

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

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

|  |   |
|--|---|
| <b>LEA Name:</b><br>Little Rock School District – Hall High School   |   |
| <b>Mailing Address (Street, P.O. Box, City/Zip)</b><br>810 West Markham  | <b>Starting Date</b><br>2010                    |
| <b>Name, title and phone number of authorized contact person:</b><br>Linda Young, Director – Grants/Program Development,<br>501.447.3372 | <b>Ending Date</b><br>2013                      |
| <b>Amount of funds requested:</b><br><br>\$5,942,890.00  | <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 Kimbrough  
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: _____     |

## 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              | NEES 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: Hall High School LEA #: 6001002

**Context**

1. Grade levels (e.g., 9-12): 9-12
2. Total Enrollment: 1,392
3. % Free/Reduced Lunch: 76.80%
4. % Special Education Students: 11.64%
5. % English Language Learners: 10.85%
6. Home Languages of English Language Learners (list up to 3 most frequent:)

The three most common home languages for Hall High School are Spanish, Arabic, and Tagalog.

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

Located at 6700 "H" Street in Little Rock, Arkansas, Hall High School serves students in grades 9 - 12 from all areas across the city. The majority of the students live south of I-630 and west of University Avenue. Hall serves as the district's Newcomer Center and therefore serves the majority of English Language Limited high school students in the LRSD. Most of the ELL students live in the Southwest area of the city. Based on the 2000 Census data, 42% of the families are headed by a single parent.

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

The primary middle school feeders and the percentage of students attending from that feeder to Hall High are:

Forest Heights: 60%

Henderson: 30%

Pulaski Heights: 5%

Cloverdale: 5%

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

| Position                             | Background and Core Competencies  | Years in Position | Years in School | Years in LEA |
|--------------------------------------|---|-------------------|-----------------|--------------|
| Ann Blaylock, Principal              | BSE Math, MSE Administration, PE K-12 Administration K-12 Mathematics 7-12 PE/Health 7-12   | 1                 | 1               | 33           |
| Ricky Woole, Assistant Principal     | BSE Math, MSE Administration Math 7-12 Administration K-12  | 1                 | 1               | 17           |
| Ken Graves, Assistant Principal      | BSE Social Studies, MS Science, MS Administration Secondary Administration 7-12 Secondary Social Studies 7-12 Middle School General Science 5-8 | 3                 | 16              | 24           |
| Karisa Almon, Assistant Principal    | BS Biology, MS Administration, PE K-12 Educational Leadership K-12 Chemistry General Science 7-12   | 1                 | 6               | 14           |
| Michael Anthony, Assistant Principal | BA & MED Social Studies, EDS Administration Building Level Administration 5-12 Social Studies 7-12  | 1                 | 1               | 1            |

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 needs 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 Little Rock School District Principal Summative Evaluative Handbook and Evaluation Tool is attached. Please refer to the attachment for details.

11. Give a brief summary profile of the teaching staff and the process by which teachers are evaluated. By whom? How frequently?

The teaching staff at Hall High School consists of 119 certified instructors. In terms of degrees, 41% of the teachers hold Bachelor degrees, 52.4% have Masters Degrees, and 4.8% have advanced degrees. Twenty-two of Hall teachers have received National Board Certification.

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.

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.

The Professional Teacher Appraisal System (PTAS) manual and teacher evaluation tool is attached. Please refer to the attachment for details.

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

Over the past five years, Hall High school has implemented High Schools That Work , Smaller Learning Communities, Advanced Placement Program, AVID, and READ 180. Hall has implemented primary interventions to increase student achievement. Due to the frequent turnover of school leadership, many of the reform efforts have been "start and stop" initiatives. Under the new leadership of Ann Blaylock, Hall is poised to bring forward their lessons learned, prior knowledge, successes and failures to match with renewed vigor.

The primary interventions include:

- a) The Hall High SLC/HSTW leadership team and Hall's SLC project director met with Dr. Robert Lynn Canady, Professor Emeritus, University of Virginia, and Linda Dove, HSTW consultant, regularly over the past 12 months to address the continuing scheduling issues, lack of common groups of students matched with common groups of teachers. The discussions led to a deeper understanding of how to make the master schedule (time, course selections, course loads, etc.) more effectively respond to student needs. The decision was made to pilot a 4x4 accelerated block schedule for two teams. The rationale for the 4x4 accelerated schedule was to: balance work load for students by reducing the number of classes (and resulting homework, tests, assignments); balance work load of teachers by reducing the number of students which would result in a stronger student-teacher bond; allow catch-up work and acceleration and reduce the amount of "failing time;" and allow student variable amounts of time for learning without lowering standards or punishing those who need more or less time to learn.
- b) All ninth graders were hand-scheduled to one of four teams: Teams A & B used a 4x4 accelerated block, Teams C& D used an AB block schedule. Team placement was data-driven (8th Grade Math & Literacy Benchmarks and Reading Lexile Scores). Team C got students with lowest scores (90 students), Teams A & B got students with scores in the middle (120 students), and Team D got the remaining students. Innovative strategies employed by the 9th grade teams include: constant monitoring of student progress; failure analysis charts with reflective questions; student-led parent conferences; effort-based rubrics; team-based discipline interventions; and after-school tutoring. Assemblies were held for students and parents to explain team policies and procedures.
- c) Unique events were held to maximize parent involvement: Three family nights (ESL, Math, Literacy) were held during the school year to discuss the Math and Literacy EOCs and to inform ESL parents of resources available. A Phon-A-Thon was held during the first semester to notify parents of 9th grade students of their progress. Parent-Teacher Conferences were held each semester and were split over two evenings to provide working parents an opportunity to attend. Traditional parent conferences were held in the fall, but student-led conferences were utilized by Teams A & B & C. One hundred percent (100%) of parents that participated in the student-led conferences were satisfied/extremely satisfied with the student-led conference and 100% of parents stated that they preferred the student-led conference to the "traditional" parent-teacher conference. One parent commented, "This let me and my child know where he is strong and weak and gave him the opportunity to show his improvement." Three staff members were trained in P.AD.R.E.S (Parents Advancing Readiness for Educational Success) which will be piloted during the 2010 ESL Summer Institute and fully implemented during the 2010-11 school year. P.AD.R.E.S teaches Hispanic parents about the US educational system (rights under the law and school policies, procedures, and program), how to help their children learn by becoming involved in the schools, and

understanding higher education options (colleges, universities, trade programs, etc.) and financial aid.

d) Three innovative summer programs were established to take the place of the 12-month calendar that was in the original grant proposal. The three programs established included: 1) Grade recovery through NovaNet computer-based instruction for 9th-11th grade students giving them the opportunity to recover 1 unit of credit lost due to failing grades. 2) ESL Summer Institute to provide additional English instruction (reading, writing, and speaking) for ELL students. Students earned  $\frac{1}{2}$  ELA credit upon completion. 3) Summer Step-Up Program for low-achieving rising 9th graders in math and ELA. All students who attended were either African-American or Hispanic.

e) PLCs and Professional Development were developed through a needs survey given to the staff.

f) All Hall sophomores take the PLAN and the PSAT. All juniors take the ACT.

g) High Schools That Work (HSTW) Catch-Up Math and Catch-Up English were used for students on Teams A & B in the 9th grade Warrior Academy. Reading Rigor and Math Fundamentals were used for students on Team C. Compass Learning computer-based instruction was used to supplement Math and English classes for students on Teams A, B, and C.

h) Hall expanded the AVID (Advancement Via Individualized Determination) program to the 11th grade to prepare students in the academic middle for four-year college eligibility. Training was provided for AVID instructors and Hall is the only high school in the LRSD to be fully certified by AVID.

i) HSTW coach Linda Dove provided guidance and professional development in the implementation of teaming and smaller learning communities. Additional professional development was provided to the ninth and tenth grade teams.

m) The focus of the 9th grade academy was discipline and academics for the 2009-10 school year with corresponding interventions. Teachers provided detention programs to deter out of school suspensions as well as mandatory after school tutoring for students with D's and F's on the first 9-week grades.

j) Ninth grade teams met twice each month to discuss student behavior, attendance, discipline, motivation, academics, need for parent conference, failure analysis, and student work. A careful review of the failure analysis reports reveals that attendance and truancy is a major issue for many 9th grade students and the primary reason for course failures.

**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.

| <b>Subject</b>           | <b>2010</b> | <b>2009</b> | <b>2008</b> | <b>2007</b> | <b>2006</b> |
|--------------------------|-------------|-------------|-------------|-------------|-------------|
| Reading/Language/English | 46          | 30          | 24          | 30          | 25          |
| Mathematics              |             |             |             |             |             |
| Science                  | 8           | 15          | 5           | -           | -           |
| Social Studies           | N/A         | N/A         | N/A         | N/A         | N/A         |
| Writing                  | N/A         | N/A         | N/A         | N/A         | N/A         |
| <b>Algebra I</b>         | 38          | 27          | 30          | 29          | 40          |
| <b>Geometry</b>          | 25          | 27          | 27          | 26          | 29          |

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

| Subject                   | White, non-Hispanic |      |      | Black, non-Hispanic |      |      | Hispanic |      |      | Other Ethnic |      |      | Special Education |      |      |
|---------------------------|---------------------|------|------|---------------------|------|------|----------|------|------|--------------|------|------|-------------------|------|------|
|                           | 2010                | 2009 | 2008 | 2010                | 2009 | 2008 | 2010     | 2009 | 2008 | 2010         | 2009 | 2008 | 2010              | 2009 | 2008 |
| Reading/Language /English | 71                  | 55   | 63   | 45                  | 30   | 21   | 24       | 20   | 19   |              | 0    | 40   | 0                 | 0    | 0    |
| Mathematics               |                     |      |      |                     |      |      |          |      |      |              |      |      |                   |      |      |
| Science                   | 32                  | 37   | 23   | 7                   | 12   | 4    | 4        | 46   | 6    | 28           | 100  | 0    | 5                 | 0    | 0    |
| Social Studies            |                     |      |      |                     |      |      |          |      |      |              |      |      |                   |      |      |
| Writing                   |                     |      |      |                     |      |      |          |      |      |              |      |      |                   |      |      |
| <b>Algebra I</b>          | 45                  | 31   | 48   | 43                  | 26   | 31   | 23       | 25   | 21   | 20           | 40   | 93   | 0                 | 7    | 0    |
| <b>Geometry</b>           | 42                  | 57   | 52   | 26                  | 25   | 24   | 16       | 25   | 26   | 50           |      |      | 6                 | 0    | 0    |

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 |         |         |         |         |         |         |         |          | 24.1     |          |
| Mathematics              |         |         |         |         |         |         |         |          |          |          |
| Science                  |         |         |         |         |         |         |         | 5        |          |          |
| Social Studies           |         |         |         |         |         |         |         |          |          |          |
| Writing                  |         |         |         |         |         |         |         |          |          |          |
| Other                    |         |         |         |         |         |         |         |          |          |          |
| Algebra I                |         |         |         |         |         |         | 34      | 7.2      | 0        | 100      |
| Geometry                 |         |         |         |         |         |         | 73.2    | 22.1     | 8.5      | 20       |

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 |         |         |         |         |         |         |         |          | 29.7     |          |
| Mathematics              |         |         |         |         |         |         |         |          |          |          |
| Science                  |         |         |         |         |         |         |         | 15       |          |          |
| Social Studies           |         |         |         |         |         |         |         |          |          |          |
| Writing                  |         |         |         |         |         |         |         |          |          |          |
| Other                    |         |         |         |         |         |         |         |          |          |          |
| Algebra I                |         |         |         |         |         |         | 27.8    | 10       | 0        | 100      |

|          |  |  |  |  |  |  |  |  |      |      |      |  |
|----------|--|--|--|--|--|--|--|--|------|------|------|--|
| Geometry |  |  |  |  |  |  |  |  | 48.1 | 25.3 | 13.6 |  |
|----------|--|--|--|--|--|--|--|--|------|------|------|--|

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 |         |         |         |         |         |         |         |          | 46       |          |
| Mathematics              |         |         |         |         |         |         |         |          |          |          |
| Science                  |         |         |         |         |         |         |         | 8        |          |          |
| Social Studies           |         |         |         |         |         |         |         |          |          |          |
| Writing                  |         |         |         |         |         |         |         |          |          |          |
| Other                    |         |         |         |         |         |         |         |          |          |          |
| Algebra I                |         |         |         |         |         |         | 38      |          |          |          |
| Geometry                 |         |         |         |         |         |         |         |          | 25       |          |

4. Average daily attendance percentage for last complete school year: 87% Year: 2009

5. Mobility rate for last complete school year: 5.47% Year: 2009

6. Graduation rate for all students for most recent year: 81.75% Year: 2009

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 | Not Avail.   | Not Avail.         | Not Avail.         | Not Avail. | Not Avail.   | Not Avail.        |
| 2009 | 81.75%       | 56.57%             | 85.69%             | 70.98%     | 50%          | 100%              |
| 2008 | 80.84%       | 72.92%             | 85.06%             | 68.88%     | 22.22%       | 84.11%            |

## Key Questions

### 1. Which students are experiencing the lowest achievement?

A trend analysis of students that score proficient on the Arkansas End of Course Benchmark Exam in Literacy, Algebra, and Geometry has been done for the different subgroups at Hall. This will identify which subgroups of students are experiencing the lowest achievement.

#### Literacy Analysis:

For the 2010-11 school year Hall High School is in state directed year 6 of school improvement. In reviewing literacy achievement on the state 11<sup>th</sup> grade End of Course benchmark exam, the 2007-08 data reveals that only 24% of students tested achieved proficiency or better. They had a moderate increase in 2009 in which 30% achieved proficiency reflecting a 6% increase from 2008. In 2010 they had a more significant increase of 16% with 46% of the students achieving proficiency. This reveals a 22% increase over the three year period.

- African American---Trend data for the African American subgroup indicates that 45% of students were proficient in 2010, 30% were proficient in 2009, and 21 % were proficient in 2008. A 9% gain was made from the 2008 to the 2009 school year followed by a 15% gain in the 2010 school year with an overall three year gain of 24%.
- Hispanic—Trend data for the Hispanic subgroup indicates that 24% of students were proficient in 2010, 20% in 2009, and 19% in 2008. There was a 5% increase over the three year period.
- White—Trend data for the White subgroup indicates that 72.7% of students were proficient in 2010, 54.5% in 2009 and 63.2% in 2008. This represents a 9.5% proficiency increase over the three year period.
- Disadvantaged---Trend data for disadvantaged students shows a three year proficiency increase of 23.8% with a consistent gain each of the three years. 43% of disadvantaged students were proficient in 2010, 28.3% of students were proficient in 2009, and 19.2% in 2008.
- Special Education—In 2010 there were eighteen students at Hall High School with an IEP. Eight of those students scored (44%) scored Below Basic and ten (56%) scored Basic on the state literacy test. There were no students that scored at the proficiency level.

In analyzing the trended data for a three year period in literacy African Americans, Hispanic, and Disadvantaged subgroups all showed a significant gain in literacy. However, even though African Americans, Hispanics, and Disadvantaged subgroups have made some progress it is well below the calculated annual expected performance levels of 67.75 for the 2009-10 school year. In addition, test scores for the 2010 school year provide a major indicator of the lack of success for special education students. Special education students are in the greatest need of all subgroups. The White subgroup has the least need with 72.7% of the students' proficient.

Additional analysis of the subtest indicated a need to strengthen comprehension of literacy content and practical reading passages, applying thinking skills and interpreting texts, analyzing, comparing and contrasting, making inferences and evaluating. All subgroups scored lowest in content open response and practical reading. Further analysis indicates providing support in the development of academic vocabulary.

#### Math Analysis:

## Algebra

Math performance on the state End of Course Benchmark exam for Algebra in 2010 indicates that 38% of students were proficient compared to 26.8% in 2009 and 27.6% in 2008. Even though there was a slight decrease of 0.8% from the 2008 and 2009 school year, there was a 10.4% gain over the three year period on the Algebra benchmark test.

- African American--Trend data for the African American subgroup in Algebra indicates that 23.2% were proficient in 2010, 13.7% in 2009, and 19.3% in 2008. Since the 2008 school year this subgroup has made a 3.9% increase on the Algebra benchmark test. This is a very insignificant gain and as indicated in the scores there was a 5.6% decrease from the 2008 scores and the 2009 scores.
- Hispanic--Trend data for the Hispanic subgroup indicates that 23% were proficient in 2010, 25% in 2009 and 21% in 2008. This subgroup had an insignificant gain over the three year period (2%).
- White--Trend data for the White subgroup indicates that 48% were proficient in 2010, 31% in 2009, and 45% in 2008. There was a 3% increase over the three year period. However the scores decreased 14% from 2008 to 2009.
- Special Education--The number of special education students taking the Algebra benchmark test was not enough to be a subgroup in all years except 2009. In that year 7% of the students taking the test were proficient.
- Disadvantaged--Trend data for the disadvantaged subgroup in Algebra indicates that 36.6% were proficient in 2010, 25.3% in 2009, and 23.5% in 2008. Over the three year period this subgroup has made a 13.1% gain. Of the four subgroups described, this subgroup made the most gains over the three year period.

Analyzing the trend data for a three year period in math, African American (3.9%), White (3%) and Hispanic (2%) subgroups made very insignificant gains on the Algebra End of Course exam. The Disadvantaged subgroup made the most gain (13.1%) but was still well below the calculated annual expected performance levels of 64.60 for the 2009-10 school year. In comparison to scores on the literacy End of Course Benchmark exam, math has not shown the progress that literacy has shown over the last three years.

Additional analysis of the subtest indicated that the lowest identified areas for the combined population and all subgroups were concepts and problem-solving skills and the ability to perform open response items.

## Geometry

Math performance on the state end of course Benchmark exam for Geometry in 2010 indicates that 25.1% of students were proficient compared to 27.4% in 2009 and 27.5% in 2008. Over the three year period there has been a 2.4 decrease in the percent of students that were proficient on the end of course Geometry test.

- African American--Trend data for the African American subgroup in Geometry indicates that 25.4% were proficient in 2010, 26% in 2009, and 24.8% in 2008. Since the 2008 school year this subgroup has made a 0.6% increase on the Geometry benchmark test. In essence over three years this subgroup has made no progress. Seventy-five percent of African American students are not proficient on the benchmark test in Geometry.
- White--Trend data for the White subgroup on the Geometry End of Course exam indicates in 2010 that 42.1 were proficient, 57.1% in 2009, and 52.2% in 2008. Proficiency scores for this subgroup were significantly higher than other subgroups. However, there was a 10.1% decrease from the 2008 school year and the 2010 school year. The decrease occurred in the 2010 school year.
- Hispanic--Trend data for the Hispanic subgroup in Geometry indicates that 16% were proficient in 2010, 25% in 2009, and 26% in 2008. There was a 10% decrease in the number of students in this

subgroup scoring at the proficiency level over the three year period.

- Special Education--In 2010 there was only 6% of the Special Education population scoring at the proficiency level in Geometry.
- Disadvantaged--Trend data for the disadvantaged subgroup in geometry indicates that 20.7% were proficient in 2010, 26.6% in 2009, and 23.2% in 2008. Over the three year period this subgroup has made a 2.5% decrease.

Analyzing the trend data for a three year period in math there was a decrease in the number of students that were proficient on the Geometry End of Course. Data indicates a large population in each subgroup is significantly below the calculated annual expected performance level of 64.60 for the 2009-10 school year. The majority of students taking the test at Hall High School in all subgroups were not proficient. The percent of those not proficient in each subgroup are African American (75%), White (57.9%), Hispanic (84%) and Disadvantaged (79.3%)

Additional analysis of the subtest indicated that the lowest identified areas for the combined population and all subgroups were: Multiple Choice—Language of Geometry, Open Response—Relationships between 2 & 3 Dimensions. However, all subtest indicate that extensive remediation is needed in all areas of the test.

2. Which students are experiencing the lowest graduation rates?

The lowest graduation rate in 2008 is experienced by LEP students at a rate of 22.2%. In 2009, the graduation rate for LEP had risen to 50% but still lagged far behind other subgroups. Graduation data for 2010 will be available in October.

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

A trend analysis of students that score proficient on the Arkansas End of Course Benchmark exam in Literacy, Algebra, and Geometry reveals that student success in both literacy and math is very limited. Math proficiency scores are lower than those of literacy. Overall literacy proficiency scores increased 22% over a three year period. Overall proficiency scores on the Algebra End of Course Benchmark exam had a 10.4% gain over the three year period whereas Geometry had a 2.4% decrease in the number of students proficient on the exam. Students at Hall have scored significantly below the state calculated annual performance level for all of the three years in both literacy and math.

In addition, other data reveals that students are experiencing lack of success in other core subject areas. Students' lack of numeric and literacy skills is reflected in other areas of study. These skills are necessary for student success in all content areas.

