planning, training and preparation. Teacher daily rate of pay - estimating \$275 as average daily rate of pay <i>(20 tchrs. X \$275/per day x 15 days)</i>	20	\$4,125	\$82,500
(2) Saturday School: 18 three-hour sessions <i>(12 tchrs. X 18 sessions x 3 hrs. x \$25/per hour)</i>	12	\$1,350	\$16,200
(3) After school tutoring <i>(12 tchrs. X 100 sessions x 2 hrs. x \$25/per hour)</i>	12	\$5,000	\$60,000
(4) Early morning professional development sessions - mandatory for all staff <i>(65 tchrs. X 18 hours x \$45 (average hourly rate of pay)</i>	65	\$810	\$52,650
(5) All staff (certified and non-certified) excellent attendance incentive			

<i>(\$100 per 9-week period x 4 nine week periods x 100 staff + \$100 award for perfect annual attendance. To qualify for the incentive program a staff member must have perfect attendance but is allowed one sick or personal day per 9-week period.)</i>	100	\$500	\$50,000	
(6) Summer Academies/After school - mandatory teacher professional development and planning <i>(650 hours x \$45 - average hourly rate of pay)</i>	650	\$45	\$29,250	
(7) Before school tutoring and library hour <i>(2 teachers x 125 days x \$25/per hour)</i>	2	\$3,125	\$6,250	
(8) Summer Space Camp  <i>(12 teachers x 25 days x 5 hours per day x \$25 per hr)</i>	12	\$3,125	\$37,500	
<b>Subtotal/stipends</b>				<b>\$334,350</b>
<b>Fringe</b>	<b>Base</b>	<b>Rate</b>	<b>Total</b>	
(1) Full time personnel				
FICA (7.65%)	\$464,975	7.65%	\$35,571	
Retirement (14%)	\$464,975	14%	\$65,097	
Workmen's Compensation (1.47%)	\$464,975	1.47%	\$6,835	
Health	8.33	\$4,200	\$34,986	
(2) Stipend personnel (7.65% + 14% +1.47%)	\$334,350	23.12%	\$77,302	
<b>Subtotal/fringe</b>				<b>\$219,790</b>
<b>Purchased Services</b>				
(1) America's Choice  <i>(120 days on site technical assistance and on site professional development; 30 on line professional development sessions; 5 leadership network sessions.)</i>			\$310,000	
(2) Dr. Craig Wilson, Aerospace Scientist, Texas A&M: All 'sySTEMS' Go Liftoff for Science Professional Development Program <i>(Consultant fees: \$850 per day and travel expenses - airfare - \$550 per trip; \$135 per night hotel expenses; \$40 per day per diem)</i>			\$15,085	
a. Five day intensive summer workshop held at Cloverdale: \$5,575				
b. Four 1-day workshops held at Cloverdale during school year: \$6,300				

c. Facilitate and accompany/lead a team of 15 teachers per summer on a three-day field trip to Johnson Space Center; Space Center Houston and Galveston UTMB: \$3,210				
(3) Travel expenses for 15 teachers for three-day educational site visit to Johnson Space Center; Space Center Houston and Gavleston UTMB. Trip includes special seminars with NASA engineers and scientists as arranged by Dr. Craig Wilson				
(Airfare from LR to Houston: $\$350 \times 15 = \$5,250$ ; hotel @75 per night (8 rooms) x 3 nights = $\$1,800$ ; Meals: 3 days x 15 x $\$46 = \$2,070$ ; ground transportation from Houston to Galveston to NAA scientists lab 100 miles @ .42 per mile = $\$42 \times 7 \text{ cars} = \$294$ ; entrance to Space Center Houston admission charge $\$15 \times 15 \text{ tchrs} = \$225$ .				\$9,639
(4) Student transportation for Early Start Program	<b>Number</b>	<b>Rate</b>	<b>Total</b>	
(Student transportation for 6th grade early start program; 4 buses x 10 days x \$125/per bus)	4	\$1,250	\$5,000	
(5) Student transportation for after school tutoring				
(Student transportation from school to home: \$49 per hour x 4 buses x 100 days)	4	\$4,900	\$19,600	
(6) Student transportation for college site visits and enrichment/cultural activities				
(Student transportation: Field trip rate: \$100 per trip x 15 trips)	15	\$100	\$1,500	
(7) National Board for Professional Teaching Standards Partnership fees:				
a. 10 teacher candidates @ \$2,500 per candidate	10	\$2,500	\$25,000	
b. 20 TAKE ONE candidates @ \$395 per candidate	20	\$325	\$6,500	
c. 10 trainers (3 candidates per trainer; 21 three-hour meetings @ \$35 per hour	10	\$2,205	\$22,050	
d. 2 program facilitators(21 three hour meetings @ \$50 per hour	2	\$3,150	\$6,300	
(8) Summer Camp student transportation				
(Student transportation for summer: 20 days x 3 buses x \$125 per day)	20	\$375	\$7,500	
(9) O.K. Mentoring Program - Little Rock Police Dept.				\$25,000

<i>(Stipends for police officers to coordinate and serve as mentors)</i>				
(10) Executive Coaching				
<i>((Stipends for executive coach @ \$60/per hour x 9 months x 3 hours per month)</i>	27	\$60	\$1,620	
<b>Subtotal/purchased services</b>				<b>\$454,794</b>
<b>Materials and Supplies</b>				
America's Choice Materials				
<i>Navigator and Ramp Up Curriculum materials</i>			\$75,000	
Student incentives for improved attendance/grades/discipline				
<i>(700 students x \$30/per student; incentives would have an educational focus such as dictionaries, t-shirts, travel drives, graphing calculators)</i>	700	\$30	\$21,000	
Literacy materials				
<i>(Literacy materials to support school wide literacy across the curriculum; book campaign; chart tablets; markers; composition notebooks; 700 students x \$75 per student)</i>	700	\$75	\$52,500	
Math manipulatives; graphing calculators and other hands on math materials and supplies				
<i>(700 students x \$75 per student)</i>	700	\$75	\$52,500	
Science materials and supplies				
<i>(700 students x \$100 per student)</i>	700	\$100	\$70,000	
Realia, bilingual materials, visual aides, and instructional supplies and materials for ESL classes				
<i>(\$2,000 per class x 8 classes)</i>	8	\$2,000	\$16,000	
Materials and supplies to support middle school academic team functions				
<i>(Such as file folders/notebooks/chart tablets/journals/markers/envelopes/hallway banners to identify team and thematic areas: \$5,000 per academy)</i>	6	\$3,000	\$18,000	
Parent/family sessions; informational brochures; supplies and child care for parent meetings				

(10 sessions x \$500 per session)	10	\$500	\$5,000	
NBPTS general supplies and refreshments for winter retreat and 21 sessions	21	\$100	\$2,100	
Digital Starlab Planetarium - inflatable planetarium and curricula to support Aerospace theme and student engagement in science studies	1	\$48,375	\$48,375	
Science materials and supplies to support science professional development All 'sySTEMs' go. Emphasis on science as well as science integration in literacy and mathematics. (45 teachers x \$1,250 per teacher)	45	\$1,250	\$56,250	
Instructional materials and supplies to support after school program (300 students x \$200 per student)	300	\$200	\$60,000	
Summer Space Camp for 125 students (Materials, refreshments, supplies, t-shirts)	125	\$100	\$12,500	
Office supplies and related program materials for program staff (8 staff x \$300 per month x 10 months)	8	\$3,000	\$24,000	
Ultimate Flight Simulator and curriculum	1	\$700	\$700	
<b>Subtotal/supplies</b>				<b>\$513,925</b>
<b>Total</b>				<b>\$1,987,834</b>

Little Rock School District				
School Improvement Grant 1003 (g)				
Cloverdale Aerospace Charter Middle School		Year 2 2011 - 2012		
<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>	
<b>Employee Salaries</b>				
A. Personnel				
(1) ESL Specialist	1	\$56,660	\$56,650	
(2) Academic Intervention Specialist	2	\$56,650	\$113,300	
(3) Parent/Community Liaison	1	\$56,650	\$56,650	
(4) Drop Out Prevention Specialist	1	\$56,650	\$56,650	
(5) Out of school suspension classroom tchrs.	2	\$56,650	\$113,300	
(6) Liscensed Social Worker	1	\$56,650	\$56,650	
(7) Turnaround Monitoring Specialist (33.3% - cost shared by three school sites)	0.333	\$77,250	\$25,724	
<b>Subtotal/salaries</b>				<b>\$478,924</b>
	<b>Number</b>	<b>Rate</b>	<b>Total</b>	
B. Teacher stipends/compensations				
(1) 6th grade Early Start Program: Formal school years begins 10 days early for 6th graders. Teachers return five days early for planning, training and preparation. Teacher daily rate of pay - estimating \$275 as average daily rate of pay				
(20 tchrs. X \$275/per day x 15 days)	20	\$4,125	\$82,500	
(2) Saturday School: 18 three-hour sessions				
(12 tchrs. X 18 sessions x 3 hrs. x \$25/per hour)	12	\$1,350	\$16,200	
(3) After school tutoring				
(12 tchrs. X 100 sessions x 2 hrs. x \$25/per hour)	12	\$5,000	\$60,000	
(4) Early morning professional development sessions - mandatory for all staff				
(65 tchrs. X 18 hours x \$45 (average hourly rate of pay)	65	\$810	\$52,650	
(5) All staff (certified and non-certified) excellent attendance incentive				

