



ARKANSAS DEPARTMENT OF EDUCATION

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

Attachment List

Attachment #1	July 15 Board Minutes	Page 4-7
Attachment #2	August 19 Board Agenda	Page 8-9
Attachment #3	District Evaluation Policy	Page 15
Attachment #4	Principal's Evaluation Form	Page 16-18
Attachment #5	Professional Development Plan	Page 19-20
Attachment #6	Teacher Evaluation Information	Page 22-26
Attachment #7	Worksheet #1	Page 42-46
Attachment #8	Worksheet #2	Page 47-50
Attachment #9	Worksheet #3	Page 51-57
Attachment #10	Transfer Policy	Page 58-59
Attachment #11	Reduction In Force Policy	Page 60-61
Attachment # 12	Worksheet #4	Page 62-64
Attachment #13	Worksheet #5	Page 65
Attachment #14	Annual Goals	Page 69-71
Attachment #15	Three Year School Budget	Page 78-80
Attachment #16	District Budget	Page 81-83

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

SECTION A -1: LEA Contact Information and Certification

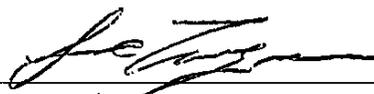
LEA Name: North Little Rock School District	
Mailing Address (Street, P.O. Box, City/Zip) 2700 N. Poplar Street, P.O. Box 687, North Little Rock, AR 72115	Starting Date August 2010
Name, title and phone number of authorized contact person: Rhonda Dickey, Admin. Dir. Secondary Ed., 501-771-8023	Ending Date July 2013
Amount of funds requested: \$2, 357,795.00	Number of schools to be served: <u>One</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 7/15/10, (Date).

*Board Minutes and agenda attached #1 & 2

Signature: 
Superintendent of Schools

Date: 8-17-10

AND
Signature: 
Designated Board Representative

Date: 8-17-10

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: _____

NORTH LITTLE ROCK SCHOOL DISTRICT
Office of the Superintendent

REGULAR MEETING, BOARD OF EDUCATION

MINUTES
July 15, 2010

The North Little Rock School District Board met in regular session on Thursday, July 15, 2010 in the Board Room of the Administration Building of the North Little Rock School District, 2700 Poplar Street, North Little Rock, Arkansas. There were no public comments. President Scott Teague called the meeting to order at 5:30 p.m.

Bobby Acklin, Assistant Superintendent for Desegregation, gave the invocation and led the flag salute.

ROLL CALL OF MEMBERS

Present

- Scott Teague, President
- Ron Treat, Vice President
- Dorothy Williams, Disbursing Officer
- John Riley, Parliamentarian
- Bobby Gosser, Member
- Scott Miller, Member

Absent

- Darrell Montgomery, Member

Others Present

Mr. Ken Kirspel, Superintendent; Bobby Acklin, Assistant Superintendent for Desegregation, Greg Daniels, Chief Financial and Information Services Officer; Gregg Thompson, Administrative Director of Human Resources, Rhonda Dickey, Administrative Director for Secondary Education, Rosie Coleman, Administrative Director for Elementary Education, Susan Shurley, Administrative Director for Special Services, Jerry Massey, Administrative Director for Plant Services, additional staff members and Darlene Holmes, Superintendent’s secretary, were also present. Robert Glover (audio) recorded the meeting.

DISPOSITION OF MINUTES OF PRIOR MEETING

MOTION

Dorothy Williams moved to accept the June 24, 2010 (Regular) meeting minutes as printed in the agenda. Scott Miller seconded the motion.

YEAS: Gosser, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery– absent)

RECOGNITION OF PEOPLE/EVENTS/PROGRAMS

Mr. Kirspel recognized Shara Brazear, Communication Specialist, for her Nation School Public Relations Association's Publications and Electronic Media Awards. Dorothy Williams presented her with framed copies of the awards.

YEAS: Gosser, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery– absent)

NEW BUSINESS

Student Handbook Revisions

Fran Jackson, Student Affairs Director, presented the revisions as printed in the agenda.

MOTION

Dorothy Williams moved to accept the Administration's recommendations for the revisions in the 2010-2011 student handbooks as presented.

YEAS: Gosser, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery– absent)

2008 – 2009 School Year Audit

Greg Daniels, Chief Financial/Information Services Officer, explained that there had been a lot of personnel turnover (due to illness and retirements) in his department but now it is more stable and fully staffed for the first time in the past three years. He stated he will continue to meet with the auditors and monthly bank reconciliations will be timely in the future. Mike Cobb of Cobb & Suskie, CPA Firm, reviewed information and details within their audit with the Board and entertained questions as did Mr. Daniels.

MOTION

John Riley moved to accept the Administration's recommendations for the 2008 – 2009 school year audit as presented. Bobby Gosser seconded the motion.

YEAS: Gosser, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery– absent)

Budget of Expenditures Beginning July 1, 2011 to and including June 30, 2012

Greg Daniels also presented the long term budget as printed in the agenda.

MOTION

Dorothy Williams moved to accept the Administration's recommendation to approve the Budget of Expenditures Beginning July 1, 2011 to and including June 30, 2012 as printed and presented. Scott Miller seconded the motion.

YEAS: Gossler, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery- absent)

School Election Polling Resolution

Mr. Kirspel explained that if none of the Zones 1, 4 and 6 has more than one candidate then the polls would not open on Election Day and will only open for early and absentee voting.

MOTION

John Riley moved to accept the resolution as printed in the agenda. Bobby Gosser seconded the motion.

YEAS: Gossler, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery- absent)

Teacher Substitute Pay Increase

Gregg Thompson, Administrative Director of Human Resources, proposed to increase the Teacher Substitute Pay in an effort stay competitive with surrounding central Arkansas school districts. The complete recommendation is in the agenda. This proposal would cost approximately \$136,043.

MOTION

Dorothy Williams moved to accept Administration recommendation for the substitute pay increase as presented and printed in the agenda. Bobby Gosser seconded the motion.

YEAS: Gossler, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery- absent)

Executive Session

MOTION

Dorothy Williams moved to enter into Executive Session. Bobby Gosser seconded the motion.

YEAS: Gossler, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery- absent)

Consent Agenda

Mr. Kirspel recommended the Board accept the financial, personnel, bids, and check listings on pages O - 1 through T -29. He requested additions of new Indian Hills Elementary Principal-Kim Starr, new Belwood Elementary Principal-Melanie Landrum,

new Data Analysis Coordinator – Barbara Johnston, new Parent Involvement/VIPS Facilitator – Julie Drake and nine additional certified teachers.

MOTION

Dorothy Williams moved to accept the consent agenda as printed with the additions as presented. Bobby Gosser seconded the motion.

YEAS: Gosser, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery – absent)

INFORMATIONAL ITEMS

Mr. Kirspel stated the Tax Increment Financing (TIF) lawsuit was still pending a proposal from North Little Rock City Attorney as discussed in the last Board Workshop. Mr. Kirspel also mentioned the submission date change of the 1003(g) School Improvement Grant from the Arkansas Department as discussed in executive session concerning staffing and how hard his Administrators had been working at making adjustments to the grant for submission by the July 30, 2010 due date.

ADJOURNMENT

MOTION

Dorothy Williams moved to adjourn the meeting. Scott Miller seconded the motion.