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, 76.80%, of Hall students qualify for free and reduced lunch. The research report, *The Turnaround Challenge (2007)* by the 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 Hall) are inherently much more unpredictable, variable, and irregular than that of low-poverty schools; 2) the most common approaches to 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 Hall 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 have experience in working with ESL students as well as special education 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?

Hall 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.

**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: Hall High School – Little Rock School District**

The Arkansas Department of Education conducted a school audit at Hall High School from November 11-16, 2007. The areas of deficiencies are as follows:

1. Findings: Time and resources (fiscal, physical and human resources) are not maximized to ensure teaching and learning.

Recommendations for Implementation: The principal should immediately develop and monitor the implementation of a daily supervision schedule for building administration. Assignments should include administrative supervision of halls, classrooms, courtyards, and commons areas throughout the day. The principal should also monitor and provide constructive feedback to administrators regarding the administration of student discipline to ensure fair and consistent enforcement of all school and district policies and procedures.

Timeline: 2010-2010 school year

Evaluation Process: The school will use Classroom Walkthroughs, Focus Walks, and Leadership Team observations to make sure that the school maximized the use of time. Deficiencies will be identified and corrected immediately. Hall High School will use the A/B Block Schedule and the 4X4 schedule to improve time on task in whole school transformational efforts while helping students take advantage of makeup opportunities. The administrators will log daily use of how their time is spent. The administrators and staff will review discipline reports and sanctions during monthly faculty meetings. The administrators will lead the staff in setting “classroom routines and rituals” at the preschool workshops.

2. Findings: All stakeholders are not involved in the school improvement process.

Recommendations for Implementation: School leadership should immediately begin collaboration with all stakeholders (Parents, community members, business partners, teachers, students, and support staff) to review and revise the ACSIP. The focus of discussions should include revision of the mission statement to

reflect the school's values and core beliefs (high expectations for all students), research-based teaching and learning strategies designed to improve student academic performance and stimulate student interest. Monthly meetings should be scheduled for all stakeholders and minutes of meetings should be kept to document progress.

Timeline: 2010-2011 School year

Evaluation Process: During the "Check In"(August 4-5, 2010)where all parents are required to register their child for school, letters will be given to parents inviting them to participate in School Based Steering Committee meetings which will be held quarterly. The meetings will be used to engage parents in discussions about the mission/vision, student work, graduation requirement, homework, attendance, and standards-based teaching and learning. All stakeholders will receive a weekly newsletter, the Hall High Smoke Signal, with school information, and student, staff and parent recognition. The school will also use the phone master to keep stakeholders informed.

3. Findings: All teachers do not have high academic and behavior expectations for all students.

Recommendations for Implementation: School leadership should ensure that all classrooms provide highly engaging learning experiences for all students. School leadership should organize and provide support for department chairpersons to initiate monthly content area teacher discussions about the efficacy of peer observations to improve classroom learning experiences in each content area should be collaboratively developed and implemented in a timely manner. Meetings should be attended by the administrative team and feedback should be provided. Agendas and minutes of meetings should be kept.

Timeline: 2010-2011 school year

Evaluation Process: The leadership team will meet weekly to review data, conduct focus walks and provide immediate feedback. Teachers will meet weekly in professional learning teams to collaborate and plan. Teacher will observe their peers and give feedback.

4. Findings: Professional development is not on-going or job-embedded.

Recommendations for Implementation: School leadership should immediately administer a professional development needs assessment to all staff in order to prioritize staff development needs. School leadership should collaborate to develop a plan of action to address identified professional development needs. The plan of action should include a timeline and persons responsible for implementing ongoing and job-embedded professional development opportunities that will directly impact student achievement.

Timeline: 2009-2010 school year

Evaluation Process: America's Choice weekly reports, leadership team reports, SREB Summary reports and walk-through feedback will reflect the observations of the implementation of the ongoing and job-embedded professional development needs from the Standards Inventory Assessment.

5. Findings: Teachers are not provided with time for collaboration during the school day.

Recommendations for Implementation: School leadership should immediately schedule collaboration time for all teachers within the school day using existing preparation periods. Collaboration meetings should be

monitored by the administrative team. Agendas and minutes of team meetings linking curriculum, assessment, and instruction should be kept and submitted to the principal.

Timeline: 2010-2011 School Year

Evaluation Process: The schedule will reflect common planning time for the 9th and 10th grade teachers. 11th and 12th grade teachers will meet during their preparation time. The agendas and minutes will show evidence of team meetings linking curriculum, assessment, and instruction. Administrators will attend weekly meetings.

6. Findings: Hall High School does not have a comprehensive curriculum in all content areas.

Recommendations for Implementation: A school curriculum committee should immediately begin focused discussions regarding further development of curriculum in all content areas. The discussions should focus on developing a process by the close of the current school year on how to provide ongoing opportunities for all staff members at Hall High School to be involved in the development of a rigorous, relevant, and culturally responsive curriculum aligned with Arkansas Curriculum Frameworks.

Timeline: 2010-2011 school year

Evaluation Process: Administrators will use the curriculum guides when conducting classroom walkthroughs, attending planning meetings, and focus walks.

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).

According to the 2009 High Schools That Work 9th grade survey:

- 28% of students plan on obtaining a college degree and 53% plan on pursuing a graduate degree (Masters, JD, MD, or other professional degree).
- 60% report that they are enrolled in a college preparatory English class and 67% are enrolled in a college preparatory math class.
- 63% of students strongly agreed that high school will prepare them to do well in a career or further education.
- 85% of students strongly agreed that it is important to continue their education beyond high school.

According to the 2008 HSTW Teacher Survey:

- 54% of teachers believe preparing almost all students with the academic knowledge and skills needed to enter college and be successful without taking remedial courses or to enter and advance in a career is a very important goal at their school.
- 53% of teachers inform parents and students about students' readiness to do post-high school studies at least once a year.

According to a school administered teacher survey of 9th grade academy teachers (team A and B functioning in a 4 x 4 block with reduced class size and teaching load):

- 100% of teachers responded that the 2009-2010 academy structure provided a more personalized and supportive school environment
- 100% of teachers responded that students demonstrated an increased sense of community and connectedness to their peers, teachers and school community

One hundred percent (100%) of students took the AP exams. For the 2007-08 year, 7% of students passed AP exams. For the 2008-09 year, 6.74% passed AP exams. The pass rate remained essentially the same.



## 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))*

*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 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 Hall High 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<br>Y/N | Support<br>Y/N | Services Provided   | Experience<br>(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 |
| High Schools That Work  | Y           |                | Technical assistance, curriculum, professional development – see attachment for details | Gains at schools in Arkansas, Texas, 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  | \$50,000                 | \$100,000                   | \$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.

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AMERICA'S  
CHOICE®

# America's Reinvestment and Recovery Act (ARRA) School Improvement (1003g) Grants and SREB Support

| FUND | FUND | REQUIREMENTS FOR LEADERSHIP   | WAYS HSTW/MMGW/HCTW CAN SUPPORT DISTRICTS AND SCHOOLS TO MEET REQUIREMENTS OF THE SCHOOL IMPROVEMENT GRANT   |
|------|------|---|--|
| ✓    | ✓    | Replace Principal (except those hired previously as a part of turnaround or transformation effort-within two years)                                       | Leadership Training and Coaching; Establishing and Maintaining a High Expectations School Culture; Leading Change; Using Distributed Leadership to Reform Teaching and Learning; Instructional Leadership; Using School and Classroom Data to Continuously Improve; Time Management; and other topics as needed by the district.                                     |
| ✓    | ✓    | Operational flexibility (calendar, time, budget, staffing)  | Design flexible school master schedules that include longer instructional blocks; extended day, extended week, and extended year calendars; and flexible staffing assignments.   |
| ✓    |      | Replace > 50% of Staff using "locally adopted competencies"   | Recommend competencies that include instructional planning, delivery and accountability.   |
|      |      | Close & reopen under Charter School Operator/CMO/EMO  | The Key Practices can be used as the charter school's operational framework.   |
| OK   | ✓    | Rigorous, transparent and equitable teacher and leader evaluation systems using student growth in significant part AND designed with teacher/leader input | Provide recommendations on indicators of effective school leaders and teachers; provide access to teacher and student surveys of effective practices; achievement and perception data from the biennial HSTW Senior and Middle Grades Assessment; recommendations for school and classroom practices data elements.  |
| OK   | ✓    | Identify/reward effective & remove ineffective personnel  | Provide recommendations on indicators of effective school leaders and teachers; provide access to teacher and student surveys of effective practices; achievement and perception data from the biennial HSTW Senior and Middle Grades Assessment; recommendations for school and classroom practices data elements.  |
| ✓    | ✓    | High-quality, job-embedded, instructionally aligned professional development  | On-line and on-site professional learning to include leadership for school and teacher leaders; instructional strategies; subject area training by content specialists; and a broad array of topic; depending on district and school needs. National Workshops and Annual Staff development conference and hosted site visits to a network of high performing sites. |
| ✓    | ✓    | Financial incentives, career opportunities and flexible work conditions   |  |
| ✓    | OK   | New governance structure  | Distributed leadership; Small Learning Communities training;   |
| ✓    | ✓    | Instructional reform  | Training in research based instructional strategies; emphasis on literacy across the curriculum lesson cycle and standards based unit planning; project and problem based learning; instructional leadership – for school and teacher leaders  |
| ✓    | ✓    | Student data reform   | Identify and use multiple types of data including student achievement, school and classroom practices, and perception data   |

| TURN AROUND | TRANSFORMATION | REQUIRED LEA ACTIVITIES for the School Improvement Grant                 | WAYS HS/TH/MS/MT/CTH CAN SUPPORT DISTRICTS AND SCHOOLS to Meet Requirements of the School Improvement Grant   |
|-------------|----------------|--|---|
| ✓           | ✓              | Increased learning time  | Emphasis on using increased learning time effectively to increase student achievement (help find time during the day as well as extended day, week and year options)  |
| ✓           |                | Socio-emotional and community supports                                   | Guidance and Advisement programs  |
| OK          | ✓              | Ongoing family and community engagement                                  | Guidance and Advisement programs; Senior Project with Community Mentor; Advisory Committees   |
| OK          | ✓              | Ongoing intensive technical assistance from LEA, SEA or external partner | Provide on-going technical assistance through on-site coaching by a professional school improvement coach; professional development on-site, electronically and through national workshops and annual conference; in-depth audit of school and classroom practices; Bi-ennial NAEP-like Assessment and Student and Teacher Perception Survey; and annual ninth grade student survey |

| TURN AROUND | TRANSFORMATION | PERMISSIBLE LEA ACTIVITIES   | WAYS HS/TH/MS/MT/CTH CAN SUPPORT DISTRICTS AND SCHOOLS   |
|-------------|----------------|--|--|
| ✓           | OK             | New school model (e.g. themed, dual language)  | Plan for and Implement Small Learning Communities or Career Academies; Implement "Magnet" Themes;  |
| ✓           | ✓              | Additional compensation to attract and retain staff  |  |
| ✓           | ✓              | System to measure impact of professional development   | Provide data on training participation; document training implementation through walkthrough observations, instructional reviews and teacher interviews  |
| ✓           | ✓              | Ensure that school is not required to accept teacher without mutual consent of teacher and principal regardless of teacher seniority |  |
| ✓           | ✓              | Periodic reviews of curriculum   | Horizontal and vertical alignment by content area specialists  |
| ✓           | ✓              | Response to Intervention model   | Developing tiered interventions to support students at risk of dropping out of school; training on differentiated instructional strategies; help school develop three tiers of strategies to improve achievement: school wide strategies for all students, strategies for identified student groups, and strategies for individual students. |
| ✓           | ✓              | Additional supports to address students with disabilities and English language learners  | Developing tiered interventions to support students at risk of dropping out of school; training on differentiated instructional strategies; help school develop three tiers of strategies to improve achievement: school wide strategies for all students, strategies for identified student groups, and strategies for individual students. |

| TURN AROUND | TRANSFORMATION | PERMISSIBLE DEBACILITIES   | WAYS <i>HSTW/MMGW/TC/TH</i> CAN SUPPORT DISTRICTS AND SCHOOLS  |
|-------------|----------------|--|--|
| ✓           | ✓              | Using and integrating educational technology   | Workshops on integrating and using technology to increase student learning; design walkthrough instruments to identify effective use of instructional technology   |
| ✓           | ✓              | Increasing opportunities for advanced coursework, AP, IB, STEM, early college dual enrollment, thematic learning academies | <i>HSTW</i> Recommended Curriculum; workshops on integrating mathematics, science and career technical standards through authentic projects; smaller learning communities; career themed academies   |
| ✓           | ✓              | Summer transition or freshman academies (middle to high school)  | <i>HSTW</i> Ninth Grade Redesign training; SREB's Getting Ready (Ninth Grade Catch-up Course); Institutes; <i>MMGW</i> Curriculum Alignment  |
| ✓           | ✓              | Graduation rate improvement reforms  | Middle Grades efforts; ninth grade redesign; 10 Key Practices; quality Career Technical Programs and preparation   |
| ✓           | ✓              | Early warning systems for at-risk youth  | Identify students who are below grade level in or failing mathematics or English/language arts/reading, those with high absences from school, and those with habitual behavior problems and develop a tiered intervention system that includes school wide strategies, group strategies and strategies for individual students |
| ✓           | ✓              | Partner with organizations, clinics, agencies, etc. to meet students' social, emotional, health needs                      | Guidance and Advisement System; Quality Work-based Learning Opportunities  |
| ✓           | ✓              | Extend or restructure school day   | Design flexible school master schedules that include longer instructional blocks; extended day extended week, and extended year calendars; and flexible staffing assignments.  |
| ✓           | ✓              | Implement approaches to improve school climate and discipline  | Leadership training on Culture; implement consistent school wide discipline strategies; lesson cycle training for all teachers; Guidance and advisement; distributed leadership  |

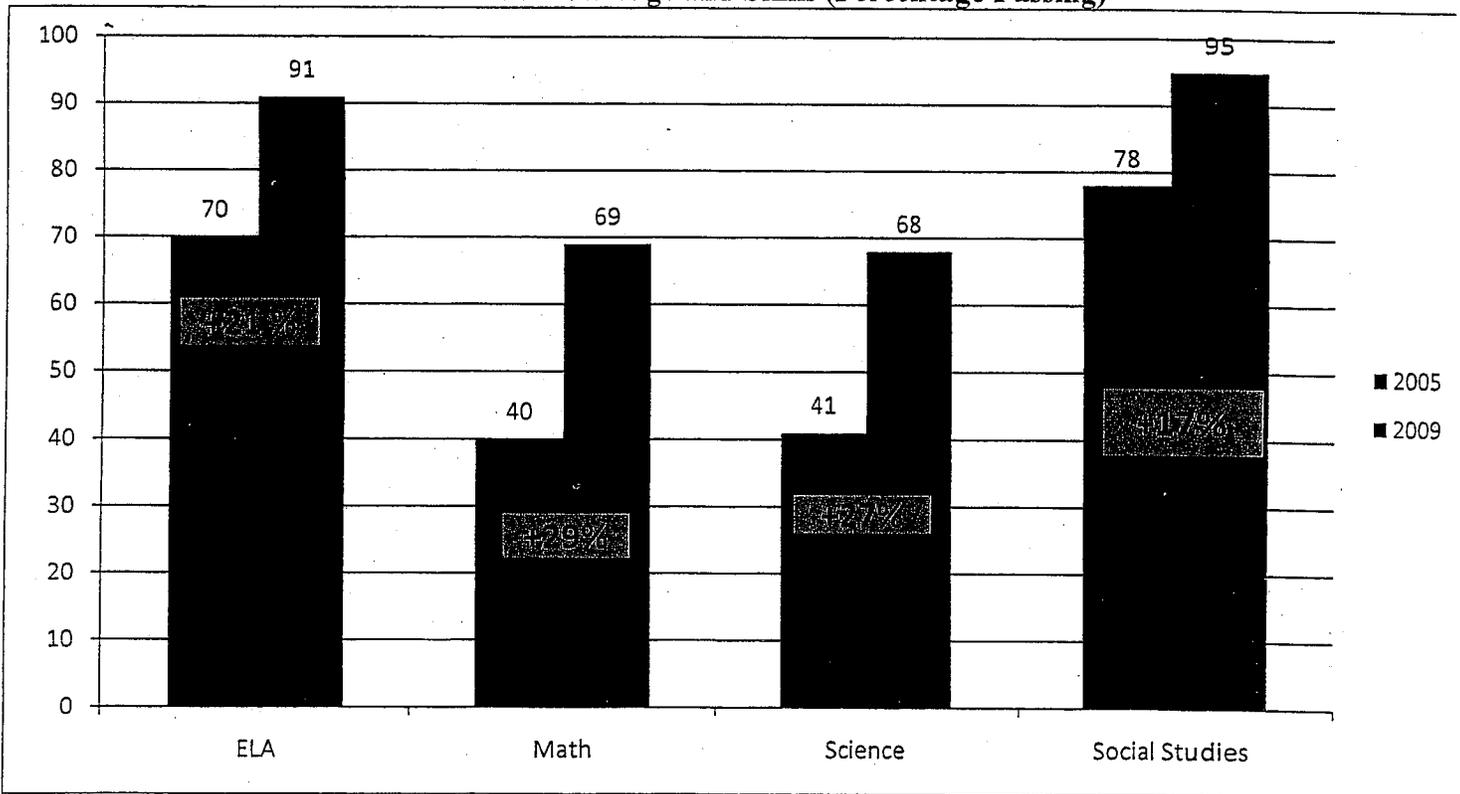
## HSTW/MMGW Transformation/Turnaround Experience

The Southern Regional Education Board (SREB) has provided support to schools in Texas that have been a part of the state's redesign of low-performing schools. The Texas High School Redesign Schools were a part of the Texas High School Project. All ten were large, urban schools that transformed into small learning communities using the *High Schools That Work* framework. These changes most compare with the requirements for the Turnaround Model with the exception of teaching staff removal. Each school:

- changed its leadership structure;
- reorganized its use of time to provide additional support for students;
- increased involvement of parents and the school community;
- received ongoing, job-embedded professional development to improve instruction;
- began using school and classroom practices data to better inform instruction; and
- received intensive support from SREB for improvement.

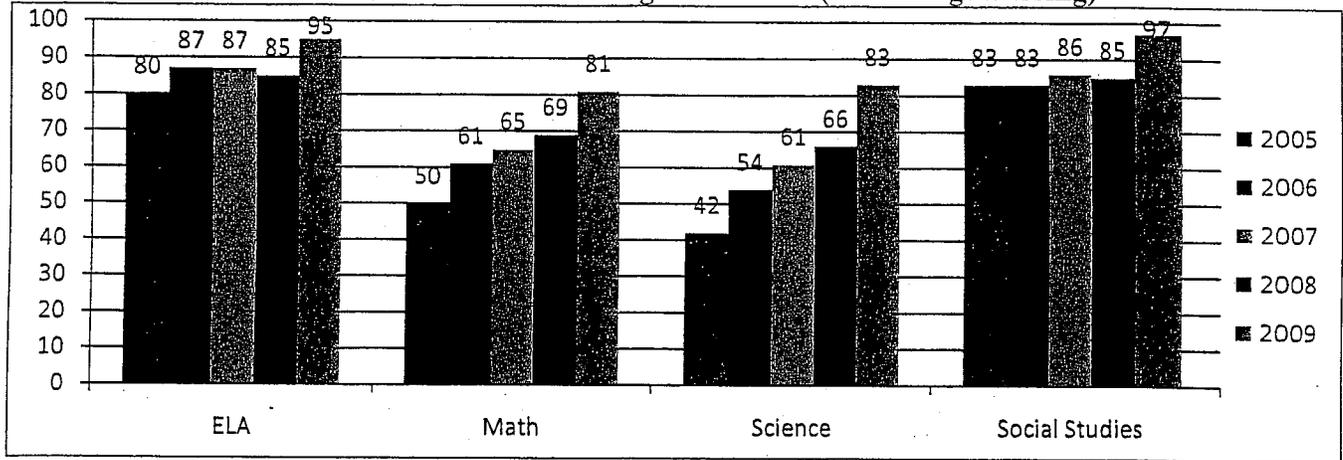
The intensive support from SREB included weekly school improvement consultant coaching and job-embedded professional development support throughout the project. Data below document the success of these efforts.

