

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

SECTION A -1: LEA Contact Information and Certification

LEA Name: Little Rock School District - J.A. Fair High School	
Mailing Address (Street, P.O. Box, City/Zip) 810 West Markham	Starting Date 2010
Name, title and phone number of authorized contact person: Linda Young, Director - Grants/Program Development, 501.447.3372	Ending Date 2013
Amount of funds requested: \$5,832,206.00	Number of schools to be served: <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 22nd, 2010.

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

Date: 8/16/10

AND
Signature: Charles Armstrong
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	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Hall High School	050900000616	9-12		X					X
Fair High School	050900001389	9-12		X					X
Cloverdale Middle School	050900001387	9-12	X						X

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

Name of School: JA Fair **LEA #:** 6001063

Context

1. Grade levels (e.g., 9-12): 9-12
2. Total Enrollment: 994
3. % Free/Reduced Lunch: 76.76%
4. % Special Education Students: 16.50%
5. % English Language Learners: 2.52%
6. Home Languages of English Language Learners (list up to 3 most frequent:)

Fair High School has only two other home languages and they are Spanish and Hindi.

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

JA Fair serves students from the Southwest section of Little Rock. Families live East of University Ave to the Saline County Line and South of Asher Avenue all the way to the Pulaski County Line on Interstate 40. Catchment area neighborhoods are composed of primarily African American and Hispanic residents, many of which are low income. City documents and neighborhood improvement plans reference the need to rehabilitate deteriorating or demolish abandoned homes in the area. However, the area is also experiencing a small amount of revitalization as evidenced by issuance of permits for commercial construction and home additions and renovations. City documents also note that the neighborhood population responds positively to inclusion in planning efforts. (City of Little Rock Planning and Development website)

Southwest is the section of the city containing the most youth ages 0 to 18. Twenty-seven percent of these youth live in below the poverty income level. Many households also contain unemployed adults, as this section of the city contains twenty percent of the city's unemployed residents. (New Futures for Youth, youth advocacy community based organization) Many students experience relative isolation from other parts of the city and lack of efficient public transportation systems lends little access to beneficial community programs and cultural enrichment opportunities. Lack of safe neighborhoods is also a factor influencing student lack of mobility, as several gangs are active in the Southwest Little Rock area.

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

Approximately 75% of Fair High School students come from Mabelvale Middle School, 15% from Henderson Middle School and 10% from other schools.

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal	Being Hired Now			
Kevin Bostic, Assistant Principal	Licensed in Business Tech, Career Orientation, Vocational Studies, and Building Administration; Masters in PE, Masters in Secondary Administration	9	9	16
Sharon Cauley, Assistant Principal	Licensed in Curriculum and Program Administration, Computer Technology and Mathematics , and as a Secondary Principal; Masters in Secondary Administration	10	10	17
Ryan Burgess, Assistant Principal	Licensed in Social Studies and Administration, and as a Secondary Curriculum Specialist and Secondary Principal; Masters in Secondary Education (Math and Science), Doctorate in Education	4	4	17
Earnest McGee, Assistant Principal	Licensed in Health Ed, Secondary Physical Ed, and Science (General, Biology, and Physics); Masters in Secondary Administration	4	4	22

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

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

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

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

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

All administrators are required to develop and submit a Professional Growth Plan that aligns with the immediate and identified needs of their schools via school improvement. Principals share their evidence of progress and accomplishment at the mid-year and at the summative conference. In addition, any principal of a school designated in the State's Improvement Designation is required to complete a full evaluation process to include a pre-conference, mid-year conference, and a summative evaluation. When administrators are unable to meet the standards and the related indicators, they are placed in an intensive phase of assistance where an Individual Improvement Plan is developed. This plan documents the intended efforts and strategies to address any specific performance indicator(s) that need to be improved upon by the administrator. The respective Associate Superintendent and the administrator will

jointly develop the plan and identify a timeline for completion, strategies to be implemented, and resources to be used.

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

The Principal Summative Evaluation document is attached to this question, and the Little Rock School District Performance Evaluation Handbook is attached to the proposal. Please refer to attachments for details.

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

All of the teaching staff at JA Fair are certified to teach their instructional area and twelve teachers are National Board Certified. In terms of degree accreditation, 36.5% of teachers have bachelor degrees, 58.8% Masters degrees, and 3.6% have advanced degrees. All the teachers are classified as Highly Qualified.

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 they are eligible to conduct teacher evaluation. The District current teacher evaluation system is supported by a web-based application that allows the evaluator to enter the mid-year and summative performance data into an application that allows the District and/or evaluators to see disaggregated performance results on the four domains and 21 performance elements. LRSD has been collecting and disaggregating teacher performance data on all of its teachers since 2006. Such data allows us to examine trends and to offer

relevant professional development to teachers at specific grade levels and/or schools.

The Professional Teacher Appraisal System (PTAS) teacher evaluation tool is attached to this question.
The Professional Teacher Appraisal System (PTAS) Handbook is attached to the proposal.
Please refer to attachment for additional information.

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

JA Fair implemented a Smaller Learning Communities (SLC) grant in the years of 2003 thru 2006. Reform efforts in the SLC program included Ninth Grade Academies and intensive guidance and consultation services provided by High Schools That Work. The school experienced improvements in student achievement and behavior as a result of these measures. However, turnover in leadership presented a challenge to continuing efforts and developing consistency in reform efforts.

Failure to meet Adequate Yearly Progress resulted in consecutive years of School Improvement status and implementation of the State mandated America's Choice turnaround model. America's Choice offered a viable means of reform and strengthened aspects of school leadership and instruction. However, transition into America's Choice, halted many effective measures of the High Schools That Work reform efforts, including implementation of the 9th and 10th grade academies, intensive student guidance, and assistance with the transition from middle to high school. The change in reform model and continuing turnover in school leadership have slowed improvement at JA Fair.

According to the most recent (2006) HSTW Technical Assistance Visit Reports professional development efforts were successful in supplying teachers with high interest instructional and academic practice activities. Class structure and content consistency along with the improved instructional techniques had improved overall student performance. The achievement gap persisted. Technical Assistance Visit recommendations included increasing the number of credits required for graduation, improve parental education regarding advanced courses, and providing additional incentives to encourage more students to enroll in and complete higher advanced courses.

Since 2006, Fair has been implementing the America's Choice design for school reform. JA Fair has been implementing a Leadership Team to guide and monitor the work within the school. The team is working toward developing a common and consistent time to meet together each week to focus on collaboration and a common set of beliefs. The team has focused on the 25 Book Campaign and reading levels of students. In technology classes students read for 15 minutes as part of their daily routine. There has been some implementation of Author and Genre Studies, Math and Literacy Interventions before, during and after school safety nets.

Professional Learning Communities have provided the infrastructure for planning and monitoring data, targeting needs of students, reviewing action plans and establishing next steps. Two years ago the school developed school-wide rituals and routines for staff and students, but they need to be monitored more consistently.

Mathematics and literacy classes have focused on accountable talk and students working in small groups. The coaches assist with safety nets and guide the lesson studies around student work. The coaches utilize the results from TLI (The Learning Institute) exams to work with individual teachers on student results. The results are shared and next steps designed to help the teacher to move students forward.

Ramp Up to Advanced Literacy classes (Tier 3) is a replacement curriculum for English. The coach and teachers have completed all the required training and utilize the data for small group instruction to help students to move forward in the reading.

The Principal demonstrates instructional leadership by visiting classroom and talking to students each day. Discipline has become the focus, and next steps need to be developed to help the Principal and Leadership Team to conduct classroom walk throughs and focus walks to guide instruction.

State test results and AYP targets are analyzed and school targets set based on formative and summative data. The gaps are analyzed and strategies for improvement are analyzed and implemented. Again, the TLI has a strong focus on the day-to-day curriculum within the school.

The school is underway with ninth grade teams but need to expand to ninth and tenth grade academies guided by their professional learning communities that focus on data, academic coursework, and social intervention for students.

Challenges relating to turnover in staff and the lack of Principal involvement and leadership make it difficult to analyze what has worked and what has not for Fair High School. Lack of leadership has also lead to inconsistent teacher involvement and implementation of recommended strategies and reforms. The Diagnostic Assessment Tool (DAT) information collected leads to the conclusion that a focus on improving Leadership Teams, increasing professional development, and delineating accountability will help improve instruction and use and understanding of data and facilitate greater commitment and increased collaboration.

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

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

Subject	2010	2009	2008	2007	2006
Reading/Language/English	26	32	15	23	24
Mathematics	N/A	N/A	N/A	N/A	N/A
Science	2	9	3	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Algebra I	25	15	24	26	19
Geometry	18	26	19	29	22

Note: State standards-based science testing began in 2008. Mathematics scores are differentiated between Algebra I and Geometry and are listed accordingly. Writing skills are evaluated utilizing the Reading/Language/English test. LRSD students are not administered a state standards based Social Studies exam.

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	N/A	N/A	22	25	31	13	20	N/A	N/A	N/A	N/A	N/A	6	18	21
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	6	2	11	3	N/A	8	N/A	N/A	N/A	N/A	0	20	7
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Algebra I	41	N/A	N/A	24	13	23	30	20	N/A	N/A	N/A	N/A	5	0	0
Geometry	N/A	N/A	40	18	25	17	20	0	0	N/A	N/A	N/A	5	0	0

Note: N/A signifies "not applicable" (i.e. no subgroup population receiving said exam in specified year, or no exam administered for the specified subject area.)

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	N/A	N/A	11.1	N/A						
Mathematics	N/A	N/A	N/A	N/A						
Science	N/A	3	N/A	N/A						
Social Studies	N/A	N/A	N/A	N/A						
Writing	N/A	N/A	N/A	N/A						
Other (listed below)										
Algebra I	N/A	N/A	N/A	N/A	N/A	N/A	21.1	N/A	N/A	N/A
Geometry	N/A	13.9	N/A	N/A						

Note: Fair High School serves grade 9 thru 12. In 2008, 2009, and 2010, the Algebra I exam was administered to 9th grade students. The Science and Geometry exams were administered to 10th grade students, and the Literacy exam was administered to 11th grade students.

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	N/A	30.1	N/A							
Mathematics	N/A	N/A	N/A							
Science	N/A	9	N/A	N/A						
Social Studies	N/A	N/A	N/A							
Writing	N/A	N/A	N/A							
Other (listed below)										

Algebra I	N/A	15.2	N/A	N/A	N/A							
Geometry	N/A	18.6	N/A	N/A								

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	N/A	26	N/A							
Mathematics	N/A	N/A	N/A							
Science	N/A	2	N/A							
Social Studies	N/A	N/A	N/A							
Writing	N/A	N/A	N/A							
Other (listed below)										
Algebra I	N/A	25	N/A	N/A						
Geometry	N/A	18	N/A							

4. Average daily attendance percentage for last complete school year: 92% Year: 2009

5. Mobility rate for last complete school year: 6.93% Year: 2009

6. Graduation rate for all students for most recent year: 91.82% 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	This data will be available in October 2010.					
2009	91.82%	81.16%	93.09%	90.91%	100%	92.73%
2008	82.73%	79.64%	83.69%	65.63%	100%	85%

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 is provided for the different subgroups at JA Fair. This has been done to identify which subgroups of students are experiencing the lowest achievement.

Literacy Analysis:

For the 2010-11 school year, JA Fair is in state directed year 7 of school improvement. In reviewing literacy achievement on the state 11th grade End of Course Benchmark exam, the 2009-10 data reveals that only 28% of students tested achieved proficiency or better. A three year trend analysis reveals some minor gains in most subgroups but proficiency scores are far below the expected performance levels outlined by the state. Below is the performance data on the 11th grade End of Course Benchmark exam for JA Fair students in literacy outlined by subgroups.

Literacy performance data on the state 11th grade End of Course Benchmark exam for 2010 indicates that 28% of students were proficient compared to 32% in 2009, and 15% in 2008. This reveals a 13% increase over the three year period. A gain in the 2009 school year was followed by a decrease in the 2010 year indicating that only 28% of the students at JA Fair are at the proficiency level.

- African American---Trend data for the African American subgroup indicates that 24.9% of students were proficient in 2010, 31% were proficient in 2009, and 14.9 % were proficient in 2008. A 16% gain was made from the 2008 to the 2009 school year followed by a 6.1% decrease in the 2010 school year with an overall three year gain of 10.7%.
- Hispanic—Trend data for the Hispanic subgroup indicates that 20% of students were proficient in 2010, 33% in 2009, and 20% in 2008. Even though the data reflects a dramatic increase of 13% in Hispanic students scoring proficient from the 2008 to 2009 test, the 2010 proficiency scores decreased 13% indicating virtually no change from the 2008 scores.
- Disadvantaged---Trend data for disadvantaged students shows a three year proficiency increase of 8.3% with no gain from the 2009 to 2010 school year. 24% of disadvantaged students were proficient in 2010, 24% of students were proficient in 2009, and 15.7% in 2008.
- Special Education—Data collected for Special Education students shows a dramatic 15% decrease in proficiency over the three year period. Trend data for special education students indicates that 6% were proficient in 2010, 18% were proficient in 2009, and 21% were proficient in 2008. This is especially significant since 16.5% of the school population is special education.

Analyzing the trend data for a three year period in literacy, Special Education students experienced the lowest achievement of all subgroups. 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. Seventy-two percent of students in the 11th grade at JA Fair scored below proficient on the literacy test indicating the need for intensive support and remediation for the majority of the students.

Additional analysis of the subtest indicated that all subgroups scored the lowest on Content Open Response.

Math Analysis:

Algebra:

Math performance on the state end of course Benchmark exam for Algebra in 2010 indicates that 25.1% of students were proficient compared to 15.6% in 2009 and 24% in 2008. Even though there was a noticeable gain of 9.5% from the 2009 and 2010 school year, there was only a 1.1% 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--There were an insufficient number of Hispanic students to calculate scores during the 2008 and 2009 school year.
- Special Education--The number of special education students taking the Algebra benchmark test was not enough to be a subgroup.
- Disadvantaged--Trend data for the disadvantaged subgroup in Algebra indicates that 22.7% were proficient in 2010, 13.1% in 2009, and 18.2% in 2008. Over the three year period this subgroup has made a 4.5% gain.

Analyzing the trend data for a three year period in math, African American and Disadvantaged students made very insignificant gains on the Algebra end of course exam. As in literacy they are well below the calculated annual expected performance levels of 64.60 for the 2009-10 school year. The discrepancy between the number of special education students taking the end of course Algebra test and Literacy test is indicative of the limited number of special education students taking Algebra.

Additional analysis of the subtest indicated that the lowest identified areas for the combined population and all subgroups were: Multiple Choice—Solving Equations and Inequalities, Open Response-Non Linear Functions and Data Interpretation and Probability.

Geometry

Math performance on the state end of course Benchmark exam for Geometry in 2010 indicates that 18% of students were proficient compared to 26% in 2009 and 19% in 2008. Even though there was a noticeable gain of 8% from the 2009 and 2010 school year, there was only a 1% gain over the three year period on the Geometry benchmark test.

- African American--Trend data for the African American subgroup in Geometry indicates that 18% were proficient in 2010, 25% in 2009, and 17% in 2008. Since the 2008 school year this subgroup has made a 1% increase on the Geometry benchmark test. This is a very insignificant gain even though there was noted increase from the 2008-2009 school year.
- Hispanic--There were an insufficient number of Hispanic students to calculate scores during the 2008 and 2009 school year.
- Special Education--The number of special education students taking the Algebra benchmark test was not enough to be a subgroup.
- Disadvantaged--Trend data for the disadvantaged subgroup in geometry indicates that 14.2% were proficient in 2010, 21.3% in 2009, and 19% in 2008. Over the three year period this subgroup has made a 4.8% decrease.

Analyzing the trend data for a three year period in math, African American and Disadvantaged students made insignificant gains on the Geometry End of Course exam. As in literacy, they are well below the calculated annual expected performance levels of 64.60 for the 2009-10 school year. The discrepancy between the number of special education students taking the end of course Geometry test and Literacy test is indicative of the limited number of special education students taking Geometry.

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.

2. Which students are experiencing the lowest graduation rates?

In 2009, the Caucasian students were the subgroup with the lowest graduation rate (81.16%).

In 2008, the Hispanic students experienced the lowest graduation rate (65.63%).

Graduation rate 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. Only 28% of students tested achieved proficiency on the Literacy End of Course Exam for the 2009-10 school year with only a 13% increase over the last three years of the test. Over the last three years there has only been a 1% proficiency gain in both the Geometry and Algebra End of Course Exam. Eighty-two percent of the students at J.A. Fair are not proficient in Geometry and seventy-five percent are not proficient in Algebra. Students at J.A. Fair 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. Student's 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 (76.76%) of JA Fair 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 Fair) 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.