YEAS: Gosser, Miller, Riley, Teague, Treat and Williams

NAYS: None (Montgomery– absent)

President Teague declared the meeting adjourned at 8:05 p.m.

Scott Teague, President

Darlene Holmes, Recording Secretary

**NORTH LITTLE ROCK SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

AGENDA

**REGULAR MEETING – BOARD OF EDUCATION
Administration Building,
2700 Poplar Street
North Little Rock, Arkansas 72115**

Thursday, August 19, 2010 – 5:30 P.M.

PUBLIC COMMENTS

- I. CALL TO ORDER**, Scott Teague, President
- II. INVOCATION**, Maria Touchstone, Coordinator of ELL Programs
- III. FLAG SALUTE**
- IV. ROLL CALL OF MEMBERS**
 - Scott Teague, President
 - Ron Treat, Vice President
 - Dorothy Williams, Disbursing Officer
 - John Riley, Parliamentarian
 - Bobby Gosser, Jr., Member
 - Scott A. Miller, Member
 - Darrell Montgomery, Member
- V. RECOGNITION OF PEOPLE/EVENTS/PROGRAMS**
 - A. Special Recognition – S. Brazear
 - 1. Hannah Weatherford, JROTC Air Rifle National Junior Olympic Champion
 - 2. JROTC Marksmanship Team from NLRHS, Runner-up Champions at National Junior Olympics
 - 3. Kenderick Scorza, NLRSD student, promotes *Dance for your Health Day*
- VI. DISPOSITION OF MINUTES OF PRIOR MEETINGS**
 - A. Thursday, July 15, 2010 - 5:30 P.M. (Regular) – Page A – 1

VII. ACTION ITEMS – NEW BUSINESS

A. Consider 20010 – 2011 Arkansas School Boards Association
Membership – K. Kirspel –
Page B – 1

- B. Consider 1003(g) School Improvement Grant – K. Kirspel
- C. Consider Revisions of Handbook for Gifted Programs – B.Curlin–Page C-1
- D. Consider Date for Board Budget Workshop – K. Kirspel
- E. Consider Executive Session – K. Kirspel
- F. Consider Motion for Consent Agenda – K. Kirspel
 - 1. Consider monthly financial report – Page O – 1
 - 2. Consider employment of personnel – Page P – 1
 - 3. Consider building use request – Page R – 1
 - 4. Consider bid items – Page S – 1
 - 5. Consider payment of regular bills – Page T – 1

VIII. CALENDAR OF EVENTS

- A. “Meet the Charging Wildcats” Night – Friday, August 20, 2010 –
6:00 p.m. – NLRHS Stadium
- A. Labor Day Holiday – Monday, September 6, 2010 – All Schools
and Offices Closed
- C. Next Board (Regular) Meeting – Thursday, September 16, 2010 – 5:30
p.m. Administration Office Board Room

IX. INFORMATIONAL ITEM

- A. 2010 – 2011 School Year Hiring Update – G. Thompson

X. ADJOURNMENT

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
Rose City Middle	0510680	7-8	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: Rose City Middle LEA #: 6002077

Context

- 1. Grade levels (e.g., 9-12): 7-8 2. Total Enrollment: 146
- 3. % Free/Reduced Lunch: 91% 4. % Special Education Students: 21%
- 5. % English Language Learners: 3%
- 6. Home Languages of English Language Learners (list up to 3 most frequent:)

English, Spanish

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

Rose City is a small annexed community which is a suburb to the east of North Little Rock, Arkansas. Homes in Rose City are affordable, and over the past ten years as the resident population has aged, the community has shifted from one of resident owners to single family residences occupied by renters. The poverty level has also increased in the Rose City area in along with this shift. Families tend to be highly mobile with some students moving more than once per school year. The demographic makeup of the school is predominately African American, with a small number of White students. White students do not make up a sub-population for State accountability. Rose City Middle School is part of the North Little Rock School District in Pulaski County, one of the three districts originally in Federal court ordered desegregation. Rose City is a community middle school in that it serves all students in Rose City unless they use a school choice option. In the community around the school, there are numerous small businesses, several Churches, a recreation center, boys and girls club, NLR police substation, family farms, and some major industry. The school has several community partners and the churches in the area are very supportive partners. Baptist Health has been an active community partner in Rose City over the past five years, and continues to support various efforts in the community through one of the local Churches.

As reported in the 2000 census, 31.1% of citizens in the Rose City zip code are high school drop-outs, 41.6% are high school graduates, 21.8% have some college, 4.6% have a Bachelor's degree and .8% have an advanced degree. At that time 23.6% of households had a female head of household, 31.1 had non-family living together, and 45.3 had married couples residing in the residence. Of the families making less than \$20,000 per year, 46.8% had a female head of house. During the past year, Rose City Middle School held five major events for parents including Open House, two Parent Conference Night, Literacy Night, and Math Night. Approximately thirty non-employee parents were represented at each of these functions. Parent involvement is a challenge at Rose City as reflected by the fact that only one parent responded to the Parent Survey put online on the district website.

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

The only district feeder school to Rose City is Poplar Street Middle School, which is our 6th grade school. Some students do come to Rose City's Alternative Learning Environment (ALE) classrooms from other district middle schools. Students at Rose City Middle School feed to North Little Rock High School, East Campus. Students in the ALE program may feed to East Campus or to Argenta Academy, our 9-12 ALE school.

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
Patricia McMurray Principal	Credentials Held include: Secondary Principal (403), Physical Ed. (082), Health Ed. (081); Charter School Experience, experience raising test scores.	1	1	5
Jonathan Calvin Assistant Principal	Credentials Held include: Building Admin. 7-12 (313), Gen. Sci. (131), Life/Earth Sci. (170), Coaching (087).	5	5	20

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

The principal of Rose City Middle School is evaluated by the Administrative Director of Secondary Education. The principal establishes goals and is evaluated based on the performance of the school. A pre-evaluation conference is held with the principal at the beginning of the school year, in which the principal is required to present their goals for the coming year, their professional development plan, and other documents related to the school improvement efforts. These are reviewed and mutual goals are established for the year. There are many aspects of Principal evaluation, and the evaluation is based on the overall school leadership and performance.

The Principal Ranking sheet contains the following Criteria: (see Principal's Eval. Form for details)

- * Knowledge and Implementation of Curriculum and Instruction
- * Selection, Supervision and Development of Personnel
- * Planning and Organization
- * Communications and Human Relations
- * Business and Financial Management
- * Building and Property Management
- * Student Management

Once per year an assistance visit is conducted by the Administrative Director of Secondary Education and the curriculum staff. These visits allow for a complete examination of the school's instructional program and give the principal's supervisor an opportunity to evaluate the school's performance in meeting the goals established as well as the school improvement goals in the ACSIP Plan.

By the end of March, the principal receives a summative evaluation that includes a ranking form as well as brief narrative comments. The Administrative Director of Secondary Education holds an evaluation conference with the Principal in March, where the data on the performance of the school in meeting the established goals is reviewed. The Principal's summative evaluation document consists of a ranking form specific to the principal's role as well as narrative comments in support of the rankings assigned. If the school does not make adequate growth, the Principal is given specific goals to incorporate for the coming year in the goal-setting phase. The Professional Development Plan is also annotated with certain areas for professional growth.

The assistant principal's evaluation is a similar ranking form, but one that is specific to their job role. The assistant principal evaluation process is similar to the process for the Principal, except that it is conducted by the Principal. The Principal forwards the Assistant Principal's evaluation to the Administrative Director of Secondary Education for review.