**Texas High School Redesign Project (All Schools)**  
**Texas Assessment of Knowledge and Skills (Percentage Passing)**

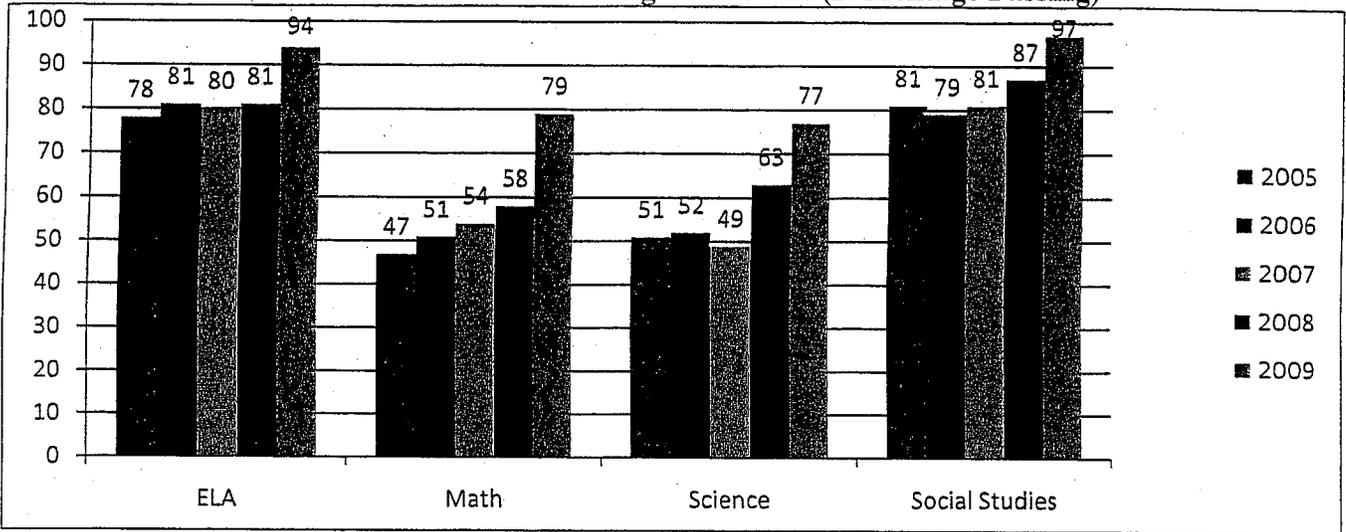


All ten schools made improvements in achievement through Turnaround. The data on the following pages provide specifics for five of the schools.

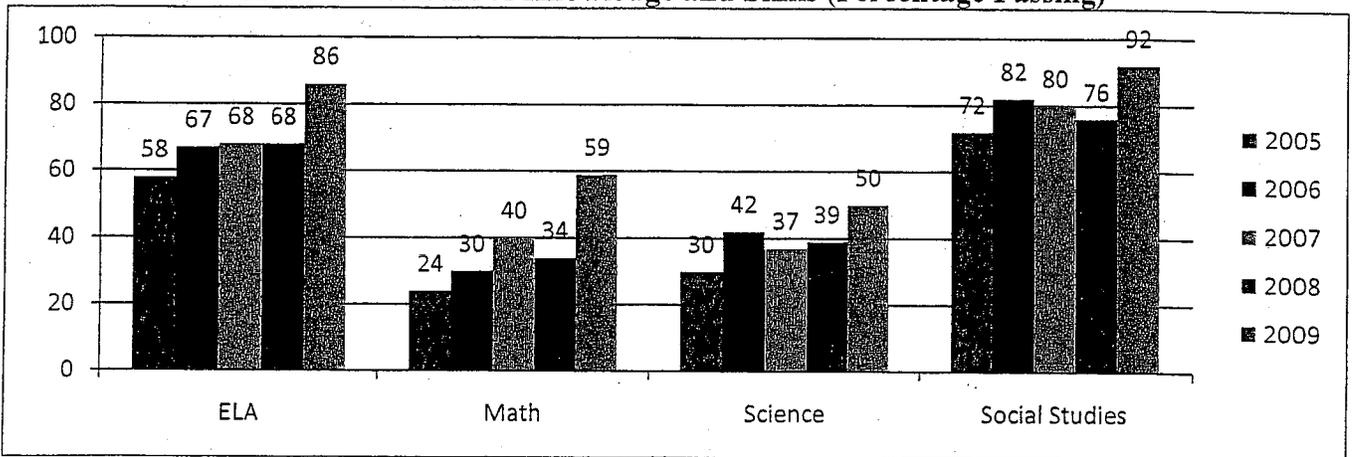
**Urban High School #1**  
**Texas Assessment of Knowledge and Skills (Percentage Passing)**



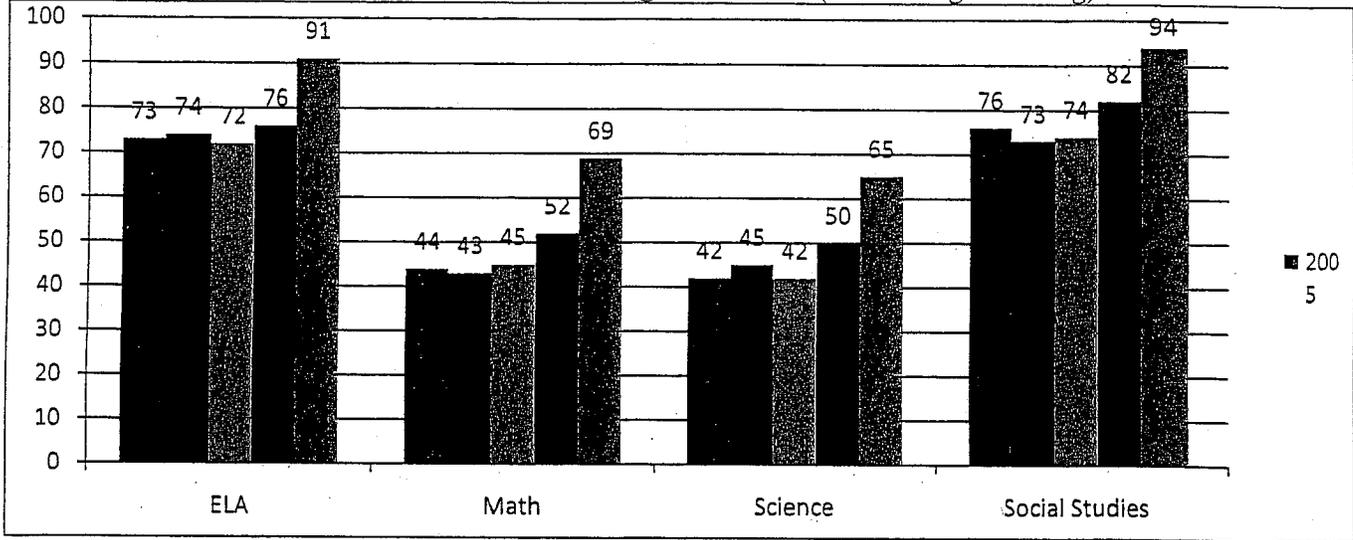
**Urban High School #2**  
**Texas Assessment of Knowledge and Skills (Percentage Passing)**



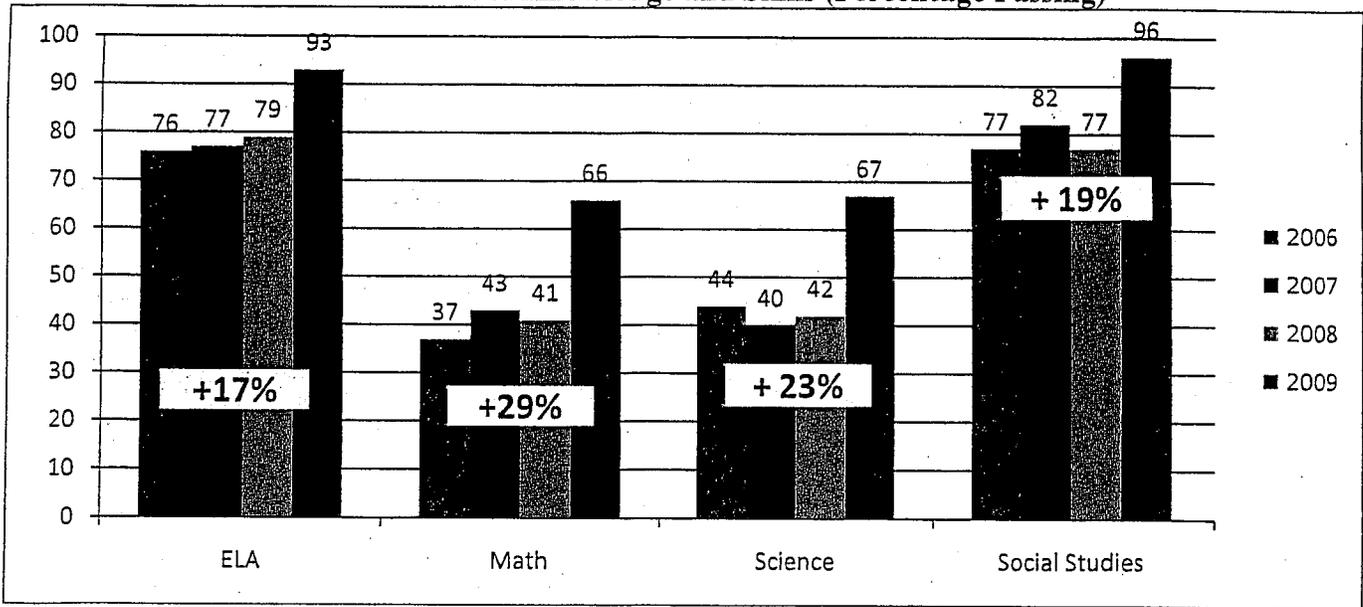
**Urban High School #3**  
**Texas Assessment of Knowledge and Skills (Percentage Passing)**



**Urban High School #4**  
**Texas Assessment of Knowledge and Skills (Percentage Passing)**



**Urban High School #5**  
**Texas Assessment of Knowledge and Skills (Percentage Passing)**



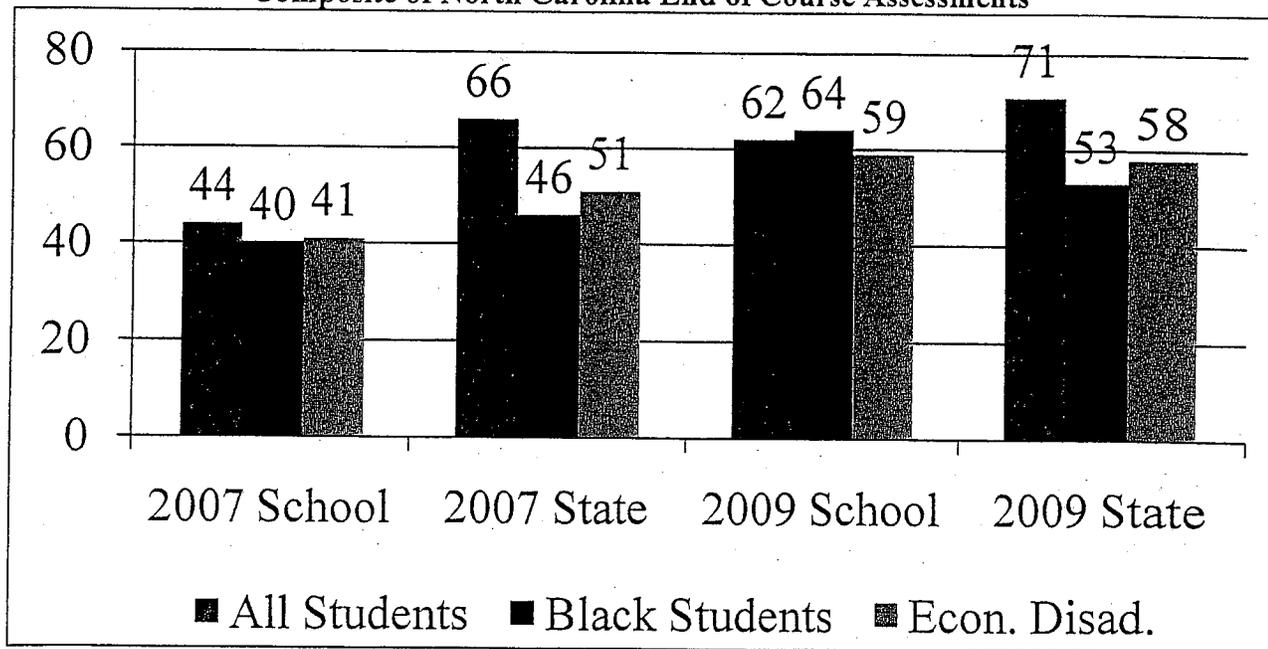
## Intensive Coaching and Support to Implement the HSTW Design Works in Rural Schools

**Rural High School, North Carolina:** This rural school is one of seven in a district that began working with a *HSTW* School Improvement Consultant in the 2007-2008 school year. The consultant provided in-depth work with this school because the school was among the lowest performing in the state. The consultant provided mentoring to the principal through weekly on-site coaching and leadership guidance. The coach also provided support to teacher leaders to become engaged in school improvement planning and implementation.

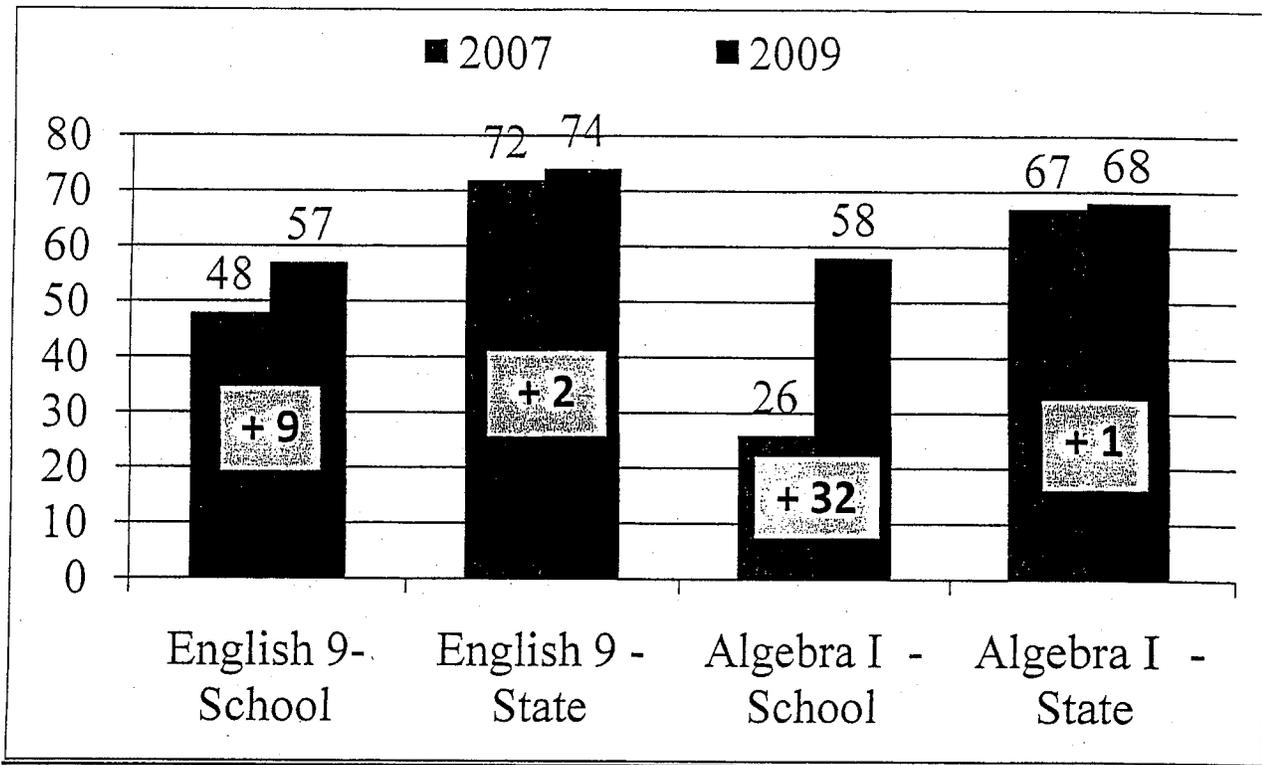
School and teacher leaders participated in workshops provided by SREB on leadership, various instructional strategies workshops and attendance at *HSTW* National Workshops and Annual Staff Development Conference. The school also provided two retreats for the faculty planned and delivered by *HSTW*- one retreat to deepen understanding of curriculum and instruction through standards based instruction and one retreat on how to build a school culture that promotes student achievement. The *HSTW* Coach attended all trainings and followed up at the school to ensure implementation.

As a result of the efforts, the school has seen significant growth in achievement on the North Carolina End Of Course (EOC) Composite of "All" students over the two-year period. The school experienced an 18 point gain in the percentage of students achieving standards (44% – 62%) on the composite of the required state exams over the two-year period while the average gain in the state (66%-71%) was only five points. **Black students experienced explosive growth in achievement during the two year period improving by 24 percentage points (40%-64%) and outperforming the state average for the group by 11 percentage points by the end of 2009.**

Composite of North Carolina End of Course Assessments



A deeper look at the results on two of the End of Course Assessments indicates how much achievement has improved of ninth grade students in English, a gain of nine percentage points of students meeting standards, and in Algebra I with a gain of 32 percentage points of students meeting standards from 2007 to 2009. The state average from 2007 to 2009 in these subjects was only two percentage points in English and one percentage point in Algebra I.



### Making Middle Grades Work

The Southern Regional Education Board (SREB) has also provided intensive support to districts striving to improve student achievement in middle grades by assisting schools to implement the *Making Middle Grades Work (MMGW)* framework. Two comprehensive efforts, in Alabama and Georgia, provide examples of the Transformation Model in middle grades.

**Urban fringe district, Georgia:** This district began partnering with *MMGW* in 2006 when only four of the district's 14 middle schools made Adequate Yearly Progress (AYP); by 2009, 12 middle schools made AYP. The two middle schools that did not make AYP fell short in the sub-group of Students with Disabilities (SWD) but made remarkable progress from previous years.

Support services at the schools are provided through a combination of district-level professional development, school-level coaching and professional development, access to research and support resources, attendance at the Annual *HSTW Staff Development Conference*, summer leadership training and electronic support by the school improvement coach for individual school initiatives. While each school receives a customized support plan, most schools have requested support to teachers on effective strategies to engage students effectively in learning. The three-year period has seen increasing levels of student achievement on the Georgia Criterion Referenced Competency Tests (CRCT) with double-digit gains in the percentage of students passing the tests. The only exception is eighth grade mathematics with a curriculum and test revision that took place in 2009.

### Percentage of Students Proficient and Above on the Georgia CRCT

| Grade | Reading |      | Language Arts |      | Math |      |
|-------|---------|------|---------------|------|------|------|
|       | 2006    | 2009 | 2006          | 2009 | 2006 | 2009 |
| 6     | 76      | 86   | 75            | 87   | 49   | 69   |
| 7     | 66      | 86   | 72            | 86   | 69   | 80   |
| 8     | 83      | 90   | 80            | 89   | 66   | 59*  |

#### Alabama District

The partnership with this large diversified district began in the 2007-2008 school year with twelve middle schools. Eleven of the schools had not made AYP the previous year and the twelfth requested permission to be included. With several new principals in the schools, the partnership focused on effective instructional leadership, establishing a culture of high expectations, training for all teachers in literacy across the curriculum, strong district support and follow up coaching by SREB consultants. The hard work of the faculties and staffs of the schools and the district administration at implementing the *MMGW* framework paid off **with all schools in the partnership increasing academic achievement across the board and making AYP at the end of the year.**

The following pages provide a more detailed discussion of the changes made at one Transformation Model high school that was a part of a cluster effort in one urban district. By linking district and external support, the school made significant progress.