Another student demographic to be taken into account is the high percentage (16.5%) of Special Education students. Any chosen provider should have the capability to implement a model for creating a unified system of reform that fully includes students with disabilities. Providers should be well versed in including students with disabilities within the various initiatives and the model and accompanying professional development programs should accommodate diverse student needs. All external providers should be qualified to assist staff in making decisions that affect special education programs.

Student mobility should be taken into consideration. The chosen model should include professional development to enable teachers to effectively integrate highly mobile students into the classroom. External providers should have experience working with low-income urban populations, which generally contain a portion of highly mobile students.

The "perfect-match" provider for Fair has extensive experience in working with a high-poverty and special education 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.

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?

JA Fair 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. Urban high schools have large numbers of diverse student populations, including English language learners, highly mobile students, low income students, and otherwise disenfranchised students. An effective reform model and any external providers assisting with implementation must find ways to help urban high schools meet high standards and demonstrate accountability while ensuring appropriate supports for all students.

Reform efforts at Fair need to take into account societal contexts and how these conditions affect students, teachers' roles, and the purpose of schools. Schools often are asked to take on roles that have previously been filled by families. Considering the numbers of single-family homes in the area, parents will need to be offered a broad array of opportunities for involvement, such as options offered around busy work schedules. Because so many youth live in the school area, parents should also be welcomed to bring siblings to school functions. Professional development should be provided to the Parent Liaison to ensure familiarity with the challenges low income families face to becoming involved with their child's education including lower levels of education and time and scheduling constraints.

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.

The most recent Scholastic Audit of JA Fair found that the primary factor influencing progress towards School Improvement is lack of consistent implementation. This factor was present within all performance standards of evaluation (curriculum, school culture, leadership, classroom assessment, student, family and community support, school organization, instruction, professional growth, and planning). This lack of implementation is discussed in prior sections of the applications and is attributed to turnover in leadership.

Despite lack of implementation noted in the most recent Scholastic Audit, district intervention and proactive school faculty have help to facilitate progress. Issues inhibiting progress outlined in the Scholastic Audit include a lack of school culture conducive to student achievement, lack of utilization of best practices for classroom instruction, lack of teacher knowledge and skills necessary to implement best practices, frequent interruptions to instructional time, and lack of a sustained system for instructional leadership and supervision. To further the progress that has been made and remedy the issues listed above, the Scholastic Audit recommends the following:

Development of a committee of staff, parents, and students to design and plan school celebrations to create a culture of mutual respect, appreciation, and school spirit was recommended. In turn, Fair High school has taken steps to build a culture conducive to student achievement in the building by having regular principal leadership team meetings, common planning with teams of teachers, and celebrations of little steps along the way to increase mutual respect and collaboration among staff.

Immediate staff development to enable use of best practices including Cooperative Learning and Differentiated Instruction, coupled with ongoing monitoring and follow-up support should be focused on ensuring that best practices are utilized daily in the classroom was recommended. In turn, a focused effort of the district curriculum staff to provide strategic professional development with building coaches who in turn work with teachers in small groups and one on one has occurred. As a result, the literacy staff experienced 15% gain in 11th grade literacy in 2009 by following the curriculum maps and use of differentiated teaching strategies to better meet the needs of the students.

The Scholastic Audit recommended a process to allow for teacher peer observation and provision of feedback should be cooperatively developed by staff and implemented immediately. Participation in the America's

Choice professional development that includes regular visits to the schools and teachers, networking meetings, focused classroom walks and discussions increases teacher knowledge of best practices in working with diverse student populations.

It was recommended that a plan to reduce classroom disruptions and protect instructional time be formatted and put into operation. In response, the principal and staff have worked together with a goal of having students in class and not in the hall during class time, to not interrupt classes unless it is absolutely necessary, and to review in weekly principal leadership meetings and celebrate success with all staff on a regular basis.

Next steps in place for the coming school year first quarter include the following:

- Focus Professional Learning Community study groups on observations and peer learning, lesson study, and collaboration; increase utilization of instructional coaches; and utilization of an evaluation system for monitoring and accountability.
- Build teacher capacity by modeling strategies in the classroom and utilizing API to target struggling teachers.
- Support math teachers with training on curriculum maps, lesson planning, and pacing with follow-up monitoring to ensure accountability and consistency.
- Establish school-wide times for numeracy intervention and establish focus walks to monitor numeracy interventions.
- Extend more pronounced invitations to parents for academic meetings and hold data meetings to let parents know about incremental assessment results.
- Allow and encourage more involvement from proactive staff, including modeling instructional strategies, reflection of teaching practices and assistance with analyzing student work.
- Monitor and support departmental common assessments and require data as part of collaborative planning.
- Use data presentations to demonstrate how all teachers can access data and analyze student growth.
- Provide professional development on time management and facilitate time audits to assist teachers in efficiency.
- Develop the School Leadership Team function for decision making in addition to a reporting.

The primary evaluation mechanism to monitor implementation of Next Steps is the School Improvement quarterly progress report. An example of a School Improvement quarterly progress reports is attached. These reports outline specific progress made towards each ASCIP and Scholastic Audit priority. See attached for detail.

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).

Additional data contributing to the JA Fair needs assessment includes feedback provided by a School Improvement Specialist Summary Report, and High Schools That Work Technical Assistant Visit (TAV) reports.

Information reviewed in the School Improvement Specialist Summary Report included focus walk reports illustrating teacher strengths and weaknesses, semester failure rates by grade and semester, analysis of teacher lesson plans, Algebra, Geometry and Literacy SOAR results, and teacher concerns shared at meetings with the School Improvement Specialist.

- Focus walk reports outlined strengths of: facilitating student academic practice; students illustrating abilities to take notes/summarize; objectives, standards, and expectations posted in classrooms; and teachers providing reinforcement and recognition for student effort. Utilization of non-linguistic representations was the activity occurring the least in the classrooms.
- Semester Failure Rates and Soar Results reinforced assertions that the school lacks a culture to promote student success and illustrated low student achievement.
- Teacher lesson plan analysis reviewed 62 plans. Findings outlined that the most pronounced need was to include a stated connection to student prior knowledge in lesson plans.
- Teacher concerns were primarily regarding student behavior. There was some reference to school need to increase access to data and information and institute more mechanism to encourage cooperation.

The High Schools That Work Technical Assistance Visit Reports reiterated the need to create a positive school culture. The reports recommended that curriculum be made more rigorous and student guidance and individualizing instruction be strengthened. It was also mentioned that programs should be in place to facilitate the transition to high school for incoming ninth graders. (JA Fair does offer a bridge program for incoming students, however efforts are being made to include more ninth graders.)



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)

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.)

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)

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.)

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)

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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.)

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)

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)

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

J.A. Fair 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 Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
America's Choice	Y		Technical assistance, professional development – see attachment for details	Outpaced state gains in proficiency in literacy and math in Arkansas and nationwide– see attachment for details
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"> • Informational text • Academic language • Writing to learn 	•	•	•
MATHEMATICS <ul style="list-style-type: none"> • Conceptual understanding of crucial mathematics content and skills • Critical topics for building the foundation for algebra 	•	•	•
SCIENCE <ul style="list-style-type: none"> • Inquiry and investigation • Scientific argument and debate • Content and reading comprehension 		•	•
LEADERSHIP <ul style="list-style-type: none"> • Schoolwide use of data • Effective professional learning communities • Instructional leadership in standards-based schools • Formative assessments for strategic planning 		•	•
AMERICA'S CHOICE SCHOOL DESIGN <ul style="list-style-type: none"> • Comprehensive model • Quality teaching • Strategic leadership • Parent and community engagement 		•	•
RIGOR & READINESS® <ul style="list-style-type: none"> • Coherent and aligned college and career readiness system 			•

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

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

OUTLINE OF OUR SERVICES FOR ARKANSAS

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

TURN AROUND	TRANSFORMATION	REQUIRED LEA ACTIVITIES for the School Improvement Grant	WAYS <i>HSTW/MMGW/ECTW</i> 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 <i>HSTW</i> 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 <i>HSTW</i> 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 topics 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/JC/TH 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/JC/TH 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 LEA ACTIVITIES	WAYS <i>HSTW/MMGW/ICTW</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

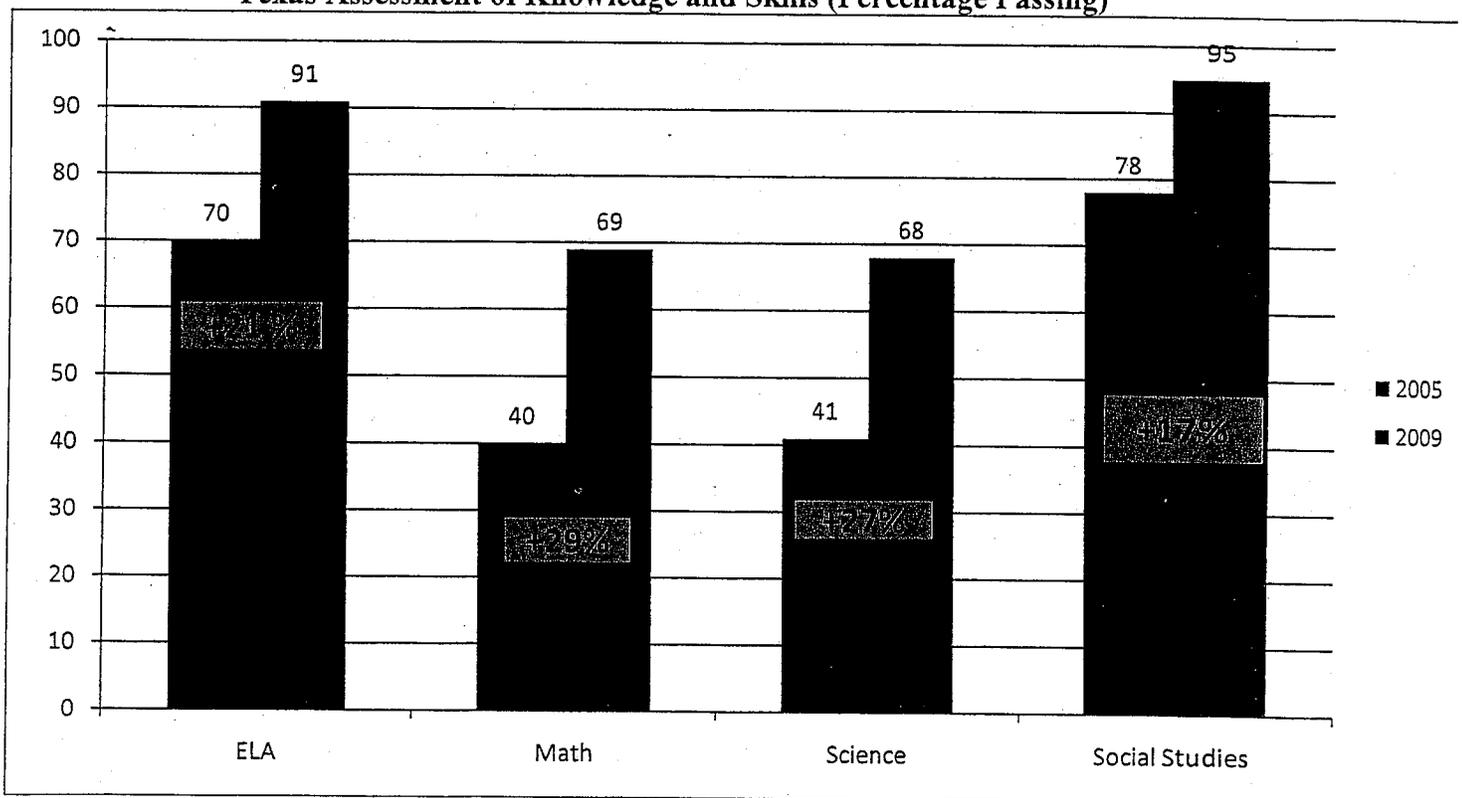
HSTW/MMGW Transformation/Turnaround Experience

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.

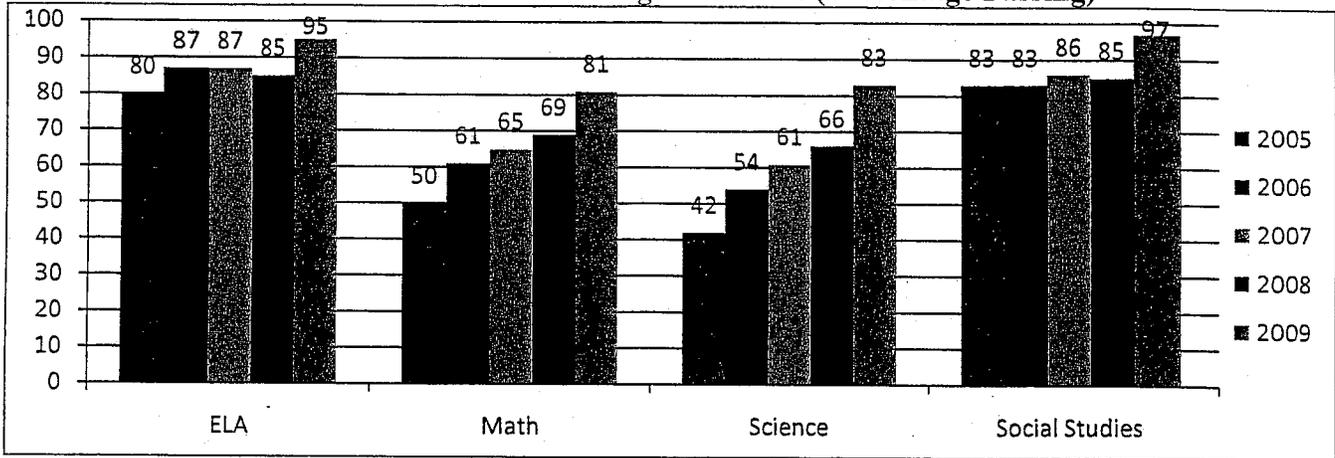
The intensive support from SREB included weekly school improvement consultant coaching and job-embedded professional development support throughout the project. Data below document the success of these efforts.

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

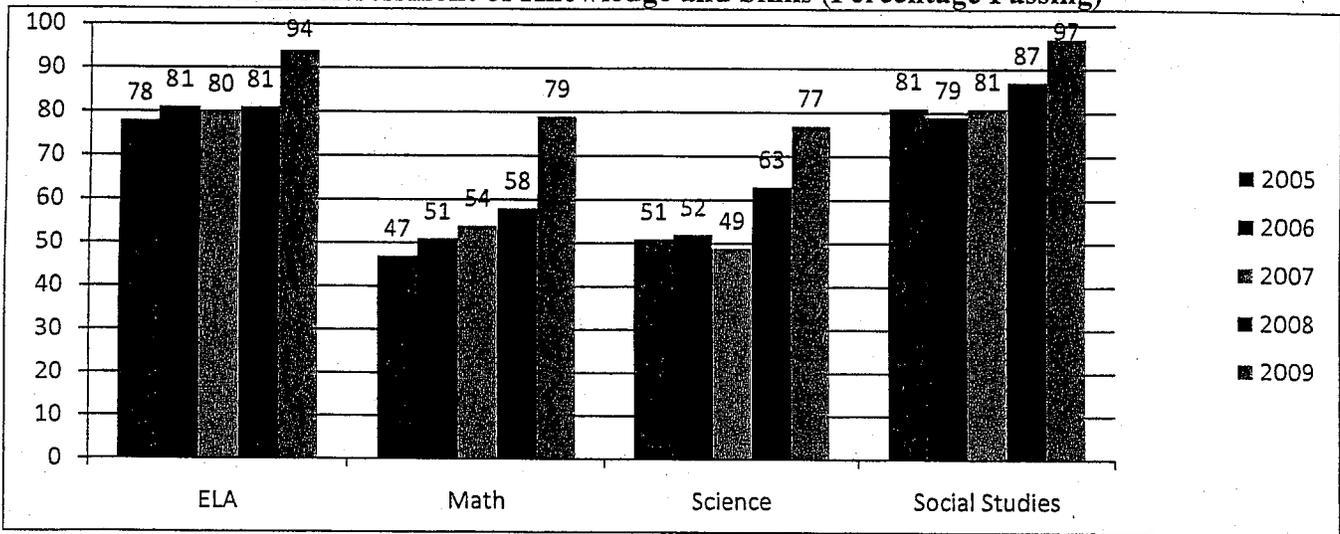


All ten schools made improvements in achievement through Turnaround. The data on the following pages provide specifics for five of the schools.