<i>(\$100 per 9-week period x 4 nine week periods x 100 staff + \$100 award for perfect annual attendance. To qualify for the incentive program a staff member must have perfect attendance but is allowed one sick or personal day per 9-week period.)</i>	100	\$500	\$50,000	
(6) Summer Academies/After School - mandatory teacher professional development and planning <i>(650 hours x \$45 -average hourly rate of pay)</i>	650	\$45	\$29,250	
(7) Before school tutoring and library hour <i>(2 teachers x 125 days x \$25/per hour)</i>	2	\$3,125	\$6,250	
(8) Summer Space Camp  <i>(12 teachers x 25 days x 5 hours per day x \$25 per hr)</i>	12	\$3,125	\$37,500	
<b>Subtotal/stipends</b>				<b>\$334,350</b>
<b>Fringe</b>	<b>Base</b>	<b>Rate</b>	<b>Total</b>	
(1) Full time personnel				
FICA (7.65%)	\$478,924	7.65%	\$36,638	
Retirement (14%)	\$478,924	14%	\$67,049	
Workmen's Compensation (1.47%)	\$478,924	1.47%	\$7,040	
Health	8.33	\$4,200	\$34,986	
(2) Stipend personnel (7.65% + 14% +1.47%)	\$334,350	23.12%	\$77,302	
<b>Subtotal/fringe</b>				<b>\$223,015</b>
<b>Purchased Services</b>				
(1) America's Choice  <i>(120 days on site technical assistance and on site professional development; 30 on line professional development sessions; 5 leadership network sessions.)</i>			\$310,000	
(2) Dr. Craig Wilson, Aerospace Scientist, Texas A&M: All 'sySTEMS' Go Liftoff for Science Professional Development Program  <i>(Consultant fees: \$850 per day and travel expenses - airfare - \$550 per trip; \$135 per night hotel expenses; \$40 per day per diem)</i>			\$15,085	
a. Five day intensive summer workshop held at Cloverdale: \$5,575				
b. Four 1-day workshops held at Cloverdale during school year: \$6,300				

c. Facilitate and accompany/lead a team of 15 teachers per summer on a three-day field trip to Johnson Space Center; Space Center Houston and Galveston UTMB: \$3,210				
(3) Travel expenses for 15 teachers for three-day educational site visit to Johnson Space Center; Space Center Houston and Gavleston UTMB. Trip includes special seminars with NASA engineers and scientists as arranged by Dr. Craig Wilson				
(Airfare from LR to Houston: \$350 x 15 = \$5,250; hotel @75 per night (8 rooms) x 3 nights = \$1,800; Meals: 3 days x 15 x \$46 = \$2,070; ground transportation from Houston to Galveston to NAA scientists lab 100 miles @ .42 per mile = \$42 x 7 cars = \$294; entrance to Space Center Houston admission charge \$15 x 15 tchrs = \$225.				\$9,639
(4) Student transportation for Early Start Program <i>(Student transportation for 6th grade early start program; 4 buses x 10 days x \$125/per bus)</i>	<b>Number</b>	<b>Rate</b>	<b>Total</b>	
	4	\$1,250	\$5,000	
(5) Student transportation for after school tutoring <i>(Student transportation from school to home: \$49 per hour x 4 buses x 100 days)</i>				
	4	\$4,900	\$19,600	
(6) Student transportation for college site visits and enrichment/cultural activities <i>(Student transportation: Field trip rate: \$100 per trip x 15 trips)</i>				
	15	\$100	\$1,500	
(7) National Board for Professional Teaching Standards Partnership fees:				
<i>a. 10 teacher candidates @ \$2,500 per candidate</i>	10	\$2,500	\$25,000	
<i>b. 20 TAKE ONE candidates @ \$395 per candidate</i>	20	\$325	\$6,500	
<i>c. 10 trainers (3 candidates per trainer; 21 three-hour meetings @ \$35 per hour)</i>	10	\$2,205	\$22,050	
<i>d. 2 program facilitators(21 three hour meetings @ \$50 per hour)</i>	2	\$3,150	\$6,300	
(8) Summer Camp student transportation <i>(Student transportation for summer: 20 days x 3 buses x \$125 per day)</i>				
	20	\$375	\$7,500	
(9) O.K. Mentoring Program - Little Rock Police Dept.				\$25,000

<i>(Stipends for police officers to coordinate and serve as mentors)</i>				
(10) Executive Coaching <i>((Stipends for executive coach @ \$60/per hour x 9 months x 3 hours per month)</i>	27	\$60	\$1,620	
<b>Subtotal/purchased services</b>				<b>\$454,794</b>
<b>Materials and Supplies</b>				
America's Choice Materials <i>Navigator and Ramp Up Curriculum materials</i>			\$75,000	
Student incentives for improved attendance/grades/discipline <i>(700 students x \$30/per student; incentives would have an educational focus such as dictionaries, t-shirts, travel drives, graphing calculators)</i>	700	\$30	\$21,000	
Literacy materials <i>(Literacy materials to support school wide literacy across the curriculum; book campaign; chart tablets; markers;composition notebooks; 700 students x \$50 per student)</i>	700	\$50	\$35,000	
Math manipulatives; graphing calculators and other hands on math materials and supplies <i>(700 students x \$100 per student)</i>	700	\$100	\$70,000	
Science materials and supplies <i>(700 students x \$50 per student)</i>	700	\$50	\$35,000	
Realia, bilingual materials, visual aides, and instructional supplies and materials for ESL classes <i>(\$2,000 per class x 8 classes)</i>	8	\$2,000	\$16,000	
Materials and supplies to support middle school academic team functions  <i>(Such as file folders/notebooks/chart tablets/journals/markers/envelopes/hallway banners to identify team and thematic areas: \$5,000 per academy)</i>	6	\$3,000	\$18,000	
Parent/family sessions; informational brochures; supplies and child care for parent meetings				

(10 sessions x \$500 per session)	10	\$500	\$5,000	
NBPTS general supplies and refreshments for winter retreat and 21 sessions	21	\$125	\$2,625	
Science materials and supplies to support science professional development All 'sySTEMs' go. Emphasis on science as well as science integration in literacy and mathematics. (45 teachers x \$1,250 per teacher)	45	\$1,250	\$56,250	
Instructional materials and supplies to support after school program (300 students x \$250 per student)	300	\$250	\$75,000	
Summer Space Camp for 125 students (Materials, refreshments, supplies, t-shirts)	125	\$110	\$13,750	
Office supplies and related program materials for program staff (8 staff x \$300 per month x 10 months)	8	\$3,000	\$24,000	
<b>Subtotal/supplies</b>				<b>\$446,625</b>
<b>Total</b>				<b>\$1,937,708</b>

Little Rock School District			
School Improvement Grant 1003 (g)			
Cloverdale Aerospace Charter Middle School		Year 3 2012 - 2013	
<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>
<b>Employee Salaries</b>			
A. Personnel			
(1) ESL Specialist	1	\$58,350	\$58,350
(2) Academic Intervention Specialist	2	\$58,350	\$116,700
(3) Parent/Community Liaison	1	\$58,350	\$58,350
(4) Drop Out Prevention Specialist	1	\$58,350	\$58,350
(5) Out of school suspension classroom tchrs.	2	\$58,350	\$116,700
(6) Liscensed Social Worker	1	\$58,350	\$58,350
(7) Turnaround Monitoring Specialist (33.3% - cost shared by three school sites)	0.333	\$79,568	\$26,496
<b>Subtotal/salaries</b>			<b>\$493,296</b>
	<b>Number</b>	<b>Rate</b>	<b>Total</b>
B. Teacher stipends/compensations			
(1) 6th grade Early Start Program: Formal school years begins 10 days early for 6th graders. Teachers return five days early for planning, training and preparation. Teacher daily rate of pay - estimating \$275 as average daily rate of pay			
(20 tchrs. X \$275/per day x 15 days)	20	\$4,125	\$82,500
(2) Saturday School: 18 three-hour sessions			
(12 tchrs. X 18 sessions x 3 hrs. x \$25/per hour)	12	\$1,350	\$16,200
(3) After school tutoring			
(12 tchrs. X 100 sessions x 2 hrs. x \$25/per hour)	12	\$5,000	\$60,000
(4) Early morning professional development sessions - mandatory for all staff			
(65 tchrs. X 18 hours x \$45 (average hourly rate of pay)	65	\$810	\$52,650
(5) All staff (certified and non-certified) excellent attendance incentive			

<i>(\$100 per 9-week period x 4 nine week periods x 100 staff + \$100 award for perfect annual attendance. To qualify for the incentive program a staff member must have perfect attendance but is allowed one sick or personal day per 9-week period.)</i>	100	\$500	\$50,000	
(6) Summer Academies/After School - mandatory teacher professional development and planning <i>(650 hours x \$45 - average hourly rate of pay)</i>	650	\$45	\$29,250	
(7) Before school tutoring and library hour <i>(2 teachers x 125 days x \$25/per hour)</i>	2	\$3,125	\$6,250	
(8) Summer Space Camp  <i>(12 teachers x 25 days x 5 hours per day x \$25 per hr)</i>	12	\$3,125	\$37,500	
<b>Subtotal/stipends</b>				<b>\$334,350</b>
<b>Fringe</b>	<b>Base</b>	<b>Rate</b>	<b>Total</b>	
(1) Full time personnel				
FICA (7.65%)	\$493,296	7.65%	\$37,737	
Retirement (14%)	\$493,296	14%	\$69,061	
Workmen's Compensation (1.47%)	\$493,296	1.47%	\$7,251	
Health	8.33	\$4,200	\$34,986	
(2) Stipend personnel (7.65% + 14% + 1.47%)	\$334,350	23.12%	\$77,302	
<b>Subtotal/fringe</b>				<b>\$226,338</b>
<b>Purchased Services</b>				
(1) America's Choice  <i>(120 days on site technical assistance and on site professional development; 30 on line professional development sessions; 5 leadership network sessions.)</i>			\$310,000	
(2) Dr. Craig Wilson, Aerospace Scientist, Texas A&M: All 'sySTEMS' Go Liftoff for Science Professional Development Program  <i>(Consultant fees: \$850 per day and travel expenses - airfare - \$550 per trip; \$135 per night hotel expenses; \$40 per day per diem)</i>			\$15,085	
a. Five day intensive summer workshop held at Cloverdale: \$5,575				
b. Four 1-day workshops held at Cloverdale during school year: \$6,300				

c. Facilitate and accompany/lead a team of 15 teachers per summer on a three-day field trip to Johnson Space Center; Space Center Houston and Galveston UTMB: \$3,210				
(3) Travel expenses for 15 teachers for three-day educational site visit to Johnson Space Center; Space Center Houston and Gavleston UTMB. Trip includes special seminars with NASA engineers and scientists as arranged by Dr. Craig Wilson				
(Airfare from LR to Houston: $\$350 \times 15 = \$5,250$ ; hotel @75 per night (8 rooms) x 3 nights = $\$1,800$ ; Meals: 3 days x 15 x $\$46 = \$2,070$ ; ground transportation from Houston to Galveston to NAA scientists lab 100 miles @ .42 per mile = $\$42 \times 7 \text{ cars} = \$294$ ; entrance to Space Center Houston admission charge $\$15 \times 15 \text{ tchrs} = \$225$ .				\$9,639
(4) Student transportation for Early Start Program	<b>Number</b>	<b>Rate</b>	<b>Total</b>	
(Student transportation for 6th grade early start program; 4 buses x 10 days x \$125/per bus)	4	\$1,250	\$5,000	
(5) Student transportation for after school tutoring				
(Student transportation from school to home: \$49 per hour x 4 buses x 100 days)	4	\$4,900	\$19,600	
(6) Student transportation for college site visits and enrichment/cultural activities				
(Student transportation: Field trip rate: \$100 per trip x 15 trips)	15	\$100	\$1,500	
(7) National Board for Professional Teaching Standards Partnership fees:				
a. 10 teacher candidates @ \$2,500 per candidate	10	\$2,500	\$25,000	
b. 20 TAKE ONE candidates @ \$395 per candidate	20	\$325	\$6,500	
c. 10 trainers (3 candidates per trainer; 21 three-hour meetings @ \$35 per hour)	10	\$2,205	\$22,050	
d. 2 program facilitators(21 three hour meetings @ \$50 per hour)	2	\$3,150	\$6,300	
(8) Summer Camp student transportation				
(Student transportation for summer: 20 days x 3 buses x \$125 per day)	20	\$375	\$7,500	
(9) O.K. Mentoring Program - Little Rock Police Dept.				\$25,000