**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 |
| High Schools That Work  | Y        | Y           | Technical assistance, professional development | 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**

**Hall High 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>   |                    |                |         |         |
|--|--------------------|----------------|---------|---------|
| Characteristic   | Intervention Model |                |         |         |
|  | Turnaround         | Transformation | Restart | Closure |
| <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 interest 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>   |
| Central Office staff: Associate Superintendents of School Services; Accountability; Education Services and the Director of Grants/Program Development | These district staff will communicate with colleagues in order to provide internal support to ensure coordination across district offices and department and to assist in addressing policy barriers and practices that might interfere with implementation; to provide support and technical assistance to the principal and leadership team; and to assist with grant management and coordination with external partners. |
| <b>Supporting Partner</b>   | <b>Rationale for Selecting Supporting Partner</b>   |
| High Schools That Work  | 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>Supporting Partner</b>   | <b>Rationale for Selecting Supporting Partner</b>   |
|   |   |



**Step 5 - B - 4 Part 1: Define Roles and Develop Contracts**

**Hall High 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</b><br><br>Arkansas Department of Education                                    | Provide technical assistance and professional development opportunities.  |
| <b>Local Education Agency</b><br><br>Little Rock School District   | Implement SIG Steering Committee. Provide support for grant management; financial and budget issues; and contracting issues.  |
| <b>Internal Partner (LEA staff):</b><br><br><u>Linda Young, Director, Grants and Program Development</u> | Provide implementation and evaluation assistance; Provide grant management services; Assist with monitoring budget; Engage in weekly site visits; Provide coordination external partners; and Serve on school-based leadership team.      |
| <b>Lead Partner:</b><br><br><u>America's Choice</u>  | Provide professional development and technical assistance including teacher support, implementation tools, and data systems and analysis support.   |
| <b>Support Partner:</b><br><br><u>High Schools That Work</u>   | Provide professional development and technical assistance including evaluation and monitoring tools, evaluative visits, scheduling assistance, professional resource materials, on-site coaching and electronic and telephone assistance. |
| <b>Support Partner:</b><br><br><u>Little Rock Police Department</u>                                      | Implement the O.K. Mentoring program for high risk youth.   |
| <b>Support Partner:</b><br><br>_____   |   |
| <b>Principal:</b><br><br><u>Ann Blaylock</u>   | Provide leadership for SIG implementation, Participate in Executive Coaching.   |
| <b>School Teams</b>  | Participate in leadership and SIG implementation. Meet regularly to ensure collection of data, collaboration, and ongoing evaluation.   |
| <b>Parents &amp; Community</b>   | Participate in school activities and their child's education.   |

2. 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 Teams (LT) meetings weekly focusing on data, student work, and 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 established
- Weekly PLC meetings
- Introducing the Quality Review criteria

Quarter 2:

- 50% of 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 Teams (LT) meetings weekly focusing on data, student work, and 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 updated and new targets established
- Weekly PLC meetings
- Planning for the Quality Review (DAT)

Quarter 3:

- 75% of 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 Teams (LT) meetings weekly focusing on data, student work, and 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 updated and targeted
- Weekly PLC meetings

## Monitoring the Quality Review action plan and next steps

### Quarter 4:

100% of 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 Teams (LT) meetings weekly focusing on data, student work, and 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 targeted and updated

Weekly PLC meetings

End-of-Year Quality Review (DAT) with next steps and action plans

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

The LRSD 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 systems 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**

**Hall High School**

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.

Hall 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**

**Hall High School**

Analysis of Hall student data, achievement data, graduation data, faculty attendance rate, discipline data, and student and teacher attendance rate supports the decision to seek assistance from external providers is warranted. The school needs dramatic change in a compressed time period. Providing intensive support, training, and assistance as a new Principal takes leadership is a means to remedy previous challenges presented by turnover in leadership. The intensity of services coupled with new administration and strong leadership is needed to turn the school 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 # One: To meet or exceed the AYP literacy goal on the 2010-2011 ACTAAP for all identifiable subgroups of students.

| Objective #:  | Measurable Outcome(s)   | Evidence of Improvement or Progress   | Target Date  | Includes  |
|---|---|---|--|---|
| Implement 100% of America's Choice literacy strategies<br><br>Implement 100% of 9th grade High Schools that Work Catch Up English curriculum<br><br>Implement before and after school tutoring program. | There will be a 25% increase in the number of students scoring proficient or advanced on the ACTAAP English exam. | The results of the English ACTAAP exam<br><br>Teachers will use the online curriculum and common assessments built in for quarterly review and reteaching purposes.<br><br>Walkthrough documentation by administrators<br><br>Professional development agendas, leadership data walls, academy meeting minutes, sign in sheets, standard based bulletin boards, and word walls.<br><br>Quarterly monitoring by literacy team and school based literacy coach. | May 2011, 2012, 2013<br><br>August 2010, 2011, 2012<br><br>Daily<br><br>Weekly<br><br>Quarterly 2011, 2012, 2013 | X District<br><br>X School<br><br>X Partner<br><br><input type="checkbox"/> 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.

**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 # Two: To meet or exceed the AYP mathematics goal for the 2010-2011 ACTAAP for all identifiable sub-groups.

| Objective #:   | Measurable Outcome(s)  | Evidence of Improvement or Progress   | Target Date   | Includes  |
|--|--|---|---|---|
| Implement 100% of America's Choice math strategies<br><br>Implement 100% of 9th grade High Schools that Work Catch Up Algebra I curriculum<br><br>Implement before and after school tutoring program.<br><br>Provided students with Tier III intervention and support through two academic intervention specialists. | There will be a 25% increase in the number of students scoring proficient or advanced on the EOC Algebra I and Geometry exams. | The results of the Algebra I and Geometry ECO exams.<br><br>Teachers will use online curriculum and common assessments built in for quarterly review and reteaching purposes.<br><br>Walkthrough documentation by administrators<br><br>Professional development agendas, leadership data walls, academy meeting minutes, sign in sheets, standard based bulletin boards, and word walls<br><br>Quarterly monitoring by math team and school based math coach | 2011,2012, 2013<br><br>Ongoing<br><br>Daily<br><br>Weekly<br><br>Quarterly 2011, 2012, 2013 | X District<br><br>X School<br><br>X Partner<br><br><input type="checkbox"/> 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.

**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 # Three: Increase the graduation rate from 81.75% to 96% over the three year grant period.

| Objective #:   | Measurable Outcome(s)   | Evidence of Improvement or Progress  | Target Date                           | Includes  |
|--|---|--|---------------------------------------|---|
| Fully implement 9th and 10th grade academies where teachers share common students, common area of the building, and planning time.<br><br>Provide students with enhanced guidance, work with high risk students to set short and long term goals, monitor daily attendance and meet with parents regularly.<br><br>Establish out of school suspension room to maintain learning while on suspension.<br><br>Implement innovative | The results of the HSTW 9th grade survey will reveal 80% or more students will report that teachers care about them, encourage them to do well in school, and require them to redo work that does not meet teachers' standards. | Student documentation on individual thumb drives.<br><br>Written documentation of student interactions; daily logs; student contracts; teacher contacts.<br><br>Attendance documentation in the out of school suspension program, parent event sign in sheets and agendas, Saturday School documentation, daily logs from school social worker, master schedule. | Ongoing<br><br>Ongoing<br><br>Ongoing | X District<br><br>X School<br><br>X Partner<br><br><input type="checkbox"/> 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.

|  |  |  |  |  |
|--|--|--|--|--|
| scheduling, Saturday School, mental health services, parent programs |  |  |  |  |
|--|--|--|--|--|

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.

| <b>FY 2011 ARRA School Improvement Grant - Section 1003(g)<br/>LEA Goals and Objectives</b>  |   |  |  |
|--|---|--|--|
| Objective #:   | Measurable Outcome(s)   | Evidence of Improvement or Progress  | Target Date  |
| <p><b>Directions:</b> 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.</p> |   |  |  |
| <p><b>Goal # Four:</b> Decrease course failures by 20% per year over the three year grant period (1850 course failures during the 2009-2010 school year).</p>  |   |  |  |
| <p>Implement attendance incentives for teachers and students.</p> <p>Implement the first 45-days attendance campaign</p> <p>Increased student engagement in all classes through AC and HSTW PD</p> <p>Implement the 9th grade Early Start Program</p> <p>Implement peer mentoring program via seniors/freshman.</p>  | <p>Meet or exceed the 20% reduction in course failures on an annual basis.</p> <p>20% improvement in first 9-week student attendance.</p> | <p>Continuous monitoring of course failures - interim, 9 weeks, semester.</p> <p>Complete failure analysis charts on each student and analysis results. Create action plan.</p> <p>Parent phone calls, conferences and written notification to parents regarding tutoring opportunities.</p> <p>Improved school climate as measure by the Standards Inventory Assessment and the HSTW teacher and student surveys.</p> | <p>Ongoing</p> <p>Every 9 weeks - 2011, 2012, 2013</p> <p>Ongoing</p> <p>Annually</p>  |
|  |   |  | <p>Includes</p> <p><input checked="" type="checkbox"/> District</p> <p><input checked="" type="checkbox"/> School</p> <p><input checked="" type="checkbox"/> 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.

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| Implement the O.K. Program<br>Increase community partners |  |  |  |  |
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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      Hall High School

Throughout the School Improvement process at Hall High School, the America's Choice Design (ACSD) and High Schools that Work (HSTW) will work jointly together on safety net intervention 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.

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.

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. Ninth grade students who struggle in math will be enrolled in the High Schools That Work Algebra I Catch Up course which is designed to accelerate their math skills and prepare them for success in Algebra I. Ninth grade students who are struggling in English as evidenced by their 8<sup>th</sup> grade benchmark scores and their Lexile reading scores will be enrolled in the High Schools that Work 9<sup>th</sup> grade English course to accelerate their literacy skills. Students that need assistance in reading will be enrolled in READ 180, a nationally recognized adolescent literacy development program.

In Design Task 4 the Professional Learning Communities focus 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 graduate college and 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.

Design Task 3: High Performance Leadership will also be developed at Hall School as part of the America's Choice Design. Twenty-two 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 three 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.

The Design tasks and work are centered on the Quality Review process governed by a Diagnostic Assessment Tool (DAT) that is aligned to the Scholastic Audit indicators. The DAT is implemented in the late Fall and Spring quarters 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.

In order to implement innovative scheduling that allows at risk students who are over age and under credited the opportunity to accelerate their academic studies and have additional time to master skills necessary for on time graduation, an additional math teacher is necessary.

The AVID program, which stands for Advancement Via Individual Determination, will continue to be offered at Hall. AVID is a system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID has been offered at the 9<sup>th</sup> and 10<sup>th</sup> grade levels and will be expanded to the 11<sup>th</sup> grade in the 2010-2011 school year, and to the 12<sup>th</sup> grade in the 2011-2012 school year.

Parent and community involvement are essential in the transformational process at Hall. A parent/community liaison will be hired to spearhead a comprehensive outreach program. The task will include outreach to the African American community as well as the Hispanic community. The liaison will make community presentations, make home visits, plan adult education programs, facilitate teacher parent communications if

necessary, plan parent/family nights, and encourage and recruit community partners. Informational brochures will be produced and distributed as well as electronic bulletins. Seeking mentors for Hall's high risk students and families has been identified as a top priority by the new principal. The parent liaison will also implement a student peer mentoring program involving seniors mentoring incoming freshman.

Due to the high number of course failure related to the number of days students miss because of short term suspensions, students will participate in an on campus short term suspension classroom. They will report to the classroom, continue academic practice, and receive credit for completed assignments.

A licensed social worker will be hired to work with students in the out of school suspension program and assist with linking students with necessary social services as needed as well as develop alternative coping skills. Many times, students are experiencing difficult home situations which results in behavior problems. This person will also conduct small group sessions on topics such as suicide, anger management, avoidance of high risk behavior, resilience strategies, and goal setting.

A part of a major emphasis on increasing the graduation rate, a graduation coach will be hired to work individually with students starting in the 9<sup>th</sup> grade. The coach will also work with families to learn about college options and other post graduate options for students such as the vocational schools and the military. The graduation coach will set up field trips to colleges, secure guest speakers, and other enrichment and cultural activities. An emphasis on post high school planning, getting organized for life, and other "future" setting activities will be planned and implemented. Each LRSD student develops a four year graduation plan and takes the Explore and PLAN tests but follow through has been lacking. The coach will work with the students to save their career inventory data and early resumes on a thumb drive that will be maintained throughout their Hall High Career.

The social worker and graduation coach will work closely with the principal, assistant principals, and counselors to coordinate services.

The Early Start Program will bring 9th grade students back to school ten days before other students. This will be an official start date. Teachers will be paid their daily rate of pay through grant funds. This will help students make a smooth transition and most importantly, ALL 9<sup>th</sup> graders will participate. In the past, 9<sup>th</sup> grade summer bridge programs at Hall only served 30 - 40 students because it was not mandatory. Transportation will be provided.

Multiple out of school experiences will be offered at Hall. The purpose of these programs is twofold – to provide extra time to master skills and to provide alternative discipline options rather than in school or out of school suspension.

Hall had the highest out of school suspension rate of any LRSD high school during the 2009-2010 school year. Programs will include after school, before school and Saturday programs. Program participation will assist with eliminating course failures, recovering lost credits, opportunities for redo and test make ups.

Teachers' attendance during the 2009 -2010 school year was dismal with over 1,485 teacher sick days. As a remedy and an incentive, teachers will be offered the opportunity to earn a bonus of \$100 nine week period if they miss no 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.

Student incentives for improved attendance as well as improved discipline and academics will be utilized throughout the year. The principal has planned a major attendance campaign, The First Forty Five Days, will emphasize the need for students to attend school every day. Inexpensive rewards and incentives will be used to reinforce positive improvements.

The 9<sup>th</sup> grade and 10<sup>th</sup> grade academies have common planning times built in to the master schedule. These teachers will meet and conduct joint planning during those common times. However, the need for all Hall teachers to participate in intensive professional development is a cornerstone of Hall's transformation program. Therefore, the regular teacher contract day will be extended by one hour 2 times per month to

provide extended time for professional learning communities and related professional development. Teachers will receive their contracted hourly rate of pay for this time as it is required.

Additional required professional development will be held during Summer Academies. High Schools That Work and America's Choice will partner in providing professional development Summer Academies. Teachers will receive their daily rate of pay during the Summer Academies as participation is required. It is critical that Hall faculty members learn together – it cannot be optional and yield the necessary results.

As a component of leadership development and support, the principal will 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. This process will ensure that the incoming leadership understands the reforms taking place at the school.

Materials and supplies necessary for student organization such as student agenda books as well as essential literacy and math materials and ESL materials are requested through grant funds.

Hall will utilize the district's ESL Program, which 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 Hall 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 district through an open application process. Principals will make recommendations once applications have been received. Math teachers were trained on how to deliver math (content) while providing students with language rich experiences.

Hall has also utilized Smaller Learning Communities federal grant funds and 21<sup>st</sup> Century Community Learning Centers state grant funds to establish a special ESL summer Stars Academy which provides ESL students the opportunity to earn course credits toward graduation while increasing their language proficiency. During the after school tutoring program, ESL endorsed teachers are available to assist students with their homework and offer tutoring services.

The O.K. program will be implemented at Hall through a partnership with the Little Rock Police Department. The O.K. programs actively recruits responsible African American males to serve as positive role models for their younger counterparts. 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 of the program is to reduce the high rates of incarceration and homicide of young African American males. The program will meet every Saturday. Restaurants have pledged meals each Saturday for the students and adult participants.

**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.**

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| <ul style="list-style-type: none"><li>• Begin Planning for Results 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 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 Principals of Teaching, Learning, and Curriculum</li><li>• Discuss the needs and topics 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 visits</li><li>• Finalize to implement High Schools That Work Catch Up Algebra I and English first 9-week units</li><li>• Develop protocols for Principals Book of the Month</li><li>• Implementation of First 30 Days Rituals and Routines</li><li>• Implement the attendance incentive</li><li>• Advertise and hire parent community liaison; math teacher; social worker; graduation coach; out of school suspension teachers</li><li>• Review School Improvement Grant implementation plan with faculty and at first PTA meeting</li><li>• O.K. national program to facilitate partnerships among law enforcement, education, and community</li></ul> |
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|  | <p>agencies begins</p> <ul style="list-style-type: none"> <li>• Parent and community electronic newsletter</li> <li>• Network 1: Professional Learning Communities Revisited – 10 year Research Study</li> <li>• Launch 45-day attendance campaign</li> <li>• Early morning professional development sessions</li> <li>• Begin Online professional development series</li> <li>• Weekly or Bi-weekly Leadership Team meetings will be ongoing throughout the year. Each Leadership Team meeting will have a focus on data and what is going on in the classroom as evidenced by 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 Executive Coaching</li> <li>• Begin parent functions and classes</li> <li>• Begin the protocol for focus walks that will occur twice during the 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 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 focus walk results and PLCs</li> <li>• Continue Online Professional Development with teachers</li> <li>• Begin after school and before 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 as evidenced by 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> </ul>   |

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| <ul style="list-style-type: none"> <li>• Begin/Update Data Walls</li> <li>• Teacher Meetings focused on Student Work</li> <li>• Standardized Test Genre</li> <li>• Begin to study 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 as evidenced by 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 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>• 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 as evidenced by 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> </ul> | <ul style="list-style-type: none"> <li>• Update data walls</li> <li>• Reassess PLC topics/progress/next steps</li> <li>• Development of timeline for Quality Review Next Steps</li> <li>• Network 3: Topic to be Determined by PLCs and data updates</li> </ul>  |

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| <ul style="list-style-type: none"> <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 as evidenced by 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> </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 as evidenced by 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> </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 as evidenced by focus walks</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings</li> <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</li> </ul>   |

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| <p>have a focus on data and what is going on in the classroom as evidenced by focus walks</p> <ul style="list-style-type: none"> <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>• Prepare for end-of-year Diagnostic Assessment Tool – Quality Review</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 as evidenced by 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>• Network 5: Topic to be Determined</li> <li>• Quality Review</li> </ul> | <ul style="list-style-type: none"> <li>• Assess the Planning for Results by studying the data and identifying students in areas of strengths and needs for classroom instruction, safety net intervention, and update data wall</li> <li>• Revisit what has been accomplished from Professional Learning Communities and establish protocols for the coming year</li> <li>• Review professional development for the year and determine needs and next steps for the coming year</li> <li>• Summer Academy – professional development</li> <li>• Determine staff needs</li> </ul> | <ul style="list-style-type: none"> <li>• Determine staff assignments</li> <li>• Order all necessary materials for implementation for the next year</li> <li>• Prepare documents and updates for the First 30 Days Rituals and Routines</li> <li>• Determine Next Steps from Quality Review for next year implementation</li> <li>• Outline and discuss year one lessons learned and implementation adjustments with stakeholders</li> <li>• Revisit “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</li> </ul> |
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needs for classroom instruction and safety net intervention

## 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 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 Principals of Teaching, Learning, and Curriculum
- Discuss the needs and topics for upcoming Teacher Meetings
- Develop or reinstate the Leadership Team and determine duties of each member
- Principal and Cluster Leader establish protocol for classroom visits
- Conduct screeners for Navigator if appropriate
- Develop protocols for Principals Book of the Month
- Implementation of First 30 Days Rituals and Routines
- Implement the attendance incentive
- Advertise and hire parent community liaison; math teacher; social worker; graduation coach; out of school suspension teachers
- Review School Improvement Grant implementation plan with faculty and at first PTA meeting
- O.K. national program to facilitate partnerships among law enforcement, education, and community agencies begins
- Parent and community electronic newsletter
- Network 1: Professional Learning Communities Revisited – 10 year Research Study
- Launch 45-day attendance campaign
- Early morning professional development sessions
- Begin Online professional development series
- Weekly or Bi-weekly Leadership Team meetings will be ongoing throughout the year. Each Leadership

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| <p>Team meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks</p> <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 the 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 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> | <p>Network 2: Topic to be Determined by focus walk results and PLCs</p> <ul style="list-style-type: none"> <li>Continue Online Professional Development with teachers</li> <li>Begin after school and before 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 as evidenced by 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 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> </ul> |
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| <ul style="list-style-type: none"> <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 as evidenced by 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 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>• 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 as evidenced by 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> </ul> | <ul style="list-style-type: none"> <li>• Update data walls</li> <li>• Reassess PLC topics/progress/next steps</li> <li>• Development of timeline for Quality Review Next Steps</li> <li>• Network 3: Topic to be Determined by PLCs and data updates</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 as evidenced by 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> </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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| <ul style="list-style-type: none"> <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 as evidenced by 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> </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 as evidenced by focus walks</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings</li> <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 as evidenced by 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>• Prepare for end-of-year Diagnostic Assessment Tool – Quality Review</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> </ul> |
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| <ul style="list-style-type: none"> <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 as evidenced by 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>• Network 5: Topic to be Determined</li> <li>• Quality Review</li> </ul> | <ul style="list-style-type: none"> <li>• Assess the Planning for Results by studying the data and identifying students in areas of strengths and needs for classroom instruction, safety net intervention, and update data wall</li> <li>• Revisit what has been accomplished from Professional Learning Communities and establish protocols for the coming year</li> <li>• Review professional development for the year and determine needs and next steps for the coming year</li> <li>• Summer Academy – professional development</li> <li>• Determine staff needs</li> </ul> | <ul style="list-style-type: none"> <li>• Determine staff assignments</li> <li>• Order all necessary materials for implementation for the next year</li> <li>• Prepare documents and updates for the First 30 Days Rituals and Routines</li> <li>• Determine Next Steps from Quality Review for next year implementation</li> <li>• Outline and discuss year two lessons learned and implementation adjustments with stakeholders</li> <li>• Revisit “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 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 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 Principals of Teaching, Learning, and Curriculum
- Discuss the needs and topics for upcoming Teacher Meetings
- Develop or reinstate the Leadership Team and determine duties of each member
- Principal and Cluster Leader establish protocol for classroom visits
- Conduct screeners for Navigator if appropriate
- Develop protocols for Principals Book of the Month
- Implementation of First 30 Days Rituals and Routines
- Implement the attendance incentive
- Advertise and hire parent community liaison; math teacher; social worker; graduation coach; out of school suspension teachers
- Review School Improvement Grant implementation plan with faculty and at first PTA meeting
- O.K. national program to facilitate partnerships among law enforcement, education, and community agencies begins
- Parent and community electronic newsletter
- Network 1: Professional Learning Communities Revisited – 10 year Research Study
- Launch 45-day attendance campaign
- Early morning professional development sessions
- Begin Online professional development series
- Weekly or Bi-weekly Leadership Team meetings will be ongoing throughout the year. Each Leadership

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| <p>Team meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks</p> <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 the 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 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> | <p>Network 2: Topic to be Determined by focus walk results and PLCs</p> <ul style="list-style-type: none"> <li>• Continue Online Professional Development with teachers</li> <li>• Begin after school and before 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 as evidenced by 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 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> </ul> |
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| <ul style="list-style-type: none"> <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 as evidenced by 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 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>• 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 as evidenced by 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> </ul> | <ul style="list-style-type: none"> <li>• Update data walls</li> <li>• Reassess PLC topics/progress/next steps</li> <li>• Development of timeline for Quality Review Next Steps</li> <li>• Network 3: Topic to be Determined by PLCs and data updates</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 as evidenced by 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>• Deepen the collaborative work of teachers within the professional learning communities</li> </ul> |
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| <ul style="list-style-type: none"> <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 as evidenced by 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> </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 as evidenced by focus walks</li> <li>• Cluster Leaders and Leadership will visit classrooms together and debrief findings</li> <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 as evidenced by 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>• Prepare for end-of-year Diagnostic Assessment Tool – Quality Review</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> </ul> |
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**SECTION B, PART 8:**

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

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 Hall High School.