Attached are the district Staff Evaluation policy, Attachment #3, the Principal's Evaluation Form, Attachment #4, and Professional Development Planning Form, Attachment #5.

STAFF EVALUATIONS

All personnel in the District shall be evaluated through a formal system of evaluation. Such formal evaluation shall be conducted at least annually and shall be in written form.

A copy of the formal evaluation shall be signed by the employee and the employee's supervisor and retained in the personnel record of the employee. The employee shall receive a copy.

TEACHER EVALUATION

The primary purpose of the process shall be to assist staff members in developing greater professional competency. A secondary purpose shall be to provide information to serve as the basis for sound and defensible employment decisions.

Staff members shall receive timely and appropriate orientation on the evaluation process.

ADMINISTRATOR EVALUATION

All District administrators shall be evaluated through a formal process at least annually. The evaluation shall be in writing and conducted in accordance with procedures and devices approved by the Superintendent of Schools. Administrators shall be evaluated by the person or persons having direct responsibility for job supervision or others as designated by the Superintendent.

NONCERTIFIED STAFF EVALUATION

Each non-certified employee shall be evaluated at least annually by the employee's supervisor. The evaluation shall be done in accordance with procedures and devices approved by the Superintendent.

JUNE 1986

III. Planning and Organization

PRINCIPAL EVALUATION
NORTH LITTLE ROCK SCHOOL DISTRICT

[1] _____	[2] _____	[3] _____	[4] _____	[5] _____	[6] _____	[7] _____	[8] _____	[9] _____	
NAME _____					SCHOOL _____				
3.1	Develops a master schedule for the school			[1] _____	[2-3] _____	3.8	Meets deadlines on all reports and activities		
3.2	Assigns staff appropriately			Unacceptable Performance	Area of Concern	3.9	Professionally established procedures in identification and placement of special education and gifted students		
3.3	Follows and enforces District policies and procedures			MARK APPROPRIATE RATING		3.10	Ensures that school meets NCA and State standards		
3.4	Knows and implements District goals, priorities, and objectives					3.11	Ensures the protection of confidential records		
3.5	Utilizes available space effectively			[4] _____	[5] _____	3.12	Implements safety drills		
3.6	Oversees all auxiliary programs					3.13	Keeps accurate records		
3.7	Develops curriculum materials and supplies					3.14	Assists teachers in developing lesson plans		
1.2	Keeps abreast of District curricular offerings					1.9	Facilitates the use of the media center and other resources		
1.3	Coordinates the instructional programs					1.10	Maintains an awareness of current educational practices and trends		
1.4	Oversees the academic placement of all students					1.11	Determines program needs and secures necessary resources		
1.5	Ensures that individual student needs are met					1.12	Makes use of human resources to enhance instruction		
1.6	Monitors student progress			[4] _____	[5] _____	1.13	Assists in designing curriculum		
1.7	Implements the student reporting system					4.8	Displays a willingness to counsel students and staff on personal problems		
4.1	Treats people in a manner that reflects a recognition of their dignity and worth					4.9	Keeps Superintendent informed of matters that may rise to public attention		
4.2	Keeps students, parents, and community informed of school goals					4.10	Works with Coordinator of Informational Services and media		
4.3	Keeps parents informed of school activities and functions					4.11	Gives courteous treatment to visitors in the building		
4.4	Initiates a system for communication between staff and parents					4.12	Cooperates with school-related parent organizations		
4.5	Maintains visibility at school and school related activities			[2] _____	[3] _____	4.13	Develops and implements programs which provide individual teachers		
4.6	Keeps students and staff informed of selected activities					2.9	Appraises staff performance fairly and consistently		
4.7	Encourages input from students, staff, and parents					2.10	Gives staff positive reinforcement for good performance		
2.3	Plans and conducts appropriate inservice					2.11	Develops and implements plans for remediating teacher deficiencies		
2.4	Assists teachers in developing instructional skills					2.12	Provides supervision for substitute teachers		
2.5	Implements the District evaluation process effectively					2.13	Follows all laws and District policies related to employee rights and privileges		
2.6	Exhibits skills in teacher observation.								
2.7	Plans and conducts effective conferences								
Evaluator's Comments					Principal's Comments				
_____					_____				
_____					_____				
_____					_____				

White Copy - Personnel, Pink Copy - Superintendent, Canary Copy - Director, Green Copy – Principal

V. Business and Financial Management

[1] ____ [2] ____ [3] ____ [4] ____ [5] ____ [6] ____ [7] ____ [8] ____ [9] ____

- 5.1 Establishes and maintains a school budget in accordance with District and school needs
- 5.2 Involves staff in budget development
- 5.3 Follows District business procedures

- 5.4 Ensures that the use of club and organization monies are coordinated with District goals and practices
- 5.5 Coordinates any fund-raising activities

Evaluator's Comments

Principal's Comments

VI. Building and Property Management

[1] ____ [2] ____ [3] ____ [4] ____ [5] ____ [6] ____ [7] ____ [8] ____ [9] ____

- 6.1 Ensures a safe, clean environment for students and staff
- 6.2 Keeps the building and grounds attractive and conducive to teaching and learning
- 6.3 Oversees all functions in the building
- 6.4 Ensures that all equipment is properly maintained

- 6.5 Maintains proper inventory of all school property
- 6.6 Assumes responsibility for building security

Evaluator's Comments

Principal's Comments

VII. Student Management

[1] ____ [2] ____ [3] ____ [4] ____ [5] ____ [6] ____ [7] ____ [8] ____ [9] ____

- 7.1 Coordinates the establishment of school rules and procedures
- 7.2 Monitors the overall school discipline plan
- 7.3 Ensures that positive reinforcement is used in the school by all staff members
- 7.4 Encourages regular attendance and enforces attendance laws

- 7.5 Follows laws and established due process procedures in dealing with student discipline
- 7.6 Allows students to express their points of view
- 7.7 Seeks to know the students in the school

Evaluator's Comments

Principal's Comments

North Little Rock School District
Professional Development Plan

Teacher Name (s) _____

School _____

Subject/Grade _____

Project Duration (1-3 Years) _____ Current Year (check one): 1 2 3

Goals: (Aligned with criteria in Domains A, B or C.) _____

Describe how this goal(s) will improve student learning. _____

1. Methods/Strategies/Activities _____

2. Indicators of Progress toward Goal Attainment/Timeline _____

3. Resources/Support Needed by the Teacher(s): _____

4. Resources/Support to be Supplied by the Administrators: _____

Teacher(s) Signatures

Administrator Signature

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

Teachers in the building are evaluated by one of the building administrators. The frequency of evaluation is dependent upon whether the teacher is probationary or career track. Probationary teachers are evaluated annually with career track teachers being evaluated at least every three years. Beginning teachers are also assigned a Pathwise Mentor. Principals conduct regular Classroom Walkthroughs and may begin the evaluation process of any career track teacher that was not on the routine evaluation list for that school year.

Evaluations are conducted based on the criteria established in the North Little Rock School District Teacher Evaluation Manual which is reviewed annually by the administration and the Personnel Policies Committee. The North Little Rock School District is also one of the Pilot sites for the new Arkansas Teacher Evaluation Process that is based on the work of Charlotte Danielson.