<i>(Stipends for police officers to coordinate and serve as mentors)</i>				
(10) Executive Coaching				
<i>((Stipends for executive coach @ \$60/per hour x 9 months x 3 hours per month)</i>	27	\$60	\$1,620	
<b>Subtotal/purchased services</b>				<b>\$454,794</b>
<b>Materials and Supplies</b>				
America's Choice Materials				
<i>Navigator and Ramp Up Curriculum materials</i>			\$75,000	
Student incentives for improved attendance/grades/discipline				
<i>(700 students x \$30/per student; incentives would have an educational focus such as dictionaries, t-shirts, travel drives, graphing calculators)</i>	700	\$30	\$21,000	
Literacy materials				
<i>(Literacy materials to support school wide literacy across the curriculum; book campaign; chart tablets; markers; composition notebooks; 700 students x \$145 per student)</i>	700	\$145	\$101,500	
Math manipulatives; graphing calculators and other hands on math materials and supplies				
<i>(700 students x \$125 per student)</i>	700	\$125	\$87,500	
Science materials and supplies				
<i>(700 students x \$50 per student)</i>	700	\$50	\$35,000	
Realia, bilingual materials, visual aides, and instructional supplies and materials for ESL classes				
<i>(\$1,250 per class x 8 classes)</i>	8	\$1,250	\$10,000	
Materials and supplies to support middle school academic team functions				
<i>(Such as file folders/notebooks/chart tablets/journals/markers/envelopes/hallway banners to identify team and thematic areas: \$3,500 per academy)</i>	6	\$3,500	\$21,000	
Parent/family sessions; informational brochures; supplies and child care for parent meetings				

(10 sessions x \$1,500 per session)	10	\$1,500	\$15,000	
NBPTS general supplies and refreshments for winter retreat and 21 sessions	21	\$125	\$2,625	
Science materials and supplies to support science professional development All 'sySTEMs' go. Emphasis on science as well as science integration in literacy and mathematics. (45 teachers x \$1,100 per teacher)	45	\$1,100	\$49,500	
Instructional materials and supplies to support after school program (300 students x \$100per student)	300	\$100	\$30,000	
Summer Space Camp for 125 students (Materials, refreshments, supplies, t-shirts)	125	\$150	\$18,750	
Office supplies and related program materials for program staff (8 staff x \$300 per month x 10 months)	8	\$3,000	\$24,000	
<b>Subtotal/supplies</b>				<b>\$490,875</b>
<b>Total</b>				<b>\$1,999,653</b>

Little Rock School District

NCLB Title I Choice Letter

LITTLE ROCK SCHOOL DISTRICT  
 501 SHERMAN STREET  
 LITTLE ROCK, AR 72202  
 (501) 447-2950

Rec.  
 8-4-10  
 10:00  
 DP

TO THE PARENT/GUARDIAN OF:  
 018  
 EDEN M. HILL  
 APT 29  
 7821 W. CAPITOL AVE  
 LITTLE ROCK AR 72205

ID: 349201      Current School #: 018  
 Grade: K      AZ School: 018  
 Priority:      ZB: 1630

Your child will be eligible to participate in the No Child Left Behind (NCLB) School Choice Program beginning the start of the school year, August 19, 2010. The enclosed letter will help you understand how the NCLB Choice Program works. The application period opens immediately and continues through Thursday, August 12, 2010. If your transfer is approved you will be notified by mail on Monday, August 16, 2010. **If we DO NOT receive an application for your child, he/she will attend their assigned school.** Not all schools in the district have the space to accept transfer students. NCLB transfers are available only to those schools identified in your letter. If you are interested in pursuing a choice option, please complete this application.

**IF THIS APPLICATION IS APPROVED, BUS TRANSPORTATION WILL BE PROVIDED. IF A ROUTE IS NOT CURRENTLY IN PLACE, ONE WILL BE ESTABLISHED WITHIN A 15 DAY PERIOD. YOU WILL BE RESPONSIBLE FOR TRANSPORTATION UNTIL THE ROUTE IS ESTABLISHED. YOUR CHILD MUST ATTEND THE REMAINDER OF THE SCHOOL YEAR. There will be NO EXCEPTIONS.**

You may make three (3) choices. (Please rank your choices in numerical order 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)

Rank Choices	Cluster A	% Proficient Math	% Proficient Literacy	Address	Phone
	Bale	70%	56%	6501 W 32 <sup>nd</sup> St, 72209	447-3600
	Dodd	71%	58%	6423 Stagecoach Rd, 72204	447-4300
3 <sup>rd</sup>	Forest Park	96%	94%	1600 N Tyler St, 72207	447-4500
2 <sup>nd</sup>	Fulbright	92%	90%	300 Pleasant Valley Dr, 72212	447-4700
1 <sup>st</sup>	McDermott	66%	63%	1200 Reservoir Rd, 72207	447-5500
	Otter Creek	76%	74%	16000 Otter Creek Pky, 72210	447-5800
	Roberts*			16601 LaMarche Dr, 72223	447-8300
	Romine	61%	55%	3400 Romine Rd, 72204	447-6300
	Wakefield	64%	59%	75 Westminster Dr, 72209	447-6600
	Western Hills	69%	69%	4901 Western Hills Ave, 72204	447-6900

\* New school – did not test in 2009-2010 (no test data available)

Because of space limitations, we may not be able to transfer every child in the same family. We cannot guarantee approval of transfers for brothers and sisters to the same school.

Name of Sibling(s): Destin S. Hill

If you do not live in the school attendance zone and are attending your current school by way of school choice, you may not be eligible for a NCLB transfer and other options may need to be considered. If you are interested in returning to your attendance zone school or seek alternative options, call 447-2950.

If your child's attendance school is removed from the School Improvement List by the Arkansas Department of Education, your child will be transferred back to his/her attendance zone school. If this occurs, a letter will be sent to your address of record informing you how and when the transfer will occur.

**Deadline for receipt of this application is August 12, 2010 at 5:00 p.m. No Exceptions.**

RETURN TO: 501 Sherman Street, Little Rock, AR 72202

[Signature]  
 Signature of Parent  
7821 West Capitol, Apt. #29, LR 72205  
 Address

8-3-10  
 Date  
501-219-8595  
 Phone

**POR FAVOR MIRE AL DORSO DE ESTA PAGINA**

## Quarterly School Improvement Progress Report

Schools on SI status must "report school improvement plan progress to the superintendent quarterly, who in turn will report the progress to the school board." Arkansas Smart Accountability

Please submit the first quarter report electronically to—Elementary Schools - Dr. Sadie Mitchell and Dennis Glasgow; Secondary Schools – Junious Babbs and Dennis Glasgow—by Friday, November 13. (Subsequent quarterly reports will be due on January 29, March 31 and May 28.)

Item	ACSIP, Smart Accountability (SmAcct), or Scholastic Audit (SA)	Describe in narrative form or list in bullets the progress made toward each item (The table will expand as you add data.)
<p><b>Literacy/Priority</b></p> <p>Intervention: Utilize vertical and horizontal teaming to ensure curriculum alignment and to integrate opportunities to improve reading and writing practice across the curriculum.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• READ 180</li> <li>• America's Choice</li> <li>• Accelerated Reader</li> <li>• Professional Learning Communities</li> <li>• SOAR Pretests and Posttests</li> <li>• TP classes (30 minute intervention block)</li> <li>• Literacy Coach</li> </ul>
<p>Intervention: Promote reading and writing literacy instruction through differentiated instruction.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Practice with open-ended response items</li> <li>• Millionaire Book Club</li> <li>• Professional Learning Communities</li> <li>• PD with Literacy Coach</li> <li>• English classes double blocked</li> <li>• Workshop Model (professional development)</li> </ul>
<p>Intervention: Utilize after school hours to increase the amount and quality of learning time to improve student achievement in literacy.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Before School Tutoring</li> <li>• Professional Development</li> </ul>
<p>Intervention: Improve instruction through the America's Choice school design.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Cluster leader modeling of lesson</li> <li>• Cluster leader attend Leadership Team Meetings</li> <li>• Workshop model used throughout the school</li> <li>• PD by America's Choice via Literacy meetings</li> <li>• PD for coaches by America's Choice</li> <li>• PD for coaches via America's Choice Network Meetings</li> <li>• PD for coaches via America's Choice Leadership Meeting</li> </ul>
<p>Intervention: Develop a parental involvement plan that will facilitate better communication, support for parenting skills,</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Written and included in Cloverdale Student/Parent Handbook</li> </ul>

<p>integration of parents into student learning, volunteering, and collaboration between schools and community.</p>		
<b>Math Priority</b>		
<p>Intervention: Utilize vertical and horizontal teaming to ensure curriculum alignment and to integrate opportunities to improve/practice math skills across the curriculum.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• TP classes (30 minute intervention block)</li> <li>• Grade Level Meetings</li> <li>• Departmental Meetings</li> </ul>
<p>Intervention: Improve mathematics instruction through differentiated instruction.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Manipulatives placed in each mathematics classroom</li> <li>• Curriculum map designates manipulatives to enhance topics</li> </ul>
<p>Intervention: Implement strategies to increase parent involvement.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Edline</li> <li>• First in Math</li> <li>• Algebra Night</li> <li>• Algebra Letters</li> </ul>
<p>Intervention: Increase utilization of technology to improve math skills</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Dukane document cameras</li> <li>• TI Navigator in each mathematics classroom</li> <li>• TI 84+ calculators in each mathematics classroom</li> <li>• First in Math</li> <li>• Geogebra</li> <li>• School computer sales for textbooks on disc</li> </ul>
<p>Intervention: Improve instruction through the America's Choice school design.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Cluster leader modeling of lesson</li> <li>• Cluster leader attend Leadership Team Meetings</li> <li>• Workshop model used throughout the school</li> <li>• PD by America's Choice via Math meetings</li> <li>• PD for coaches by America's Choice</li> <li>• PD for coaches via America's Choice Network Meetings</li> <li>• PD for coaches via America's Choice Leadership Meeting</li> </ul>
<b>Parent Involvement Priority</b>		
<p>Intervention: Increase Professional Development Training and Materials for Parents.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Registration form distributed to parents for LRSD Parent Institute</li> <li>• Training has been conducted on using Edline, First in Math and Textbooks on CD</li> </ul>
<p>Intervention: Increase Parental Involvement Opportunities (classroom and home activities).</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• Monthly parent packets being created and will begin shortly</li> <li>• Edline Night</li> <li>• Flyers and Parent Link reminders sent home</li> <li>• PTSA meetings include a professional development component</li> <li>• Translators available for every event</li> <li>• Parent Center established near front office</li> </ul>
<p>Intervention: Build Partnerships to help students achieve</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>• School improvement status communicated to parents via written</li> </ul>