Meetings were also held with the principal, community partners, assistant principals, the school improvement specialist, parents, and teachers. Hall High 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:** *Hill*

| <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  | 120011        | 120933        | 121885        | 362829       | SIG                    |
| Implement local evaluations of teachers and principal   |               |               |               |              |                        |
| Additional options (specify) Any of the required and permissible activities under the transformation model                |               |               |               |              |                        |
| <b>Subtotal</b>   | 120011        | 120933        | 121885        | 362829       |                        |
| <b>2. Reforming instructional programs</b>  |               |               |               |              |                        |
| Develop data collection and analysis processes  |               |               |               |              |                        |
| Use data to drive decision making   | 75145         | 77399         | 79721         | 232265       | S                      |
| Use data to drive decision making   | 71829         | 73984         | 76204         | 222017       | F                      |
| Align curriculum vertically and horizontally  | 569943        | 553539        | 533816        | 1657298      | SIG                    |
| Additional options (specify) Any of the required and permissible activities under the transformation of new school model) |               |               |               |              |                        |
| <b>Subtotal</b>   | 716917        | 704922        | 689741        | 2111580      |                        |
| <b>3. Increasing learning team and creating community-oriented schools</b>  |               |               |               |              |                        |
| Increase learning time (extended day, week, or year)  | 478181        | 482244        | 486430        | 1446855      | SIG                    |
| Develop community partnerships that support the model   | 67716         | 69747         | 71841         | 209304       | SIG                    |
| Implement parent and community involvement strategies for ongoing engagement and support                                  | 2700          | 2700          | 2700          | 8100         | SIG                    |
| Implement parent and community involvement strategies for ongoing engagement and support                                  | 38323         | 39473         | 40657         | 118453       | S                      |
| Implement parent and community involvement strategies for ongoing engagement and support                                  | 75145         | 77399         | 79721         | 232265       | S                      |
| Additional options (specify) Any of the required and permissible activities under the transformation of new school model) | 67716         | 69747         | 71840         | 209303       | SIG                    |
| <b>Subtotal</b>   | 729781        | 741310        | 753189        | 2224280      |                        |
| <b>4. Flexibility and Sustained Support</b>   |               |               |               |              |                        |
| Implement a comprehensive approach to school transformation   | 462471        | 462471        | 462471        | 1387413      | SIG                    |
| Ongoing, intensive professional development and technical assistance from the LEA and the SEA                             | 150828        | 150828        | 150828        | 452484       | SIG                    |
| Additional options (specify) Any of the required and permissible activities under the transformation of new school model) | 67716         | 69747         | 71841         | 209304       | SIG                    |
| <b>Subtotal</b>   | 681015        | 683046        | 685140        | 2049201      | SIG                    |
| <b>Total for Transformation Model</b>   | 2247724       | 2250211       | 2249955       | 6747890      |                        |

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

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- Revised Initial Budget
- Individual School Budget
- Regular



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| FISCAL YEAR<br>2011                    | SOURCE OF FUNDS CODE                                  | NCCS NO. | SUBMISSION DATE |
| DISTRICT NAME AND NUMBER               |   |          |                 |
| SCHOOL NAME<br>Hall High School        | Little Rock School District - 6001000                 |          |                 |
| CONTACT PERSON<br>Linda Young          | TELEPHONE NUMBER (Include Area Code)<br>501) 447-3372 |          |                 |
| EMAIL ADDRESS<br>Linda.young@lrstd.org | FAX NUMBER (Include Area Code)<br>501) 447-3371       |          |                 |

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

| CODE / FUNCTIONS                        | OBJECTS                    |                            |                                   |                               |                         |                        |                        |  |
|---|----------------------------|----------------------------|-----------------------------------|-------------------------------|-------------------------|------------------------|------------------------|--|
|   | 61000<br>Employee Salaries | 62000<br>Employee Benefits | 63000-65000<br>Purchased Services | 66000<br>Materials & Supplies | 67000<br>Capital Outlay | 68000<br>Other Objects | TOTALS                 |  |
| 1511 Before/After School Programs       | \$ 206,200.00              | \$ 47,673.00               | \$ -                              | \$ -                          | \$ -                    | \$ -                   | \$ 253,873.00          |  |
| 1530 Language Arts                      | \$ -                       | \$ -                       | \$ -                              | \$ -                          | \$ -                    | \$ -                   | \$ -                   |  |
| 1550 Early Childhood                    | \$ -                       | \$ -                       | \$ -                              | \$ -                          | \$ -                    | \$ -                   | \$ -                   |  |
| 1555 Literacy                           | \$ -                       | \$ -                       | \$ 70,000.00                      | \$ -                          | \$ -                    | \$ -                   | \$ 70,000.00           |  |
| 1560 Reading                            | \$ -                       | \$ -                       | \$ -                              | \$ -                          | \$ -                    | \$ -                   | \$ -                   |  |
| 1570 Mathematics                        | \$ -                       | \$ -                       | \$ 119,000.00                     | \$ -                          | \$ -                    | \$ -                   | \$ 119,000.00          |  |
| 1591 Title I Schoolwide Inst.           | \$ -                       | \$ -                       | \$ -                              | \$ -                          | \$ -                    | \$ -                   | \$ -                   |  |
| 1592 Title I Summer School              | \$ -                       | \$ -                       | \$ -                              | \$ -                          | \$ -                    | \$ -                   | \$ -                   |  |
| 2210 Improvement of Instruction         | \$ 688,395.00              | \$ 194,143.00              | \$ 506,691.00                     | \$ 129,080.00                 | \$ -                    | \$ -                   | \$ 1,518,309.00        |  |
| 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             | \$ -                       | \$ -                       | \$ 26,100.00                      | \$ -                          | \$ -                    | \$ -                   | \$ 26,100.00           |  |
| 3100 Food Service                       | \$ -                       | \$ -                       | \$ -                              | \$ -                          | \$ -                    | \$ -                   | \$ -                   |  |
| <b>Total Budgeted</b>                   | <b>\$ 894,595.00</b>       | <b>\$ 241,816.00</b>       | <b>\$ 532,791.00</b>              | <b>\$ 318,080.00</b>          | <b>\$ -</b>             | <b>\$ -</b>            | <b>\$ 1,987,282.00</b> |  |

Funds Available 2010-2013 \$5,942,890.00 Funds Budgeted \$ 1,987,282.00

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

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- Revised Initial Budget
- Individual School Budget
- Regular



|  |   |          |                 |
|--|---|----------|-----------------|
| FISCAL YEAR<br>2011                    | SOURCE OF FUNDS CODE  | NCCS NO. | SUBMISSION DATE |
| SCHOOL NAME<br>Hall High School        | DISTRICT NAME AND NUMBER<br>Little Rock School District - 6001000 |          |                 |
| CONTACT PERSON<br>Linda Young          | TELEPHONE NUMBER (Include Area Code)<br>501 447-3372              |          |                 |
| EMAIL ADDRESS<br>Linda.young@lrstd.org | FAX NUMBER (Include Area Code)<br>501 447-3371                    |          |                 |

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

| CODE / FUNCTIONS                        | OBJECTS                         |                                 |  |                                    |                              |                             |                        |  |
|---|---------------------------------|---------------------------------|--|------------------------------------|------------------------------|-----------------------------|------------------------|--|
|   | 61000<br>Employee Salaries<br>2 | 62000<br>Employee Benefits<br>3 | 63000-65000<br>Purchased Services<br>4 | 66000<br>Materials & Supplies<br>5 | 67000<br>Capital Outlay<br>6 | 68000<br>Other Objects<br>7 | TOTALS<br>8            |  |
| 1511 Before/After School Programs       | \$ 206,200.00                   | \$ 47,673.00                    | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ 253,873.00          |  |
| 1530 Language Arts                      | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 1550 Early Childhood                    | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 1555 Literacy                           | \$ -                            | \$ -                            | \$ 70,000.00                           | \$ -                               | \$ -                         | \$ -                        | \$ 70,000.00           |  |
| 1560 Reading                            | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 1570 Mathematics                        | \$ -                            | \$ -                            | \$ 91,000.00                           | \$ -                               | \$ -                         | \$ -                        | \$ 91,000.00           |  |
| 1591 Title I Schoolwide Inst.           | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 1592 Title I Summer School              | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 2210 Improvement of Instruction         | \$ 702,344.00                   | \$ 197,368.00                   | \$ 506,691.00                          | \$ 134,580.00                      | \$ -                         | \$ -                        | \$ 1,540,983.00        |  |
| 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             | \$ -                            | \$ -                            | \$ 26,100.00                           | \$ -                               | \$ -                         | \$ -                        | \$ 26,100.00           |  |
| 3100 Food Service                       | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| <b>Total Budgeted</b>                   | <b>\$ 908,544.00</b>            | <b>\$ 245,041.00</b>            | <b>\$ 532,791.00</b>                   | <b>\$ 295,580.00</b>               | <b>\$ -</b>                  | <b>\$ -</b>                 | <b>\$ 1,981,956.00</b> |  |

Funds Available 2010-2013 \$5,942,890.00

Funds Budgeted \$ 1,981,956.00

Initial Budget  
 Amendment (No. \_\_\_\_\_)  
 Revised Initial Budget  
 Individual School Budget  
 Regular



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

|                                    |            |
|------------------------------------|------------|
| <b>FOR ADE USE ONLY</b>            |            |
| Program Approval Date and Initials |            |
| Total Funds                        |            |
| Carryover Funds                    |            |
| Current Funds                      |            |
| Begin Date                         | End Date   |
|                                    | 06/30/2013 |

|  |   |          |                 |
|--|---|----------|-----------------|
| FISCAL YEAR<br>2011                    | SOURCE OF FUNDS CODE  | NCCS NO. | SUBMISSION DATE |
| SCHOOL NAME<br>Hall High School        | DISTRICT NAME AND NUMBER<br>Little Rock School District 6001000 |          |                 |
| CONTACT PERSON<br>Linda Young          | TELEPHONE NUMBER (Include Area Code)<br>501) 447-3372           |          |                 |
| EMAIL ADDRESS<br>Linda.young@lrstd.org | FAX NUMBER (Include Area Code)<br>501) 447-3371                 |          |                 |

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

| CODE / FUNCTIONS                        | OBJECTS                         |                                 |  |                                    |                              |                             |                        |  |
|---|---------------------------------|---------------------------------|--|------------------------------------|------------------------------|-----------------------------|------------------------|--|
|   | 61000<br>Employee Salaries<br>2 | 62000<br>Employee Benefits<br>3 | 63000-65000<br>Purchased Services<br>4 | 66000<br>Materials & Supplies<br>5 | 67000<br>Capital Outlay<br>6 | 68000<br>Other Objects<br>7 | TOTALS<br>8            |  |
| 1511 Before/After School Programs       | \$ 206,200.00                   | \$ 47,673.00                    | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ 253,873.00          |  |
| 1530 Language Arts                      | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 1550 Early Childhood                    | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 1555 Literacy                           | \$ -                            | \$ -                            | \$ 70,000.00                           | \$ -                               | \$ -                         | \$ -                        | \$ 70,000.00           |  |
| 1560 Reading                            | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 1570 Mathematics                        | \$ -                            | \$ -                            | \$ 70,000.00                           | \$ -                               | \$ -                         | \$ -                        | \$ 70,000.00           |  |
| 1591 Title I Schoolwide Inst.           | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 1592 Title I Summer School              | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| 2210 Improvement of Instruction         | \$ 716,716.00                   | \$ 200,691.00                   | \$ 506,691.00                          | \$ 129,580.00                      | \$ -                         | \$ -                        | \$ 1,553,678.00        |  |
| 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             | \$ -                            | \$ -                            | \$ 26,100.00                           | \$ -                               | \$ -                         | \$ -                        | \$ 26,100.00           |  |
| 3100 Food Service                       | \$ -                            | \$ -                            | \$ -                                   | \$ -                               | \$ -                         | \$ -                        | \$ -                   |  |
| <b>Total Budgeted</b>                   | <b>\$ 922,916.00</b>            | <b>\$ 248,364.00</b>            | <b>\$ 532,791.00</b>                   | <b>\$ 269,580.00</b>               | <b>\$ -</b>                  | <b>\$ -</b>                 | <b>\$ 1,973,651.00</b> |  |

Funds Available 2010-2013 \$5,942,890.00

Funds Budgeted \$1,973,651.00

| Little Rock School District  |               |               |              |                  |
|--|---------------|---------------|--------------|------------------|
| School Improvement Grant 1003 (g)  |               |               |              |                  |
| Hall High School   | Year 1        | 2010 - 2011   |              |                  |
| <u>Category</u>  | <u>FTE</u>    | <u>Salary</u> | <u>Total</u> |                  |
| <b>Employee Salaries</b>   |               |               |              |                  |
| <b>A. Personnel</b>  |               |               |              |                  |
| (1) Graduation Coach   | 1             | \$55,000      | \$55,000     |                  |
| (2) Academic Intervention Specialist   | 2             | \$55,000      | \$110,000    |                  |
| (3) Parent/Community Liaison   | 1             | \$55,000      | \$55,000     |                  |
| (4) Math teacher   | 1             | \$55,000      | \$55,000     |                  |
| (5) Out of school suspension classroom   | 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>B. Teacher stipends/compensations</b>   |               |               |              |                  |
| (1) 9th grade Early Start Program: Formal school years begins 10 days early for 9th graders. Teachers return five days early for planning, training and preparation. Teacher daily rate of pay - estimating \$275 as average daily rate of pay<br><i>(30 tchrs. X \$275/per day x 15 days)</i> | 30            | \$4,125       | \$123,750    |                  |
| (2) Saturday School: 18 three-hour sessions<br><i>(12 tchrs. X 18 sessions x 3 hrs. x \$25/per hour)</i>   | 12            | \$1,350       | \$16,200     |                  |
| (3) After school tutoring<br><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<br><i>(117 tchrs. X 18 hours x \$45 (average hourly rate of pay)</i>   | 117           | \$810         | \$94,770     |                  |
| (5) All staff (certified and non-certified) excellent attendance incentive   |               |               |              |                  |

|  |               |             |              |                  |
|--|---------------|-------------|--------------|------------------|
| <i>(\$100 per 9-week period x 4 nine week periods x 152 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>  | 152           | \$500       | \$76,000     |                  |
| (6) Summer Academies/After School - mandatory teacher professional development and planning<br><i>(1170 hours x \$45 (average daily rate of pay)</i>   | 1170          | \$45        | \$52,650     |                  |
| (7) Before school tutoring and library hour<br><i>(2 teachers x 125 days x \$25/per hour)</i>  | 2             | \$3,125     | \$6,250      |                  |
| <b>Subtotal/stipends</b>   |               |             |              | <b>\$429,620</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%)   | \$429,620     | 23.12%      | \$99,328     |                  |
| <b>Subtotal/fringe</b>   |               |             |              | <b>\$241,816</b> |
| <b>Purchased Services</b>  |               |             |              |                  |
| (1) America's Choice<br><br><i>(82 days on site technical assistance and on site professional development; 30 on line professional development sessions; 5 leadership network sessions.)</i>   |               |             | \$280,000    |                  |
| (2) High Schools That Work (HSTW)<br><br><i>(66 days on site technical assistance and on site professional development; 2 leadership training days; 19 days mathematics training for 9th grade HSTW Catch Up Course and Fundamentals Course; 7 days training to strengthen content of 9th grade English Catch Up Course; 8 days to work with national expert on scheduling for improved instruction and standards based grading; professional resource materials.)</i> |               |             | \$182,471    |                  |
| (3) O.K. Mentoring Program - Little Rock Police Dept.<br><i>(Stipends for police officers to coordinate and serve as mentors)</i>  |               |             | \$25,000     |                  |
| (4) Student transportation for Early Start Program   | <b>Number</b> | <b>Rate</b> | <b>Total</b> |                  |

|  |      |         |           |                  |
|--|------|---------|-----------|------------------|
| <i>(Student transportation for 9th grade early start program; 4 buses x 10 days x \$125/per bus)</i>   | 4    | \$1,250 | \$5,000   |                  |
| (5) Student transportation for after school tutoring<br><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<br><i>(Student transportation: Field trip rate: \$100 per trip x 15 trips)</i>   | 15   | \$100   | \$1,500   |                  |
| (7) Travel expenses to AVID summer conference<br><i>(8 participants @ \$1,100 per person for lodging, travel and food)</i>   | 8    | \$1,100 | \$8,800   |                  |
| (8) Travel expenses to HSTW summer conference<br><i>(8 participants @ \$1,100 per person for lodging, travel and food)</i>   | 8    | \$1,100 | \$8,800   |                  |
| (9) Executive Coaching<br><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>\$532,791</b> |
| <b>Materials and Supplies</b>  |      |         |           |                  |
| Student agenda books<br><i>(1,400 agenda books x \$8 per book- required for each student)</i>  | 1400 | \$8     | \$11,200  |                  |
| Student incentives for improved attendance/grades/discipline<br><br><i>(1,400 students x \$30/per student; incentives would have an educational focus such as dictionaries, t-shirts, travel drives, graphing calculators)</i> | 1400 | \$30    | \$42,000  |                  |
| Literacy materials<br><i>(Literacy materials to support school wide literacy across the curriculum and principal's book of the month program. 1400 students x \$50 per student)</i>  | 1400 | \$50    | \$70,000  |                  |
| Math manipulatives; graphing calculators and other hands on math materials and supplies<br><i>(1400 students x \$85 per student)</i>   | 1400 | \$85    | \$119,000 |                  |

|   |      |         |          |                    |
|---|------|---------|----------|--------------------|
| Realia, bilingual materials, visual aides, and instructional supplies and materials for ESL classes<br><i>(\$1,200 per class x 10 classes)</i>  | 10   | \$1,200 | \$12,000 |                    |
| Materials and supplies for Warrior Academy (9th grade academy) and 10th grade academy to support academy functions<br><br><i>(Such as file folders/notebooks/chart tablets/journals/markers/envelopes/hallway banners to identify academy areas: \$5,000 per academy)</i> | 2    | \$5,000 | \$10,000 |                    |
| Science materials and supplies<br><i>(1400 students x \$25 per student)</i>   | 1400 | \$25    | \$35,000 |                    |
| Program supplies and office supplies for out of school suspension/graduation coach/social worker<br><i>(10 months x \$1000 per month)</i>   | 10   | \$1,000 | \$10,000 |                    |
| Parent/family sessions; informational brochures; supplies and child care for parent meetings<br><i>(6 sessions x \$200 per session)</i>   | 6    | \$200   | \$1,200  |                    |
| Travel drives for 9th grade students<br><i>(Each 9th grade student will be assigned a travel drive to store examples of their work, practice resumes, interest inventory results, etc.)<br/>(320 students x \$24 per unit)</i>  | 320  | \$24    | \$7,680  |                    |
| Subtotal/supplies   |      |         |          | <b>\$318,080</b>   |
| <b>Total</b>  |      |         |          | <b>\$1,987,282</b> |