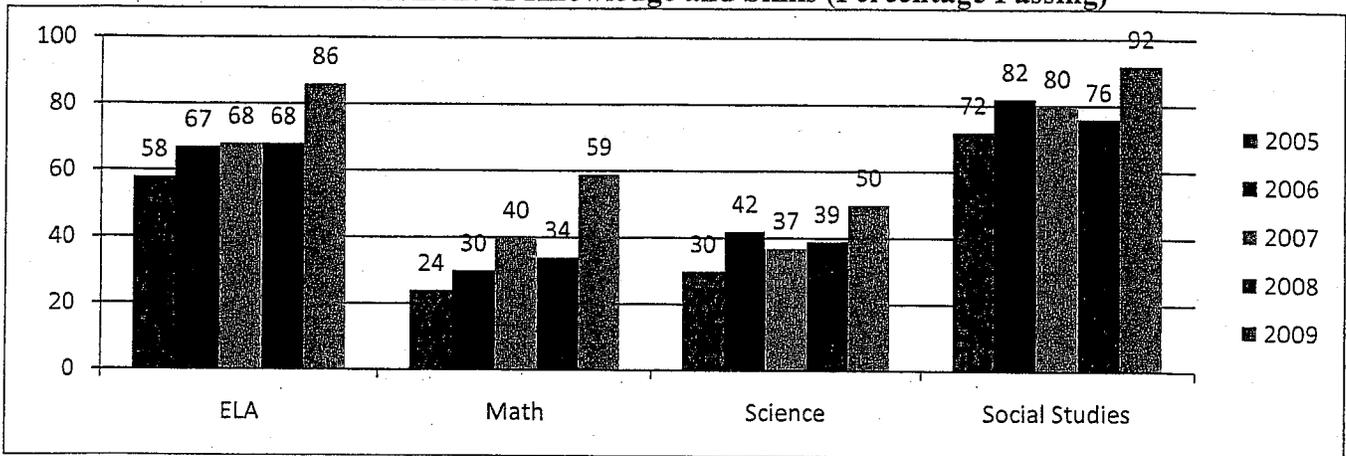
Urban High School #1
Texas Assessment of Knowledge and Skills (Percentage Passing)



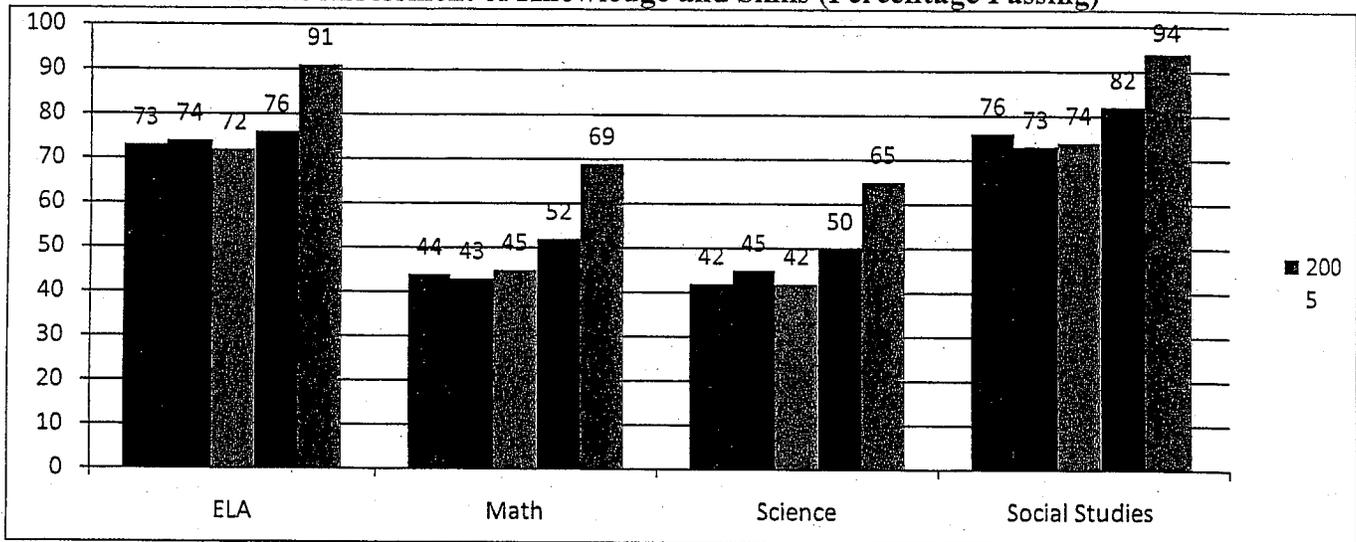
Urban High School #2
Texas Assessment of Knowledge and Skills (Percentage Passing)



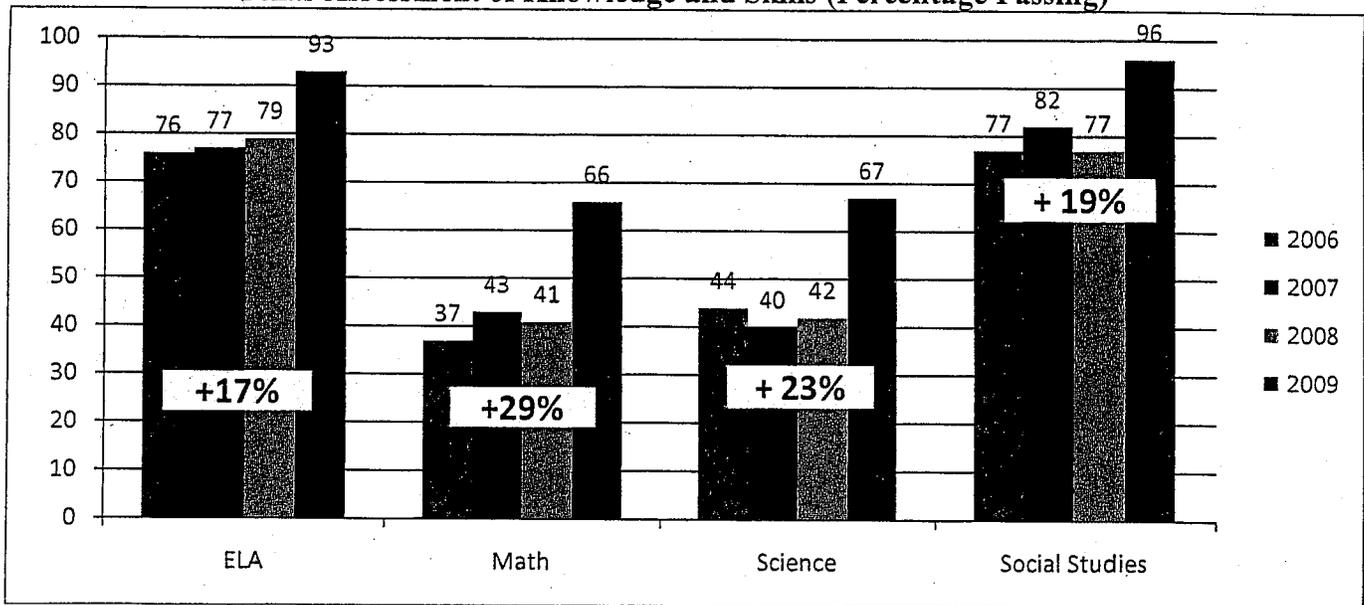
Urban High School #3
Texas Assessment of Knowledge and Skills (Percentage Passing)



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



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



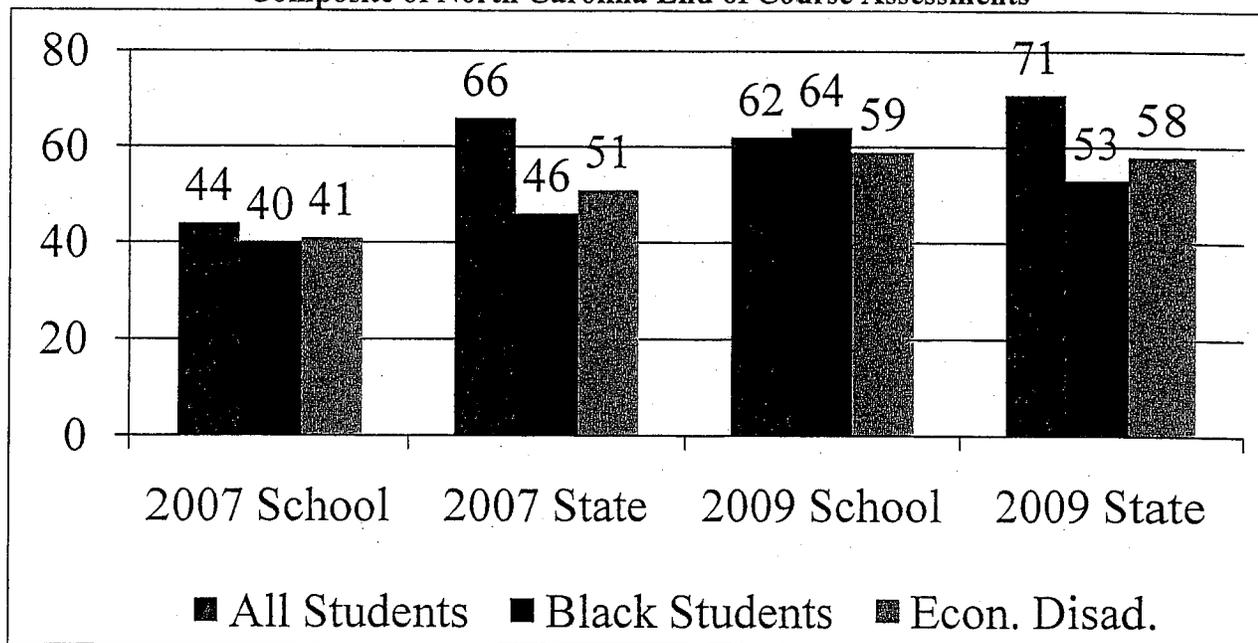
Intensive Coaching and Support to Implement the HSTW Design Works in Rural Schools

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.

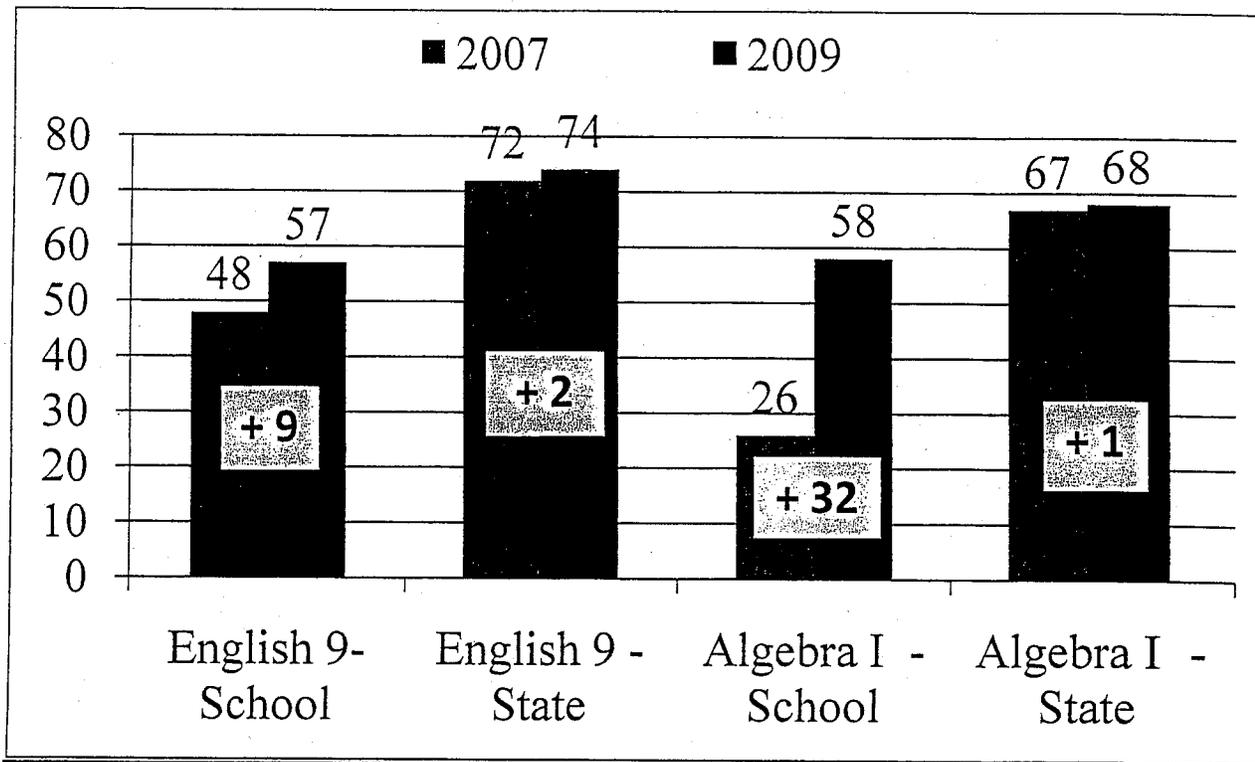
School and teacher leaders participated in workshops provided by SREB on leadership, various instructional strategies workshops and attendance at *HSTW* National Workshops and Annual Staff Development Conference. The school also provided two retreats for the faculty planned and delivered by *HSTW*- one 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.

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Currently not considering EMOs or CMOs				

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

Closure

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

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



Step 4 – B - Part 1: Determine Best-Fit Model and Partners

JA Fair 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.

CHARACTERISTICS OF PERFORMANCE AND CAPACITY				
Characteristic	Intervention Model			
	Turnaround	Transformation	Restart	Closure
School Performance				
<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		✓		
School Capacity				
<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	✓	✓		
District Capacity				
<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			✓	
Community Capacity				
<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 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.)

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

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

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

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

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

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

The Turnaround Model

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?

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

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.

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

3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?

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

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

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

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

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

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

There are negative budgetary implications.

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

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

8. How will the SEA assist with the restart?

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

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

The charter would outline in detail all expectations.

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

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

School Closure Model

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

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

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

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

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

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

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

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

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

Based on the district's student to teacher ratio.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

When necessary it supports the efforts.



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

Recommended Intervention Model and External Partners	
Intervention Model	Rationale for Selecting Model
Transformation	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.
Lead Partner	Rationale for Selecting Lead Partner
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
Internal Partner (District Staff)	Rationale for Selecting Internal Partner
School Improvement Specialist	Mr. Phil Clark provides guidance, technical assistance and support for implementation for the transformation model as well as the Charter School implementation. He reports to the Associate Superintendent for Accountability. He spends three to four days per week on site, in classrooms and meeting with the principal and leadership team. He will work closely with the Director of Grants, the Associate Superintendent of Educational Services and the SIG steering committee in the process of supporting grant implementation.
Supporting Partner	Rationale for Selecting Supporting Partner
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.
Supporting Partner	Rationale for Selecting Supporting Partner



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

JA Fair High School

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

Group/Partner	Role with this School in Implementation of Intervention Model
State Education Agency Arkansas Department of Education	Provide technical assistance and professional development opportunities.
Local Education Agency Little Rock School District	Implement SIG Steering Committee. Provide support for grant management; financial and budget issues; and contracting issues.
Internal Partner (LEA staff): <u>Phil Clark, School Improvement Specialist</u>	Provide professional development and technical assistance; curriculum resources; and serve on school-based leadership team. Provide daily on-site support for the principal and leadership team. Provide feedback to principal, steering committee, and grant staff.
Lead Partner: <u>America's Choice</u>	Provide professional development and technical assistance including teacher support, implementation tools, and data systems and analysis support.
Support Partner: <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.
Support Partner: _____	
Support Partner: _____	
Principal: <u>To be hired.</u>	Provide leadership for SIG implementation, Participate in Executive Coaching.
School Teams	Participate in leadership and SIG implementation. Meet regularly to ensure collection of data, collaboration, and ongoing evaluation.
Parents & Community	Participate in school activities and their child's education.

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

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

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-throughs
- Weekly/Bi-weekly focus walks
- Each administrator with up to one-hour a day for classroom observations
- Action Plan established
- Weekly PLC meetings
- Introducing the Quality Review criteria

Quarter 2:

- 50% of 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 system as outlined in the district's strategic plan.

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

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

The district ensures that school reform plans include "quick wins" and "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

JA Fair 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.

JA Fair 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

JA Fair High School

Analysis of JA Fair's 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 AYP in literacy on the 2010-2011 ACTAAP for all identifiable subgroups of students.			
Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Involve coaches and teachers in the alignment of curriculum and the design of common assessments. Provide professional development to literacy coaches on targeted literacy strategies and the implementation of the curriculum to assist them in providing support to teachers.	There will be a 25% increase in the number of students scoring proficient or advanced on the 11 th grade End of Course Literacy exam.	The results of the 11 th grade End of Course Literacy exam. Documented use of teacher use of the online curriculum and common assessments built in for quarterly review to be used to guide instructional practices. Walk through documentation done by administrators. Professional development agendas, leadership data walls, academy meeting minutes, sign in sheets, word walls and evidence of student work.	May 2011, 2012, 2013 August 2010, 2011, 2012 Daily Weekly	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input type="checkbox"/> Other
Implement 100% of America's Choice literacy strategies.		Documentation of literacy team and school based literacy coach monitoring.	Weekly	
Implement before and after school tutoring program.				