The district teacher evaluation process is based on four domains: Planning and Preparation, Classroom Environment, Instruction, and Personal/Professional Responsibilities. The administrator observing the teacher uses the Core Teaching Competencies Checklist. This checklist must be completed on each teacher being evaluated during the year. The evaluation process is slightly different for probationary teachers, although all evaluation is based on the four domains. Data from a wide variety of sources is collected. The first year probationary teacher is observed a minimum of eight (8) times, second and third year teachers a minimum of five (5) times and career track teachers must be observed enough to complete the Core Teaching Competencies Checklist.

The teacher prepares a professional development plan which is reviewed with the administrator in the pre-evaluation conference. The administrator must complete all observations, the Core Teaching Competencies Checklist, the Summative Evaluation, and the review of the Professional Development Plan and conference with the teacher about the evaluation in the post-conference. These documents are submitted to the Personnel Office by April 1 each year.

NORTH LITTLE ROCK SCHOOL DISTRICT
CORE TEACHING COMPETENCIES CHECKLIST

Teacher _____ Date _____

Domain A: Planning and Preparation

	Observed	Not Observed	* Not Appropriate	Not Applicable
1. Assesses the accomplishments of students on a regular basis.				
2. Creates or selects teaching methods, instructional materials and learning activities that are appropriate for students and that are aligned with the goals of the lesson.				
3. Uses the District's curriculum, based on the Arkansas Frameworks, as the foundation for planning and writing learning units and lesson plans.				
4. Prepares lesson plans that demonstrate adequate preparation for assigned classes and responsibilities.				
5. Incorporates appropriate technology in planning for instruction.				

* If "Not Appropriate" is checked, a justifying comment must be made.

Comments: _____

Teacher Signature

Administrator Signature

CTC1

NORTH LITTLE ROCK SCHOOL DISTRICT
CORE TEACHING COMPETENCIES CHECKLIST

Teacher _____ Date _____

Domain B: Classroom Environment

	Observed	Not Observed	* Not Appropriate	Not Applicable
1. Meets learners at designated locations and times.				
2. Treats students with dignity and respect.				
3. Organizes materials and has them readily available for instruction.				
4. Develops and maintains a classroom environment conducive to effective learning.				
5. Establishes and monitors the implementation of rules and procedures.				
6. Takes reasonable precautions to protect students, equipment, materials and facilities.				
7. Manages disruptive behavior constructively.				
8. Demonstrates fairness and consistency and reinforces positive student behavior.				

* If "Not Appropriate" is checked, a justifying comment must be made.

Comments: _____

Teacher Signature

Administrator Signature

CTC2

NORTH LITTLE ROCK SCHOOL DISTRICT
CORE TEACHING COMPETENCIES CHECKLIST

Teacher _____ Date _____

Domain C: Instruction

	Observed	Not Observed	* Not Appropriate	Not Applicable
1. Identifies and teaches to appropriate instructional objectives.				
2. Provides instruction at the appropriate level of difficulty for each learner.				
3. Provides opportunities for active learner involvement.				
4. Monitors learning interactions and checks for understanding.				
5. Responds to the efforts of the learners and adjusts instruction to maximize learning.				
6. Uses a variety of teaching methods, instructional materials and learning activities to meet the needs of all learners.				
7. Uses appropriate questioning techniques.				
8. Returns assignments and assessments to students in a timely manner.				
9. Demonstrates appropriate knowledge of subject matter by providing accurate information.				
10. Incorporates appropriate technology in instruction.				
11. Uses instructional time constructively.				

* If "Not Appropriate" is checked, a justifying comment must be made.

Comments: _____

Teacher Signature

Administrator Signature

CTC3

NORTH LITTLE ROCK SCHOOL DISTRICT
CORE TEACHING COMPETENCIES CHECKLIST

Teacher _____ Date _____

Domain D: Personal/Professional Responsibilities

	Observed	Not Observed	* Not Appropriate	Not Applicable
1. Upholds and enforces school rules, administrative regulations and board policies.				
2. Maintains accurate, complete records as required by law, district policy and administrative regulations.				
3. Supervises the use of teaching supplies, classroom equipment and instructional materials.				
4. Attends and participates in faculty meetings.				
5. Participates in district and other approved professional development.				
6. Meets acceptable standards of attendance and punctuality.				
7. Cooperates with members of the staff in planning and implementing instructional goals, objectives and methods.				
8. Maintains a professional relationship with all colleagues, students, parents and the community.				
9. Maintains confidentiality concerning information about students and the school community.				
10. Accepts and responds positively to supervision.				
11. Performs other professional duties as assigned.				

* If "Not Appropriate" is checked, a justifying comment must be made.

Comments: _____

Teacher Signature

Administrator Signature

CTC4

NORTH LITTLE ROCK SCHOOL DISTRICT
 SUMMATIVE EVALUATION FORM

Teacher Name		School Year	Date of Completion	
		Satisfactory	Needs* Improvement	Unsatisfactory*
I.	Planning and Preparation	_____	_____	_____
II.	Classroom Environment	_____	_____	_____
III.	Instruction	_____	_____	_____
IV.	Personal and Professional Responsibilities	_____	_____	_____

*Needs Improvement and Unsatisfactory ratings require justifying comment.

COMMENTS

_____ I agree.
 _____ I disagree.
 _____ (Optional: Attach comments.)
 _____ I have read the information on this evaluation.

 TEACHER

 ADMINISTRATOR

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

Five years ago, a new principal was placed at Rose City Middle School just before school started for the 2005-2006 school year out of concern for the school's performance. The district Director of Professional Development hired Ruby Payne consultants and personally conducted extensive job-embedded professional development for the teachers. The school implemented a 21st Century Community Learning Centers (21C, CLC) Grant to conduct an after-school program for the school. During the 2006-2007 school year the America's Choice (AC) State Directed Intervention Process was implemented. The school adopted an alternating block schedule in order to allow Literacy and Math classes to have extended time. Teachers and administrators received their initial AC training the summer of 2006 and the Workshop Model, Math Navigator, Ramp Up Math, Ramp Up Literacy, an after-school program, and technical assistance consultants were part of the school improvement efforts instituted that year. The district wrote and implemented new curriculum maps in all content areas. During the 2006-2007 school year Rose City also received a Scholastic Audit by the Arkansas Department of Education. The following school year (2007-2008) the teachers and administration continued to be involved in extensive professional development in the Workshop Model and other aspects of the America's Choice Model. The principal and key teachers were involved in network meetings with other schools in America's Choice. The coaching model was completely implemented, with both Math and Literacy Coaches employed, trained, and providing assistance to teachers. The district implemented a district-wide interim assessment process, using the Target Tests developed by the Educational Cooperatives. The 2008-2009 school year saw the continued use of the America's Choice State Directed Intervention Process. The district revised the Professional Development Program for the district, by connecting all professional development directly to the individual schools' ACSIP plan. Additional technical support was provided by the District Curriculum Staff which includes a Specialist in Math, Literacy, and Science, an ELL Coordinator, and a Gifted and Talented Coordinator. Special Education services and assistance were provided by the Director of Special Services and the Coordinator of Secondary Special Education. The Administrative Director of Secondary Education and the curriculum staff conducted the first annual District Assistance Visit during the 2008-2009 school year and provided the school with follow up support based on the findings of this visit. The district provided Rose City with additional staffing to expand the Library/Media Center program to full time, additional supervision staff was added, and a remodeling project to increase the size of the ALE classrooms in the building was completed during the summer. The math and literacy coaches implemented student interventions in the math and literacy programs. The DRA and Fluency Checklist was administered to all non-proficient students in literacy and growth was monitored on the school data wall. The principal continued to develop the site leadership team, and to develop capacity in the school by holding regular leadership meetings, continuing to network with other America's Choice schools and supporting the teachers in expanding their understanding and implementation of the Workshop Model. Additional technology was purchased for the school through Title I, Carl Perkins, and District funding. The Administrative Director of Secondary Education also provided additional assistance to the principal by observing selected teaching staff. During the summer of 2009-2010 the principal requested to be transferred to Lynch Drive Elementary School which is a feeder school to Poplar Street Middle School, Rose City Middle School's only feeder school. A district administrator was transferred from another district middle school and immediately took on a strong leadership role. The district implemented differentiated instruction and all schools were required to select five high-yield strategies to implement school wide during the school year. The after-school program was expanded, a new America's Choice Cluster Leader was assigned, and the school adopted five high-yield strategies and implemented them school-wide. The emphasis on the America's Choice Model was continued and improved upon. The school received ARRA funding and used this funding to purchase additional technology, materials and