standards.		<p>communication, Open House, Charter School Focus Group Meeting, Charter School Public Hearing</p> <ul style="list-style-type: none"> <li>• Flyers and Parent Link reminders sent home</li> <li>• State of the School overview presented at Open House, Parent Teacher Conferences, etc.</li> </ul>
Intervention: Build Home Support (working with student's at home to improve children's achievement).	ACSIP	<ul style="list-style-type: none"> <li>• Parent Center established near front office</li> <li>• Parent Facilitator has been identified</li> <li>• PTSA Meetings include student presentations</li> <li>• Parents actively help plan and participate in Cinco de Mayo celebration each year</li> </ul>
Intervention: Coordinate and Integrate Parent Involvement Activities.	ACSIP	<ul style="list-style-type: none"> <li>• Baby Sitting services provided as needed at parent events</li> <li>• Parent Nights, such as Edline Night in September, are hosted at the school</li> <li>• School Choice options and SES sign up have been implemented/completed</li> <li>• Volunteer forms completed during registration</li> </ul>
Intervention: Develop appropriate roles for community-based organizations and businesses.	ACSIP	<ul style="list-style-type: none"> <li>• Counselors and the school nurse have identified local organizations and agencies to assist parents</li> <li>• Flyers and pamphlets are available in the Parent Center</li> <li>• Books, video tapes and DVD's are available for parents to check out from the school library</li> </ul>
Intervention: Involve Parents in Decision-Making.	ACSIP	<ul style="list-style-type: none"> <li>• An Algebra Night has been conducted to inform and assist parents with decision-making regarding their child's choices regarding math courses to be taken for the remainder of secondary school</li> <li>• Field trip and other forms are completed and signed as needed</li> <li>• 100% of staff is highly qualified in the area they currently teach</li> <li>• Parent policies at the school level have been implemented regarding tardies and early check-outs, obtaining a visitor's pass, discipline, etc.</li> <li>• Parent input is solicited regarding the planning, review and improvement of the Title I program via written communication, invitations to planning meetings, Open House, etc.</li> </ul>
Intervention: Share Responsibility for Student Achievement.	ACSIP	<ul style="list-style-type: none"> <li>• School compacts have been developed and signed by the majority of parents</li> <li>• Communication with parents occurs via the school website, school newspaper, flyers (English and Spanish), Parent Link, personal phone calls, message board in the front office, etc.</li> <li>• Parent volunteer efforts are documents via the district VIP's forms</li> <li>• Curricular activities are prioritized using pre-tests on the SOAR SLE's and are taught via regular and TP classes (30 minute intervention block), as well as addressed in the monthly parent packets currently being developed</li> <li>• Student achievement levels are discussed via Edline, written</li> </ul>

<p><b>Professional Development</b></p> <p>Provide research-based, results driven professional development for staff (List PD provided for staff by building administrator, academic coach, or other staff)</p>	<p>SA</p>	<ul style="list-style-type: none"> <li>communication, parent phone calls, parent conferences, email, etc.</li> <li>Student successes are celebrated via the Millionaire Book Club, awards assemblies, campus activities, announcements over the intercom, school newspaper, etc.</li> </ul>
<p><b>Arkansas Smart Accountability Requirements</b></p>		
<p>Ensure that each student experiences a rigorous curriculum aligned to AR Framework</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>Data Disaggregation</li> <li>Smart Accountability</li> <li>Root Cause Analysis</li> <li>Dukane Document Camera Training</li> <li>Edline</li> <li>Parental Involvement in the America's Choice School Design</li> <li>Code of Ethics</li> <li>The Change Process</li> <li>Literacy Test Prep</li> <li>The America's Choice Workshop Model</li> <li>Mathematics Intervention</li> <li>Science Vocabulary Charts and Word Walls</li> <li>Strategies for Teaching Math</li> <li>School and Classroom Practices: The 4 E's</li> </ul>
<p>Assess student learning frequently with standards-based assessments</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>Curriculum Maps</li> <li>Classroom Walk-Throughs</li> <li>Inspection of Lesson Plans</li> <li>Standards-Based Bulletin Boards</li> <li>Pre-test of SLE's tested in SOAR</li> <li>America's Choice chapter tests</li> <li>Teacher made assessments</li> </ul>
<p>Provide PD on how to analyze &amp; use data</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>Department meetings</li> <li>Professional learning communities</li> </ul>
<p>Use Assessment Wall as a tool to track individual student and subpopulation improvement</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>A data room has been established in room 50A</li> </ul>
<p>Implement quality instructional coaching model</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>Literacy Coach</li> <li>Math Coach</li> <li>Design Coach</li> <li>In progress</li> </ul>
<p>Conduct and use data from daily "classroom walkthroughs"</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>In progress</li> </ul>
<p>Provide additional time on task by offering quality after or before school instruction</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>Before school tutoring is provided for 1 hour 3 times a week</li> </ul>
<p>Use time audit to increase amount of time for instructional</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>Leadership team meets each Thursday at 10:00 am</li> </ul>

<p>leadership</p>	<p>Participate in a scholastic audit &amp; follow recommended next steps</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>• Curriculum meetings are held each Monday at 9:00 am</li> <li>• The administrative team meets weekly</li> <li>• Literacy and Math teachers have common planning built into the master schedule</li> <li>• Professional learning communities meet on a monthly basis</li> <li>• Focus walks are conducted</li> <li>• Monthly subject area meetings are held</li> <li>• Writing in all content areas has increased</li> <li>• Standards in Practice training has occurred and meetings continue to analyze student work</li> </ul>
<p>Improve functioning of school leadership team</p>	<p>SmAcct</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <li>• The team is conducting a book study using The Five Dysfunctions of a Team</li> <li>• Our America's Choice Cluster Leader provides assistance and direction</li> <li>• The School Improvement Specialist has joined the team</li> </ul>

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Item	ACCSIP, Smart Accountability (Sm/Acct), or Scholastic Audit (SA)	Describe in narrative form or list in bullets the progress made toward each item (The table will expand as you add data.)
<b>Literacy Proficiency</b>		
Intervention: Utilize vertical and horizontal teaming to ensure curriculum alignment and to integrate opportunities to improve reading and writing practice across the curriculum.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
Intervention: Promote reading and writing literacy instruction through differentiated instruction.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
Intervention: Utilize after school hours to increase the amount and quality of learning time to improve student achievement in literacy.	ACSIP	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>
Intervention: Improve instruction through the America's Choice school design.	ACSIP	<ul style="list-style-type: none"> <li>• PD for coaches by America's Choice</li> <li>• PD for coaches and administrators via America's Choice Network Meetings</li> </ul>
Intervention: Develop a parental involvement plan that will facilitate better communication, support for parenting skills, integration of parents into student learning, volunteering, and collaboration between schools and community.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Math Proficiency</b>		
Intervention: Utilize vertical and horizontal teaming to ensure curriculum alignment and to integrate opportunities to improve/practice math skills across the curriculum.	ACSIP	<ul style="list-style-type: none"> <li>• Math Problem of the Day initiated in all classes</li> </ul>
Intervention: Improve mathematics instruction through differentiated instruction.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>

Intervention: Implement strategies to increase parent involvement.	ACSIP	<ul style="list-style-type: none"> <li>• Mother/Daughter Girl's Night Out</li> <li>• Lion Cub Brothers Breakfast</li> </ul>
Intervention: Increase utilization of technology to improve math skills	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
Intervention: Improve instruction through the America's Choice school design.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Parent Involvement Priority</b>		
Intervention: Increase Professional Development Training and Materials for Parents.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
Intervention: Increase Parental Involvement Opportunities (classroom and home activities).	ACSIP	<ul style="list-style-type: none"> <li>• Monthly parent packets</li> </ul>
Intervention: Build Partnerships to help students achieve standards.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
Intervention: Build Home Support (working with student's at home to improve children's achievement).	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
Intervention: Coordinate and Integrate Parent Involvement Activities.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
Intervention: Develop appropriate roles for community-based organizations and businesses.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
Intervention: Involve Parents in Decision-Making.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
Intervention: Share Responsibility for Student Achievement.	ACSIP	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Professional Development</b>		
Provide research-based, results driven professional development for staff (List PD provided for staff by building administrator, academic coach, or other staff)	SA	<ul style="list-style-type: none"> <li>• Improving Classroom Practices</li> <li>• Using Efficacy, Engagement, Equity, and Expectations for Improving Student Achievement</li> <li>• School and Classroom Practices for School Improvement</li> <li>• Developing Word Walls, Vocabulary and Artifacts</li> </ul>
<b>Arkansas Smart Accountability Requirements</b>		
Ensure that each student experiences a rigorous curriculum	SmAcct	<ul style="list-style-type: none"> <li>• Curriculum Maps</li> </ul>

aligned to AR Framework		<ul style="list-style-type: none"> <li>Classroom Walk-Throughs</li> <li>Inspection of Lesson Plans</li> <li>Standards-Based Bulletin Boards</li> </ul>
Assess student learning frequently with standards-based assessments	SmAcct	<ul style="list-style-type: none"> <li>Pre-test of SLE's tested in SOAR</li> <li>America's Choice chapter tests</li> <li>Teacher made assessments</li> <li></li> </ul>
Provide PD on how to analyze & use data	SmAcct	<ul style="list-style-type: none"> <li></li> </ul>
Use Assessment Wall as a tool to track individual student and subpopulation improvement	SmAcct	<ul style="list-style-type: none"> <li>A data room has been established in room 50A</li> </ul>
Implement quality instructional coaching model	SmAcct	<ul style="list-style-type: none"> <li>Literacy Coach</li> <li>Math Coach</li> <li>Design Coach</li> </ul>
Conduct and use data from daily "classroom walkthroughs"	SmAcct	<ul style="list-style-type: none"> <li>In progress</li> </ul>
Provide additional time on task by offering quality after or before school instruction	SmAcct	<ul style="list-style-type: none"> <li>Before school tutoring is provided for 1 hour 3 times a week</li> <li>Algebra I tutoring is provided for 1 hour per week</li> </ul>
Use time audit to increase amount of time for instructional leadership	SmAcct	<ul style="list-style-type: none"> <li>Leadership team meets each Thursday at 10:15 am</li> <li>Curriculum meetings are held weekly</li> <li>The administrative team meets weekly</li> </ul>
Participate in a scholastic audit & follow recommended next steps	SmAcct	<ul style="list-style-type: none"> <li>Literacy and Math teachers have common planning built into the master schedule</li> <li>Professional learning communities meet on a monthly basis</li> <li>Focus walks are conducted</li> <li>Monthly subject area meetings are held</li> <li>Writing in all content areas has increased</li> </ul>
Improve functioning of school leadership team	SmAcct	<ul style="list-style-type: none"> <li>Our America's Choice Cluster Leader provides assistance and direction</li> </ul>