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.

<p>Collect data, analyze the data and use the data to drive instructional practices.</p>		<p>Documentation of support provided by literacy coach to classroom teachers.</p> <p>School data walls and evidence of interventions and reteaching planned as a result of an analysis of data.</p>	<p>Weekly</p> <p>Ongoing</p>	
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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.

**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
Involve coaches and teachers in the alignment of curriculum and the design of common assessments. Increase the number of students performing at the proficiency level in Algebra and Geometry.	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 End of Course (ECO) exams. Documentation of teacher use of the online curriculum and common assessments. Walk through documentation done by administrators. Professional development agendas, leadership data walls, academy meeting minutes, sign in sheets, word walls and evidence of student work. Documentation of math team and school based math coach monitoring.	May 2010, 2011, 2012, 2013 Ongoing Ongoing Ongoing	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input type="checkbox"/> Partner <input type="checkbox"/> Other
Implement 100% of America's Choice math strategies. Implement before and after school tutoring program.			Ongoing	Ongoing

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.

<p>Provide students with Tier III intervention and support through two academic intervention specialists.</p>				
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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.

**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 91.2% to 98% over the three year grant period.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Fully implement 9 th and 10 th grade academies where teachers share common students, common area of the building and planning time. Provide additional guidance to high risk students by assisting them in setting short and long term goals, monitoring daily attendance and meeting regularly with parents.	80% or more students will report that teachers care about them, encourage them to do well in school, and require them to do rigorous work that must be redone if it does not meet the standards outlined by the teacher in the assignment.	Documentation of 9 th and 10 th grade academy planning meeting conducted by teacher teams. Written documentation of student interactions, daily logs, student contracts, and teacher contracts. Attendance documentation of Out of School suspension program, parent events, sign in sheets and agendas, Saturday School documentation, daily logs from school social worker, and master schedule.	Ongoing Ongoing Ongoing	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <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.

<p>Implement innovative scheduling, Saturday School, mental health services, and parent programs.</p> <p>Establish out of school suspension room to insure learning for students on suspension.</p>				
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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.

**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 # Four

To establish a culture of collaboration to facilitate and support innovative research based instructional practices.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Fully implement professional development provided by America's Choice and HSTW. Provide professional development that is research based, planned, data-driven, focused, relevant and sustained. Plan team meetings that emphasize instructional strategies, the implementation of those strategies and how those strategies can be used to increase student performance.	100% of planned professional development is research based. A survey of teacher perceptions of the collaborative process in team meetings.	Documentation of agendas, sign in sheets and evidence of implementation through walk-through, focus walks and lesson plans Results of teacher surveys.	Ongoing Ongoing	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <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.

SECTION B, PART 4

B. DESCRIPTIVE INFORMATION: Proposed Activities

J.A. Fair High School

A variety of activities are proposed to further and enhance School Improvement efforts at JA Fair High School. Immediate actions will be taken to improve the school culture. To ensure school buy-in, these activities will be decided upon and led by a committee of leadership, teachers, and students. Suggested activities will include school celebrations, building and grounds clean ups, and school-aide contests to promote school spirit.

Teachers will participate in Professional Learning Communities, a spectrum of cooperative planning and feedback teams and meetings, as prescribed by the America's Choice program design. In addition, ongoing professional development including High Schools That Work How to Develop Successful Small Learning Communities, Using Technology Wisely, Working Effectively with Parents, and Use of Data and for Student Assessment and Academic Progress. America's Choice prescribed walk throughs and focus sessions will ensure that professional development topics are implemented. A staff attendance incentive will be put in place as well.

The School Leadership Team will ensure monitoring and cooperative leadership of the School Improvement process. The Leadership Team will also assist and ensure that teachers collect and utilize data for student progress. They will ensure that the school works to achieve the goals outlined in the ACSIP plan and continues to address issues discussed in the Scholastic Audit.

Executive coaching will be provided for the principal. 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 Fair. The coaching will underscore the critical role of consistent leadership and provide the encouragement and support to ensure that past issues with leadership turnover do not persist.

The AVID program, which stands for Advancement Via Individual Determination, will be offered at JA Fair. 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. Funding to support AVID is provided through the district's general operating funds and Title II-A funds. Funding for travel to the required summer conference is requested through SIG funds.

Intervention Specialists will be assigned to facilitate Tier III Interventions, which are intensive interventions to target student academic or behavioral skill deficits for remediation of existing problems. Tier III Interventions will include frequent monitoring for student progress. These specialists will work with the school to identify struggling students and provide intensive academic assistance.

A Licensed Social Worker will be at the school site to provide socio-emotional support for students and their families and to address student social and emotional challenges to academic improvement. The social worker will be required to work flexible a flexible schedule to allow for coordination and coverage of afterschool and evening activities. He/she will collaborate with the school counselors and other mental health providers serving at the school site.

The National Our Kids (O.K.) Program will be instituted in partnership with the Little Rock Police Department. The O.K. Program assigns officer mentors to students in need. Mentors engage in character-building activities such as group mentoring sessions, field trips, and ongoing support for personal and academic issues.

The 9th Grade Academy, The Eagle Academy, will be continued as a means to ease student transition into high school. Research shows that students in large schools are more successful in smaller groups. Most young people must feel connected to significant adults and a positive peer group to have the support to be an accomplished student.

The 9th Grade Academy promotes interpersonal skills, effective use of resources and a high degree of accountability. Students will understand that there are no acceptable excuses for poor attendance, incomplete school work, or inappropriate behavior. Those attitudes are not tolerated in the workplace and are not tolerated in the high school environment. Students who need extra assistance in those areas will have the opportunity to extend their school day.

The Bridge Program for incoming 9th graders has proven to be an effective program for the percentage of 9th graders participating. The success of this program will be enhanced by requiring *all* 9th graders to start school early. This will increase the number of ninth graders receiving intensive assistance and orientation to JA Fair and the high school environment.

Based on the success experienced by the 9th grade academy, a 10th Grade Academy, Making Tracks to Graduation, will be formed. This will ensure continuity of student support and individualized learning opportunities for 10th grade students.

Before and After School services will provide opportunities for homework assistance, enrichment activities, and small group instruction. Saturday School will compliment after and before school programs and enable more students to receive ACT support and intensive literacy and math instruction.

Additional school-day interventions include a reading teacher assigned to work with struggling readers to ensure one-on-one intensive literacy assistance and mandatory use of Student Agenda Journals to engage students in the process of achieving academic success.

Out of School Suspension Classrooms will be set up to ensure that suspended students do not lose valuable classroom instruction and academic progress. Students referred for short term out-of-school suspension will be sent to a special classroom instead of staying at home through their term of suspension. This classroom will be separate from the in-school suspension classroom which is in place for minor discipline infractions.

Dr. Robert Canady will serve as an on-site consultant to help identify students in need of support and ensure that student schedules are appropriate. Dr. Robert Lynn Canady is an expert in the fields of block scheduling, grading practices, and programs for at-risk students. He has served as senior education consultant at the Center for K-12 Education at the University of Virginia School of Continuing and Professional Studies and is professor emeritus at the University of Virginia's Curry School of Education, where he served as the chair of the Department of Leadership, Foundations and Policy. Dr. Canady works hand-in-hand with High Schools that Work consultant to implement scheduling changes to improve student outcomes. In addition to this assistance with scheduling, the Graduation Coach will work with students to ensure timely completion of graduation requirements.

A variety of parent programs will be help to ensure parents and families are informed and have many opportunities to become engaged in their child's academic development. To increase parent engagement, a parent/community liaison will provide relevant parent workshops on topics such as parenting skills, nutrition, money management, job-seeking skills, resume writing, computer training; develop a parent data base; and encourage parent members on school committees and teams.

The LRSD Division of Special Programs provides supports for students receiving services to implement their Individual Education programs under the Individuals with Disabilities Education Improvement Act (IDEA 2004) and for students requiring accommodations due to physical or mental impairments that substantially limits a major life activity under Section 504 of federal law. The department provides staff, technical assistance, professional development, materials and services through fund provided by IDEA and additional funding by the district's general operating funds. The services and programs provided include but are limited to the following: vision itinerant services for the visually impaired/blind; hearing itinerant services for the hearing impaired/deaf; occupational and physical therapy services; speech language services; resource (pull out model), Co-teach (push-in model); self-contained classrooms for the moderately to severely disabled; treatment and education of autistic and related communication handicapped children; and assistive technology.

America's Choice will be fully implemented. 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), a framework to present the curriculum, is also a component of the design. The RtI approach identifies the school's core instructional program as the first tier of intervention. Tiers 2 and 3 in the RtI framework address the gaps, needs, and deficits of students who are struggling in school. The goal of Tier 2 and Tier 3 programs is to enable students to successfully access the Tier 1 core instructional program.

The curriculum materials relate to the instructional program for Tier 2 and Tier 3 interventions. These programs are comprehensive, research-based, instructional programs that are vertically aligned from one grade to next. Each program is based on a firmly established foundation of research, and aligned to the Arkansas Content Standards and Student Learning Expectations. The Arkansas Curriculum Frameworks provide the reference point for curriculum mapping to ensure that the Tier 1 core instructional program is coherent, rigorous, and vertically aligned. 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. Training focuses on ensuring the curriculum includes close reading and analysis of examples of critical genres, such as narrative, expository, essay, and argument, so that students can research, organize, and draft their own versions of the genre.

Focused attention is also given to academic vocabulary and sophisticated syntax to elevate student's written language. Attention to language development and academic vocabulary is especially beneficial for English language learners, as is in-depth focus on the essential features of writing genres and text structures. Explicit use of instructional scaffolds, e.g., graphic organizers, collaborative discourse, small group, and partner work, and intentional use of meta-cognitive strategies support mildly and moderately impaired students. Standards aligned assessments are the focus of America's Choice Design Task 1: *Standards and Assessments*.

The tiered intervention programs (Navigator and Ramp-Up) include a comprehensive set of curriculum-embedded assessments designed specifically for each program. These are aligned to the Arkansas

Curriculum Frameworks. Assessments are developed in conjunction with the Australian Council for Educational Research (ACER), a recognized leader in educational test design.

Design Task 3, 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, so they are better able to align curriculum to the mathematics for which they are preparing students. Many students struggle with the transition from “learning to read” to “reading to learn”; they begin to struggle in the upper elementary grades and become progressively more challenged in middle and high school. Literacy Navigator targets these students' needs with a focus on comprehension of informational texts, using explicit instruction based on the most current research on reading and cognition for students in grades 4–10.

Mathematics Navigator helps students in grades 2–10 overcome misconceptions that hamper their capacity to learn mathematics. Also based on the most current research, it is a series of discrete modules each focused on a critical concept. Starting with basic arithmetic the modules extend through to secondary level concepts such as rational numbers, exponents, and expressions and equations. Science Navigator is built on a similar premise. It targets the naïve conceptions and misconceptions about science that many students bring to high school and that lead to poor performance in high school and beyond. Science Navigator targets Grades 6, 7 and 8 because, across the country, many students are coming to middle school without having experienced a good elementary science program. Students who are performing two or more years below grade level require far more help than a supplementary intervention alone can provide. These students cannot effectively access the grade-level curriculum. They require an intervention that builds on what they know and are able to do and then accelerates their learning so that they can regain access to the pathway to college readiness provided by the on-grade regular instructional program. They need to gain confidence both as learners and as people. That is what the Tier 3 academic intervention Ramp-Up programs in literacy and mathematics are designed to do.

In Design Task 4 centers 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.

Student, family and community support are the focus of America's Choice Design Task 5: *Parent and Community Engagement*. The school and district establishes a process that will ensure early

identification of students who need support to meet their social, emotional, and physical needs, and to connect these students effectively with community resources. This is helped by the active promotion of family and community engagement. The approach to helping schools build parent and community involvement centers on the principal and school leadership team. The Design helps school leaders draw on community resources to ensure that their parent and community outreach plan is molded to the characteristics and needs of their community and capitalizes on the unique opportunities their community offers for forging relationships and engagement.

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

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.

- Begin Planning for Results by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention
- Revisit what has been accomplished from Professional Learning Communities and begin with "Getting Started" protocols for the coming year
- Update and assist staff with the online AC Community of Learning website of research, materials, training, and resources
- Prepare for the First 30 Days Rituals and Routines
- 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

	<p>agencies begins</p> <ul style="list-style-type: none"> • 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 Team meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year • Begin parent functions and classes • Begin the protocol for focus walks that will occur twice during the each month • Develop safety net interventions from data results • Continue Principals Book of the Month • Teacher Meeting focused on student work • Begin implementation of Standardized Test Genre and work throughout the year • Assessment of First 30 Days and Next Steps targeted • Begin to study upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year. • Begin out of school suspension program
	<ul style="list-style-type: none"> • Network 2: Topic to be Determined by focus walk results and PLCs • Continue Online Professional Development with teachers • Begin after school and before school program • 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 • Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Continue Principals Book of the Month • Begin/Update Data Walls

<ul style="list-style-type: none"> • Teacher Meetings focused on Student Work • Standardized Test Genre • Begin to study upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year 	<ul style="list-style-type: none"> • Deepen the collaborative work of teachers within the professional learning communities • Build the skills of science and social studies teachers in content literacy • Network 3: Topic to be determined by PLCs and data updates • Going Deeper with Standards-Based Instruction • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Standardized Test Genre • Begin to study upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year.
<ul style="list-style-type: none"> • Conduct the Quality Review and post next steps for staff • Deepen the collaborative work of teachers within the professional learning communities • Going Deeper with Standards-Based Instruction • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Standardized Test Genre 	<ul style="list-style-type: none"> • Update data walls • Reassess PLC topics/progress/next steps • Development of timeline for Quality Review Next Steps • Network 3: Topic to be Determined by PLCs and data updates • Continue Online Professional Development with teachers

<ul style="list-style-type: none"> • 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 • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Standardized Test Genre 	<ul style="list-style-type: none"> • Deepen the collaborative work of teachers within the professional learning communities • Continue Professional Development of science and social studies teachers in content literacy • Continue with standards-based instruction • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Standardized Test Genre
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<ul style="list-style-type: none"> • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Prepare for end-of-year Diagnostic Assessment Tool – Quality Review 	<ul style="list-style-type: none"> • Deepen the collaborative work of teachers within the professional learning communities • Continue Professional Development of science and social studies teachers in content literacy • Continue with standards-based instruction • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Network 5: Topic to be Determined • Quality Review
<ul style="list-style-type: none"> • 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 • Revisit what has been accomplished from Professional Learning Communities and establish protocols for the coming year • Review professional development for the year and determine needs and next steps for the coming year • Summer Academy – professional development • Determine staff needs 	<ul style="list-style-type: none"> • Determine staff assignments • Order all necessary materials for implementation for the next year • Prepare documents and updates for the First 30 Days Rituals and Routines • Determine Next Steps from Quality Review for next year implementation • Outline and discuss year one lessons learned and implementation adjustments with stakeholders • Revisit “Getting Started” protocols for the coming year • Update and assist staff with the online AC Community of Learning website of research, materials, training, and resources • Continue <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

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

<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"> • Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year • Begin parent functions and classes • Begin the protocol for focus walks that will occur twice during the each month • Develop safety net interventions from data results • Continue Principals Book of the Month • Teacher Meeting focused on student work • Begin implementation of Standardized Test Genre and work throughout the year • Assessment of First 30 Days and Next Steps targeted • Begin to study upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year • Begin out of school suspension program 	<ul style="list-style-type: none"> • Network 2: Topic to be Determined by focus walk results and PLCs • Continue Online Professional Development with teachers • Begin after school and before school program • 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 • Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Continue Principals Book of the Month • Begin/Update Data Walls • Teacher Meetings focused on Student Work • Standardized Test Genre • Begin to study upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year 	<ul style="list-style-type: none"> • Deepen the collaborative work of teachers within the professional learning communities • Build the skills of science and social studies teachers in content literacy • Network 3: Topic to be determined by PLCs and data updates
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<ul style="list-style-type: none"> • Going Deeper with Standards-Based Instruction • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Standardized Test Genre • Begin to study upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year. 	<ul style="list-style-type: none"> • Conduct the Quality Review and post next steps for staff • Deepen the collaborative work of teachers within the professional learning communities • Going Deeper with Standards-Based Instruction • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Standardized Test Genre 	<ul style="list-style-type: none"> • Update data walls • Reassess PLC topics/progress/next steps • Development of timeline for Quality Review Next Steps • Network 3: Topic to be Determined by PLCs and data updates • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Standardized Test Genre • Deepen the collaborative work of teachers within the professional learning communities
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<ul style="list-style-type: none"> • Continue Professional Development of science and social studies teachers in content literacy • Continue with standards-based instruction • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Standardized Test Genre 	<ul style="list-style-type: none"> • Deepen the collaborative work of teachers within the professional learning communities • Continue Professional Development of science and social studies teachers in content literacy • Continue with standards-based instruction • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Network 4: Topic to be Determined • Continue Safety Net interventions and data updates on student progress 	<ul style="list-style-type: none"> • Deepen the collaborative work of teachers within the professional learning communities • Continue Professional Development of science and social studies teachers in content literacy • Continue with standards-based instruction • Continue Online Professional Development with teachers • Weekly or Bi-weekly Leadership Team Meetings will be ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom as evidenced by focus walks • Cluster Leaders and Leadership will visit classrooms together and debrief findings • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Prepare for end-of-year Diagnostic Assessment Tool – Quality Review 	<ul style="list-style-type: none"> • Deepen the collaborative work of teachers within the professional learning communities • Continue Professional Development of science and social studies teachers in content literacy • Continue with standards-based instruction
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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.