supplies for the school, and band equipment. One of Rose City's teachers won the prestigious Millikan Educator Award for the performance of her students in Algebra and Geometry which was part of the implementation of the district's gifted and talented program at the middle school level. This teacher has greatly increased the number of students served by this program and has a very high pass rate on the EOC Algebra and Geometry. The school was also invited to present as a showcase school at the America's Choice summer conference at the end of this school year, which is part of the networking aspect of this intervention program. During the coming year, in addition to the many interventions that will be continued, the school will also focus on improving student performance in Science and in formalizing their Response to Intervention Committee process.

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	46.9*	36.1	26.2	21.6	22.1
Mathematics	43.5*	40.3	33.3	21.4	18.9
Science	5.0	7.0	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A
Writing					

*2010 estimates from profile excluding portfolio

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	55.6	63.6	62.5	44.2	33.1	23.5	50.0	50.0	33.3	---	---	---	0	29.2	3.2
Mathematics	75.0	75.0	66.7	35.6	35.5	29.9	60.0	60.0	50.0	---	---	---	7.7	8.3	0
Science	25.0	17.0	---	5.0	3.0	---	0	100	---	---	---	---	0	0	---
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 (Included in Reading/Language /English above)															

*2010 estimates from profile excluding portfolio

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: 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	---	---	---	---	49.0	29.0	---	---	---	---
Mathematics	---	---	---	---	32.0	58.0	---	---	---	---
Science	---	---	---	---	5.0	---	---	---	---	---
Social Studies	---	---	---	---	---	---	---	---	---	---
Writing	---	---	---	---	---	---	---	---	---	---
Other	---	---	---	---	---	---	---	---	---	---
Algebra I	---	---	---	---	55.0	---	---	---	---	---
Geometry	---	---	---	---	---	100	---	---	---	---

Test Year: 2009

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	---	---	---	---	31.0	35.0	---	---	---	---
Mathematics	---	---	---	---	27.0	36.0	---	---	---	---
Science	---	---	---	---	7.0	---	---	---	---	---
Social Studies	---	---	---	---	---	---	---	---	---	---
Writing	---	---	---	---	---	---	---	---	---	---
Other	---	---	---	---	---	---	---	---	---	---
	---	---	---	---	70.0		---	---	---	---
	---	---	---	---		90.0	---	---	---	---

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	---	---	---	---	34.0	15.0	---	---	---	---
Mathematics	---	---	---	---	26.0	28.0	---	---	---	---
Science	---	---	---	---	---	---	---	---	---	---
Social Studies	---	---	---	---	---	---	---	---	---	---
Writing	---	---	---	---	---	---	---	---	---	---
Other	---	---	---	---	---	---	---	---	---	---
Algebra I	---	---	---	---	79.0		---	---	---	---
Geometry	---	---	---	---		100	---	---	---	---

4. Average daily attendance percentage for last complete school year: 96.0% Year: 2009-2010

5. Mobility rate for last complete school year: 10.9% Year: 2009-2010

6. Graduation rate for all students for most recent year: 76.4% Year: 2009-2010

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

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

Key Questions

1. Which students are experiencing the lowest achievement?

Special Education students demonstrate significantly lower academic achievement than all other sub-groups in all subject areas during all three years. African American students scores are lower than the scores for White students in literacy, but over the past three years they have shown significant growth. Their achievement has grown by approximately 10% per year while the performance of White students has decreased by approximately 7%. Although this resulted in a closing of the gap between these groups in literacy, this is not the proper method for closing this gap. The small number of Hispanic students does not allow for a meaningful analysis since it is so tied to specific student scores. In mathematics, African American students are showing growth in scores similar to the growth demonstrated by White students, however, White students are outperforming African American students by approximately 40%. Scores for both groups did not move in either direction this year.

2. Which students are experiencing the lowest graduation rates?

The students with the lowest graduation rates are those in the African American, Hispanic, and Socio-Economically Disadvantaged subpopulations. In the case of African American students, they frequently fall into the Socio-Economically Disadvantaged subpopulation as well. Within the African American subpopulation, males experience lower graduation rates than females.

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

The student achievement in all groups is significantly lower in science than in any other subject. Twenty-five percent of White students were proficient in science this year, while only 5 percent of African American students performed at the proficient level. No Special Education student demonstrated proficiency in Science during the past three years. This year no Hispanic students scored proficient in science, which is a 100 percent decrease from last year. Scores in science were from 30 to 60 percent lower than the scores in the other subjects. Students scored the lowest in the Physical Science strand at 34% correct responses followed closely by the Earth/Space strand at 36%

White students are performing 20 percent lower in literacy than in mathematics with Literacy proficiency currently at 55.6% and Mathematics proficiency at 75%. In the case of African American students, who make up the majority of the student population, their scores are lower in mathematics at 35.6% proficient as compared to literacy at 33.1%. In mathematics the lowest area in the strand analysis was numbers and operations at 2.1. Across the district students had difficulty in numbers and operations, number sense, algebra and geometry. Students at Rose City scored 33% correct responses on the data analysis and probability section as well as on problem solving. In literacy students lowest score on the multiple choice part of the test was in the writing strand with 46% correct responses. In the open ended portion of the test in writing content students scored 2.7 out of 4 on prompt #1, 2.6 out of 4 for prompt #2. In writing style on prompt #1 students scored 2.7 and scored 2.6 on prompt #2. Thus writing is definitely the lowest strand in literacy whether it is writing to a prompt or answering multiple choice questions.

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

Many students at Rose City Middle school live in poverty, with 91 percent on free/reduced lunch. This demographic crosses all race and ethnicity, but since the school is also predominantly African American, we seek a provider that can help us close the achievement gap between African American and White students as well as address the needs of the low socio-economic population of the school.

Within the community, many students live with grandparents or in single parent homes. Approximately half of the students live in single parent homes with a female head of house. Drugs and gangs are present in the community. Although there is a community recreation center in the community, we are seeking a provider who can assist in implementing after school activities to interest students and provide them with additional extended help in reaching academic goals.