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<b>Item</b>	<b>ACSIP, Smart Accountability (SmAcct), or Scholastic Audit (SA)</b>	<b>Describe in narrative form or list in bullets the progress made toward each item (The table will expand as you add data.)</b>
<p><b>Literacy Priority</b></p> <p>Intervention: Utilize vertical and horizontal teaming to ensure curriculum alignment and to integrate opportunities to improve reading and writing practice across the curriculum.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>• Literacy team meetings</li> <li>• Horizontal meetings bi-weekly</li> <li>• Vertical meetings monthly</li> </ul>
<p>Intervention: Promote reading and writing literacy instruction through differentiated instruction.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>• Reading Intervention Class established</li> </ul>
<p>Intervention: Utilize after school hours to increase the amount and quality of learning time to improve student achievement in literacy.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>• Just completed before-school tutoring as of April 1, 2010</li> <li>• Continued implementation of daily Test Prep Class</li> </ul>
<p>Intervention: Improve instruction through the America's Choice school design.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>• Utilized diagnostic and assessment tool to form an action plan</li> <li>• Committed to action plan dates</li> </ul>
<p>Intervention: Develop a parental involvement plan that will facilitate better communication, support for parenting skills, integration of parents into student learning, volunteering, and collaboration between schools and community.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>• Family Literacy Night</li> <li>• Local authors, such as Celia Anderson, have spoken to students and parents</li> </ul>
<p><b>Math Priority</b></p> <p>Intervention: Utilize vertical and horizontal teaming to ensure curriculum alignment and to integrate opportunities to improve/practice math skills across the curriculum.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>• Continued math team meetings</li> <li>• Horizontal meetings bi-weekly</li> </ul>

<p>Intervention: Improve mathematics instruction through differentiated instruction.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <li>Vertical meetings monthly</li> </ul> <p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>Utilizing worktime in workshop model</li> <li>Imbedding AC Navigator in mathematics classes</li> </ul>
<p>Intervention: Implement strategies to increase parent involvement.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li></li> </ul>
<p>Intervention: Increase utilization of technology to improve math skills</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>Gizmo training and implementation</li> </ul>
<p>Intervention: Improve instruction through the America's Choice school design.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>Utilizing diagnostic and assessment tool to form an action plan</li> <li>Committed to action plan dates</li> </ul>
<p>Parent Involvement Priority</p>		
<p>Intervention: Increase Professional Development Training and Materials for Parents.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>Test Prep Discussion with congregation at Longlea Baptist Church (3/31/10)</li> </ul>
<p>Intervention: Increase Parental Involvement Opportunities (classroom and home activities).</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li></li> </ul>
<p>Intervention: Build Partnerships to help students achieve standards.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>Formed a staff/parent team to meet on a regular basis</li> <li>Test Prep Discussion at Longlea Baptist Church</li> </ul>
<p>Intervention: Build Home Support (working with student's at home to improve children's achievement).</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>Family Literacy Night</li> <li>Test Prep Discussion at Longlea Baptist Church</li> </ul>
<p>Intervention: Coordinate and Integrate Parent Involvement Activities.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>Family Literacy Night</li> <li>Formed a staff/parent team to meet on a regular basis</li> </ul>
<p>Intervention: Develop appropriate roles for community-based organizations and businesses.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li>Media specialist has reached out to public library to inform parents about DRA and 25 book campaign</li> <li>Test Prep Discussion at Longlea Baptist Church</li> </ul>
<p>Intervention: Involve Parents in Decision-Making.</p>	<p>ACSIP</p>	<p>What activity has taken place toward this intervention since the last report on January 29?</p> <ul style="list-style-type: none"> <li></li> </ul>

<p>Intervention: Share Responsibility for Student Achievement.</p> <p><b>Professional Development</b></p> <p>Provide research-based, results driven professional development for staff (List PD provided for staff by building administrator, academic coach, or other staff)</p>	<p>ACSIP</p> <p>SA</p>	<ul style="list-style-type: none"> <li>Formed a staff/parent team to meet on a regular basis</li> <li>Formed a staff/parent team to meet on a regular basis</li> </ul> <p>What PD has occurred since the last report in January?</p> <ul style="list-style-type: none"> <li>Implementation of the Turnaround Initiative (2 sessions)</li> <li>Analyzing Writing Prompts</li> <li>Using the TI-84+ Calculator</li> <li>Genre of Standardized Testing</li> <li>Writing to the Prompt</li> <li>Augmented Benchmark Test Training</li> </ul>
<p><b>Arkansas Smart Accountability Requirements</b></p> <p>Ensure that each student experiences a rigorous curriculum aligned to AR Framework</p>	<p>SmAcct</p>	<p>What measures are in place to ensure that teachers are implementing the district's curriculum (i.e., curriculum maps)?</p> <ul style="list-style-type: none"> <li>Focus Walks</li> <li>CWT's</li> </ul> <p>Are the majority of math and literacy teachers receiving assistance from the math and literacy coaches?</p> <ul style="list-style-type: none"> <li>Yes</li> </ul>
<p>Assess student learning frequently with standards-based assessments</p>	<p>SmAcct</p>	<p>What percentage of eligible students took the March SOAR assessments?</p> <ul style="list-style-type: none"> <li>92%</li> </ul> <p>Approximately what percentage of your teachers have logged on to TLI in the last month to review the March SOAR data?</p> <ul style="list-style-type: none"> <li>60%</li> </ul> <p>Have you (the principal) talked to your teachers about the March SOAR results?</p> <ul style="list-style-type: none"> <li>Yes</li> </ul> <p>What are the highest priority needs for your students in math and literacy that were uncovered by the March SOAR data?</p> <ul style="list-style-type: none"> <li>Rate of Change</li> <li>Identifying Triangles</li> <li>Surface Area</li> <li>Input/Output Tables with 2 Variables</li> <li>Ratios and Proportions</li> <li>Volume of Composite Figures</li> <li>Inference</li> <li>Text Features</li> <li>Article Details</li> <li>Author's Purpose</li> </ul>
<p>Provide PD on how to analyze &amp; use data</p>	<p>SmAcct</p>	<p>How are your academic coaches working with teachers to address the needs of subgroups of students based on SOAR data?</p> <ul style="list-style-type: none"> <li>PLC's</li> <li>Teams</li> <li>Individually</li> </ul>

Use Assessment Wall as a tool to track individual student and subpopulation improvement	SmAcct	<p>Briefly describe any deliberate actions taken by teachers to help students that resulted from the use of your assessment wall.</p> <ul style="list-style-type: none"> <li>• Ability to work with small groups and individually within classrooms</li> </ul> <p>How has your “target group” of students to whom you are paying special attention to help you meet AYP by growth or safe harbor performed on SOAR or teacher-made assessments?</p> <ul style="list-style-type: none"> <li>• Varies based on SLE’s tested</li> <li>• Most are making progress, although not a considerable amount</li> </ul>
Implement quality instructional coaching model	SmAcct	<p>What is the most effective thing that your academic coaches do in their role to support teachers?</p> <ul style="list-style-type: none"> <li>• Planning with teachers</li> <li>• Providing relevant PD</li> <li>• Modeling</li> </ul>
Conduct and use data from daily “classroom walkthroughs”	SmAcct	<p>Have you done CWT’s daily?</p> <ul style="list-style-type: none"> <li>• Yes</li> </ul> <p>Are you uploading all your CWT’s to Teachscape?</p> <ul style="list-style-type: none"> <li>• Not at this time</li> </ul> <p>What are your greatest classroom needs based on CWT data?</p> <ul style="list-style-type: none"> <li>• Small Group Work</li> <li>• Best Practices</li> </ul> <p>What have you done to address these needs?</p> <ul style="list-style-type: none"> <li>• PD using Marzano’s research</li> </ul>
Provide additional time on task by offering quality after or before school instruction	SmAcct	<p>Approximately what percent of your non-proficient students are receiving some type of extra help to improve their academic performance?</p> <ul style="list-style-type: none"> <li>• 100% of CMS students attend a daily test preparation class</li> </ul>
Use time audit to increase amount of time for instructional leadership	SmAcct	<p>Have you done a time audit of your day to see how your time is spent? (If not, a time audit tool is attached.)</p> <ul style="list-style-type: none"> <li>• Not yet</li> </ul>
Participate in a scholastic audit & follow recommended next steps	SmAcct	<p>Has your school had a scholastic audit?</p> <ul style="list-style-type: none"> <li>• A Scholastic Audit was conducted at Cloverdale in November of 2006</li> </ul> <p>What progress is being made toward the recommendations from the Scholastic Audit that were included in your ACSIP plan?</p> <ul style="list-style-type: none"> <li>• Increased connections in professional development sessions to student deficiencies</li> <li>• Increased writing in all subject areas</li> </ul>
Improve functioning of school leadership team	SmAcct	<p>Describe the most important actions that were taken by your Leadership Team this year.</p> <ul style="list-style-type: none"> <li>• Formulating and executing a smart accountability action plan</li> <li>• Creating and maintaining a teacher friendly data wall</li> </ul>

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Item	ACSIP, Smart Accountability (SmAcct), or Scholastic Audit (SA)	Reflect on this year's implementation of each ACSIP priority or Smart Accountability requirement. What worked well (+), what didn't work so well (-) and what can you do to improve each item/activity for next year.
<p><b>Literacy Priority</b></p> <p>Intervention: Utilize vertical and horizontal teaming to ensure curriculum alignment and to integrate opportunities to improve reading and writing practice across the curriculum.</p>	<p>ACSIP</p>	<p>+ Professional Learning Communities, SOAR Pre- and Post-Tests, Test Prep Class (TP)</p> <p>- Accelerated Reader</p> <p>Improve READ 180 and America's Choice should be implemented with fidelity; Accelerated Reader should either be implemented or not, at this time we assess at the beginning of the year and then do nothing with it; literacy team should meet on a consistent basis</p>
<p>Intervention: Promote reading and writing literacy instruction through differentiated instruction.</p>	<p>ACSIP</p>	<p>+ Reading Intervention class, Workshop Model PD, English classes double blocked, Professional Learning Communities</p> <p>- Millionaire Book Club</p> <p>Improve Re-analyze implementation of Millionaire Book Club, criteria should remain consistent once established and publicized so that everyone knows what it is, rewards should be on a regular basis; PD with literacy coach should occur more often</p>
<p>Intervention: Utilize after school hours to increase the amount and quality of learning time to improve student achievement in literacy.</p>	<p>ACSIP</p>	<p>+ Before School Tutoring, TP Class</p>
<p>Intervention: Improve instruction through the America's Choice school design.</p>	<p>ACSIP</p>	<p>Improve Provide more variety in the times tutoring is offered; provide more opportunities for professional development as indicated by the data and standards</p> <p>+ Cluster Leader extremely effective; professional development</p>
<p>Intervention: Develop a parental involvement plan that will facilitate better communication, support for parenting skills, integration of parents into student learning, volunteering, and collaboration between schools and community.</p>	<p>ACSIP</p>	<p>Improve Ramp-Up and On Grade Level professional development conducted during non-student contact times; implement action plan with fidelity; workshop model consistent in ALL classes</p> <p>+ Family Literacy Night, local authors visited with students</p> <p>Improve Get more parents involved in the planning process</p>