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- Development of Professional Learning Communities and update on implementation of "Getting Started" protocols and addressing 4 foundational questions to guide instruction: What do we want our students to know and be able to do? How will we know that they have learned it? What do we do if they do not learn? What do we do if they already know the concept/skill?
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- 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

<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"> • Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year • Begin parent functions and classes • Begin the protocol for focus walks that will occur twice during the each month • Develop safety net interventions from data results • Continue Principals Book of the Month • Teacher Meeting focused on student work • Begin implementation of Standardized Test Genre and work throughout the year • Assessment of First 30 Days and Next Steps targeted • Begin to study upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year • Begin out of school suspension program 	<ul style="list-style-type: none"> • Network 2: Topic to be Determined by focus walk results and PLCs • Continue Online Professional Development with teachers • Begin after school and before school program • 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 • Cluster Leaders and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year • Continue Focus Walks • Continue Safety Net interventions and data updates on student progress • Continue Principals Book of the Month • Begin/Update Data Walls • Teacher Meetings focused on Student Work • Standardized Test Genre • Begin to study upcoming Diagnostic Assessment Tool and assemble evidence for the Quality Review. This will be on-going throughout the year 	<ul style="list-style-type: none"> • Deepen the collaborative work of teachers within the professional learning communities • Build the skills of science and social studies teachers in content literacy • Network 3: Topic to be determined by PLCs and data updates
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<ul style="list-style-type: none"> • Determine staff assignments • Order all necessary materials for implementation for the next year • Prepare documents and updates for the First 30 Days Rituals and Routines • Determine Next Steps from Quality Review for next year implementation • Outline and discuss year three lessons learned and implementation adjustments with stakeholders • Revisit “Getting Started” protocols for the coming year • Update and assist staff with the online AC Community of Learning website of research, materials, training, and resources • Continue <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 	

SECTION B, PART 8:

B. DESCRIPTIVE INFORMATION: LEA Consultation

JA Fair High School

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 JA Fair High School.

Meetings were also held with the community partners, assistant principals, the school improvement specialist, parents, and teachers. JA Fair 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: *Fair*

TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness					
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies					
Change and sustain decision making policies and mechanisms	46795	48199	49612	144606	S
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices	120011	120933	121884	362828	SIG
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model					
Subtotal	166806	169132	171496	507434	
2. Reforming instructional programs					
Develop data collection and analysis processes					
Use data to drive decision making	74808	77052	79364	231224	S
Use data to drive decision making	74624	76863	79169	230656	F
Align curriculum vertically and horizontally	748426	690920	685801	2125147	SIG
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal	897858	844835	844334	2587027	
3. Increasing learning team and creating community-oriented schools					
Increase learning time (extended day, week, or year)	347689	358123	351814	1057626	SIG
Develop community partnerships that support the model	71916	73947	76040	221903	SIG
Implement parent and community involvement strategies for ongoing engagement and support	73116	75147	77240	225503	SIG
Implement parent and community involvement strategies for ongoing engagement and support	74624	76863	79169	230656	S
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)	71916	73947	76040	221903	SIG
Subtotal	639261	658027	660303	1957591	
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation	310000	310000	310000	930000	SIG
Ongoing, intensive professional development and technical assistance from the LEA and the SEA	155131	155131	155131	465393	SIG
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)	71916	73947	76040	221903	SIG
Subtotal	537047	539078	541171	1617296	SIG
Total for Transformation Model	2240972	2211072	2217304	6669348	

- 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

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

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ 206,200.00	\$ 47,673.00	\$ -	\$ -	\$ -	\$ -	\$ 253,873.00	
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1560 Reading	\$ -	\$ -	\$ -	\$ 75,000.00	\$ -	\$ -	\$ 75,000.00	
1570 Mathematics	\$ -	\$ -	\$ -	\$ 150,000.00	\$ -	\$ -	\$ 150,000.00	
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2210 Improvement of Instruction	\$ 663,475.00	\$ 188,382.00	\$ 439,091.00	\$ 174,200.00	\$ -	\$ -	\$ 1,465,148.00	
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Budgeted	\$ 869,675.00	\$ 236,055.00	\$ 465,191.00	\$ 399,200.00	\$ -	\$ -	\$ 1,970,121.00	

Funds Available 2010-2013 \$5,832,206.00 Funds Budgeted \$1,970,121.00

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



Arkansas Department of Education
 Division of Learning Services
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 Little Rock, Arkansas 72201

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date
	06/30/2012

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

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ 206,200.00	\$ 47,673.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 253,873.00
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ 50,000.00	\$ -	\$ -	\$ -	\$ 50,000.00
1570 Mathematics	\$ -	\$ -	\$ -	\$ 100,000.00	\$ -	\$ -	\$ -	\$ 100,000.00
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ 677,424.00	\$ 191,607.00	\$ 439,091.00	\$ 194,000.00	\$ -	\$ -	\$ -	\$ 1,502,122.00
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ 883,624.00	\$ 236,055.00	\$ 465,191.00	\$ 344,000.00	\$ -	\$ -	\$ -	\$ 1,932,095.00

Funds Available 2010-2013 \$5,832,206.00

Funds Budgeted \$ 1,932,095.00

- 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

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date
	06/30/2013

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

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

CODE / FUNCTIONS	OBJECTS								
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8		
1									
1511 Before/After School Programs	\$ 206,200.00	\$ 47,673.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 253,873.00	
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1560 Reading	\$ -	\$ -	\$ -	\$ 50,000.00	\$ -	\$ -	\$ -	\$ 50,000.00	
1570 Mathematics	\$ -	\$ -	\$ -	\$ 100,000.00	\$ -	\$ -	\$ -	\$ 100,000.00	
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2210 Improvement of Instruction	\$ 691,796.00	\$ 194,930.00	\$ 439,091.00	\$ 174,200.00	\$ -	\$ -	\$ -	\$ 1,500,017.00	
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Budgeted	\$ 897,996.00	\$ 242,603.00	\$ 465,191.00	\$ 324,200.00	\$ -	\$ -	\$ -	\$ 1,929,990.00	

Funds Available 2010-2013 \$5,832,206.00

Funds Budgeted \$ 1,929,990.00

School Improvement Grant – Section 1003(g) – District

Little Rock School District			
School Improvement Grant 1003 (g)			
J.A. Fair High School		Year 1 2010 - 2011	
<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>
Employee Salaries			
A. Personnel			
(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) Reading 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
Subtotal/salaries			\$464,975
	Number	Rate	Total
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 <i>(30 tchrs. X \$275/per day x 15 days)</i>	30	\$4,125	\$123,750
(2) Saturday School: 18 three-hour sessions <i>(12 tchrs. X 18 sessions x 3 hrs. x \$25/per hour)</i>	12	\$1,350	\$16,200
(3) After school tutoring <i>(12 tchrs. X 100 sessions x 2 hrs. x \$25/per hour)</i>	12	\$5,000	\$60,000
(4) Early morning professional development sessions - mandatory for all staff <i>(100 tchrs. X 18 hours x \$45 (average hourly rate of pay)</i>	100	\$810	\$81,000
(5) All staff (certified and non-certified) excellent attendance incentive			

<i>(\$100 per 9-week period x 4 nine week periods x 145 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>	145	\$500	\$72,500	
(6) Summer Academies/After School - mandatory teacher professional development and planning <i>(1000 hours x \$45 - average hourly rate of pay)</i>	1000	\$45	\$45,000	
(7) Before school tutoring and library hour <i>(2 teachers x 125 days x \$25/per hour)</i>	2	\$3,125	\$6,250	
Subtotal/stipends				\$404,700
Fringe	Base	Rate	Total	
(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%)	\$404,700	23.12%	\$93,567	
Subtotal/fringe				\$236,055
Purchased Services				
(1) America's Choice <i>(120 days on site technical assistance and on site professional development; 30 on line professional development sessions; 5 leadership network sessions.)</i>			\$310,000	
(2) High Schools That Work (HSTW) <i>(30 days on site technical assistance and on site professional development to establish 9th and 10th grade academies and implement the HSTW Framework; 8 days to work with national expert on scheduling for improved instruction and standards based grading; professional resource materials.)</i>			\$84,871	
(3) Student transportation for Early Start Program <i>(Student transportation for 9th grade early start program; 4 buses x 10 days x \$125/per bus)</i>	Number	Rate	Total	
	4	\$1,250	\$5,000	
(4) Student transportation for after school tutoring <i>(Student transportation from school to home: \$49 per hour x 4 buses x 100 days)</i>	4	\$4,900	\$19,600	

(5) Student transportation for college site visits and enrichment/cultural activities <i>(Student transportation: Field trip rate: \$100 per trip x 15 trips)</i>	15	\$100	\$1,500	
(6) O.K. Mentoring Program - Little Rock Police Dept. <i>(Stipends for police officers to coordinate and serve as mentors)</i>			\$25,000	
(7) Travel expenses to AVID summer conference <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 <i>(8 participants @ \$1,100 per person for lodging, travel and food)</i>	8	\$1,100	\$8,800	
(9) Executive Coaching <i>(Stipends for executive coach @ \$60/per hour x 9 months x 3 hours per month)</i>	27	\$60	\$1,620	
Subtotal/purchased services				\$465,191
Materials and Supplies				
Student agenda books <i>(1,000 agenda books x \$8 per book- required for each student)</i>	1000	\$8	\$8,000	
Student incentives for improved attendance/grades/discipline <i>(1,000 students x \$30/per student; incentives would have an educational focus such as dictionaries, t-shirts, travel drives, graphing calculators)</i>	1000	\$30	\$30,000	
Literacy materials <i>(Literacy materials to support school wide literacy across the curriculum and principal's book of the month program. 1000 students x \$50 per student)</i>	1000	\$50	\$50,000	
Math manipulatives; graphing calculators and other hands on math materials and supplies <i>(1000 students x \$150 per student)</i>	1000	\$150	\$150,000	
Science materials and supplies	1000	\$50	\$50,000	

<i>(1000 students x \$50 per student)</i>				
Materials and supplies for 9th grade academy and 10th grade academy to support academy functions				
<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	
Parent/family sessions; informational brochures; supplies and child care for parent meetings <i>(6 sessions x \$200 per session)</i>	6	\$200	\$1,200	
America's Choice curriculum materials			\$75,000	
Reading, writing and language for high school curriculum			\$25,000	
Subtotal/supplies				\$399,200
Total				\$1,970,121

Little Rock School District			
School Improvement Grant 1003 (g)			
J.A, Fair High School		Year 2 2011 - 2012	
<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>
Employee Salaries			
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) Reading 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
Subtotal/salaries			\$478,924
	Number	Rate	Total
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 <i>(30 tchrs. X \$275/per day x 15 days)</i>	30	\$4,125	\$123,750
(2) Saturday School: 18 three-hour sessions <i>(12 tchrs. X 18 sessions x 3 hrs. x \$25/per hour)</i>	12	\$1,350	\$16,200
(3) After school tutoring <i>(12 tchrs. X 100 sessions x 2 hrs. x \$25/per hour)</i>	12	\$5,000	\$60,000
(4) Early morning professional development sessions - mandatory for all staff <i>(100 tchrs. X 18 hours x \$45 (average hourly rate of pay)</i>	100	\$810	\$81,000
(5) All staff (certified and non-certified) excellent attendance incentive			

<i>(\$100 per 9-week period x 4 nine week periods x 145 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>	145	\$500	\$72,500	
(6) Summer Academies/After School - mandatory teacher professional development and planning <i>(1000 hours x \$45 - average hourly rate of pay)</i>	1000	\$45	\$45,000	
(7) Before school tutoring and library hour <i>(2 teachers x 125 days x \$25/per hour)</i>	2	\$3,125	\$6,250	
Subtotal/stipends				\$404,700
Fringe	Base	Rate	Total	
(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%)	\$404,700	23.12%	\$93,567	
Subtotal/fringe				\$239,280
Purchased Services				
(1) America's Choice <i>(120 days on site technical assistance and on site professional development; 30 on line professional development sessions; 5 leadership network sessions.)</i>			\$310,000	
(2) High Schools That Work (HSTW) <i>(30 days on site technical assistance and on site professional development to establish 9th and 10th grade academies and implement the HSTW Framework; 8 days to work with national expert on scheduling for improved instruction and standards based grading; professional resource materials.)</i>			\$84,871	
(3) O.K. Mentoring Program - Little Rock Police Dept. <i>(Stipends for police officers to coordinate and serve as mentors)</i>			\$25,000	
(4) Student transportation for Early Start Program	Number	Rate	Total	

(Student transportation for 9th grade early start program; 4 buses x 10 days x \$125/per bus)	4	\$1,250	\$5,000	
(5) Student transportation for after school tutoring (Student transportation from school to home: \$49 per hour x 4 buses x 100 days)	4	\$4,900	\$19,600	
(6) Student transportation for college site visits and enrichment/cultural activities (Student transportation: Field trip rate: \$100 per trip x 15 trips)	15	\$100	\$1,500	
(7) 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				\$465,191
Materials and Supplies				
Student agenda books (1,000 agenda books x \$8 per book- required for each student)	1000	\$8	\$8,000	
Student incentives for improved attendance/grades/discipline (1,000 students x \$30/per student; incentives would have an educational focus such as dictionaries, t-shirts, travel drives, graphing calculators)	1000	\$30	\$30,000	
Literacy materials (Literacy materials to support school wide literacy across the curriculum and principal's book of the month program. 1000 students x \$50 per student)	1000	\$50	\$50,000	
Math manipulatives; graphing calculators and other hands on math materials and supplies (1000 students x \$100 per student)	1000	\$100	\$100,000	

Science materials and supplies <i>(1000 students x \$50 per student)</i>	1000	\$50	\$50,000	
Materials and supplies for 9th grade academy and 10th grade academy to support academy functions <i>(Such as file folders/notebooks/chart tablets/journals/markers/envelopes/hallway banners to identify academy areas: \$10000 per academy)</i>	2	\$10,000	\$20,000	
Parent/family sessions; informational brochures; supplies and child care for parent meetings <i>(10 sessions x \$500)</i>	10	\$500	\$5,000	
Program materials, printing of brochures, fliers, folders, etc. Office supplies and program supplies for out of school suspension program, social worker, graduation coach <i>(\$600 per month x 10 months)</i>	10	\$600	\$6,000	
America's Choice materials			\$75,000	
Subtotal/supplies				\$344,000
Total				\$1,932,095

Little Rock School District			
School Improvement Grant 1003 (g)			
J.A. Fair High School		Year 3 2012 - 2013	
<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>
Employee Salaries			
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) Reading 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
Subtotal/salaries			\$493,296
	Number	Rate	Total
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 <i>(30 tchrs. X \$275/per day x 15 days)</i>	30	\$4,125	\$123,750
(2) Saturday School: 18 three-hour sessions <i>(12 tchrs. X 18 sessions x 3 hrs. x \$25/per hour)</i>	12	\$1,350	\$16,200
(3) After school tutoring <i>(12 tchrs. X 100 sessions x 2 hrs. x \$25/per hour)</i>	12	\$5,000	\$60,000
(4) Early morning professional development sessions - mandatory for all staff <i>(100 tchrs. X 18 hours x \$45 (average hourly rate of pay)</i>	100	\$810	\$81,000
(5) All staff (certified and non-certified) excellent attendance incentive			