The entire demographic is has extremely low science scores and have difficulty with writing. We seek an external partner with strong safety nets/interventions for students in literacy. We also seek a partner who can address science even though it is not a subject for which the high-stakes testing holds us accountable. Science is, however, a subject where both literacy and math knowledge is combined and applied through the scientific method, involving higher-order thinking skills and problem solving skills. We wish our students to leave middle school with these skills to some degree in order to be competitive in high school in completing the Smart Core. This will be a major improvement goal for the future, and the provider will need to have the ability to provide intervention in science as well as Math and Literacy.

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?

Rose City Middle school serves the urban, inner city community of Rose City. Over the years, due to the aging of the community, and the parent choice program in Pulaski County, the enrollment at Rose City has declined. The enrollment is currently stable but the school is small enough that it is challenging to offer a rigorous academic program delivered by highly qualified teachers.

Since 91% of the students at Rose City live in poverty, many issues come to the school for action that they must assist students with before learning can take place at high levels. Some students move more than once per school year and students often do not have a quiet place at home to complete homework or to read. Some students receive food backpacks to take home on the weekends to ensure that they have adequate nutrition when they cannot access the school's free lunch. The Churches in the community provide these services which need to be coordinated at the school. This is also an issue that will be taken into account in selecting our providers.

The district is seeking an external provider that will assist us in making additional achievement advances in order to attract students to Rose City as their school of choice.

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.

A scholastic audit was conducted at Rose City Middle School during the period of 11/05/2006-11/10/2006. The following are the findings in every area:
Standard 1 Curriculum Performance Ratings 1.1a-1,1.1b-2, 1.1c-2, 1.1d-1,1.1e-2, 1.1f-1.
Standard 2 Classroom Evaluation/Assessment Performance Ratings 2.1a-2, 2.1b-1, 2.1c-1, 2.1d-2, 2.1e-1, 2.1f-2, 2.1g-3, 2.1h-2 .
Standard 3 Academic Performance Performance Ratings 3.1a-2, 3.1b-2, 3.1c-2, 3.1d-2, 3.1e-2, 3.1f-2, 3.1g-1, 3.1h-2.
Standard 4 School Culture Performance Ratings 4.1a-1, 4.1b-1, 4.1c-1, 4.1d, 4.1e-1, 4.1f-1, 4.1g-1, 4.1h-1, 4.1i-2, 4.1j-2, 4.1k-2.
Standard 5 Student, Family and Community Support Performance Ratings 5.1a-1, 5.1b-1, 5.1c-1, 5.1d-1, 5.1e-2.
Standard 6 Professional Growth, Development, and Evaluation Performance Ratings 6.1a-2, 6.1b-2, 6.1c-1, 6.1d-2,6.1e-2,6.1f-2, 6.2a-2,6.2b-2,6.2c-2, 6.2d-1, 6.2e-2, 6.2f-2.
Standard 7 Leadership Performance Ratings 7.1a-1, 7.1-2, 7.1c-1, 7.1d-2, 7.1e-2, 7.1f-2, 7.1g-2, 7.1h-2, 7.1i-2, 7.1j-2
Standard 8 School Organization and Fiscal Resources Performance Ratings 8.1a-2, 8.1b-1, 8.1c-2, 8.1d-2, 8.1e-2, 8.1f-2, 8.1g-2, 8.2a-2, 8.2b-1, 8.2c-2, 8.2d-2.
Standard 9 Comprehensive and Effective Planning 9.1a-2, 9.2a-2, 9.2b-2, 9.3a-2, 9.3b-1, 9.3c-1, 9.4a-1, 9.4b-2, 9.5a-1, 9.5b-2, 9.5c-2, 9.5d-1, 9.6a-2, 9.6b-2, 9.6c-2, 9.6d-1.

Six critical deficiencies were noted and were placed on a time line to be resolved immediately. All other findings have been addressed in the school's ACSIP plan. The critical deficiencies were:

1. Finding: Inequitable opportunities for instruction.

Next Step: By the beginning of the second semester, replicate the Ramp Up Classes in math and literacy by extending class time and including the research-based strategies provided by America's Choice for all students who failed to meet proficiency. This can be done by utilizing all staff and revising their assignments to maximize time and resources.

2. Finding: Absence of rigorous, interim assessments.

Next Step: Design and implement a school-wide assessment system that includes rigorous, interim classroom assessments that mirror the format of the benchmark exam for frequent monitoring of student progress by all teachers in all content areas.

3. Finding: Lack of consistent, high-quality instructional strategies used by all teachers.

Next Step: Leadership must hold every teacher accountable for learning by demonstrating consistent use of high-yield instructional strategies for student performance. This can be done in part by intensive monitoring of classroom instruction.

4. Finding: Lack of a positive culture of learning.

Next Step: A cultural change in this school that includes staff ownership for student success in reaching grade-level and state proficiency expectations must occur immediately.

5. Finding: Lack of stakeholders' involvement in school leadership and successful actions leading to school improvement.

Next Step: Strengthen the leadership in the school by expanding the membership of the leadership team to include representation from all departments, programs, and stakeholders to begin the process of a cultural change in this school. Future goals will include developing the school vision, mission and beliefs; developing a system to evaluate all components of the plan and developing an integrated professional development plan linked to supervision and evaluation.

6. Finding: Lack of family and community involvement

Next Step: Establish multiple, concerted efforts to engage parents in the learning progress starting immediately with parent collaboration in completing student Academic Improvement Plans (AIP) even if this means going to the students' homes.

Since this scholastic audit was conducted the visiting team chair has returned to Rose City to make sure that the next steps have been addressed. They were addressed within the same school year. Some are by nature ongoing, since there is a continual need to ensure that these are present. The ACSIP plans has been re-written completely, based upon the findings of the scholastic audit. The ACSIP Committee, with assistance for the ADE Title I Supervisor, set priorities for the placement of the audit findings in the ACSIP plan. The progress in implementing the ACSIP plan is monitored quarterly by the district Director of Professional Development and School Improvement. There is an annual evaluation of the plan when test scores are available. The Administrative Director of Secondary Education conducts an annual Assistance Visit in which all areas of the school program is assessed. The Scholastic Audit was reviewed this year in a professional development session to refresh the audit findings for all staff, and to introduce the scholastic audit to new staff members. The school has worked with America's Choice since the year the Scholastic Audit was conducted and has work reports that detail the services provided in assisting the school to implement the recommendations in the Scholastic Audit.

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).

In addition to the needs assessment, which included an analysis of the disaggregated ACTAAP student data, there is a variety of other data that is used regularly. Student data includes the Interim Assessments in Literacy, Math, and Science; the Diagnostic Reading Assessment (DRA), and the Rasinski Fluency Checklist.

Other non-student data about the school's current and past improvement efforts include the consultant reports submitted by America's Choice and JBHM consulting companies over the past two years. The Superintendent and Administrative Director of Secondary Education, and in some cases the school principal conducted interviews with several companies that were interested in being considered as intervention providers for Rose City. As a part of these interviews we used the data discussed in this document. The district also had other data at its disposal including VIPS data on parent involvement, District Assistance Visit data, and quarterly ACSIP review data.

All data reviewed led the stakeholders to the conclusion that significant transformation efforts need to be taken to bring Rose City to the point where they can be a school of choice.

SECTION B. PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

Step 4-B: Determining Capacity – Self Assessment

Review the followings attachments: Read and discuss the Elements of Intervention Models. Discuss as a team any statues, policies or issues that may support or limit a particular intervention model. **Complete worksheets 1 – 5.** The review teams responses for the model (Transformational, Turnaround, Restart, and Closure) selected as the best-fit, (Worksheet # 5) and capacity worksheets 4 and 5 must be submitted with the LEAs application.