Math Priority	ACSIP	
Intervention: Utilize vertical and horizontal teaming to ensure curriculum alignment and to integrate opportunities to improve/practice math skills across the curriculum.	ACSIP	<ul style="list-style-type: none"> <li>+ TP Class</li> <li>- Math Problem of the Day</li> <li>Improve Hold grade level, department and team meetings on a regular basis; implement the problem of the day with fidelity, make sure all non-math teachers have a clear understanding</li> </ul>
Intervention: Improve mathematics instruction through differentiated instruction.	ACSIP	<ul style="list-style-type: none"> <li>+ Additional manipulatives purchased</li> <li>- Imbedding AC Navigator in math classes</li> <li>Improve Make sure that the majority of each block is spent in worktime; use AC Navigator as part of the curriculum in TP class</li> </ul>
Intervention: Implement strategies to increase parent involvement.	ACSIP	<ul style="list-style-type: none"> <li>+ Algebra Night, Mother/Daughter activities, Brothers Breakfast</li> <li>- Use of First in Math kind of fizzled out</li> <li>Improve Post grades... on Edline more consistently</li> </ul>
Intervention: Increase utilization of technology to improve math skills	ACSIP	<ul style="list-style-type: none"> <li>+ Gizmo training and implementation; computer sales</li> <li>- Geogebra not implemented, but is ready to implement next year</li> <li>Improve Purchase more digital document cameras so that each classroom has one; increase use of TI Navigator</li> </ul>
Intervention: Improve instruction through the America's Choice school design.	ACSIP	<ul style="list-style-type: none"> <li>+ Cluster Leader extremely effective; professional development</li> <li>- Improve Ramp-Up and On Grade Level professional development conducted during non-student contact times; implement action plan with fidelity; workshop model consistent in ALL classes</li> </ul>
<b>Parent Involvement Priority</b>	<b>ACSIP</b>	
Intervention: Increase Professional Development Training and Materials for Parents.	ACSIP	<ul style="list-style-type: none"> <li>+ Edline training; First in Math training; textbooks on CD; partnership with congregation of Longlea Baptist Church</li> <li>- Improve More activities</li> </ul>
Intervention: Increase Parental Involvement Opportunities (classroom and home activities).	ACSIP	<ul style="list-style-type: none"> <li>+ Parent center, translators</li> <li>- Parent packets</li> <li>Improve Form a team to make and distribute Parent Activity Kits (PAKs) for each module; increase amount and types of parent communication; more parent PD</li> </ul>
Intervention: Build Partnerships to help students achieve standards.	ACSIP	<ul style="list-style-type: none"> <li>+ Staff/parent team; TP discussion with Longlea Baptist Church</li> <li>- Parent packets</li> <li>Improve Increase communication with parents regarding the state of the school</li> </ul>
Intervention: Build Home Support (working with student's at home to improve children's achievement).	ACSIP	<ul style="list-style-type: none"> <li>+ Parent center; parent facilitator; Cinco de Mayo Celebration; Family Literacy Night; TP discussion with Longlea Baptist Church</li> <li>- Improve Increase and vary the student presentations at P.T.S.A. meetings</li> </ul>
Intervention: Coordinate and Integrate Parent Involvement Activities.	ACSIP	<ul style="list-style-type: none"> <li>+ Parent Nights</li> <li>- Babysitting</li> <li>Improve Method of organizing information from volunteer forms; increased meetings with staff/parent committee; provide more organized childcare,</li> </ul>

<p>Intervention: Develop appropriate roles for community-based organizations and businesses.</p>	<p>ACSIP</p>	<p>especially for babies and toddlers  + Local organizations to assist parents identified; Parent Center; TP discussion with Longlea Baptist Church; speaker from public library  -  Improve Maintain 25 Book Campaign for the entire year, increase encouragement and rewards  + Algebra Night  -  Improve Get more parents involved in the planning process; make sure parents know they are welcome  + Formed staff/parent team; message board in front office; curricular activities prioritized  -  Improve Staff/parent team needs more members and to meet on a regular basis; a firm plan for obtaining signatures on school compacts needs to be developed; more written communication (newspapers, flyers, letters, bulletins. . . ) needs to occur; increase and vary the opportunities for celebration</p>
<p>Intervention: Involve Parents in Decision-Making.</p>	<p>ACSIP</p>	<p>+</p>
<p>Intervention: Share Responsibility for Student Achievement.</p>	<p>ACSIP</p>	<p>+</p>
<p><b>Professional Development</b></p>		
<p>Provide research-based, results driven professional development for staff (List PD provided for staff by building administrator, academic coach, or other staff)</p>	<p>SA</p>	<p>+ Data disaggregation; smart accountability; root cause analysis; document camera training; edline; parental involvement in America's Choice; code of ethics; the change process; America's Choice workshop model; science vocabulary charts and word walls; strategies for teaching math; the 4 E's; improving classroom practices; developing word walls, vocabulary and artifacts; implementation of the turnaround initiative; analyzing writing prompts; using TI-84+ calculator; genre of standardized testing; writing to the prompt; augmented benchmark training; preparing for the future; evaluation of data for school improvement; gifted education  - Literacy test prep; mathematics intervention for test prep; team and department meetings  Improve Take data disaggregation to a deeper level and look at it more frequently; more detail in test prep inservices; teams and departments meet on a consistent basis with meetings centered around a professional development topic, not just announcements and directives</p>
<p><b>Arkansas Smart Accountability Requirements</b></p>		
<p>Ensure that each student experiences a rigorous curriculum aligned to AR Framework</p>	<p>SmAcct</p>	<p>+ Standards-based bulletin boards used in literacy, math and a few other core classes; focus walks; literacy and math coaches  -  Improve America's Choice curriculum in math more clearly defined, some strategies addressed more than once in the school year; upload all CWT's to Teachscape; lesson plans monitored for content more than whether or not they are done; standards-based bulletin boards used in all classes; increase number of focus walks and share results more quickly with the staff</p>
<p>Assess student learning frequently with standards-based assessments</p>	<p>SmAcct</p>	<p>+ SOAR pre-tests  - Majority of teachers not logging on to TLI</p>

		<p>Improve Make sure post-test SLE's accurately match the pre-test SLE's, very difficult to do at this time in literacy due to not knowing what will be assessed on SOAR in advance; interim assessments should occur more frequently; provide school-based training on TLI</p> <ul style="list-style-type: none"> <li>+ Professional learning communities</li> </ul>
Provide PD on how to analyze & use data	SmAcct	<ul style="list-style-type: none"> <li>- Improve Departments meet on a consistent basis with meetings centered around a professional development topic, not just announcements and directives; provide school-based training on TLI; academic coaches welcome in all classes</li> <li>+ Data room</li> <li>- Improve Improve process for identifying and tracking targeted students; update data more frequently; team and department meetings centered around data</li> <li>+ Literacy coach; math coach; design coach; relevant PD</li> <li>- Improve Increase depth and amount of planning with teachers; increase time spent in classrooms modeling and observing lessons</li> </ul>
Use Assessment Wall as a tool to track individual student and subpopulation improvement	SmAcct	<ul style="list-style-type: none"> <li>+ Improve Increase use of best practices; increase amount of CWT's and upload all CWT's to Teachscape; increase depth and quality of department meetings; encourage small group planning; share results of CWT's with teachers</li> <li>+ Daily test prep class for all students; before-school tutoring</li> <li>- Improve Provide more variety in the times tutoring is offered</li> </ul>
Implement quality instructional coaching model	SmAcct	<ul style="list-style-type: none"> <li>+ Leadership team</li> <li>- Time audit</li> <li>- Improve Quality of curriculum meetings</li> <li>+ Professional learning communities</li> <li>- Analyze student work</li> <li>- Improve Use of common planning time; increase amount of focus walks; increase amount and quality of subject area meetings; improve quality of writing in all subject areas; target professional development to student deficiencies</li> <li>+ Data room; book study; America's Choice cluster leader</li> <li>- Improve Implementation of action plan</li> </ul>
Conduct and use data from daily "classroom walkthroughs"	SmAcct	
Provide additional time on task by offering quality after or before school instruction	SmAcct	
Use time audit to increase amount of time for instructional leadership	SmAcct	
Participate in a scholastic audit & follow recommended next steps	SmAcct	
Improve functioning of school leadership team	SmAcct	

**Attachments**

**Letters of Support**

**MOU**

**Contracts**

**Consultation Documents**



## LITTLE ROCK EDUCATION ASSOCIATION

---

July 27, 2010

Dr. Linda Watson  
Superintendent of Little Rock School District  
810 West Markham Street  
Little Rock, AR 72201

Dear Dr. Watson,

The Little Rock Education Association fully supports the School Improvement Grant 1003(g) applications for Cloverdale Middle School, Fair High School, and Hall High School in the Little Rock School District. We view these grants as an opportunity to bring about substantive change and support for our students and staff.

Teaching staff has been engaged with building and district level administration in collaborative meetings throughout the applications' development process. We support the planned innovations and believe that given the opportunities included in these proposals student achievement will improve. Little Rock Education Association is committed to working with the district through negotiations to examine increasing strategies to further embed professional development inside the school day, engage families, and other flexible options for innovative structures and processes that might be available.

Little Rock Education Association is committed to partnering with Little Rock School District to ensure that our students are afforded every opportunity for success. To that end, I am committed to serving, as you requested, on the district level leadership committee whose charge it will be to monitor implementation. I am fully aware that frequent monitoring will be necessary to ensure that opportunities are not lost, challenges are addressed, adjustments are made in a timely manner, and fine tuning is continually occurring.

I look forward to working with you and other staff members to help bring about innovative change that can make a difference for the students of Little Rock School District.

Respectfully,

A handwritten signature in black ink that reads 'Cathy Koehler'.