<i>(\$100 per 9-week period x 4 nine week periods x 145 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>	145	\$500	\$72,500	
(6) Summer Academies/After School - mandatory teacher professional development and planning <i>(1000 hours x \$45 - average hourly rate of pay)</i>	1000	\$45	\$45,000	
(7) Before school tutoring and library hour <i>(2 teachers x 125 days x \$25/per hour)</i>	2	\$3,125	\$6,250	
Subtotal/stipends				\$404,700
Fringe	Base	Rate	Total	
(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%)	\$404,700	23.12%	\$93,567	
Subtotal/fringe				\$242,603
Purchased Services				
(1) America's Choice <i>(120 days on site technical assistance and on site professional development; 30 on line professional development sessions; 5 leadership network sessions.)</i>			\$310,000	
(2) High Schools That Work (HSTW) <i>(30 days on site technical assistance and on site professional development to establish 9th and 10th grade academies and implement the HSTW Framework; 8 days to work with national expert on scheduling for improved instruction and standards based grading; professional resource materials.)</i>			\$84,871	
(3) Student transportation for Early Start Program <i>(Student transportation for 9th grade early start program; 4 buses x 10 days x \$125/per bus)</i>	Number	Rate	Total	
	4	\$1,250	\$5,000	
(4) Student transportation for after school tutoring <i>(Student transportation from school to home: \$49 per hour x 4 buses x 100 days)</i>	4	\$4,900	\$19,600	

(5) Student transportation for college site visits and enrichment/cultural activities <i>(Student transportation: Field trip rate: \$100 per trip x 15 trips)</i>	15	\$100	\$1,500	
(6) O.K. Mentoring Program - Little Rock Police Dept. <i>(Stipends for police officers to coordinate and serve as mentors)</i>			\$25,000	
(7) Travel expenses to AVID summer conference <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 <i>(8 participants @ \$1,100 per person for lodging, travel and food)</i>	8	\$1,100	\$8,800	
(9) Executive Coaching <i>(Stipends for executive coach @ \$60/per hour x 9 months x 3 hours per month)</i>	27	\$60	\$1,620	
Subtotal/purchased services				\$465,191
Materials and Supplies				
Student agenda books <i>(1,000 agenda books x \$8 per book- required for each student)</i>	1000	\$8	\$8,000	
Student incentives for improved attendance/grades/discipline <i>(1,000 students x \$30/per student; incentives would have an educational focus such as dictionaries, t-shirts, travel drives, graphing calculators)</i>	1000	\$30	\$30,000	
Literacy materials <i>(Literacy materials to support school wide literacy across the curriculum and principal's book of the month program. 1000 students x \$50 per student)</i>	1000	\$50	\$50,000	
Math manipulatives; graphing calculators and other hands on math materials and supplies <i>(1000 students x \$100 per student)</i>	1000	\$100	\$100,000	
Science materials and supplies	1000	\$50	\$50,000	

<i>(1000 students x \$50 per student)</i>				
Materials and supplies for 9th grade academy and 10th grade academy to support academy functions				
<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	
Parent/family sessions; informational brochures; supplies and child care for parent meetings <i>(6 sessions x \$200 per session)</i>	6	\$200	\$1,200	
America's Choice materials and supplies			\$75,000	
Subtotal/supplies				\$324,200
Total				\$1,929,990

Little Rock School District

NCLB Title I Choice Letter

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

Rec.
 8-4-10
 10:00
 DP

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

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

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

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

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

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

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

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

Name of Sibling(s): Dustin S. Hill

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

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

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

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

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

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

POR FAVOR MIRE AL DORSO DE ESTA PAGINA

Fair

Quarterly School Improvement Progress Report

SCHOOL IMPROVEMENT PROGRESS REPORT SCHOOL JA FAIR HIGH SCHOOL DATE JANUARY 29, 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, 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.)
Literacy Priority		
Intervention: Align Instruction to Standards Based Research Practice	ACSIP	<ul style="list-style-type: none"> • Continuous Improvement: Literacy Coach using teacher meetings to: <ul style="list-style-type: none"> Assist teachers with common planning and pacing from LRSD curriculum map back to workshop model to help students meet standards • Literacy Coach support meetings to help teachers focus teaching within workshop model • Conducting Remediation on SLEs after each SOAR results to align instruction to standards based practice • March 18, 2010 will be a future PLC on Data Analysis towards standards based practice
Intervention: Integrate Literacy Across the Curriculum	ACSIP	<ul style="list-style-type: none"> • Literacy Coach meets with departments to integrate literacy strategies across the curriculum • Fine Arts and Science meetings in November '09 and January '10 • Career Tech, Foreign Languages, and Social Studies for February '10
Intervention: Utilize the Literacy Coach to Support Instructional Practice		Continuous Improvement: <ul style="list-style-type: none"> • Providing open response (Four Square Method) professional development in bi-weekly study group as well as English teacher meetings

		<ul style="list-style-type: none"> Modeling components of the workshop model as well as assist teachers in Work Period Providing professional development and resources on literacy strategies in reading and writing (open response) Facilitating collaboration and planning among teachers Targeting identified students who need intervention for Literacy Navigator, Super Saturday Help, pull-outs, and in class small group differentiation
<p>Math Priority</p> <p>Intervention: Alignment of Instruction to District Curriculum and State Frameworks</p>	<p>ACSIP</p>	<p>Continuous Improvement: Math Coach using teacher meeting to:</p> <ul style="list-style-type: none"> Assist teachers to teach to District Curriculum <p>Assist teachers with common planning and assessment keeping with the District Curriculum</p>
<p>Intervention: Extended Learning Experiences for Identified Students in Math</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> Since November 13th, Fair identified new students for following: Students who score basic or below basic and place them in double-blocked Algebra I classes was done by Math Department Chair, Math Coach, and Registrar Identified students who scored below proficient on the EOC Geometry and place them in a semester of AIP Geometry to receive the required remediation was done by Math Department Chair, Math Coach, and Registrar
<p>Intervention: Small Learning Communities</p>	<p>ACSIP</p>	<p>Continuous Improvement: Math Coach using teacher meeting to:</p> <ul style="list-style-type: none"> Address Open Response question method (C² Four Column Method). AC Workshop Model Algebra I and Geometry teachers using common Do Now as first activity using Open Response questions
<p>Intervention: Extra Help/Support Programs (After School and Summer Bridge)</p>		<p>Math Coach is involved in the After School Program, ASCEND, – planning, scheduling, and helping with First-in-Math and River Deep programs, and focus on program wide assistance in Open Response strategies in Math.</p>
<p>Parent Involvement Priority</p> <p>Intervention: Enhance Parental Involvement and Parental Involvement Coordinator</p>	<p>ACSIP</p>	<p>Continuous Improvement:</p> <ul style="list-style-type: none"> Working on a workshop between PTA, parents, and teachers to foster a welcoming atmosphere. Get parent assistance in

<p>Professional Development</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>small learning community building through looping and common students, planning, and curriculum integration.</p>	<p>November 12, 2009 Marzano's Strategies in Professional Learning Communities, Dr. Phil Clark, School Improvement Specialist</p> <p>November 18, 2009, SOAR Remediation Methods, LaPara Washington, Literacy Coach</p> <p>November 19, 2009, Reading Across the Curriculum, LaPara Washington, Literacy Coach</p> <p>November 23, Planning and Using Data in English, LaPara Washington, Literacy Coach</p> <p>November 24, 2009, Enhancing Instructional Leadership: Professional Learning Communities, Dr. Phil Clark, School Improvement Specialist</p> <p>November 24th, Test Data Analysis on Common Assessments in Math, (Teacher Made and SOAR), Bill Pearson, Math Coach</p> <p>December 7, 2009, Effective Vocabulary Instruction in Math, LaPara Washington, Literacy Coach</p> <p>December 9, 2009, Building Professional Learning Community, Ashia Jackson, Design Coach, LaPara Washington, Literacy Coach, Bill Pearson, Math Coach</p> <p>December 10, 2009, TLI Data Analysis for English, LaPara Washington, Literacy Coach</p> <p>December 15, 2009, School Culture and 4 Es: Faculty, Brenda Allen, Principal</p> <p>January 13, 2010, Item Analysis of SOAR results in Algebra I and Geometry, Bill Pearson, Math Coach</p> <p>January 14, 2010, Literacy Navigator Training in 11th Grade English, LaPara Washington, Literacy Coach</p> <p>January 15, 2010, Grade Inflation and Data: Faculty, Brenda Allen, Principal</p> <p>January 15, 2010, TPCASTT Instructional Strategy in English, LaPara Washington, Literacy Coach</p> <p>January 19, 2010, Why Schools Fail: Faculty, Dr. Phil Clark, School Improvement Specialist</p> <p>January 21, 2010, Accommodating Student Learning Styles in</p>
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<p>Arkansas Smart Accountability Requirements</p> <p>Ensure that each student experiences a rigorous curriculum aligned to AR Framework</p>	<p>SmAcct</p>	<p>Professional Learning Communities, Dr. Phil Clark, School Improvement Specialist</p> <p>January 21, 2010, Reading Comprehension and Strategies in Science, LaPara Washington, Literacy Coach</p> <p>January 26, 2010, Standards Based Instruction in English, LaPara Washington, Literacy Coach</p>
<p>Assess student learning frequently with standards-based assessments</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? Algebra I and Geometry bi-weekly meetings Literacy teacher meetings on preps Are the majority of math and literacy teachers receiving assistance from the math and literacy coaches? 75% Math and 50% Literacy</p> <p>Was the December SOAR assessment taken by approximately 95% of eligible students? Math, 88% and Literacy, 85%</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 in the January 15, 2010 professional development</p> <p>What are highest priority needs for your students in math and literacy that were uncovered by the December SOAR data?</p> <ul style="list-style-type: none"> • DAT 5 and Open Response for MATH • Inference, Argument, and Open Response for LITERACY <p>Are other assessments (e.g., teacher-made or TLI Quiz Builder) being used to track student progress on learning specific SLE's?</p> <ul style="list-style-type: none"> • Yes. 75% in Math and 30% in Literacy use Quizbuilder is used to create teacher made assessments.

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?</p> <p>Continuous Improvement in Math meetings, faculty meetings, and PLCs along with support meetings in literacy toward data analysis</p> <p>Are your academic coaches working with teachers to analyze and use Benchmark, SOAR and other data to inform instruction?</p> <p>Yes. Math meetings held bi-weekly. Literacy meetings held with teachers during prep periods.</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?</p> <p>Data notebooks are used as alternative for each member of leadership team which is updated after each SOAR.</p> <p>How have you used your assessment wall so far?</p> <p>To target bubble students and determine interventions or assistance for others; Safe Harbor and AYP status</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?</p> <p>Yes. 145 in math combined Algebra/Geometry; 80 in Literacy</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 with continuous improvement toward teacher efficacy, implementation, and collaboration with both coaches and each other.</p> <p>What approximate percentage of your math and literacy teachers are receptive to working with your coaches? 75% in Math; 50% Literacy</p>
Conduct and use data from daily "classroom walkthroughs"	SmAcct	<p>Have you done CWT's daily?</p> <p>Yes, all classrooms have been visited.</p> <p>Approximately how many CWT's have you (the principal) done this year?</p> <p>170; 86 1st reporting period; 84 2nd reporting period</p> <p>Are you uploading all your CWT's to Teachscape?</p> <p>Hard copies collected; in progress to uploading</p> <p>Who else in your building is doing CWT's?</p>

		<p>School Improvement Specialist Assistant Principals Academic Coaches (termed "Focus Walk" when academic coaches and other teachers are involved)</p> <p>What are your greatest classroom needs based on CWT data?</p> <ul style="list-style-type: none"> • Planning and Standards Based Instruction • Increase Student Engagement in Content • Workshop Model • Best Practices High Yield Strategies <p>What are you doing to address these needs?</p> <ul style="list-style-type: none"> • Providing Professional Development on these areas via administration, school improvement specialist, and academic coaches • Facilitating professional learning communities and collaboration among teachers to change instructional practice through teacher meetings, faculty and department meetings, and study groups
<p>Provide additional time on task by offering quality after or before school instruction</p>	<p>SmAcct</p>	<p>Approximately how many students in your school are receiving extra help before or after school? Our ASCEND program currently has 75 students on roster and 57 students regularly attending</p> <p>Approximately what percent of your non-proficient students are attending before or after school tutoring? About 80% in either math or literacy</p> <p>What are you doing for those who need assistance but don't attend the before or after school tutoring? Ramp Up to Advanced Literacy Literacy Navigator Nova Net Read 180 Classroom Instructional Strategies Double block Math/Literacy</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. See attached.</p>

<p>Participate in a scholastic audit & follow recommended next steps</p>	<p>SmAcct</p>	<p>Has your school had a scholastic audit? Yes. 2006 If so, what "next steps" are you working on this year?</p> <ul style="list-style-type: none"> • Convened a committee on school culture to foster a climate of mutual respect, appreciation, and school spirit (Allen, Cauley, Harper, Kennedy, Willis, Palmer, Cleveland) • Faculty meeting on 12-15-09 to address Efficacy, Efficiency, Equity • Continuing PTA Membership Drive and PTA sponsored events such as District Poetry Slam • Teacher and student recognition ongoing
<p>Improve functioning of school leadership team</p>	<p>SmAcct</p>	<p>What is composition of your school leadership team?</p> <p>Allen, Principal Clark, School Improvement Specialist Landrum, AC Cluster Leader Narleskey, AC Cluster Leader McGee, AC Administrator Cauley, API Jackson, Design Coach Jones, Head Counselor Pearson, Math Coach Jordan, Parent Coordinator Washington, Literacy Coach Hall, English Department Chair Klais, Math Department Chair</p> <p>How often does your team meet? Each Wednesday 2:30-3:30</p> <p>Do you have an agenda for each meeting? Yes.</p> <p>What is the primary work that your team undertook during the 2nd quarter? Review of SOAR data; AYP and Safe Harbor calculations; focusing on role as leadership team, DAT analysis</p>

SCHOOL IMPROVEMENT PROGRESS REPORT SCHOOL J.A.Fair High School DATE November 10, 2009

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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>Literacy Priority</p> <p>Intervention: <Align Instruction to Standards Based Research Practice></p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conducting Qualitative Reading Inventory test within English classes for grades 9-11 to scaffold back to Workshop Model differentiation <input type="checkbox"/> Providing three professional development workshops on the Workshop Model as Instructional Model of the school <input type="checkbox"/> Literacy Coach using grade level meetings to assist teachers with common planning and pacing from LRSD curriculum map back to workshop model to help students meet standards <input type="checkbox"/> Literacy Coach support meetings to help teachers focus teaching within workshop model <input type="checkbox"/> Literacy Coach and Registrar placed all students who scored below proficiency on the Benchmark exam in Literacy to offer a daily dose of literacy remediation that will address academic needs in Double block 9th grade English Classes.
<p>Intervention: <Integrate Literacy Across the Curriculum></p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assisting all teachers with 25 Book Campaign Teaching Essentials <input type="checkbox"/> Assisting all teachers with Research Based Information on Independent Reading <input type="checkbox"/> Providing classroom libraries for Independent Reading <input type="checkbox"/> Scheduled to Present in Fine Arts Department meeting <input type="checkbox"/> Using an EAGLE ACT Word of the Day to enrich vocabulary instruction <input type="checkbox"/> Modeling the use of vocabulary instruction and literacy strategies such as KWL in teacher openings

<p>Utilize the Literacy Coach to Support Instructional Practice</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Providing open response (Four Square Method) professional development in bi-weekly study group as well as English teacher meetings <input type="checkbox"/> Modeling components of the workshop model as well as assist teachers in Work Period <input type="checkbox"/> Providing professional development and resources on literacy strategies in reading and writing (open response) <input type="checkbox"/> Targeting identified students who need intervention for Literacy Navigator, Super Saturday Help, pull-outs, and in class small group differentiation
Math Priority		
<p>Intervention: Alignment of Instruction to District Curriculum and State Frameworks</p>	<p>ACSIP</p>	<p>Math Coach using teacher meeting to:</p> <ul style="list-style-type: none"> • Assist teachers to teach to District Curriculum • Assist teachers with common planning and assessment keeping with the District Curriculum
<p>Intervention: Teaching Math Across the Curriculum</p>	<p>ACSIP</p>	<p>Math Coach meeting with other departments so far has meet with Special Education and Fine Arts.</p>
<p>Intervention: Extended Learning Experiences for Identified Students in Math</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> • Students who score basic or below basic and place them in double-blocked Algebra I classes was done by Math Department Chair, Math Coach, and Registrar • Identified students who scored below proficient on the EOC Geometry and place them in a semester of AIP Geometry to receive the required remediation was done by Math Department Chair, Math Coach, and Registrar • Identify students who have been misplaced and corrections requested so students will have the best chance to achieve in their math classes was done by Math Department Chair, Math Coach, and Registrar
<p>Intervention: Small Learning Communities</p>	<p>ACSIP</p>	<p>Math Coach using teacher meeting to:</p> <ul style="list-style-type: none"> • Address Open Response question method (C² Four Column Method). • AC Workshop Model
<p>Intervention: Extra Help/Support Programs (After School and Summer Bridge)</p>	<p>ACSIP</p>	<p>Math Coach is involved in the After School Program – planning, scheduling, and helping with First-in-Math and River Deep programs</p>
Parent Involvement Priority		
<p>Intervention: <Enhance Parental Involvement</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> New parent involvement packets have been placed in the Center to offer parents information on the school and how to