| Little Rock School District  |               |                    |                  |
|--|---------------|--------------------|------------------|
| School Improvement Grant 1003 (g)  |               |                    |                  |
| Hall High School   |               | Year 2 2011 - 2012 |                  |
| <u>Category</u>  | <u>FTE</u>    | <u>Salary</u>      | <u>Total</u>     |
| <b>Employee Salaries</b>   |               |                    |                  |
| A. Personnel   |               |                    |                  |
| (1) Graduation Coach   | 1             | \$56,650           | \$56,650         |
| (2) Academic Intervention Specialist   | 2             | \$56,650           | \$113,300        |
| (3) Parent/Community Liaison   | 1             | \$56,650           | \$56,650         |
| (4) Math teacher   | 1             | \$56,650           | \$56,650         |
| (5) Out of school suspension classroom   | 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) 9th grade Early Start Program: Formal school years begins 10 days early for 9th graders. Teachers return five days early for planning, training and preparation. Teacher daily rate of pay - estimating \$275 as average daily rate of pay<br><i>(30 tchrs. X \$275/per day x 15 days)</i> | 30            | \$4,125            | \$123,750        |
| (2) Saturday School: 18 three-hour sessions<br><i>(12 tchrs. X 18 sessions x 3 hrs. x \$25/per hour)</i>   | 12            | \$1,350            | \$16,200         |
| (3) After school tutoring<br><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<br><i>(117 tchrs. X 18 hours x \$45 (average hourly rate of pay)</i>   | 117           | \$810              | \$94,770         |
| (5) All staff (certified and non-certified) excellent attendance incentive   |               |                    |                  |

|  |               |             |              |                  |
|--|---------------|-------------|--------------|------------------|
| <i>(\$100 per 9-week period x 4 nine week periods x 152 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>  | 152           | \$500       | \$76,000     |                  |
| (6) Summer Academies/After School - mandatory teacher professional development and planning<br><i>(1170 hours x \$45 (average daily rate of pay)</i>   | 1170          | \$45        | \$52,650     |                  |
| (7) Before school tutoring and library hour<br><i>(2 teachers x 125 days x \$25/per hour</i>   | 2             | \$3,125     | \$6,250      |                  |
| <b>Subtotal/stipends</b>   |               |             |              | <b>\$429,620</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%)   | \$429,620     | 23.12%      | \$99,328     |                  |
| <b>Subtotal/fringe</b>   |               |             |              | <b>\$245,041</b> |
| <b>Purchased Services</b>  |               |             |              |                  |
| (1) America's Choice<br><br><i>(82 days on site technical assistance and on site professional development; 30 on line professional development sessions; 5 leadership network sessions.)</i>   |               |             | \$280,000    |                  |
| (2) High Schools That Work (HSTW)<br><br><i>(66 days on site technical assistance and on site professional development; 2 leadership training days; 19 days mathematics training for 9th grade HSTW Catch Up Course and Fundamentals Course; 7 days training to strengthen content of 9th grade English Catch Up Course; 8 days to work with national expert on scheduling for improved instruction and standards based grading; professional resource materials.)</i> |               |             | \$182,471    |                  |
| (3) O.K. Mentoring Program - Little Rock Police Dept.<br><i>(Stipends for police officers to coordinate and serve as mentors)</i>  |               |             | \$25,000     |                  |
| (4) Student transportation for Early Start Program   | <b>Number</b> | <b>Rate</b> | <b>Total</b> |                  |

|   |      |         |          |                  |
|---|------|---------|----------|------------------|
| <i>(Student transportation for 9th grade early start program; 4 buses x 10 days x \$125/per bus)</i>  | 4    | \$1,250 | \$5,000  |                  |
| <i>(5) Student transportation for after school tutoring (Student transportation from school to home: \$49 per hour x 4 buses x 100 days)</i>  | 4    | \$4,900 | \$19,600 |                  |
| <i>(6) Student transportation for college site visits and enrichment/cultural activities (Student transportation: Field trip rate: \$100 per trip x 15 trips)</i>   | 15   | \$100   | \$1,500  |                  |
| <i>(7) Travel expenses to AVID summer conference (8 participants @ \$1,100 per person for lodging, travel and food)</i>   | 8    | \$1,100 | \$8,800  |                  |
| <i>(8) Travel expenses to HSTW summer conference (8 participants @ \$1,100 per person for lodging, travel and food)</i>   | 8    | \$1,100 | \$8,800  |                  |
| <i>(9) Executive Coaching (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>\$532,791</b> |
| <b>Materials and Supplies</b>   |      |         |          |                  |
| <i>Student agenda books (1,400 agenda books x \$8 per book- required for each student)</i>  | 1400 | \$8     | \$11,200 |                  |
| <i>Student incentives for improved attendance/grades/discipline (1,400 students x \$30/per student; incentives would have an educational focus such as dictionaries, t-shirts, travel drives, graphing calculators)</i> | 1400 | \$30    | \$42,000 |                  |
| <i>Literacy materials (Literacy materials to support school wide literacy across the curriculum and principal's book of the month program. 1400 students x \$50 per student)</i>  | 1400 | \$50    | \$70,000 |                  |
| <i>Math manipulatives; graphing calculators and other hands on math materials and supplies (1400 students x \$65 per student)</i>   | 1400 | \$65    | \$91,000 |                  |

|   |      |         |          |                    |
|---|------|---------|----------|--------------------|
| Realia, bilingual materials, visual aides, and instructional supplies and materials for ESL classes<br><i>(\$1,500 per class x 10 classes)</i>  | 10   | \$1,500 | \$15,000 |                    |
| Materials and supplies for Warrior Academy (9th grade academy) and 10th grade academy to support academy functions<br><br><i>(Such as file folders/notebooks/chart tablets/journals/markers/envelopes/hallway banners to identify academy areas: \$5,000 per academy)</i> | 2    | \$5,000 | \$10,000 |                    |
| Science materials and supplies<br><i>(1400 students x \$25 per student)</i>   | 1400 | \$25    | \$35,000 |                    |
| Program supplies and office supplies for out of school suspension/graduation coach/social worker<br><i>(10 months x \$1250 per month)</i>   | 10   | \$1,250 | \$12,500 |                    |
| Parent/family sessions; informational brochures; supplies and child care for parent meetings<br><i>(6 sessions x \$200 per session)</i>   | 6    | \$200   | \$1,200  |                    |
| Travel drives for 9th grade students<br><i>(Each 9th grade student will be assigned a travel drive to store examples of their work, practice resumes, interest inventory results, etc.)<br/>(320 students x \$24 per unit)</i>  | 320  | \$24    | \$7,680  |                    |
| <b>Subtotal/supplies</b>  |      |         |          | <b>\$295,580</b>   |
| <b>Total</b>  |      |         |          | <b>\$1,981,957</b> |

| Little Rock School District  |               |                    |                  |
|--|---------------|--------------------|------------------|
| School Improvement Grant 1003 (g)  |               |                    |                  |
| Hall High School   |               | Year 3 2012 - 2013 |                  |
| <u>Category</u>  | <u>FTE</u>    | <u>Salary</u>      | <u>Total</u>     |
| <b>Employee Salaries</b>   |               |                    |                  |
| A. Personnel   |               |                    |                  |
| (1) Graduation Coach   | 1             | \$58,350           | \$58,350         |
| (2) Academic Intervention Specialist   | 2             | \$58,350           | \$116,700        |
| (3) Parent/Community Liaison   | 1             | \$58,350           | \$58,350         |
| (4) Math teacher   | 1             | \$58,350           | \$58,350         |
| (5) Out of school suspension classroom   | 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) 9th grade Early Start Program: Formal school years begins 10 days early for 9th graders. Teachers return five days early for planning, training and preparation. Teacher daily rate of pay - estimating \$275 as average daily rate of pay |               |                    |                  |
| (30 tchrs. X \$275/per day x 15 days)  | 30            | \$4,125            | \$123,750        |
| (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  |               |                    |                  |
| (117 tchrs. X 18 hours x \$45 (average hourly rate of pay)   | 117           | \$810              | \$94,770         |
| (5) All staff (certified and non-certified) excellent attendance incentive   |               |                    |                  |

|   |               |             |              |                  |
|---|---------------|-------------|--------------|------------------|
| <i>(\$100 per 9-week period x 4 nine week periods x 152 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>   | 152           | \$500       | \$76,000     |                  |
| (6) Summer Academies/After School - mandatory teacher professional development and planning<br><i>(1170 hours x \$45 (average daily rate of pay)</i>  | 1170          | \$45        | \$52,650     |                  |
| (7) Before school tutoring and library hour<br><i>(2 teachers x 125 days x \$25/per hour</i>  | 2             | \$3,125     | \$6,250      |                  |
| <b>Subtotal/stipends</b>  |               |             |              | <b>\$429,620</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%)  | \$429,620     | 23.12%      | \$99,328     |                  |
| <b>Subtotal/fringe</b>  |               |             |              | <b>\$248,364</b> |
| <b>Purchased Services</b>   |               |             |              |                  |
| (1) America's Choice  |               |             | \$280,000    |                  |
| <i>(82 days on site technical assistance and on site professional development; 30 on line professional development sessions; 5 leadership network sessions.)</i>  |               |             |              |                  |
| (2) High Schools That Work (HSTW)   |               |             | \$182,471    |                  |
| <i>(66 days on site technical assistance and on site professional development; 2 leadership training days; 19 days mathematics training for 9th grade HSTW Catch Up Course and Fundamentals Course; 7 days training to strengthen content of 9th grade English Catch Up Course; 8 days to work with national expert on scheduling for improved instruction and standards based grading; professional resource materials.)</i> |               |             |              |                  |
| (3) O.K. Mentoring Program - Little Rock Police Dept.<br><i>(Stipends for police officers to coordinate and serve as mentors)</i>   |               |             | \$25,000     |                  |
| (3) Student transportation for Early Start Program  | <b>Number</b> | <b>Rate</b> | <b>Total</b> |                  |

|  |      |         |          |                  |
|--|------|---------|----------|------------------|
| (Student transportation for 9th grade early start program; 4 buses x 10 days x \$125/per bus)  | 4    | \$1,250 | \$5,000  |                  |
| (4) 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 |                  |
| (5) 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) Travel expenses to AVID summer conference (8 participants @ \$1,100 per person for lodging, travel and food)   | 8    | \$1,100 | \$8,800  |                  |
| (8) Travel expenses to HSTW summer conference (8 participants @ \$1,100 per person for lodging, travel and food)   | 8    | \$1,100 | \$8,800  |                  |
| (9) Executive Coaching (Stipends for executive coach @ \$60/per hour x 9 months x 3 hours per month)   | 27   | \$60    | \$1,620  |                  |
| Subtotal/purchased services  |      |         |          | <b>\$532,791</b> |
| <b>Materials and Supplies</b>  |      |         |          |                  |
| Student agenda books (1,400 agenda books x \$8 per book- required for each student)  | 1400 | \$8     | \$11,200 |                  |
| Student incentives for improved attendance/grades/discipline (1,400 students x \$30/per student; incentives would have an educational focus such as dictionaries, t-shirts, travel drives, graphing calculators) | 1400 | \$30    | \$42,000 |                  |
| Literacy materials (Literacy materials to support school wide literacy across the curriculum and principal's book of the month program. 1400 students x \$50 per student)  | 1400 | \$50    | \$70,000 |                  |
| Math manipulatives; graphing calculators and other hands on math materials and supplies (1400 students x \$50 per student)   | 1400 | \$50    | \$70,000 |                  |

|   |      |         |          |                    |
|---|------|---------|----------|--------------------|
| Realia, bilingual materials, visual aides, and instructional supplies and materials for ESL classes<br><i>(\$1,500 per class x 10 classes)</i>  | 10   | \$1,500 | \$15,000 |                    |
| Materials and supplies for Warrior Academy (9th grade academy) and 10th grade academy to support academy functions<br><br><i>(Such as file folders/notebooks/chart tablets/journals/markers/envelopes/hallway banners to identify academy areas: \$5,000 per academy)</i> | 2    | \$5,000 | \$10,000 |                    |
| Science materials and supplies<br><i>(1400 students x \$25 per student)</i>   | 1400 | \$25    | \$35,000 |                    |
| Program supplies and office supplies for out of school suspension/graduation coach/social worker<br><i>(10 months x \$750 per month)</i>  | 10   | \$750   | \$7,500  |                    |
| Parent/family sessions; informational brochures; supplies and child care for parent meetings<br><i>(6 sessions x \$200 per session)</i>   | 6    | \$200   | \$1,200  |                    |
| Travel drives for 9th grade students<br><i>(Each 9th grade student will be assigned a travel drive to store examples of their work, practice resumes, interest inventory results, etc.)<br/>(320 students x \$24 per unit)</i>  | 320  | \$24    | \$7,680  |                    |
| Subtotal/supplies   |      |         |          | <b>\$269,580</b>   |
| <b>Total</b>  |      |         |          | <b>\$1,973,651</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  
 DS

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

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

**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   | ACSIIP, 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>Intervention:</b> Increase students' ability to internalize and transfer reading and writing strategies across the curriculum and in daily life.</p> | <p>ACSIIP</p>   | <ul style="list-style-type: none"> <li>• Provided classroom libraries in most classes.</li> <li>• Information provided on implementing a successful SSR classroom.</li> <li>• Letter developed to inform parents of AIP options.</li> <li>• Students are in NovaNet, Academic Fitness, or double-blocked.</li> <li>• Research in Art Writing course implemented.</li> <li>• Catch-Up English teachers trained in Compass Learning</li> <li>• Students take monthly pre- and post-tests in Compass</li> <li>• AVID strategies presented in faculty meetings.</li> <li>• ESL teachers are using SIOP.</li> <li>• Students use Cornell Notes.</li> <li>• SSR 10 minutes per class per day</li> <li>• Team established to develop list of grade-level literacy terms</li> <li>• 9<sup>th</sup> Grade Academy students tested with QRI.</li> <li>• Teachers of all students 9-12 have been given student Lexile scores in August.</li> <li>• 3-week ESL Summer Institute held in June, 2009</li> </ul> |
| <p><b>Intervention:</b> Provide teacher professional development and training.</p>   | <p>ACSIIP</p>   | <ul style="list-style-type: none"> <li>• Faculty has been provided reading strategies for content area.</li> <li>• Freshman Academy teachers have common planning time.</li> <li>• After-school planning time provided for Freshman Academy teachers.</li> <li>• Literacy coach provides personal conferences, collaboration and classroom visits – ongoing.</li> <li>• ESL teachers trained for Compass for use in ESL Summer Institute</li> <li>• December date approved for English teachers to be trained in SIMS</li> <li>• Lincs and Rap are used in Freshman Academy</li> <li>• Four teachers trained during first quarter for IB</li> </ul>   |

|  |              |  |
|--|--------------|--|
|  |              | <ul style="list-style-type: none"> <li>• PLCs meet monthly</li> <li>• Target Teach strategies are embedded in English curriculum maps.</li> <li>• Target Teach strategies shared with Science department.</li> <li>• All teachers trained in TLI with follow-up visits.</li> <li>• Hall Literacy Team participates in District Vertical Literacy Team</li> <li>• RfI training for literacy coach and one teacher</li> </ul>  |
| <b>Math Priority</b>   |              |  |
| <p>Intervention: Increase mathematics across the content area.</p>             | <p>ACSIP</p> | <ul style="list-style-type: none"> <li>• ACTAAP released items are being used by math teachers.</li> <li>• AIP remediation assignments are being made.</li> <li>• Before and After-school tutoring is available for all students.</li> <li>• Teachers are using curriculum maps.</li> <li>• SREB Math Catch-Up classes are being implemented for 9<sup>th</sup> Grade Academy.</li> <li>• Students have participated in SMART</li> <li>• THRIVE and EGO classes will begin in January</li> <li>• SOAR tests have been administered and teachers are using data to improve instruction.</li> <li>• NovaNet is available for remediation and credit recovery.</li> <li>• Algebra I and Geometry have held horizontal meetings.</li> <li>• Vertical team meetings were held first nine weeks.</li> <li>• Teachers have been trained to use RiverDeep, TI, First In Math, and Compass Learning</li> </ul>                    |
| <p>Intervention: Provide teacher professional development and training.</p>    | <p>ACSIP</p> | <ul style="list-style-type: none"> <li>• Hall Open House on September 22 to provide information required in Act 307 of 2007.</li> <li>• Volunteer hours recorded – ongoing.</li> <li>• Campus Clean-Up Day held on October 17.</li> <li>• Materials provided to Parent Center – ongoing.</li> <li>• New location planned for Parent Center to be more accessible for parents.</li> <li>• Parents provided training to access EdLine – ongoing.</li> <li>• Volunteer Resource Book available as an electronic database.</li> <li>• Parent Facilitator provides Parent Involvement Training at PTSA meetings.</li> <li>• School website maintained. Calendar of events on website and EdLine.</li> <li>• Collaboration time provided for IB Program. Two workshops held for parents/students.</li> <li>• Weekly “Smoke Signals” sent via email to parents and community partners to provide school information.</li> </ul> |
| <b>Parent Involvement Priority</b>   |              |  |
| <p>Intervention: Improve communication between school, student and parent.</p> | <p>ACSIP</p> | <ul style="list-style-type: none"> <li>• Hall Open House on September 22 to provide information required in Act 307 of 2007.</li> <li>• Volunteer hours recorded – ongoing.</li> <li>• Campus Clean-Up Day held on October 17.</li> <li>• Materials provided to Parent Center – ongoing.</li> <li>• New location planned for Parent Center to be more accessible for parents.</li> <li>• Parents provided training to access EdLine – ongoing.</li> <li>• Volunteer Resource Book available as an electronic database.</li> <li>• Parent Facilitator provides Parent Involvement Training at PTSA meetings.</li> <li>• School website maintained. Calendar of events on website and EdLine.</li> <li>• Collaboration time provided for IB Program. Two workshops held for parents/students.</li> <li>• Weekly “Smoke Signals” sent via email to parents and community partners to provide school information.</li> </ul> |

| Professional Development   | SA     |   |
|--|--------|---|
| 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>• SSR</li> <li>• TLI</li> <li>• Four Es</li> <li>• PTAS</li> <li>• Four Fs</li> <li>• Content Reading Strategies</li> <li>• Socratic Seminars</li> <li>• Word Walls</li> <li>• Cornell Notes</li> <li>• Exit Slips/Formative Assessment</li> <li>• Re-Do Policy and Student Contracts for 9<sup>th</sup> Grade Academy</li> <li>• SIM for 9<sup>th</sup> Grade Academy</li> <li>• Buddy Teachers assigned</li> </ul> |
| <b>Arkansas Smart Accountability Requirements</b>  |        |   |
| Ensure that each student experiences a rigorous curriculum aligned to AR Framework   | SmAcct | <ul style="list-style-type: none"> <li>• Hall provides all courses required by ADE.</li> <li>• Classroom Walk-Throughs are ongoing.</li> <li>• District has new Math and English curriculum guides</li> </ul>   |
| Assess student learning frequently with standards-based assessments  | SmAcct | <ul style="list-style-type: none"> <li>• Standards-based bulletin boards</li> <li>• Implement SOAR</li> <li>• Diagnostic tests in Compass</li> <li>• QRI test</li> </ul>  |
| Provide PD on how to analyze & use data  | SmAcct | <ul style="list-style-type: none"> <li>• PD provided on TLI and SOAR.</li> <li>• PD provided on root-cause data analysis.</li> </ul>  |
| Use Assessment Wall as a tool to track individual student and subpopulation improvement  | SmAcct | <ul style="list-style-type: none"> <li>• Data gathered for first quarter on attendance, discipline, and grades in core classes.</li> </ul>  |
| Implement quality instructional coaching model   | SmAcct | <ul style="list-style-type: none"> <li>• Ongoing expansion of capacity of teachers</li> </ul>   |
| Conduct and use data from daily "classroom walkthroughs"   | SmAcct | <ul style="list-style-type: none"> <li>• Classroom walkthroughs are conducted. Data is analyzed at weekly leadership meetings.</li> <li>• PD provided on classroom walk-through model</li> </ul>  |
| Provide additional time on task by offering quality after or before school instruction   | SmAcct | <ul style="list-style-type: none"> <li>• Four hours weekly provided before school</li> <li>• Six hours weekly provided after school</li> <li>• Counselors provided ACT prep and Resume Building</li> </ul>  |

|  |        |   |
|--|--------|---|
| Use time audit to increase amount of time for instructional leadership | SmAcct | <ul style="list-style-type: none"> <li>• Weekly instructional leadership team meeting decision making</li> <li>• Daily CWT, Classroom Observation/Evaluation</li> </ul>   |
| Participate in a scholastic audit & follow recommended next steps      | SmAcct | <ul style="list-style-type: none"> <li>• Appropriate levels of corrective action provided to parents at Open House</li> <li>• Letter sent to all parents regarding improvement status</li> <li>• PD calendar correlates with ACSIP, Classroom Walk-Throughs, and teacher suggestions</li> <li>• PLCs established and ongoing</li> <li>• PD for Root causes of low achievement</li> <li>• Teaming training during first quarter to prepare for "Looking at Student Work."</li> </ul> |
| Improve functioning of school leadership team                          | SmAcct | <ul style="list-style-type: none"> <li>• Weekly meetings of School Leadership Team</li> <li>• Monthly meetings of SREB Leadership Team</li> </ul>   |