Cathy Koehler,  
President



AMERICA'S  
CHOICE®

Great Solutions  
for Top Student  
Performance

LETTER OF INTENT

July 15, 2010

Dr. Linda Watson  
Little Rock School District  
810 West Markham Street  
Little Rock, AR 72201

Dear Dr. Watson:

America's Choice is very pleased that you have decided to implement the America's Choice School Design for school year 2010/11 in the following participating schools:

- \* J.A. Fair High School @ 310K
- \* Cloverdale Middle @ 310K
- \* Hall High @ 280K

All of the schools listed above have elected to implement the "Comprehensive School Design" (\$100,000 per school).

The following schools elect to implement "Focus on Literacy & Math" (\$50,000 per school).

- \*
- \*
- \*

A document outlining a summary of services is attached.

We understand that there is a delay in receipt of funding by your District regarding this Design preventing you from entering into a formal agreement. Since it is in the interest of the District for school faculty to begin to receive our training services as soon as possible, America's Choice has agreed to start delivering technical assistance beginning by August 1, 2010.

Once you have been notified that funding is available, the District agrees to enter into a formal written agreement with America's Choice setting forth the terms and conditions and a detailed scope of work.

In the event that funding is not received or an agreement is not executed, the District agrees to compensate America's Choice \$3,000 per day for each day of technical assistance received by the District or a participating school.

Please indicate your consent to this Letter of Intent by signing in the space indicated below and faxing this letter to my attention, 501-221-1606.

Sincerely,

*Debbie Craven*

Debbie Craven, Ed.D.  
Project Manager, Arkansas

Signature: *Linda Watson, Ed. D.*  
 Print Name: Linda Watson  
 Title: Superintendent  
 District: Little Rock School District

Attachment: Summary of Services for Arkansas

1918 M Street, NW

Suite 310

Washington, DC 20006

202.783.1608

202.783.1601

info@americaschoice.org

www.americaschoice.org

July 27, 2010

Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201



AMERICA'S  
CHOICE.

Attn: SIG Approval Committee

To Whom It May Concern:

It is with great pleasure that I recommend the new Cloverdale Charter School for funding through the School Improvement Grant program. Cloverdale has a long and productive history with America's Choice. When we began our work there in 2006, Cloverdale had a dedicated administration, faculty, and staff that realized there were many challenges at their site. From day one, the level of professionalism and hard work were encouraging to us as we tried to move toward academic improvements. In year one we saw many positive developments; however, over the past three years there have been numerous changes in leadership and teaching personnel, so progress has not continued as rapidly as we would have liked. We applaud the foresight of the Little Rock School District with their decision to make Cloverdale a charter school.

We believe the Little Rock School District and Cloverdale have come upon the perfect solution. Cloverdale's student body is unique in many ways. The concept of using a charter format should suit them beautifully. They will now have the opportunity to experiment with alternative approaches to address their very special needs. We look forward to working with them to enhance their services to second language learners and students with academic challenges. We believe the decision to come together as a model for the LRSD will bring a level of academic aggressiveness and pride that will energize the entire building.

Please consider the Cloverdale Charter School application favorably. All you need to do is attend one basketball game and you'll see the sense of community pride in their school. Cloverdale has a proud history and is an important component of the neighborhood. Your support will assist Cloverdale as the school works toward improving its academic status and sense of achievement.

Sincerely,

A handwritten signature in cursive script that reads "Debbie Craven". The signature is fluid and elegant, with a large initial 'D' and a long, sweeping tail.

Debbie Craven, Ed.D.  
Arkansas Project Manager

October 5, 2009

Dr. Linda Watson  
Superintendent  
Little Rock School District  
810 West Markham  
Little Rock, AR 72201-1306

Dear Dr. Watson:

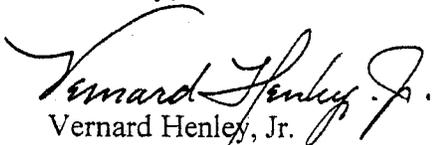
Having students prepared to meet the challenges of a technology-driven workforce is important to the state and central Arkansas. To that end, the College of Engineering and Information Technology at the University of Arkansas at Little Rock supports the efforts to convert Cloverdale Middle School to a charter school with a specific focus on science, technology, engineering, and mathematics (STEM) fields.

The proposed Aerospace/Technology Charter School would be an effective means to have all academic areas focused around a central theme while giving middle school students an opportunity to participate in integrated learning techniques and hands-on learning experiences provided by educators dedicated to bringing science and math to life.

Although it may be unrealistic to expect all students in the newly configured charter school to seek careers in the aerospace industry, the exposure to applications of math and science concepts and the opportunity to develop critical thinking skills relating to the aerospace industry will enable more students to be aware of the importance of science and math and how they are applied in real world situations.

We look forward to working with the transition team to facilitate this project and expect that the conversion of Cloverdale Middle School will result establishing a foundation for students to pursue careers in STEM fields.

Sincerely,



Vernard Henley, Jr.  
Director, Educational Outreach & Diversity



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**Technical College**

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www.pulaskitech.edu

September 29, 2009

Mr. Junious C. Babbs, Jr.  
Associate Superintendent for Secondary Schools  
Little Rock School District  
810 West Markham  
Little Rock, Arkansas 72201

Dear Mr. Babbs:

Pulaski Technical College has been pleased to be included in discussions and planning pertaining to the creation of an Aerospace Charter School within the Little Rock School District.

As you know, Pulaski Technical College and the Little Rock School District have had a long-standing relationship that supports the aerospace industry in Arkansas. For the past several years both our organizations have been working together to raise awareness of this industry and the employment opportunities it offers to the people of Arkansas. The creation of the Central Arkansas Aerospace Alliance, the Summer Aerospace Academy, and the Summer Aircraft Modification Training Course, and the creation of the aerospace frameworks are all results of our partnership.

It would seem that creating an Aerospace Charter School would serve greatly to further our common goals. I know, from conversations with aerospace employers, that the business community will embrace and support the concept as well.

I am writing to let you know Pulaski Technical College supports your efforts to create an Aerospace Charter School and pledges its support as you move further into the planning and implementation stages.

Sincerely,

Dan F. Bakke, Ed.D.  
President



## Cloverdale Aerospace Technology Conversion Charter Middle School

### “Implementing the Turnaround Plan for Improved Student Achievement”

#### Mission Statement

*The Cloverdale Aerospace Technology Conversion Charter Middle School will use research-based instructional strategies to provide enrichment opportunities in aerospace science and technology through accelerated achievement and proficiency in literacy, mathematics, and science.*

#### Professional Development

July 21, 2010

1:00-5:00 PM

#### AGENDA

Welcome and Introductions	Dr. James Jennings
Just Do the Right Thing	Ms. Stacey Faught
“Blast Off” to Aerospace	Ms. Jennifer Webb Ms. Lisa Mack
Universal Classroom Rules	Mr. David Bernard
Schoolwide Literacy	Dr. James Jennings Ms. Janell Jasper
Creating a Culture of Learning	Dr. James Jennings
<ul style="list-style-type: none"><li>• Pre/Post Testing</li><li>• Turnaround Forms</li><li>• Learning Strategies</li><li>• Parent Activity Kits</li><li>• Growth Thermometers</li><li>• Target Students</li></ul>	
Parking Lot	Mr. Willie Vinson Ms. Karen Greenlee
Make a Date	
Community Festival, Saturday, July 24, 1:00-5:00 PM	

# COMMUNITY FESTIVAL

Saturday, July 24, 2010

1:00 - 5:00 pm

*Games*

*Cloverdale Aerospace Technology*

*Food*



*Fun*

*Conversion Charter Middle School*

*Prizes*

# Free

6300 Hinkson Rd.  
Little Rock, AR 72209  
447-2500

# FESTIVAL de COMUNIDAD

El sábado, el 24 de julio de 2010

1:00 - 5:00 p.m.

*Juegos*

*Cloverdale Tecnología Aeroespacial*

*Alimento*



*Diversión*

*Colegio de Fletamento de Conversión*

*Premios*

# Liberte

6300 Hinkson Rd.  
Little Rock, AR 72209  
447-2500

July 22, 2010

Rinda Watson, Superintendent

Jeanne Gadda, Assoc. Supt.

Linda Young

Director

Travis Kelly

Assoc Supt Secondary

Cathy Koehler

LRSA

July 22, 2010

Willie J. Vinson CATCCMS Cloverdale

Dr. James Jennings, School Improvement Specialist

Jennifer Hale Webb, Science Lead Teacher

L. LaYoung, Director, Grants & Programs Div

Dr. Craig Wilson  
Senior Research Associate  
517B Blocker, 3257 TAMU  
College Station, TX 77843-3257  
(979) 458-4451  
[cwilson@science.tamu.edu](mailto:cwilson@science.tamu.edu)

**A. Education:**

Oxford University, UK,	B.A., 1973
Oxford University, UK,	M.A., 1975
Warwick University, UK, Post-graduate Certificate of Ed., (Science Education)	1976
Texas A&M University Curriculum & Instruction (Science Education)	Ph.D., 2001

**B. Professional Experience:**

2007-present Director/PI, TAMU-USDA/ARS/Hispanic Serving Institutions National Program (HSINP), Future Scientists Program  
2004-2007 Director/Co-PI, Future Scientists-Student Outreach Initiative TAMU-USDA/ARS/Southern Plains Area (SPA)  
2001-2004 Coordinator, National Space Biomedical Research Institute TAMU-NASA  
1996-2001 Coordinator, FIRST STEP program, TAMU-NSF-USDA/ARS/SPA  
1994-1996 Coordinator, TAMU-USDA/Agricultural Research Science/SPA Collaborative (ARSC)  
1986-1993 Science specialist/teacher, Nacogdoches, TX  
1980-1986 Lecturer in Science, Serowe Teacher Training College, University of Botswana, Africa  
1976-1980 Science specialist/teacher, Oxford, UK

**C. Professional Activities:**

Lifetime member of The Oxford Union, UK  
Memberships in:  
Science Teachers Association of Texas (STAT)  
National Science Teachers Association (NSTA)

**D. Presentations:**

Dr. Wilson presents papers and delivers science teacher workshops at about 12 state and national conferences annually. This has allowed him to teach in 33 states from Hawaii to Alaska and from Puerto Rico to Washington DC with a special emphasis on working with underrepresented groups. Some recent examples:

1) Space Exploration Educators' Conference (SEEC), February 4-6, 2010. Space Center, Houston, TX. Teacher workshop: 'Experiments allowing students to experience and understand what it feels like to be an astronaut.'