1. Elements of Intervention Models
2. Develop Profiles of Available Intervention Models, Capacity Worksheet # 1. (Attachment #7)
3. Develop Profiles of Available Partners, Capacity Worksheet # 2. (Attachment #7)
4. Determine Best-Fit Model and Partners, Parts 1 & 2, Capacity Worksheet # 3. (Attachment #8)
5. Define Roles and Develop Contracts, Capacity Worksheet # 4. (Attachment #9)
6. Forge Working Relationships, Capacity Worksheet # 5. (Attachment #10)



SECTION B, PART 2:

**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:

The major barrier to any model of school intervention centers on the removal of staff who are not performing. Additional statutes need to be developed to address more rapid removal of staff in state directed schools. Other supports include State statutes requiring that teachers have at least 40 minutes of preparation time per day. State statutes also provide for a maximum class size and teacher load. This can support transformation in some ways or add barriers in other ways, however it would tend to be more supportive in nature in creating the transformed school.

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

There are no district policies that directly address transformation at this time, nor do any district policies limit, or create barriers to transformation. Some district policies address issues that pertain to the elements of effective schools and are revised as needed to address the school improvement needs of the schools. One example is the transfer policy, which might be put into action to change the staffing at the school.

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

The school district is not involved in collective bargaining. Teachers and administrators receive an annual contract. The district has an active Personnel Policies Committee which acts in an advisory capacity to the Board of Education. Teachers are evaluated, removed, and/or disciplined under the regulatory direction in Arkansas State Law and the Teacher Fair Dismissal Act.

Turnaround

The LEA replaces the principal with a highly capable principal with teither 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 initiated in past two years and there is tangible evidence that the principal has the skills necessary to intitiate dramatic change) and rehire 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:

Currently, the only way to replace half the staff at a school is to reassign this staff to other buildings within the school district. This tends to transfer the problem from one school to another school that is performing at a higher level. There are currently no statutes that support the removal of teachers in a turnaround school through a process other than the one set forth in the Arkansas Teachers Fair Dismissal Law. It is not possible to remove fifty percent of the staff using this process, so the alternative is to transfer low performing staff to other schools.

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

There is district policy concerning the transfer of teachers that would support this part of the turnaround model. There is no specific district policy related to conducting a turnaround model.

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

There is no collective bargaining agreement in the North Little Rock School District. The district maintains a Certificated Personnel Policies Committee made up of teachers and administrator representatives, and a Classified Personnel Policies Committee made up of classified representatives of each workplace or school. These committees are active in providing input in policy matters. The Board of Education may accept or reject recommendations from these committees in establishing policy.

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:

State policies currently establish a barrier where converting Rose City to a charter is concerned. We already have a conversion charter school in the district at the middle school level. Charter school rules require that the district not force any student to attend a charter school. If Rose City became a charter school, we would have only one school left at the grade 7-8 level to allow students to attend if they do not want to attend the charter schools. This school is already overcrowded, and the concern is that there is not sufficient capacity at that school to allow for the absorption of charter transfer students.

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

There are no district policies that address the formation of charter schools, limit them, or create barriers to their formation. There is a conversion charter school already in the district at the middle school level.

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

There are no contractual agreements that would affect the formation of a charter school.

Education Management Organizations

- 1. State statutes and policies that address district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:**
The Arkansas Standards for Accreditation would be the regulatory policy that the EMOs would need to adhere to in operating a school in Arkansas. Arkansas also has a set of course codes that are designed to be used in the Arkansas Public School Computer Network (APSCN) that delineate the courses that can be offered in Arkansas schools.

- 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 would need to follow the State's finance and purchasing guidelines in establishing a contract with an EMO.

- 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:**
There are no current contractual agreements that would create a barrier to the operation of an EMO.

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:**

Should we close Rose City at this time, only two grade 7-8 middle schools would remain in the North Little Rock School District. Since one of these schools is a charter school and the other is overcrowded, there are capacity issues with the closure model option at this time. Time constraints in applying for this grant would create a limit where teacher contracts are concerned. No Reduction in Force (RIF) can be conducted this year since the deadline within the policy has passed for this year.

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

Currently no district policy would limit or create a barrier to the closure model.

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

If the school was closed at this time of the year, ALL teachers would have to be placed at other schools, even if there was not a need for each of these teachers.

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

All schools at the secondary level in the North Little Rock School District are in school improvement year 4 or beyond. Although the other two middle schools are not as far along in school improvement as is Rose City, they would have difficulty absorbing the students from Rose City.

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

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; initiates 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	Y	Consultants	Proven success in the district
America's Choice	Y	Y	Job embedded Professional Development	Proven success in the district
America's Choice	Y	Y	Instructional Leadership Training	Proven success in the district
America's Choice	Y	Y	Ramp Up Math, Literacy, and Science	Proven success in the district

Turnaround

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

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 School and Results)
America's Choice	Y	Y	Consultants	Proven success in the district
America's Choice	Y	Y	Job embedded Professional Development	Proven success in the district
America's Choice	Y	Y	Instructional Leadership Training	Proven success in the district
America's Choice	Y	Y	Ramp Up Math, Literacy, and Science	Proven success in the district

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.

Charger governing boards, charger 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 Schoold snd Results
Ruby Payne	Y	Y	Professional Development	Success within the district
Ruby Payne			Data Driven Team Concept	Success within the district

EMOs available to contract with district to operate school 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 Schoold snd Results
Kipp Academies	Y	Y	Complete operational takeover of the school	Success in other areas of the State.

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 School and Results)
DLR Group	Y	Y	Strategic Facilities Planning Assessment and Plan	Experience in other States with Education.
Taggart, Foster, Currence, & Gray Architects	Y	Y	Architectural Plans for facilities changes.	Local company with success in many schools. District success with them in the past.



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

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

CHARACTERISTICS OF PERFORMANCE AND CAPACITY				
	Intervention Model			
	Turnaround	Transformation	Restart	Closure
Characteristic				
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 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 type="checkbox"/> Willingness to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input checked="" type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input checked="" type="checkbox"/> Strong charter school law			✓	
<input checked="" type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input checked="" type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input checked="" type="checkbox"/> Strong Community commitment to school	✓	✓	✓	
<input checked="" type="checkbox"/> Supply of external partners/providers			✓	
<input checked="" type="checkbox"/> Other higher performing schools in district				✓

1. Based on 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: Closure
 - C. Third Best Fit: Turnaround
 - D. Fourth Best Fit: Restart
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?
2. How will the LEA enable the new leader to make strategic staff replacements?

The district non-renewed one teacher at the end of the 2009-2010 school year, thus providing support to facilitate this process. The district will assist with recruiting and hiring, as well as in evaluation and documentation of employees as necessary. The annual Assistance Visit gives the principal information supporting identified needs for employee improvement. The district school board has a commitment to the support of this process with principals in school improvement.

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

The LEA is capable of supporting the transformation at Rose City and will implement all required and recommended strategies. The district has shown this capacity over the past four years in the implementation of the America's Choice model, and in establishing District Assistance Visits. In addition, the district has the ability to support this transformation through the efforts of the various departments throughout the district.