**SCHOOL IMPROVEMENT PROGRESS REPORT    SCHOOL HALL    DATE 01/27/10**

*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: Increase students' ability to internalize and transfer reading and writing strategies across the curriculum and in daily life.</p> | <p align="center">ACSIP</p> <p>ACSIP</p>                       | <ul style="list-style-type: none"> <li>• Continued to add to classroom libraries</li> <li>• Students in NovaNet, Academic Fitness, or Double-Blocked</li> <li>• Research in Writing Course implemented</li> <li>• Continued training in Compass Learning for Catch-Up teachers</li> <li>• Monthly pre- and post-testing in Compass</li> <li>• AVID strategies provided in faculty meetings</li> <li>• ESL teachers are using SIOP.</li> <li>• Students use Cornell Notes.</li> <li>• SSR 10 minutes per class per day</li> <li>• Team established to develop list of grade-level literacy terms</li> <li>• Coach's visits to individual classrooms and departmental meetings and faculty meetings.</li> <li>• School-wide open-response practice with feedback provided to teachers and students</li> <li>• AIPs continue to be updated so students are aware of progress</li> <li>• Reteaching of concepts based on quarterly formative SOAR assessment</li> <li>• Before and after-school tutoring available for all students</li> <li>• SREB English Catch-Up classes</li> <li>• Rigor course for lowest level 9<sup>th</sup> Grade English students</li> <li>• Standards-based bulletin boards</li> </ul> |
| <p>Intervention: Provide teacher professional development and training.</p>   | <p>ACSIP</p>   | <ul style="list-style-type: none"> <li>• Faculty has been provided reading strategies for content area.</li> <li>• Freshman Academy teachers have common planning time.</li> <li>• After-school planning time provided for Freshman Academy teachers.</li> <li>• Literacy coach provides personal conferences, collaboration and</li> </ul>   |

|   |  |  |  |
|---|--|--|--|
|   | <p>classroom visits – ongoing.</p> <ul style="list-style-type: none"> <li>Monthly meetings with SREB coach for development of teams</li> <li>Compass Learning</li> <li>LINCS and RAP training for Freshman Academy teachers</li> <li>Conclusion of RtI training per ADE requirement</li> <li>4-square training for open-response items</li> <li>After-school workshop for open-response for content area teachers</li> <li>Training on assessment walls and standards-based bulletin boards</li> </ul>   |  |  |
| <b>Math Priority</b>  |  |  |  |
| <p>Intervention: Increase mathematics across the content area.</p>              | <p>ACSIP</p> <ul style="list-style-type: none"> <li>ACTAAP released items are being used by math teachers.</li> <li>AIP remediation assignments are being made.</li> <li>Before and After-school tutoring is available for all students.</li> <li>Teachers are using curriculum maps.</li> <li>SREB Math Catch-Up classes are being implemented for 9<sup>th</sup> Grade Academy.</li> <li>Students have participated in SMART</li> <li>THRIVE and EGO classes began in January 16</li> <li>SOAR tests have been administered and teachers are using data to improve instruction.</li> <li>NovaNet is available for remediation and credit recovery.</li> <li>Math Coach meets with individual teachers to discuss SOAR results</li> <li>Algebra I and Geometry have held horizontal meetings.</li> <li>Vertical team meetings were held second nine weeks.</li> <li>Teachers have been trained to use RiverDeep, TI, First In Math, and Compass Learning</li> <li>Math Coach provided inservice in Open-Response Q&amp;A for faculty</li> <li>School-wide math open response with feedback to faculty and students</li> </ul> | <p>ACSIP</p>   |  |
| <p>Intervention: Provide teacher professional development and training.</p>     | <p>ACSIP</p> <ul style="list-style-type: none"> <li>Volunteer Hours recorded – ongoing.</li> <li>Materials provided to Parent Center – ongoing</li> <li>Parent Center relocated to front entrance.</li> <li>Parents provided access to EdLine – ongoing</li> <li>PTSA meetings provide parent involvement training</li> <li>School website maintained and updated. Calendar of events on website.</li> <li>Weekly “Smoke Signals” sent via email to parents and community partners to provide school information</li> </ul>  | <p>ACSIP</p>   |  |
| <b>Parent Involvement Priority</b>  |  |  |  |
| <p>Intervention: Improve communication between school, student, and parent.</p> | <p>ACSIP</p> <ul style="list-style-type: none"> <li>Volunteer Hours recorded – ongoing.</li> <li>Materials provided to Parent Center – ongoing</li> <li>Parent Center relocated to front entrance.</li> <li>Parents provided access to EdLine – ongoing</li> <li>PTSA meetings provide parent involvement training</li> <li>School website maintained and updated. Calendar of events on website.</li> <li>Weekly “Smoke Signals” sent via email to parents and community partners to provide school information</li> </ul>  | <p>ACSIP</p>   |  |
| <b>Professional Development</b>   |  |  |  |
| <p>Provide research-based, results driven professional</p>                      | <p>SA</p>  | <p>What PD has occurred since the last report in November?</p> |  |

|   |  |
|---|--|
| <p>development for staff (List PD provided for staff by building administrator, academic coach, or other staff)</p> | <p>November:</p> <ul style="list-style-type: none"> <li>Literacy strategies across the Curriculum</li> <li>Literacy Open Response items</li> <li>Full school – open response practice for literacy</li> <li>Student Led conferences</li> <li>Assessment Methods</li> <li>Teaching Strategies</li> <li>Creating and Using rubrics</li> </ul> <p>December:</p> <ul style="list-style-type: none"> <li>Numeracy strategies across the Curriculum</li> <li>Math Open Response Items</li> <li>Full school - open response practice for math</li> <li>Scheduling with Dr. Canady</li> </ul> <p>January:</p> <ul style="list-style-type: none"> <li>Differentiated Instruction</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>Have all classrooms been observed by principal? YES</p> <p>Have grade level or subject area collaborative meetings been held to discuss implementing the curriculum maps and other issues related to teaching and learning? YES</p> <p>Are the majority of math and literacy teachers receiving assistance from the math and literacy coaches? YES</p>  |
| <p>Assess student learning frequently with standards-based assessments</p>  | <p>SmAcct</p> <p>Was the December SOAR assessment taken by approximately 95% of eligible students? YES</p> <p>Have you (the principal) logged on to TLI in the last month? YES</p> <p>Have you (the principal) studied your December SOAR results? YES</p> <p>Have you (the principal) talked to your teachers about the December SOAR results? YES</p> <p>What are highest priority needs for your students in math and literacy that were uncovered by the December SOAR data? For Literacy, inference (10<sup>th</sup> grade) and cause and effect (9<sup>th</sup> grade), and analysis of non-fiction text (11<sup>th</sup> grade) are the</p>                                 |

|   |        |  |
|---|--------|--|
|   |        | <p>greatest needs. For Math, data interpretation and probability (Algebra I) and coordinate geometry and transformations (Geometry).</p> <p>Are other assessments (e.g., teacher-made or TLI Quiz Builder) being used to track student progress on learning specific SLE's? YES</p>  |
| Provide PD on how to analyze & use data   | SmAcct | <p>Have you had a PD for your teachers on how to analyze and use data since the initial Root Cause Analysis activity at the beginning of the year? YES</p> <p>Are your academic coaches working with teachers to analyze and use Benchmark, SOAR and other data to inform instruction? YES</p>   |
| Use Assessment Wall as a tool to track individual student and subpopulation improvement | SmAcct | <p>Do you have an assessment wall constructed that shows individual student data? YES</p> <p>How have you used your assessment wall so far? Monitor progress of 9<sup>th</sup> grade students in 4x4 accelerated schedule vs. students in traditional AB schedule. Data includes: attendance, discipline, grades in core subjects.</p> <p>Do you have a "target group" of students to whom you are paying special attention to help you meet AYP by growth or safe harbor? YES</p>   |
| Implement quality instructional coaching model  | SmAcct | <p>Do you feel that your academic coaches are working effectively in their role to support teachers? YES</p> <p>What approximate percentage of your math and literacy teachers are receptive to working with your coaches? 85%</p>   |
| Conduct and use data from daily "classroom walkthroughs"                                | SmAcct | <p>Have you done CWT's daily? YES</p> <p>Approximately how many CWT's have you (the principal) done this year? 226</p> <p>Are you uploading all your CWT's to Teachscape? NO. Paper copies only.</p> <p>Who else in your building is doing CWT's? Assistant Principals</p> <p>What are your greatest classroom needs based on CWT data? Differentiated Learning and Classroom Management.</p> <p>What are you doing to address these needs? These needs are addressed during twice monthly Professional Learning Communities</p> |
| Provide additional time on task by offering quality after or before school instruction  | SmAcct | <p>Approximately how many students in your school are receiving extra help before or after school? 11%</p>   |

|   |               |  |
|---|---------------|--|
|   |               | <p>Approximately what percent of your non-proficient students are attending before or after school tutoring? 10%</p> <p>What are you doing for those who need assistance but don't attend the before or after school tutoring? Pull-outs</p> |
| <p>Use time audit to increase amount of time for instructional leadership</p> | <p>SmAcct</p> | <p>Have you done a time audit of your day to see how your time is spent? Yes</p>   |

|  |               |   |
|--|---------------|---|
| <p>Participate in a scholastic audit &amp; follow recommended next steps</p> | <p>SmAcct</p> | <p>Has your school had a scholastic audit? Yes<br/>If so, what "next steps" are you working on this year? School Climate</p>  |
| <p>Improve functioning of school leadership team</p>                         | <p>SmAcct</p> | <p>What is composition of your school leadership team? Assistant Principals, Department Chairs, Literacy Coach, Math Coach, SREB Coordinator, IB Coordinator, MYP Coordinator, ESL Coordinator, and Head Counselor.<br/><br/>How often does your team meet? Once per week first semester and once per month second semester.<br/><br/>Do you have an agenda for each meeting? Yes<br/><br/>What is the primary work that your team undertook during the 2<sup>nd</sup> quarter? Open-Response items for the End-of-Course Exams</p> |

**SCHOOL IMPROVEMENT PROGRESS REPORT      SCHOOL HALL      DATE April 7, 2010**

*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, [redacted] 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: Increase students' ability to internalize and transfer reading and writing strategies across the curriculum and in daily life.</p> | <p align="center">ACSIP</p> <p>ACSIP</p>                       | <ul style="list-style-type: none"> <li>• Continued to add to classroom libraries</li> <li>• Students in NovaNet, Academic Fitness, or Double-Blocked</li> <li>• Research in Writing Course implemented</li> <li>• Continued training in Compass Learning for Catch-Up teachers</li> <li>• Monthly pre- and post-testing in Compass</li> <li>• AVID strategies provided in faculty meetings</li> <li>• ESL teachers are using SIOP.</li> <li>• Students use Cornell Notes.</li> <li>• SSR 10 minutes per class per day</li> <li>• Team established to develop list of grade-level literacy terms</li> <li>• Coach's visits to individual classrooms and departmental meetings and faculty meetings.</li> <li>• School-wide open-response practice with feedback provided to teachers and students</li> <li>• AIPs continue to be updated so students are aware of progress</li> <li>• Reteaching of concepts based on quarterly formative SOAR assessment</li> <li>• Before and after-school tutoring available for all students</li> <li>• SREB English Catch-Up classes</li> <li>• Rigor course for lowest level 9<sup>th</sup> Grade English students</li> <li>• Standards-based bulletin boards</li> <li>• Intervention Class             <ul style="list-style-type: none"> <li>• Based on TLI and teacher recommendations of possible 190-199 juniors</li> <li>• Taught by Literacy coach as pull-out of electives</li> <li>• Enable SPED and IEPs to be targeted</li> <li>• Included at least the added 10% needed per subpopulation to</li> </ul> </li> </ul> |

|   |              |  |
|---|--------------|--|
|   |              | <p>meet Safe Harbor</p> <ul style="list-style-type: none"> <li>• Classes were based on A/B schedule and met accordingly for three weeks</li> <li>• Curriculum included active reading strategies and reading with a purpose</li> <li>• Curriculum included TLI recommendations for specific SLEs by student</li> <li>• After School tutoring <ul style="list-style-type: none"> <li>• On Monday's by English teacher</li> <li>• For students who are recommended for extra help and don't qualify for Intervention class</li> <li>• For AIP recovery</li> </ul> </li> <li>• School-Wide open response with state modeled reading rubric and student feedback</li> </ul>  |
| <p>Intervention: Provide teacher professional development and training.</p> | <p>ACSIP</p> | <ul style="list-style-type: none"> <li>• Faculty has been provided reading strategies for content area. Freshman Academy teachers have common planning time.</li> <li>• After-school planning time provided for Freshman Academy teachers.</li> <li>• Literacy coach provides personal conferences, collaboration and classroom visits – ongoing.</li> <li>• Monthly meetings with SREB coach for development of teams</li> <li>• Compass Learning</li> <li>• LINC and RAP training for Freshman Academy teachers</li> <li>• Conclusion of RtI training per ADE requirement</li> <li>• 4-square training for open-response items</li> <li>• After-school workshop for open-response for content area teachers</li> <li>• Training on assessment walls and standards-based bulletin boards</li> <li>• Coaching conferences and classroom modeling/team teaching on rotation in Junior Classes and AVID <ul style="list-style-type: none"> <li>○ Based on student needs and TLI recommendations each quarter</li> <li>○ LRSD Coaching model</li> </ul> </li> <li>• PD to determine individual student priorities using TLI deficiencies</li> <li>• Literacy coach provided grade 1<sup>st</sup> English SLC with PD on planning and teaching common lessons. Teachers and coach then composed and taught common test prep lessons three weeks prior to EOC <ul style="list-style-type: none"> <li>○ PD priority was Inference (based on AR DOE model)</li> <li>○ Included Best Practices, Vocabulary, Target Teach lessons on test prep</li> </ul> </li> <li>• Common articles, prompts, and rubrics</li> <li>• Literacy coach provided individual and group PD to teachers</li> </ul> |

|   |       |   |
|---|-------|---|
|   |       | <ul style="list-style-type: none"> <li>○ Rhetorical strategies</li> <li>○ Blooms stems</li> <li>○ Standards Based Bulletin Boards based TLI</li> <li>○ Data Boards</li> <li>○ Formative assessment</li> <li>○ Rubrics</li> <li>○ Summary skills</li> <li>○ Questioning techniques</li> <li>○ SQ3R</li> <li>○ Improvising with Target Teach</li> <li>○ Picture notes</li> <li>○ Shade of meaning in British literature</li> <li>○ Reading the Lines, Above, and Below (before, during, after)</li> <li>● Literacy data was presented to PTSA to explain and show student achievements</li> <li>● Principal's parent meeting and student meeting about test Assembly for parents to explain sincere need for students to do well (transcript – grade inflation)</li> </ul>  |
| <b>Math Priority ACSIP</b>  |       |   |
| <p>Intervention: Increase mathematics across the content area.</p>          | ACSIP | <ul style="list-style-type: none"> <li>● ACTAAP released items are being used by math teachers.</li> <li>● AIP remediation assignments were made.</li> <li>● Before and After-school tutoring is available for all students.</li> <li>● Teachers are using curriculum maps.</li> <li>● SREB Math Catch-Up classes are being implemented for 9<sup>th</sup> Grade Academy.</li> <li>● Students have participated in SMART</li> <li>● THRIVE and EGO classes began in January and will conclude April 17.</li> <li>● SOAR tests have been administered and teachers are using data to improve instruction.</li> <li>● NovaNet is available for remediation and credit recovery.</li> <li>● Math Coach meets with individual teachers to discuss SOAR results.</li> <li>● Science teachers who instruct primarily 9<sup>th</sup> grade students were given 8 Algebra I open-response questions (with answer rubric) and asked to include these questions in their lesson plans.</li> <li>● Algebra I and Geometry have held horizontal meetings.</li> <li>● Vertical team meetings were held second nine weeks.</li> <li>● Teachers have been trained to use RiverDeep, TI, First In Math, and Compass Learning</li> <li>● Math Coach provided inservice in Open-Response Q&amp;A for faculty</li> <li>● School-wide math open response with feedback to faculty and students</li> </ul> |
| <p>Intervention: Provide teacher professional development and training.</p> | ACSIP |   |

|  |   |
|--|---|
| <p><b>Parent Involvement Priority</b></p> <p>Intervention: Improve communication between school, student, and parent.</p>  | <p><b>ACSIP</b></p> <p>ACSIP</p> <ul style="list-style-type: none"> <li>• Volunteer Hours recorded – ongoing.</li> <li>• Materials provided to Parent Center – ongoing</li> <li>• Parent Center relocated to front entrance.</li> <li>• Parents provided access to EdLine – ongoing</li> <li>• PTSA meetings provide parent involvement training</li> <li>• School website maintained and updated. Calendar of events on website.</li> <li>• Weekly “Smoke Signals” sent via email to parents and community partners to provide school information</li> <li>• Hall hosted LRSD Parent Institute at St. Mark Baptist Church.</li> <li>• ESL Coordinator, Translator/Family Liaison, and Parent Coordinator received training in P.A.D.R.E.S. (Parent Involvement for Parents of ESL Students).</li> <li>• Monthly newsletter (with calendar) to parents sent home from principal.</li> <li>• Regular use of Parent Link messaging system to keep parents aware of campus events, needs, and emergency situations.</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> <p>What PD has occurred since the last report in January?</p> <p>February</p> <ul style="list-style-type: none"> <li>• Student-led conferences</li> <li>• EBSCO</li> <li>• Response to Grade Inflation</li> <li>• Student Discipline Report</li> </ul> <p>March</p> <ul style="list-style-type: none"> <li>• Middle Years Program (MYP)</li> <li>• Substitute System</li> <li>• ACTAAP Testing</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)? Daily Classroom walk-throughs. PTAS evaluations</p> <p>Are the majority of math and literacy teachers receiving assistance from the math and literacy coaches? Yes</p>  |

|  |               |   |
|--|---------------|---|
| <p>Assess student learning frequently with standards-based assessments</p>                     | <p>SmAcct</p> | <p>What percentage of eligible students took the March SOAR assessments? 95</p> <p>Approximately what percentage of your teachers have logged on to TLI in the last month to review the March SOAR data?</p> <p>Have you (the principal) talked to your teachers about the March SOAR results? Yes, most have been talked to.</p> <p>What are the highest priority needs for your students in math and literacy that were uncovered by the March SOAR data? For Literacy, inference (10<sup>th</sup> grade) and cause and effect (9<sup>th</sup> grade), and analysis of non-fiction text (11<sup>th</sup> grade) are the greatest needs. For Math, data interpretation and probability (Algebra I) and coordinate geometry and transformations (Geometry).</p> |
| <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? Math teachers are involved in interventions with students who are “on the bubble” and those students who are deficient on a daily basis each block.</p>  |
| <p>Use Assessment Wall as a tool to track individual student and subpopulation improvement</p> | <p>SmAcct</p> | <p>Briefly describe any deliberate actions taken by teachers to help students that resulted from the use of your assessment wall. Identified “bubble students.” Identified students who need extra help. Implementation of “redo” policy.</p> <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? Some improvement has been noted – 10-15% growth.</p>   |
| <p>Implement quality instructional coaching model</p>  | <p>SmAcct</p> | <p>What is the most effective thing that your academic coaches do in their role to support teachers? Provide effective research-based strategies.</p>   |
| <p>Conduct and use data from daily “classroom walkthroughs”</p>                                | <p>SmAcct</p> | <p>Have you done CWT’s daily? Yes</p> <p>Are you uploading all your CWT’s to Teachscape? No, but paper copies are maintained.</p> <p>What are your greatest classroom needs based on CWT data? Not enough differentiation of instruction.</p> <p>What have you done to address these needs? Provided professional development on differentiation of instruction.</p>  |

|  |        |  |
|--|--------|--|
| Provide additional time on task by offering quality after or before school instruction | SmAcct | Approximately what percent of your non-proficient students are receiving some type of extra help to improve their academic performance? 100% |
| Use time audit to increase amount of time for instructional leadership                 | SmAcct | Have you done a time audit of your day to see how your time is spent? (If not, a time audit tool is attached.) Yes                           |

|  |               |   |
|--|---------------|---|
| <p>Participate in a scholastic audit &amp; follow recommended next steps</p> | <p>SmAcct</p> | <p>Has your school had a scholastic audit? Yes</p> <p>What progress is being made toward the recommendations from the Scholastic Audit that were included in your ACSIP plan? Identifying cultural and climate needs of school. Providing professional development and implementation of programs to improve climate.</p> |
| <p>Improve functioning of school leadership team</p>                         | <p>SmAcct</p> | <p>Describe the most important actions that were taken by your Leadership Team this year. Preparing students for the EOC exams with emphasis on open-response questions.</p>  |

**Attachments**

**Letters of Support**

**MOU**

**Contracts**

**Consultation Documents**



## LITTLE ROCK EDUCATION ASSOCIATION

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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'. The signature is written in a cursive, flowing style.