- 2) National Association of Science Teachers (NSTA) Regional Conference, December 4, 2009. Convention Center, Phoenix, AZ. Member of symposium panel on Exemplary Science Programs (ESP): 'Inquiry in Science.'
- 3) National Association of Agricultural Educators (NAAE) and Association for Career and Technical Education (ACTE) joint National Conference, November 17-21, 2009. Convention Center, Nashville, TN. Two teacher and mentor workshops on the Future Scientists Program.
- 4) American Indian Science and Engineering Society (AISES) National Conference, October 29-31, 2009. Convention Center, Portland, OR. Two workshops: one for teachers and one for High School students/undergraduates on 'Putting the excitement back in Science Education.'
- 5) Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Conference, October 15-17, 2009. Marriott Hotel, Dallas, TX. Joint workshop presentation on Future Scientists Program with Research Scientist: Dr. Juan Lopez, USDA/ARS.
- 6) Hispanic Engineering, Science and Technology (HESTEC) Week, September 27-October 3, 2009. UT Pan American University, Edinburg, TX. Two teacher workshops plus presentation for Career Day.
- 7) Agriculture in the Classroom (AITC) National Conference, June 24-27, 2009. Convention Center, St. Louis, MO. Teacher workshop: 'Who ate our corn?' We want to know and so should you!
- 8) National Association of Science Teachers (NSTA) National Conference, March 17-21, 2009. Member of symposium panel on Exemplary Science Programs (ESP): 'Inquiry in Science.'
- 9) Space Exploration Educators Conference (SEEC), February 5-7, 2009. Space Center Houston, TX. Teacher workshop: 'Experience what it feels like to be an astronaut and worms in space!'
- 10) National Association of Agricultural Educators (NAAE), Annual Conference, December 3-7, 2008, Convention Center and the Blake Hotel, Charlotte, NC. Workshop: "Bring science alive through insect life cycles, scientific processes and skills."
- 11) Arkansas Curriculum Conference (ACC), November 13-14<sup>th</sup>, 2008, Convention Center, Little Rock, AR. Two Teacher Professional Development Workshops: 'What a tangled web we weave: corn, corn earworms, bats etc.!'
- 12) Conference for the Advancement of Science Teaching (CAST), Texas Annual Conference, November 5-8, 2008, Convention Center, Fort Worth, TX. Teacher

Professional Development Workshop: 'Bring science alive with live insects, have fun and yet, tick off several TEKS'

13) 'A Universe of Opportunities', American Indian, Science and Engineering Society (AISES), 30<sup>th</sup> Annual National Conference, October 30-November 2, 2008, Convention Center, Anaheim, CA. Teacher Professional Development Workshop: 'Who ate our corn? Hands-on Biology in the Classroom'

14) 'Step up and stand out', Future Farmers of America (FFA), 81<sup>st</sup> National Conference, October 22-25, 2008, Convention Center, Indianapolis, IN. This was chosen to be a teacher professional development workshop, featured in the "Interactive Classroom" on the Exhibit Floor: 'Bring science alive with live insects and more!'

15) Hispanic Engineering, Science and Technology (HESTEC) Week, September 22-25, 2008. Edinburg, TX. Educator Day, September 22: two teacher professional development workshops: "We need more scientists! Come experience inquiry-based learning that engages students in actual research with links to USDA/ARS labs."

16) West Central Arkansas Collaborative, Fort Smith, AR, 7-8 July, 2008. Future Scientists workshop for science teachers grades 5/8/HS.

17) Agriculture in the Classroom (AITC) National Conference, 25-28 June, 2008, Hilton Hotel, Costa Mesa, CA. Future Scientist booth and exhibit.

18) Weslaco Independent School District, 5<sup>th</sup> grade Science Teacher Future Scientists Institute, 15-16 May, 2008, USDA/ARS Kika de la Garza Sub-Tropical Agricultural Research Center, Weslaco, TX.

19) Prairie View A&M Open Day, Future Scientists Exhibit, Prairie View, May 2-3, 2008, Prairie View, TX. This was open to undergraduate students and the general public.

Dr. Wilson also teaches sciences classes for undergraduate education majors to involve them in cutting-edge agricultural research: Oklahoma State University (OSU); University of Texas Pan American (UT Pan American); Sam Houston State University (SHSU); Texas A&M at Corpus Christi (TAMUCC); Texas A&M International University at Laredo (TAMIU)

#### **D. Papers/poster sessions:**

1) Hispanic Association of Colleges and Universities (HACU) National Conference, October 10-14, 2008. Denver, CO. Paper presented to the National USDA/HACU Leadership Group, October 10.

2) Center for Research, Evaluation and Advancement of Teacher Education (CREATE) Conference, September 10-12, 2006, San Antonio, TX. Paper presented on the Future

Scientists-Student Outreach Initiative. Research strand: Professional Development for Continuing Education of Teachers.

3) Arkansas Teacher Association (ATA) Annual Convention, November 2005, Little Rock, AR. Arkansas Science Teacher Association (ASTA) Featured Luncheon Speaker: 'Teaching on three continents and beyond: from The Kalahari Desert to Mars.'

4) USDA/ARS/CREES, May 2005, Boston, MA. Program showcase: 'It can be done! Insect life cycle study via the Internet: Future Scientists-Student Outreach Initiative.'

5) Association for Science Teacher Education (ASTE) Annual Conference, January 2004, Nashville, TN. Interactive paper presentation: 'A collaborative project to produce inquiry-based science lessons.'

6) The Association for Science Teacher Education (ASTE) Annual conference, January 2003, St. Louis, MO. Paper: 'Extending scientific work experience programs for teachers (SWEPT) into the classroom through on-line, inquiry-based learning activities for students.'

#### **E. Publications:**

1) Wilson, C., López, J. D., & Scott, T. P. (2010). "Who ate our corn?" We want to know and so should you! In R. E. Yager (Ed). Science for Resolving Issues/Problems. In Press, NSTA Press, Arlington, VA

2) Wilson, H.C., & Scott, T. (2009). Future Scientists-Student Outreach Initiative "Sowing the seeds of future success." In R.E. Yager (Ed.), NSTA Exemplary Science Programs (ESP) Monograph series: The Key to Exemplary Science (chapter 6), Arlington, VA: NSTA Press (in press).

3) MacLeish, M.Y., Moreno, N.P., Thomson, W.A., Newman, D.J., Gannon, P.J., Smith, R.B., Denton, J.J., James, R.K., Wilson, C., Sognier, M., & Illman, D.L. (2005). Communicating Bioastronautics Research to Students, Families and the Nation. *Acta Astronautica*, 56, 773-782.

4) Wilson, H.C. (2005). From the worms of the Kalahari to worms in space (8-9). *Jesus College Newsletter*, Michaelmas Term.

5) Wilson et al., (2005). Insects of inspiration: Future Scientists present corn ear worm research at area labs. In *Texas A&M Discovery: news and research from the College of Science*, 1, (6-7).

6) Wilson, H.C. (2001). *A Multiple Case Study: The Perceptions and Experiences of Four Research Scientist-Science-Science Teacher Teams in a Scientific Work Experience Program for Teachers (SWEPT)*. Dissertation, Texas A&M University.

7) James, R.K., Wilson, H.C., & Macias, L. (1997). Science Research. *Science Scope*, 20, 6, 63-66.

8) Wilson, H.C., & James, R.K. (1995). *Serving the needs of minority students*. In P.B. Otto (Ed.), *Science Education in the Rural United States: Implications for the 21st Century* (pp.131-137). Yearbook of the Association for the Education of Teachers of Science (AETS).

9) Wilson et al. (1986). Curriculum guides for Science: grades 1-7, Botswana, Africa.

#### **F. Funding:**

1) USDA/HSINP Future Scientists Project – Director and PI. \$120,000 p.a. 2008-2009

2) USDA/ARS Future Scientists Student Outreach Initiative - Director and Co-PI. \$310,000 from 2004-2007.

3) American Distance Education Consortium (ADEC) & USDA/ARS/SPA - USDA/ARS Education Outreach Online - Co-PI. \$50,000 from 2002-2004.

#### **G. National Award:**

2007 USDA/Agricultural Research Service (ARS) Administrator's Award for 'Outreach, Diversity, and Equal Opportunity' - Supervisory/Managerial Category

Center for Mathematics and Science Education (CMSE), College of Science,  
Texas A&M University, 514B Blocker Building, 3257 TAMU  
College Station, TX 77843-3257...cwilson@science.tamu.edu  
Craig Wilson Ph.D., Director Future Scientists-Student Outreach Initiative (USDA/ARS)

I have taught for over thirty years on three continents in situations ranging from beneath a huge acacia tree on the edge of the Kalahari Desert (Botswana, Africa) to experimenting with weightlessness on NASA's KC-135. Six years in Botswana, Africa strengthened my interest in hands-on, inquiry-based teaching using minimal resources and this has evolved into research interests in hands-on/inquiry teaching and learning and how to most successfully link science teachers with research scientists.

My first university assignment was to coordinate a USDA/Agricultural Research Service/Southern Plains Area (USDA/ARS/SPA) teacher enhancement project (FIRST STEP) covering nine states (AR, FL, KS, LA, MS, NM, OK, SC, TX). Teacher-Scientist-developed lessons from this National Science Foundation (NSF) project are available on-line at <http://futurescientists.tamu.edu>

Then, for three years, I coordinated a NASA funded program-the National Space Biomedical Research Institute-Teacher Academy Project (NSBRI TAP) looking at the impact of long duration space flight on the human body. This enabled me to work with teachers in all fifty states and to teach in many of these including Hawaii, Alaska and Puerto Rico. Again, science lessons were developed as an integral part of the project.

I currently direct the Future Scientists-Student Outreach Initiative, another teacher professional development opportunity funded by USDA Agricultural Research Service/Southern Plains Area (ARS/SPA) working specifically in the states of Texas, New Mexico, Arkansas and Oklahoma but also nationwide and I was able to take the project to England last year.

I also teach pre-service teacher education classes by invitation at other universities (Oklahoma State University, Stillwater, OK; University of Texas at Pan American, Edinburg, TX; Sam Houston State University, Huntsville, TX; Lamar University, Beaumont, TX; TAMU Corpus Christi, TX). I write grants for project funding; plan, organize and run summer institutes for science teachers. I visit classrooms nationwide to teach the students of teachers in my programs and have actually taught classes in twenty-seven states including Hawaii. I maintain links with research scientists willing to share their expertise with teachers. I present papers and workshops at conferences nationwide in order to share my findings and methods.

All three projects involve linking research scientists with science teachers to get children involved in real science that is cutting edge be it in space or agriculture or in their own back yard or city block.

**SECTION D:****D. 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.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

**The Arkansas Department of Education has requested a waiver to extend the period of availability of school improvement funds to September 30, 2013.**

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

- "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

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.

**STATEMENT OF ASSURANCES**

**SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)**

Little Rock School District

By the signature of the Superintendent of \_\_\_\_\_

(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;
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.

Linda Watson, Ed. D.  
Superintendent's Signature

7/27/10  
Date

Dr. Linda Watson  
Superintendent's Printed Name

\_\_\_\_\_  
Date