<p>Intervention: <Parental Involvement Coordinator</p>	<p>ACSIP</p>	<p>get involved in student's success.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working on a workshop between PTA, parents, and teachers to foster a welcoming atmosphere. Get parent assistance in small learning community building through looping and common students, planning, and curriculum integration. <input type="checkbox"/> August 13, 2009, a Parental Involvement Data Presentation was presented by Charity Smith, Willie Morris, and Carolyn Jordan <input type="checkbox"/> As of November 4, 2009, a recruitment list has been created and several names are in progress.
<p>Professional Development</p>		
<p>Provide research-based, results driven professional development for staff (List PD provided for staff by building administrator, academic coach, or other staff)</p>	<p>SA</p>	<ul style="list-style-type: none"> <input type="checkbox"/> August 13, 2009, Data Awareness Presentation, Bill Pearson, Math Coach, Ashia Jackson, Design Coach, and LaPara Washington, Literacy Coach; Brenda Allen, Principal <input type="checkbox"/> August 14, 2009, Root Cause Data Analysis, Sharon Cauley, Assistant Principal of Instruction <input type="checkbox"/> August 31, 2009, Professional Growth Plans and ACSIP Link, Sharon Cauley, Assistant Principal of Instruction <input type="checkbox"/> September 8, 2009 –Focused Teaching: Workshop Model & Using Open Response in Content Area, Presented by: LaPara Washington & Ashia Jackson, America's Choice Design Coach <input type="checkbox"/> September 24,2009 –Aligning Instruction Using the Workshop Model Opening, Presented by: LaPara Washington, Literacy Coach & Ashia Jackson, America's Choice Design Coach <input type="checkbox"/> October 8, 2009 –LRSD Drop Out Rate & Ways to Prevent & TLI (Overview & How to Access Data Using TLI), Presented by: Ashia Jackson America's Choice Design Coach & Dr. Bill Pearson; Brenda Allen, Principal <input type="checkbox"/> October 21,2009 -Workshop Model & Improving Pedagogy Presented by: Melanie Landrum, America's Choice Cluster Leader <input type="checkbox"/> November 12, 2009- Using Technology and Marzano's Nine Yield Strategies to Engage Students in Instruction, Phil Clark, School Improvement Specialist
<p>Arkansas Smart Accountability Requirements</p>		
<p>Ensure that each student experiences a rigorous curriculum aligned to AR Framework</p>	<p>SmAcct</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use the LRSD Curriculum Maps per subject area <input type="checkbox"/> Vertical Team members help with seamless alignment

		<input type="checkbox"/> SOAR assessments used to monitor implementation of curriculum <input type="checkbox"/> Literacy Anchor Assessments produced per module in the curriculum map to meet standards <input type="checkbox"/> Math Common Assessments by subject area quarterly <input type="checkbox"/> SOAR assessments as formative data <input type="checkbox"/> On October 8, 2009- a PD session was presented at one of the monthly study group sessions. The topic: TLI (Overview & How to Access Data Using TLI)
Assess student learning frequently with standards-based assessments	SmAcct	<input type="checkbox"/> On October 28, 2009 several members of the leadership team attended a very informative leadership academy training on Assessment Walls (What are they? And How Do I begin?) <input type="checkbox"/> On November 4, 2009- the leadership team met and immediately begin discussing the implementation of our own Assessment Wall and Dr. Bill Pearson with the assistance of the EAST Lab instructor, Shana Norton was able to present data that will be used in our effort to drive instruction and decision making within our school.
Provide PD on how to analyze & use data	SmAcct	<input type="checkbox"/> Math, Design, and Literacy Coaches present quality professional development on research based strategies within study groups, faculty meetings, departmental, and individual support meetings with teachers <input type="checkbox"/> Math, Design, and Literacy Coaches provide modeling and support assistance to teachers as needed within classrooms <input type="checkbox"/> Math, Design Coach, and Literacy Coaches help teachers analyze and use data to inform instruction
Use Assessment Wall as a tool to track individual student and subpopulation improvement	SmAcct	<input type="checkbox"/> Focus walks were conducted by the leadership team Friday, October 9 and on Wednesday, November 4, 2009. Data was compiled and the leadership team discussed the results. Dr. Pearson shared the results of the focus walks with the faculty meeting on October 20, 2009. After looking at the results of the data the leadership team recognized the need for additional PD on implementing the workshop model and PD on differentiated instruction. This PD will be provided in study groups sessions planned for November and December.
Implement quality instructional coaching model	SmAcct	<input type="checkbox"/> As for the focus walk that was done on November 4, 2009
Conduct and use data from daily "classroom walkthroughs"	SmAcct	

<p>Provide additional time on task by offering quality after or before school instruction</p>	<p>SmAcct</p>	<p>data is being compiled this week to present to the leadership team and entire faculty.</p>
<p>Use time audit to increase amount of time for instructional leadership</p>	<p>SmAcct</p>	<p> <input type="checkbox"/> ASCEND Academic Enrichment Program began October 5 and has a Before School Homework Help Center and an After School service <input type="checkbox"/> Program offers intense help in literacy through Literacy Navigator, Literacy Tutorial with test prep and vocabulary strategies, Math Basics and Geometry and Algebra one on one tutoring as well as First In Math and River Deep assistance <input type="checkbox"/> Program monitors students through a review of grades and completion of Student Accountability Reports due on November 20, 2009 to assess their progress <input type="checkbox"/> Administration time audits to document daily tasks </p>
<p>Participate in a scholastic audit & follow recommended next steps: Continue quarterly committee of staff, parents, and students to design a plan for school celebrations that foster a climate of mutual respect, appreciation, and school spirit.</p>	<p>SmAcct</p>	<p> <input type="checkbox"/> 9th Grade Celebration for 1st Quarter <input type="checkbox"/> 1st Quarter Staff and Students of the Quarter </p>
<p>Participate in a scholastic audit & follow recommended next steps: Form a committee (to include parents, teachers, district staff, and administrators) to do advanced study on School Culture and share insights at faculty meetings quarterly. Purchase books and other materials for study.</p>	<p>SmAcct</p>	<p> <input type="checkbox"/> In process </p>
<p>Participate in a scholastic audit & follow recommended next steps: Plan one event each month for students and teachers as a way to foster a climate of mutual respect, appreciation, and school spirit. Obtain support from PTSA, community leaders, and business people to assist with the success of the activities.</p>	<p>SmAcct</p>	<p> <input type="checkbox"/> PTSA membership drive <input type="checkbox"/> PTSA T-shirt sale <input type="checkbox"/> PTSA concession stand sales at sporting events <input type="checkbox"/> Open House </p>
<p>Participate in a scholastic audit & follow recommended next steps: Continue committee to select teacher of the month from data collected from CWT's and teacher implementation of best</p>	<p>SmAcct</p>	<p> <input type="checkbox"/> 1st Quarter Staff and Students of the Quarter <input type="checkbox"/> August, September, and October CWT data </p>

<p>practices.</p> <p>Participate in a scholastic audit & follow recommended next steps:</p> <p>Continue committee to set criteria for recognizing and rewarding three students from all grade levels each month.</p> <p>Participate in a scholastic audit & follow recommended next steps:</p> <p>Recognize and reward three students from all grade levels each month. Post criteria in classrooms for all students to see and publish criteria in newsletter to parents. Monthly winners will be eligible for Outstanding J. A. Fair Students.</p> <p>Participate in a scholastic audit & follow recommended next steps:</p> <p>Seek volunteers to participate in a book study on improving school culture. Purchase books for study.</p> <p>Participate in a scholastic audit & follow recommended next steps:</p> <p>Monitor the progress of the Committee of Culture on a monthly to evaluate its effectiveness.</p> <p>Improve functioning of school leadership team</p>	<p>SmAcct</p> <p>SmAcct</p> <p>SmAcct</p> <p>SmAcct</p> <p>SmAcct</p> <p>SmAcct</p>	<p><input type="checkbox"/> 1st Quarter Staff and Students of the Quarter</p> <p><input type="checkbox"/> 1st Quarter Staff and Students of the Quarter (instead of Monthly)</p> <p><input type="checkbox"/> Dr. Philip Clark working with 10 to 12 teachers on Differentiation Book Study</p> <p><input type="checkbox"/> Scheduled for November the "The Three 'E's'"</p> <p><input type="checkbox"/> Team meets regularly every Wednesday for one hour</p> <p><input type="checkbox"/> Team members have roles and update the team on their roles per week</p> <p><input type="checkbox"/> Agendas and minutes are kept in assessment binder</p> <p><input type="checkbox"/> Decisions are made about the structure of school, instructional activities, and data</p> <p><input type="checkbox"/> Led by Principal, facilitated by Design Coach with all key players of school reform at table</p>
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SCHOOL IMPROVEMENT PROGRESS REPORT SCHOOL JA FAIR DATE APRIL 7

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Item	ACSIP, Smart Accountability (SmAccf), 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>Just copy and paste your interventions from your first report below</p> <p><i>Literacy Priority</i></p> <p>Intervention: <Align Instruction to Standards Based Practice> Incorporate Literacy Navigator as a third quarter, required reading comprehension intervention with identified 11th grade classrooms. Monitor, document, and evaluate effective delivery and implementation of the workshop model.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identified 3 classes for Level C <input type="checkbox"/> Identified 2 classes for Level D <input type="checkbox"/> Total identified students 107 <input type="checkbox"/> Pre-test Administered, Post Tests Pending
<p>Intervention <Integrate Literacy Across the Curriculum> Provide professional development on Grade 11 Literacy Exam.</p>	<p>ACSIP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> January-March Focus Walks, 2010 <input type="checkbox"/> America's Choice Cluster Leader Observations and Debrief with Teachers <input type="checkbox"/> Administrative Walk-Throughs <input type="checkbox"/> Professional Development in Workshop Model <input type="checkbox"/> Open Response Training February 18th, Study Group
<p>Intervention <Use Literacy Coach> Assist English teachers on a daily basis with standards based practice and unconditional follow through of the LRSD curriculum via pacing, resource and strategies, modeling, grade level collaboration.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Standards Based Instruction Professional Development in Department Meeting, February and March, 2010 <input type="checkbox"/> Model Lessons and assist with Work Period <input type="checkbox"/> Lesson Planning Assistance 9-10
<p>Utilize America's Choice Content Strategies to integrate literacy into regular instruction.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Cued Reading Across the Curriculum <input type="checkbox"/> Content Literacy strategies for effective questioning/KWL anticipatory sets and building background knowledge

Math Priority	ACSIP	ACSIP
Intervention: <SOAR Module 5– testing all Strands on EOC >	ACSIP	<input type="checkbox"/> Data analysis with teachers using TLI item data. Use data to determine instructional changes and topics.
Intervention: <Using highly testing SLEs for Bell-Ringers/do Nows in Algebra 1 and Geometry.>	ACSIP	<input type="checkbox"/> Teacher use Using highly testing SLEs for Open response bellringers/Do Nows , use of C square Four Column Method for OR questions.
Parent Involvement Priority	ACSIP	
Intervention: < Enhance Parental Involvement and Parental Involvement Coordinator >	ACSIP	<input type="checkbox"/> College Bowl Sunday, February 21 <input type="checkbox"/> Parent Information Meet 9-12, February 23
Professional Development	SA	<p>What PD has occurred since the last report in January? February 2, 2010, Student Modality Strengths, Philip Clark, School Improvement Specialist (After school) February 3, 2010, Data Disaggregation of PLAN Results and Semester Failure Rates, Philip Clark, School Improvement Specialist (Study Group) February, 18,2010, Assessment Training, LaPara Washington, Bill Pearson (Academic Coaches), Nancy Klais, Math Chair (Faculty Meeting) February, 18, 2010, Grade 11 Literacy Exam Open Response, LaPara Washington, Literacy Coach (Study Group) February 24, 2010, Setting Priorities for Instruction, LaPara Washington, Literacy Coach (Eng. Department Meet) March, 4 2010, Cued Reading, Suzi Davis, Director of English, Philip Clark, School Improvement Specialist (Study Group) March 16, 2010 School Improvement on the Rise, Brenda Allen, Principal, Suzi Davis, Director of English, Philip Clark, School Improvement Specialist (Faculty Meeting) March 18, 2010, Content Literacy Strategies, LaPara Washington, Literacy Coach (Study Group) March 30, 2010, TLI Remediation Methods and Student Work Analysis, LaPara Washington, Literacy Coach (Eng. Dept. Meet)</p>
Arkansas Smart Accountability Requirements	SmAcct	
Ensure that each student experiences a rigorous curriculum aligned to AR Framework		<p>What measures are in place to ensure that teachers are implementing the district's curriculum (i.e., curriculum maps)?</p>

		<input type="checkbox"/> Focus Walks, Classroom Walkthroughs, Academic Coach Assistance Are the majority of math and literacy teachers receiving assistance from the math and literacy coaches? <input type="checkbox"/> 75% Math and 50% Literacy
Assess student learning frequently with standards-based assessments	SmAcct	What percentage of eligible students took the March SOAR assessments? About 80% Approximately what percentage of your teachers have logged on to TLI in the last month to review the March SOAR data? <input type="checkbox"/> Less than 50% <input type="checkbox"/> Importance of SOAR data and correlation with testing was reviewed at February and March faculty meeting. What are the highest priority needs for your students in math and literacy that were uncovered by the March SOAR data? <input type="checkbox"/> Math, TLI Safe Harbor Calculations show only 16.2% students will score proficient/advanced on EOC Math; need 32% <input type="checkbox"/> Literacy, Distinguishing between various types of inferring from drawing conclusions to vocabulary; Scaffold Vocabulary inferring for students
Provide PD on how to analyze & use data	SmAcct	<input type="checkbox"/> The coaches work with teachers on data analysis via TLI Progress, SAR, and remediation reports to help teachers determine re-teaching methods, differentiation, and conferencing to move students.
Use Assessment Wall as a tool to track individual student and subpopulation improvement	SmAcct	<input type="checkbox"/> Tracking student TLI progress <input type="checkbox"/> Posting and analyzing data in department meetings and/or teacher meetings <input type="checkbox"/> Working on common assessments in Math and on student work analysis in Literacy
Implement quality instructional coaching model	SmAcct	<input type="checkbox"/> Provide individual teacher and whole faculty professional development on resources, data, curriculum pacing, lesson planning, best practices, and strategies based on Professional Development schedule of study groups, design of faculty meetings/departmental meetings, and teacher cooperation

<p>Conduct and use data from daily "classroom walkthroughs"</p>	<p>SmAcct</p>	<p>and collaboration. Have you done CWT's daily? <input type="checkbox"/> Yes, approximately 25-35 weekly. Are you uploading all your CWT's to Teachscape? <input type="checkbox"/> In the process of uploading. What are your greatest classroom needs based on CWT data? <input type="checkbox"/> More training in Bloom's Taxonomy for the staff. What have you done to address these needs? <input type="checkbox"/> Study Group sessions</p>
<p>Provide additional time on task by offering quality after or before school instruction</p>	<p>SmAcct</p>	<p><input type="checkbox"/> The ASCEND after school enrollment has dropped to about 30 students for regular attendance.</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? (If not, a time audit tool is attached.) <input type="checkbox"/> Yes. Several.</p>
<p>Participate in a scholastic audit & follow recommended next steps</p>	<p>SmAcct</p>	<p>Has your school had a scholastic audit? Yes. 2006 If so, what "next steps" are you working on this year? <ul style="list-style-type: none"> • Convened a committee on school culture to foster a climate of mutual respect, appreciation, and school spirit (Allen, Cauley, Harper, Kennedy, Willis, Palmer, Cleaveland) • Faculty meeting on 12-15-09 to address Efficacy, Efficiency, Equity • Continuing PTA Membership Drive and PTA sponsored events such as District Poetry Slam Teacher and student recognition ongoing</p>
<p>Improve functioning of school leadership team</p>	<p>SmAcct</p>	<p><input type="checkbox"/> Assessment Wall <input type="checkbox"/> Diagnostic Assessment Tool revamp into beginning ACSIP for 2010-2011 <input type="checkbox"/> Conversations/Decision making for multiple changes for 2010-2011</p>

SCHOOL IMPROVEMENT PROGRESS REPORT SCHOOL J.A. Fair DATE June 11, 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, April 7 and May 28.)