Cathy Koehler,  
President

1500 West 4th Street • Little Rock, AR 72201 • 501-372-3519  
AEA/NEA Affiliate



AMERICA'S  
CHOICE

LETTER OF INTENT

July 15, 2010

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

Great Solutions  
for Top Student  
Performance

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:

- \* JN Fair High School @ 310K
- \* Cloverdale Middle @ 310K
- \* Hill 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



AMERICA'S  
CHOICE.

July 27, 2010

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

Attn: SIG Approval Committee

To Whom It May Concern:

Our company is quite pleased to welcome Hall High School as one of our new America's Choice schools in Arkansas. The purpose of this letter is to recommend Hall's application for School Improvement Grant funding be approved.

Hall High School has an impressive history. Since being founded in 1957, Hall has produced graduates who have not only made Arkansas a better place, but also the world around us. From the commander of NATO forces to the founder of The Sharper Image, Hall graduates have made their mark on an international scale. Today Hall is a central starting point for secondary students in Little Rock who are new to the district. The second language program at Hall High School provides a welcoming environment for students whose native language is not English. The High Schools That Work (HSTW) program is a wonderful partner for us as we begin our working relationship. Our efforts should dovetail beautifully, and we look forward to the partnership with SREB/HSTW as we work together to improve academic achievement at Hall.

The history and prior accomplishments of Hall High School and its graduates are indicators that less than outstanding achievement is not something to be tolerated. It is hoped that with SIG funding and our cooperative efforts with the High Schools That Work (HSTW) program we can return Hall to its glory days of the past. Your consideration will be greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Debbie Craven". The signature is fluid and elegant, with a large, sweeping 'D' and a long, horizontal flourish at the end.

Debbie Craven, Ed.D.

Arkansas Project Manager

**CONTRACT BETWEEN THE SOUTHERN REGIONAL EDUCATION BOARD/*HIGH SCHOOLS THAT WORK* AND LITTLE ROCK SCHOOL DISTRICT HALL HIGH SCHOOL**

**Contract Effective Dates from July 1, 2010 to June 30, 2011**

Little Rock School District proposes to use the Southern Regional Education Board (SREB)/*High Schools That Work (HSTW)* model of school reform to improve teaching and learning at Hall High School (HHS). SREB/*HSTW* has committed to work with HHS in its efforts to raise student achievement by changing school and classroom practices. This document constitutes the contract for the services to be provided by SREB/*HSTW*.

**GOALS FOR THE PARTNERSHIP**

1. Use the *HSTW* framework of Key Practices to guide school improvement planning and initiatives and to support the school's goals and strategies outlined in the Framework for Action
2. Deepen instructional leadership capacity of school and teacher leaders
3. Deepen implementation and improve instruction in ninth grade catch-up courses and support classes
4. Improve the quality of instruction by using literacy strategies and developing school-wide literacy plans
5. Improve student learning by implementing the requirement that ninth grade students complete assignments and assessments at proficient levels
6. Increase rigor across the school

**SERVICES TO BE PROVIDED BY SREB/*HSTW***

1. A *HSTW* School Improvement Specialist (Consultant) assigned to HHS to provide on-site coaching with additional electronic and telephone support (66 days on-site – August through June )
2. Leadership Training for Leadership Team (2 days)
3. Scheduling for Improved Instruction and Standards Based Grading (four 2-day sessions)
4. Professional development with follow-up support by the school improvement specialist
  - Strengthen Ninth Grade English Catch up Course – Literacy strategist to work with teachers to strengthen content of standards based units (one 3-day session with seven days electronic curriculum support [7 days] September – December)
  - Strengthen Ninth Grade Mathematics Catch up Course and Math Foundations Course – Mathematics specialist to work with teachers to strengthen content of courses (one 4-day session with one 3-day session and six 2-day sessions [19 days])
5. *HSTW* Ninth Grade Survey for 100 9<sup>th</sup>-graders
6. Registrations for *HSTW* National Workshops and Summer Staff Development Conference and Pre-conference Workshops. For *HSTW* national workshop schedule visit SREB's web site at [www.sreb.org](http://www.sreb.org).
7. Professional Resource Materials

## **HIGH SCHOOLS THAT WORK DESIGN IMPLEMENTATION**

SREB has determined that schools see the greatest gains in student achievement when they follow a systemic process for implementing the *HSTW* design. In addition to agreeing to meet the expectations of participation delineated below, SREB expects schools to involve faculty in developing plans and taking the necessary steps to implement the *HSTW* design and the school's Framework for Action.

### **HIGH SCHOOLS THAT WORK TARGETS**

*Schools receiving on-site support from SREB have increased expectations for implementation of the framework. School and district leaders, along with the faculty at each school agree to take specific actions to meet the following targets for implementation of the design. Successful attainment of the targets will help ensure schools meet achievement goals established by the state. Faculty at the schools will use actions suggested from the Site Development Workshop and other workshops to develop unique action plans to meet these expectations and the school's plans in the Framework for Action. After development of the plans, school and system leaders will use the HSTW/MMGW Assessment Reports and Survey results to monitor attainment of these goals.*

- Increase by 15 percent annually the percentage of high school students who successfully complete the *HSTW* Recommended Curriculum including an Academic Core and a Concentration.
- Increase by 15 percent annually the percentage of middle grades students performing at or above grade level.
- Increase by 15 percent annually the percentage of students who indicate they use reading and writing to learn strategies to learn the content of other subject areas.
- Increase by 15 percent annually the percentage of students who indicate teachers hold them to high expectations in classrooms.
- Increase by 15 percent annually the percentage of students who indicate they experience engaging mathematics and science instruction.
- Have 100 percent of all students who need extra help indicate they are able to get the help easily.
- Have 100 percent of seniors who fail any part of the state's required EOC placed in a catch-up course focused on providing students the support needed to pass the exam.
- Have 100 percent of high school students indicate they have developed a 4-6 year plan that the student, an adviser and the parent review annually.
- Increase by 15 percent annually the percentage of students who indicate they must use academic knowledge and skills in their career technical classes.
- Reduce failure rates in grade nine by 20 percent annually until the rate is below five percent by:
  - Ensuring every student entering ninth grade lacking skills for success is enrolled in a catch-up program
  - Shifting resources to reduce the student teacher ratio in grade nine to be no higher than the ratio for any other grade.
- Increase by 10 percent annually the percentage of students who earn college credit while in high school
- Increase by 10 percent annually the percentage of teachers who view school and SLC leaders as focused on continuous improvement.

## ELECTRONIC COMMUNICATIONS

All schools receiving on-site support from SREB must meet minimum requirements for communicating electronically with their *HSTW* consultant, SREB and the network as a whole. Minimum requirements include at least one e-mail address that is checked on a daily basis. SREB communicates frequently with schools via e-mail, and all schools become part of a listserv linking schools in the *HSTW* Contracted Schools Network.

TOTAL AMOUNT \$222,471.00

See Attachment II for cost breakdown.

Payment of the contract will be dispersed in four increments identified below, each to be paid on or before the due date.

|                    |             |
|--------------------|-------------|
| September 15, 2010 | \$55,617.75 |
| December 15, 2010  | \$55,617.75 |
| March 31, 2011     | \$55,617.75 |
| June 15, 2011      | \$55,617.75 |

The Board of Control for Southern Regional Education, d/b/a Southern Regional Education Board (SREB), as a not-for-profit educational compact, must comply with OMB Circular A-133. Please indicate with your remittance whether any of the funds are from Federal sources, including CFDA number. In the absence of any notification with remittance, SREB will assume that the funds are not subject to OMB Circular A-133, and that there is not "recipient" nor "sub recipient" relationship created hereunder.

*James E. Bottoms*

7/28/10

James E. Bottoms  
SREB Senior Vice President

Date

*Stuida Watson, Ed.D.*  
Superintendent

*7/29/10*  
Date

Little Rock School District

*Ann Blaylock*  
Principal  
Hall High School

*7-29-10*  
Date

**DESCRIPTION OF SERVICES  
COACHING SUPPORT**

A *HSTW* School Improvement Specialist (coach) will provide support to coordinate all services to the school and liaison with the district. In addition to leading site development workshop, the coach will mentor the principal and other school and teacher leaders to become effective instructional leaders. The coach will work with the site coordinator and principal to develop action agendas for faculty and committee meetings and will assist in providing structured feedback to teachers. The coach will also:

- assist the school leadership teams with continuous planning and using data for improvement;
- work with school leaders to build capacity to sustain school improvement efforts;
- help school determine and coordinate professional development needs;
- help faculty with follow-up activities to maximize professional development;
- provide coaching that continuously focuses on improving instruction and helping students complete quality work;
- help the school identify curriculum materials and products that will further their instructional efforts; and
- connect school personnel with other schools within the network that have addressed similar challenges.

The school will receive a minimum of two on-site visits monthly. School leaders and the *HSTW* Coach will plan the activities for each coaching visit to best meet the needs of the school. Activities may include, but are not limited to:

- follow-up the Site Development Workshop and staff development;
- assistance with planning for visits, staff development, assessments or scheduling;
- meeting with focus teams to plan actions;
- working with groups of teachers to look at student work as a method of determining if work meets standards;
- observing classrooms, including verifying demonstration classrooms;
- assisting school leaders in using walk-through observation instruments; and
- helping school leaders plan activities for change.

Each coaching visit will include a pre-visit conference call to develop an agenda for the visit, debriefing with school leadership at the end of the visit and a follow-up letter detailing actions taken, recommended next steps and plans for future visits. Follow-up letters will go to the principal with copies forwarded to the superintendent and SREB offices.

In addition to on-site support, the *HSTW* coach will support school through telephone conference calls and e-mails. This support may be to address specific needs of the school or to garner information on progress made.

## PROFESSIONAL DEVELOPMENT

*HSTW* research has found that effective instructional practices are not practiced regularly in schools and that professional development fails to change practices unless expectations for implementation are clearly articulated and follow-up strategies to ensure implementation are used by school leaders unfailingly. All staff (including administration) will participate in professional development focused on improving instruction and will develop follow-up procedures that may enlist the support of on-site coaches, demonstration classrooms and modeling of strategies by outside experts. The suggested format for such workshops is at least two days of focused professional development at the school site for faculty members to participate with follow-up and a planned set of follow-up expectations for participants.

To ensure a systemic approach to professional development to best support the ideals of *HSTW*, schools will place a focus on the following areas unless another area is deemed appropriate through results of the *HSTW/MMGW* Site Development Workshop or review of the Framework for Action.

### Professional Development

- **Leadership Development:** A two –day workshop will be developed for the leadership team (the school improvement leadership team). Topics will be developed by the *HSTW* Coach, Principal and district liaison.
- **Scheduling and Standards Based Grading:** A scheduling and grading specialist will be scheduled for four 2-day sessions with the school to assist with developing and implementing alternative schedules to meet student learning needs. The trainer will also work with the school on effective grading policies that reduce student failure.
- **Mathematics Support:** A professional mathematics specialist will provide 8 days of training on mathematics curriculum alignment and effective strategies to increase student achievement in ninth grade Catch up and Foundations courses. The consultant will work with teachers to align curriculum, design instruction to teach for mastery learning in mathematics, and strengthen instructional engagement.
- **English Support:** A professional English and literacy specialist will provide 7 days of training on curriculum alignment and effective strategies to increase student achievement in ninth grade Catch up courses. The consultant will work with teachers to align curriculum, design instruction to teach for mastery learning in mathematics, and strengthen instructional engagement.

### *HSTW* NATIONAL WORKSHOPS/ ANNUAL CONFERENCE (Travel Expenses Not Included)

Funds have been allocated to pay for registration at various *High Schools That Work* National Workshops and Annual Staff Development Conference. **(The funds are limited to registration and cannot be used to cover travel expenses.)** This format will also include follow-up visits and the development of a plan to share information with all teachers.

- Registration to National Workshops: Varies dependent on the Workshop

\* The Principal, Site Coordinator and other school leaders should plan to attend Leadership Training and other targeted workshops identified by the *HSTW* Coach.

When teachers are selected to attend national workshops, they must agree to develop a plan detailing how they will share information learned with other staff members at the school and share this plan with their school improvement consultant.

The *HSTW* consultant will provide coaching follow-up support for the school and the principal to ensure implementation of strategies in classrooms. In certain situations, the topic for site-specific staff development may change to meet specific needs of a school.

## Appendix I

Recognized as a national exemplar for staff development, the *HSTW* Annual Staff Development Conference brings together recognized leaders and researchers in tandem with local practitioners. Teams of at least eight including teachers and administrators from each site, along with district personnel, are recommended to participate in the conference to:

- gather information and research best practices to support improvement plans;
- build confidence for implementing school reform;
- share strategies that are working in their schools; and
- network with similar schools across the initiative

The *HSTW* consultant will work with the schools throughout the conference to reflect on new information, identify potential school-or district-wide staff development as follow-up, develop follow-through actions for both administrators and teachers, and target revisions needed in the sites= school improvement plans.

The pre-conference workshops focus on specific issues associated with improving low-performing schools. The workshops are limited in size to give participants hands-on opportunities. The school's contract will include registration for a team of eight to pre-conference workshops and the *HSTW* staff development conference. Schools will receive a *HSTW* Code Number to include on the PO # line on their conference registrations.

In addition, SREB offers summer institutes to assist schools develop standards-based courses to prepare students for transitions into and out of high school. The institutes last for one week each and require participation by teams that include a school level administrator, district administrator and teachers as described:

**Note: Travel and lodging for all off-site training is the responsibility of the district and not included in the fees in this contract.**

### *HSTW* SURVEY FOR FRESHMEN

Schools will participate in *HSTW* Survey of students in the ninth grade. This survey provides school personnel with data on students' perceptions of their experiences at school. By using this information in conjunction with state assessment data, schools can make informed decisions for school improvement and analyze trends over time. The ninth grade student survey focuses on student experiences during the transition from middle grades to high school and includes questions related to courses taken as ninth graders, teachers' expectations of them, literacy experiences and the extent to which they use essential habits of success. Contracted sites administer the survey to a scientific random sample of 100 freshmen. (Schools with fewer than 100 freshmen administer survey to the entire class.) Survey results will be provided by SREB as a separate report.

## Appendix 1

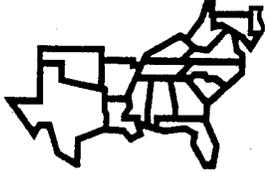
### PROFESSIONAL RESOURCE MATERIALS

Schools will receive SREB materials and can order professional publications throughout the year. SREB materials include research briefs, site guides, case studies of high-achieving schools, newsletters, books, and copies of both conference and workshop materials. Schools should use these funds to establish a professional resource section in their school library.

## Appendix II

| <b>Hall High School</b>  |                      |                          |                  |
|--|----------------------|--------------------------|------------------|
| Activity   | Cost                 | Quantity                 | Total            |
| <b>On-site, Electronic and Telephone Coaching Support to School and District</b>                                       |                      |                          |                  |
| School Improvement Specialist to Coach 66 full days over the school year   | \$2000/day           | 66 visits on-site visits | \$132,000        |
| <b>HSTW Professional Development</b>   |                      |                          |                  |
| Leadership Training – 2 one-day trainings  | \$2000/day           | 2 days                   | \$4,000          |
| Scheduling and Grading Trainer – Four 2day sessions  | \$4000/2-day session | 4 sessions               | \$16,000         |
| Mathematics Training – (one 4-day session, one 3-day session, six 2-day sessions [19 days])                            | \$2000/19-days       | 8 sessions               | \$38,000         |
| English Training – (one 3-day session with four days electronic support on curriculum design and development [7 days]) | \$2000/7-days        | 3 sessions               | \$14,000         |
| <b>HSTW Ninth Grade Survey</b>   |                      |                          |                  |
| 100 Freshmen   | \$750                |                          | \$750            |
| <b>Registrations for HSTW National Workshops, Institutes and Annual Staff Development Conference</b>                   |                      |                          |                  |
| Registrations ( <i>Travel not included</i> )   | \$2000               |                          | \$2000           |
| <b>SREB Materials</b>  |                      |                          |                  |
| SREB publications and materials and appropriate school improvement materials   | \$200                |                          | \$200            |
| <b>SUBTOTAL</b>  |                      |                          | <b>\$206,950</b> |
| <b>SREB Organizational Costs</b>   |                      | 7.5%                     | <b>\$15,521</b>  |
| <b>TOTAL</b>   |                      |                          | <b>\$222,471</b> |

# SREB



Southern Regional Education Board

592 Tenth Street, NW  
Atlanta, Georgia 30318-5776  
Phone: 404-875-9211  
Fax: 404-872-1477  
[www.sreb.org](http://www.sreb.org)

Linda Young, Director Grants / Program Development  
Instructional Resource Center  
Little Rock, AR 72206

Dear Ms. Young:

This letter is to share with you how the Southern Regional Education Board and its effort based school improvement framework, *High Schools That Work (HSTW)*, can support you and Little Rock School District in developing a comprehensive strategy to improve student achievement at low performing high schools, particularly those who qualify for the **ARRA School Improvement (1003g) Grants**. We hope to collaborate with the district and their current efforts with the America's Choice initiative in order to significantly improve student achievement, graduation rates, and college/career readiness in Little Rock schools.

SREB has over two decades of experience of working with schools and districts across the country to improve teaching and learning through implementation of ten **Key Practices**: *High Expectations* for student learning, *Extra Help* for students, rigorous and relevant *Academic Studies*, quality *Career Technical Studies*, career focused *Program of Studies*, purposeful *Work Based Learning*, *Guidance and Advisement* for all students, *Teachers Working Together* to improve teaching and learning, *Student Engagement* in challenging assignments, and development of an effort based *Culture of Continuous Improvement*.

While most educational leaders know these practices make sense, few schools can implement them with fidelity without ongoing guidance and support. SREB has developed a model plan for partnering with districts and schools to support implementation that includes:

- 1) Weekly on site support from an experienced, professional **School Improvement Specialist** to assist the school implement all elements of the 10 Key Practices;
- 2) **Technical Assistance** through a comprehensive audit of school classroom practices that includes classroom observations, stakeholder interviews, document reviews and data analysis;
- 3) A **professional development plan** designed to build leadership and high expectations culture-building capacity of school leaders, engage faculty in school improvement planning and implementation, and improve depth of content knowledge and instructional delivery of teachers;
- 4) High quality **publications, resources and training materials**;
- 5) Access to a **national network of schools** that use the *HSTW* design through the *HSTW* Annual Staff Development Conference, *HSTW* National Workshops and site visits to network schools.

We welcome an opportunity to discuss our plan for improving low performing schools with you and others in your district. Schools cannot do it alone. But they can do it with help – and we are prepared to provide the help and support necessary. You can reach me at 404-875-9211 to discuss a partnership.

James E. Bottoms

A handwritten signature in cursive script that reads "James E. Bottoms".

Senior Vice President

LITTLE ROCK SCHOOL DISTRICT

SCHOOL IMPROVEMENT GRANT 1003 (g)

Hall High School

9<sup>th</sup> Grade Academy Literacy Team Planning Meeting

July 27, 2010

AGENDA

- I. Purpose of School Improvement Grant
- II. Review and discussion of primary program components
- III. Ideas and suggestions
- IV. Components that directly affect and support the 9<sup>th</sup> grade academy
  - Early Start Program
  - Student incentives for attendance – discipline – effort
  - Out of School Suspension Program
  - Teacher attendance incentives
  - High Schools That Work
  - America's Choice
  - Early morning professional development sessions

Participants:

*Ty Keef*

*Jimmie M. Hatfield*

*Laura Beane*

*Ann Blaylock*

*Linda Young*

HALL HIGH SCHOOL  
PLANNING MEETING FOR  
SCHOOL IMPROVEMENT GRANT 1003 (g)

~~July~~  
AUGUST 26, 2010

4:30 p.m.

AGENDA

- I. Alignment of Hall's SIG 1003 (g) with the District's recently adopted Strategic Plan, TARGET 2015.
- II. Finalize measurable SIG goals and objectives and alignment with Hall's ACSIP plan.
- III. Strategies for tracking and evaluating effectiveness
- IV. Additional communication with key stakeholders

Participants

Ann Blaylock, Principal

Ken Innes, A.P.

Don E. Walsh, A.P.

Lisa Young, Director

Michelle, Assoc. Supt.

Ed. Services

July 22, 2010

Jim E. Wain  
Ann Blaylock  
Ken Jones J.

Lila Young

W. Huddle, Assoc. Supt. Ed. Services

**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)

By the signature of the Superintendent of Little Rock School District

(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.

Signature of Linda Watson, Ed. D.
Superintendent's Signature

7/27/10
Date

Dr. Linda Watson
Superintendent's Printed Name

Date