<p>Item</p> <p>Just copy and paste your interventions from your first report below</p> <p>Literacy Priority</p> <p>Intervention: <<Align Instruction to Standards Based Research Practice></p>	<p>ACSIP, Smart Accountability (Sm.Acct), or Scholastic Audit (SA)</p> <p>ACSIP</p> <p>ACSIP</p>	<p>Reflect on this year's implementation of each ACSIP priority or Smart Accountability requirement. What worked well (+), what didn't work so well (-) and what can you do to improve each item/activity for next year.</p> <p>+ Academic Coach Team (Literacy, Math, Design) provide an annual school year data presentation to help teachers use data to inform instruction</p> <p>+API presents ACSIP interventions and actions for professional development</p> <p>+Literacy Coach present research based practices within ACSIP that should be utilized by staff</p> <p>+Design Coach and School Improvement Specialist designed a series of focus walk to monitor best practices and America's Choice design</p> <p>+ School Improvement Specialist provided professional development on three of Marzano's High Yield Strategies</p> <p>+ Academic Coach Team provided professional development on the AC Workshop Model and the Backwards Design protocol</p> <p>+ Academic Coach Team provided professional development on various best practice strategies for workshop model implementation toward standards based instruction</p> <p>-Need to enroll more teachers into coaching and need more teacher input in use of best practices; need protocols for student work analysis</p> <p>-Need monitoring and accountability for standards based practice</p>
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		<p>Improve: Focus study groups on peer learning from observations, lesson study, and collaboration; utilize academic coach team to assist teachers with protocols for looking at student work and using data to inform instruction; utilize evaluation system to monitor and expect accountability for standards based practice</p>
<p>Intervention: < Integrate Literacy Across the Curriculum ></p>	<p>ACSIP</p>	<ul style="list-style-type: none"> + Literacy Coach provided various trainings in study groups, department meetings, and teacher support meetings on Grade 11 Literacy, open response, literacy strategies, workshop model, and standards based instruction, questioning, writing, conferencing, and discussion techniques. + Director of English provided professional development on Cued Reading as an across curriculum strategy - Need to focus on a select set of strategies across the next three years that are presented in departmental, faculty, and study groups; - Need targeted writing and reading interventions schoolwide to assist with AYP efforts
<p>Intervention: < Use Literacy Coach to Support Instructional Practice ></p>		<p>Improve: 3 year plan for building professional developments focusing on specific literacy strategies and interventions</p> <ul style="list-style-type: none"> + Literacy Coach support meetings to help teachers focus teaching on standards and modeling best practices in some classes + Literacy Coach conducting remediation training with teachers specific to SOAR results and SLEs to align to standards based practice + Literacy Coach assisting teachers with lesson planning and pacing from curriculum map + Literacy Coach providing extensive literacy professional development in department meetings and PLCs. - Only working with half of Literacy teachers and few content area - Need more referrals from administration for enrollment in coaching <p>Improve: Build capacity of more teachers within and outside of English Department. Model strategies in classrooms. Utilize API to</p>

Math Priority	ACSP	ACSP	ACSP
<p>Intervention: < Intervention: Work with Math teachers in twice-monthly meetings to prioritize math standards based on test data to raise students EOC Exam scores.></p> <p>Intervention: <Review teachers' common assessments data and SOAR tests data during twice monthly teacher meetings to develop instructional strategies to address identified areas of weaknesses.></p> <p>Intervention: <Support math teachers with use data gathering from the four SOAR Tests during twice monthly teacher meetings to develop instructional strategies in areas where extra help is needed.></p>	<p>help target struggling teachers in order to focus coaching efforts and build schoolwide capacity</p> <p>+ Math Coach met with Algebra I & Geometry teachers during school year to use data from Benchmark, EOCs, SOARs, and Teachers common assessment to prioritize standards to be taught, reviewed, and/or re-taught and develop instructional strategies to address identified areas of weaknesses</p> <p>-Not all teachers were able to (for various reasons) keep with the curriculum map and fell behind others making common planning and assessment difficult.</p> <p>Improve: Support math teachers with training on curriculum map lesson planning and pacing using math coach; monitor and have accountability for consistency with the map</p>	<p>ACSIP</p>	<p>+ Math Coach did model with three teachers (one other was modeled by a visiting Math Coach). 2 Algebra 1 teachers and 1 Geometry teacher. All Algebra 1 and Geometry teachers were</p>
<p>Intervention: <Compile data from principals' daily walk-throughs weekly as an instrument to monitor and support implementation of numeracy strategies which were taught to entire faculty during professional development.></p>	<p>+ Data was give to faculty at Faculty Meeting – Math Coach and Math Department Head review data at twice monthly meeting and department meetings.</p> <p>- Data from walk-throughs were generic and not specific to Math Teachers</p> <p>Improve: Establish schoolwide times for numeracy intervention for faculty buy-in; establish focus walks for specific numeracy interventions within math classes only</p>	<p>ACSIP</p>	<p>+ Math Coach did model with three teachers (one other was modeled by a visiting Math Coach). 2 Algebra 1 teachers and 1 Geometry teacher. All Algebra 1 and Geometry teachers were</p>
<p>Intervention: < Provide modeling by math coach to assist teacher (as needed and determined by administration and math coach working with</p>	<p>ACSIP</p>	<p>ACSIP</p>	<p>+ Math Coach did model with three teachers (one other was modeled by a visiting Math Coach). 2 Algebra 1 teachers and 1 Geometry teacher. All Algebra 1 and Geometry teachers were</p>

teachers) in implementing numeracy across the curriculum with a 9th grade Algebra I and Geometry emphasis.>

		<p>visited and helped by Math Coach</p> <p>-More teachers referred to Coach for modeling by administration</p> <p>Improve: Increase modeling in some classrooms; utilize the API collaboration to target struggling teachers for modeling assistance</p>
<p>Parent Involvement Priority</p> <p>Intervention: <Enhance Parental Involvement and Parental Involvement Coordinator></p>	<p>ACSIP</p> <p>ACSIP</p>	<p>+ Parental Involvement Coordinator and Guidance Department worked collaborative on several initiatives to inform parents about school activities each semester</p> <p>-Need to increase variety of information in various modes; need to hold academic meetings and some parent meetings in common congregational places in city to get more involvement</p> <p>Improve: Invite parents to attend academic meetings, and hold data meetings to let parents know about SOAR results</p>
<p>Professional Development</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>+ The following PD was offered this school year. Workshop model, Backwards Design Protocol, Strategies for Workshop Openings, Aligning instruction to ACSIP using the workshop model, Enhancing instruction through educational technology, SOAR remediation methods, How to access data using TLI, Marzano's High Yield Strategies, Cued Reading, Pedagogy, Socratic Seminar, Writing Open Responses using Four Square Method, Standards Based Instruction, Conferencing, Reading Comprehension, Accountable Talk, Literacy Strategies for Content areas</p> <p>-Need to develop a three year plan for professional development, so that we can trace best instructional practice across a continuum of support</p> <p>Improve – Allow more active involvement from faculty in activities such as and modeling of instructional strategies in the classroom, reflection of teaching practices and analyzing student work.</p>
<p>Arkansas Smart Accountability Requirements</p>		

<p>Ensure that each student experiences a rigorous curriculum aligned to AR Framework</p>	<p>SmAcct</p> <ul style="list-style-type: none"> + Curriculum Map Consistency, Focus Walks, Classroom Walkthroughs, Academic Coach assistance, SOAR reports, master schedule aligned to framework -Need to monitor remediation efforts for SOAR Improve: Increase SOAR data analysis and student work protocols; and create evaluative measures for mapping.
<p>Assess student learning frequently with standards-based assessments</p>	<p>SmAcct</p> <ul style="list-style-type: none"> + SOAR Data review at all leadership, faculty, core departmental, and study groups -Need to require all teachers to show how they incorporate SOAR results into lesson planning; need departmental common assessments across the board Improve: Monitor and support departmental common assessments schoolwide; require use of data as part of collaborative planning
<p>Provide PD on how to analyze & use data</p>	<p>SmAcct</p> <ul style="list-style-type: none"> + Academic Coaches work with teachers on data analysis individually and by department using TLI Progress, SAR, and remediation reports -Need to work beyond English and Math teachers Improve: Use data presentations to demonstrate how all teachers can access data and analyze student growth
<p>Use Assessment Wall as a tool to track individual student and subpopulation improvement</p>	<p>SmAcct</p> <ul style="list-style-type: none"> + Tracked student TLI progress +Posted and analyzed data in department and teacher meetings +Created common assessments in Math +Data was collected and analyzed. Each leadership team member was given a data notebook which served as a portable assessment wall' that was reviewed, examined and discussed throughout the year. -Leadership only involved

		<p>Improve: Build capacity of all stakeholders to use assessment to inform instruction and support school AYP efforts</p> <p>Improve- Finding a location to permanently house our assessment wall and finding a way to actively involve more teachers in the process.</p>
<p>Implement quality instructional coaching model</p>	<p>SmAcct</p>	<p>+ Provide instructional support for all teachers utilizing a Design, Literacy, and Math coach supporting data analysis, resource gathering, curriculum pacing, building common assessments, strategies on best practices in literacy, modeling, and reflective practice.</p> <p>-Need to deepen coaching practices with in class support and referrals</p> <p>Improve: Open up more opportunities for coaching through focus walk data; professional development, and CWTs. Refer teachers and utilize in class support such as modeling and co-teaching</p>
<p>Conduct and use data from daily "classroom walkthroughs"</p>	<p>SmAcct</p>	<p>+ Completed more than 200 CWTs over 2008-2009 CWTs</p> <p>+Utilized data to inform building professional development</p> <p>-Need to upload more CWTs to Teascape</p> <p>Improve: Although this is done, more can be done with data entry; addressing needs from CWTs by a variety of means such as : departmental meetings and one on one teacher meetings. Develop an action plan that addresses the areas needing improvement.</p>
<p>Provide additional time on task by offering quality after or before school instruction</p>	<p>SmAcct</p>	<p>+ ASCEND after school offered 100 before school and 90 after school sessions which will include a summer camp</p> <p>-Utilize the program to target students from data wall</p> <p>Improve: Evaluate program for achievement in targeted students; The program could be improved next year by offering quality before school instruction and by targeting low performing students for</p>

Use time audit to increase amount of time for instructional leadership	SmAcct	participation in the program
+ Time audits were conduct throughout the year proved very handy in refocusing. - Improve: PD on time management for the school..		

<p>Participate in a scholastic audit & follow recommended next steps</p>	<p>SmAcct</p>	<p>+ Addressed school culture through celebrations, recognitions, and committee on culture +Presented professional development on efficacy, efficiency, and equity -Need systematic methods for recognition and sharing; need fully functioning committee on culture with implemented tasks Improve: Involve all stakeholders in specific implementation tasks for the school year</p>
<p>Improve functioning of school leadership team</p>	<p>SmAcct</p>	<p>+ Consistent leadership meetings; Data Wall used to guide meeting agendas, honest conversations. School leadership team established a time and date for meetings and met faithfully throughout the year, most importantly we had some crucial conversations that we had not had before. -Need to focus on decision making rather than merely reporting Improve: View SL as decision making entity; empower leaders to do a better job of assessing what is working and what is not and then make decisions and follow through with them. Use each team meeting to make decisions about interventions and targets for AYP.</p>

Attachments

Letters of Support

MOU

Contracts

Consultation Documents



LITTLE ROCK EDUCATION ASSOCIATION

July 27, 2010

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

Dear Dr. Watson,

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

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

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

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

Respectfully,

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



LETTER OF INTENT

AMERICA'S
CHOICE®

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:

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

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

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

- *
- *
- *

A document outlining a summary of services is attached.

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

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

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

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

Sincerely,

Debbie Craven

Debbie Craven, Ed.D.
Project Manager, Arkansas

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

Attachment: Summary of Services for Arkansas



AMERICA'S
CHOICE

July 27, 2010

Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72211

Attn: SIG Approval Committee

To Whom It May Concern:

As the America's Choice Project Manager for Arkansas, I am very pleased to recommend J.A. Fair High School for funding through the School Improvement Grant Program.

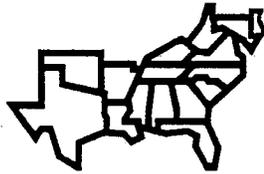
J.A. Fair is a school with momentum. The administration, faculty, staff, and, most importantly, students are not satisfied with their current school improvement status. As we have worked with them the past three years, they have actively engaged in a number of approaches to ensure improvements are made. First, the faculty and students have been proactive with their approach to reading. The school's 25 Books Campaign is one of our most successful in Arkansas. Students take pride in reading to meet the set standard, and the school has done a very good job seeing that these students are appropriately rewarded. Second, professional learning communities are in place to address faculty challenges. These groups meet frequently and participants are actively engaged in the work of the day. Finally, the administration at J.A. Fair is working collegially to see that student needs are met. There is a strong sense of community at the school, and it is easy to recognize that all parties are intent on improvements being made.

As you consider the application from J.A. Fair, please consider the actions already taken in their efforts to move forward. We believe your support will help them move to an even greater level of achievement for their students!

Sincerely,

Debbie Craven, Ed.D.
Arkansas Project Manager

SREB



Southern Regional Education Board

592 Tenth Street, NW
Atlanta, Georgia 30318-5776
Phone: 404-875-9211
Fax: 404-872-1477
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 J. A. Fair High School 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 J. A. Fair High School in order to significantly improve student achievement, graduation rates, and college/career readiness. Emphasis will be placed on developing ninth- and tenth-grade academies that address school factors that research has shown are related to increasing student success. These school factors include customizing the ninth- and tenth-grade schedules to provide for teaming that allows teachers to have a common group of students and common planning time to collaborate, to provide extended learning time and to provide time for extra help during the school day.

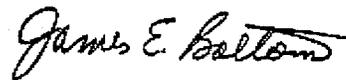
SREB has over two decades of experience of working with schools and districts across the country to improve teaching and learning through implementation of ten **Key Practices**: *High Expectations* for student learning, *Extra Help* for students, rigorous and relevant *Academic Studies*, quality *Career 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 black ink that reads "James E. Bottoms". The signature is written in a cursive style with a prominent, sweeping underline.

Senior Vice President

**CONTRACT BETWEEN THE SOUTHERN REGIONAL EDUCATION BOARD/*HIGH
SCHOOLS THAT WORK* AND LITTLE ROCK SCHOOL DISTRICT
J.A FAIR 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 J.A. Fair 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 Fair High to provide on-site coaching with additional electronic and telephone support to establish 9th and 10th grade academies (30 days on-site – August through June)
2. Scheduling for Improved Instruction and Standards Based Grading (four 2-day sessions)
3. Professional development with follow-up support by the school improvement specialist
4. *HSTW* Ninth Grade Survey for 100 9th-graders
5. 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.
6. 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:
- 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.
 - 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.

Appendix I

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 the 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;
- assistance in establishing a 9th and 10th grade academy (smaller learning communities)
- 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

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.

Appendix I

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.

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 I

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

J.A Fair High School			
Activity	Cost	Quantity	Total
On-site, Electronic and Telephone Coaching Support to School and District			
School Improvement Specialist to Coach 30 full days over the school year to establish 9 th and 10 th grade academies and full implementation of the	\$2000/day	30 visits on-site visits	\$60,000
Scheduling Training Four 2-day session	\$2,000/day	8 days	\$16,000
HSTW Ninth Grade Survey			
100 Freshmen	\$750		\$750
Registrations for HSTW National Workshops, Institutes and Annual Staff Development Conference			
Registrations (<i>Travel not included</i>)	\$2000		\$2000
SREB Materials			
SREB publications and materials and appropriate school improvement materials	\$200		\$200
SUBTOTAL			\$78,950
SREB Organizational Costs		7.5%	\$5,921
TOTAL			\$84,871

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: \$84,871.00

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.

1st payment of \$21,217.75 due September 15, 2010

2nd payment of \$21,217.75 due December 15, 2010

3rd payment of \$21,217.75 due March 15, 2011

4th payment of \$21,217.75 due June 15, 2011

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
SREB Senior Vice President

8-17-10
Date



Superintendent or Designee
Little Rock School District

8/17/10
Date

July 22, 2010

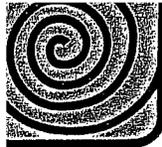
Kinda Watson, Superintendent

Jeanne Yudda, Assoc. Supt.

Lila Young, Director

Janice Kelly, Assoc. Supt. Secondary

Cathy Koehler, LREA



LEARNING INSTITUTE

Jain High School

July 28, 2010

SIG Planning

3:30pm

Agenda

Program Outline

External Provider - America's Choice

Additional Staff Needed - Parent Liaison -

9th - 10th g. Academics

Interventions

In House Suspension

Reading

Academic Intervention Specialist, Graduation Coach

Signatures:

Erin M. Lee

Michelle Jones

Philip [unclear]

Genevieve [unclear]

Sharon [unclear]

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

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

- Extending the period of availability of school improvement funds.

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

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

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

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

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

STATEMENT OF ASSURANCES

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

Little Rock School District

By the signature of the Superintendent of _____

(district) the LEA assures that it will -

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

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

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

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

Linda Watson, Ed. D.
Superintendent's Signature

7/27/10
Date

Dr. Linda Watson
Superintendent's Printed Name

Date