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

The principal has decision-making authority over these activities. The district uses a site-based management practice, with support provided by the central office. The most essential issue here is district support for the principal when changes need to take place or when unpopular decisions must be made.

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

The Administrative Director of Secondary Education, immediate supervisor of the principal, conducts the Assistance Visits, assists in goal-setting with the principal based on school improvement needs, and assists the principals in facilitating the transformation. The district has significant capacity in the form of several departments in the central office that perform a support function for the schools.

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?
3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?
4. How will staff replacement be 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)?
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?
6. What supports will be provided to staff selected for re-assignment to other schools?
7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
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?
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?

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 Restart Model

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

School Closure Model

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

The district has employed DLR Group, a consultant, to conduct a whole-district facilities study and to develop a facilities strategic plan. This will involve a close examination of the instructional program, the desires of the community at large and the individual school communities, examination of the facilities and what we are currently using them for, a close examination of the grade transitions currently in place and what is desirable among with various other facilities issues.

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

This study is being conducted and will include public input at many levels. There are several areas that the district has identified as areas of concern for student achievement, and hired a consultant to give us the accurate, unbiased data we would need to make appropriate facility decisions. Since this may lead to a millage election, the final outcome will depend greatly upon the priorities of the community.

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

A plan will be developed concerning where students will be assigned based on a school closing. Parent meetings will be held and parents will be granted access to the parent choice options available in the district. This district has considerable capacity in the area of student placement as a result of desegregation. The Student Services Department will be enlisted to assist with this process.

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

Ridgeroad Middle Charter School has more than sufficient capacity to house the students from Rose City. If a grade-level redesign was implemented, there would be capacity to house Rose City students and to bring the 6th grade into the same building with 7th and 8th grades, thus reducing one transition for district students.

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

The teachers from Rose City would be available for reassignment to other schools in the district along with the hiring of additional staff.

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 district has a transfer policy as well as a Reduction in Force Policy which would be put into effect should we use this model. (See Attached at the end of this worksheet).

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

The statutory and district policy would not allow for any removal of current staff this year, however, staff could be reassigned this year and removed next year through Reduction in Force (RIF) as necessary.

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

Principals conduct professional development at the beginning of each school year, reviewing policies and school expectations for all teachers. Each secondary school has a team of instructional facilitators, one for math and one for literacy. They work with new staff members to implement district data collection assessments as well as in the implementation of research-based instructional strategies.

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

The major factor safety would be the increased distance for transportation to and from school _____.

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

The budget could sustain the increased staffing for one year, until we could do the appropriate Reduction in Force (RIF) should this result in a staffing surplus.

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

All district schools track students who are not performing at the proficient level or above. In addition, a separate longitudinal tracking of the Rose City students would be maintained until the year of the graduation of the youngest group of students.

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

There would be very little impact on the school's neighborhood. The larger district community is strongly invested in maintaining this small, community-based school. The local residents would be very concerned, however, with where they would be assigned to attend school should Rose City be closed.

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

The LEA would like to keep Rose City Middle School open because it is a community-based school and is one of the primarily African American schools in the district. The district has not built a new school building since 1969, and is therefore in the process of conducting a major facilities study. Since the Rose City Middle School building is one of the newer buildings in the district, it will be put in use as a district school even if Rose City Middle School closes.

TRANSFERS CBD

Transfer of assignment may be granted by the Superintendent upon written request and a determination that the best interest of the District is served by the transfer. An annual waiting list of teachers who have requested transfers will be compiled and will remain active until October 1, of each school year.

An employee who desires a change in grade and/or subject assignment within a building should file a request with the principal. An employee who desires a transfer to another building may file a request for transfer at any time with the District Personnel Officer. Requests should include the grade and/or subject to which the employee desires to be transferred, in order of preference. All such requests will be acknowledged by the personnel office.

If a vacancy should occur during the school year, teachers expressing a desire to transfer may request an interview for that vacancy by following the provisions of Policy CAI.

Prior to the opening of school, each teacher will receive a notice of assignment for the school year.

In the event the notice of assignment does not reflect that the request for a transfer has been granted, the staff member may request a conference through the personnel office. Those who are interviewed for transfer to a vacant position who are not granted the transfer will be notified of the reasons for the decision.

The following criteria shall be used in considering voluntary and involuntary transfers. These criteria are not rank-ordered or exhaustive.

- Academic preparation or technical training.
- Certification, endorsements, or licenses
- Date of transfer request
- Demographic need of the District (balance according to race and experience)
- Evaluations
- Professional objectives of the employee
- Recommendations and references
- Seniority
- Work experience
- Criminal background check
- Highly qualified status
- Compliance with state and federal guidelines

If a transfer request is filled after the beginning of the school year, and it is necessary that the accepting teacher remain in his or her position until the end of the semester or the end of the school year, then the transfer position will be filled temporarily for that period of time. Whether the teacher is transferred at the end of the semester or at the end of the school year will depend on the availability of a replacement, consideration being given to a smooth transition, and as little interruption as possible to the students involved

Involuntary transfers may be effected only when vacancies cannot be filled by voluntary transfer requests.

When involuntary transfers are effected for necessary reduction in a school's staff due to reduced enrollments, such transfers will be made on the basis of years of service to the District. Those teachers in the affected building possessing the least amount of service and applicable certification will be transferred first.

The District will assist in moving the personal belongings, supplies, and equipment of an employee being transferred, if such assistance is requested.

Nothing in the policies shall supersede the administration's responsibility to ensure the schools within the District maintain a racially balanced staff as dictated by the federal court orders.

Adopted: February 1990

Last Revised: March 19, 2009

NLRSD Board Policy

REDUCTION IN FORCE**CBG**

When circumstances give cause for District-wide reduction in staff, a process will be used in an attempt to place all contracted personnel in vacancies before hiring from outside the District. Points will be assigned to each employee, reflecting training level and years of service. Those with fewest points in their areas of certification of employment will be displaced first. Training level shall be the same as that reflected by contract for the current year.

Circumstances necessitating reduction in staff and implementation of this policy include, but are not limited to, financial difficulties, declining enrollment, and program revision, curtailment, or elimination. This policy will be implemented when circumstances force the closing of a building or other school facility.

An employee who is eliminated from employment as a result of the application of this policy shall be offered an opportunity to fill any vacancy that occurs within the next school year after his/her elimination from employment, providing the employee is fully qualified to fill the position, and is not under contract to with another district in the state.

The offer of a position for which an employee is qualified and the refusal of that offer, or the lack of a response to the offer within five (5) days of its receipt by certified mail, shall end the District's obligation to anyone eliminated from employment by this policy.

An employee who is laid off under this policy may continue all health benefits for up to eighteen (18) months by paying monthly the full per subscriber group rate premium to the Board unless eligible for another group plan.

Certified Employees

Points shall be determined for each year's experience in the District as follows:

Teacher 1 point

Administrative Assistant 2 points

Assistant Principal 3 points

Principal, Coordinator, Supervisor 4 points

Director, Assistant Superintendent 5 points

A semester or more under contract as a teacher or administrator shall be counted as one year. Less than a semester shall not be recognized for points. In the event an employee who is currently an administrator is forced by reduction to move into a teaching position, experience points will equal the total number of years as a certified employee of the North Little Rock School District.

Points for training above the Bachelor's Degree shall be determined as follows:

MA or NBPTS Board Certification 1 point

MA + 30 2 points

Ed. Specialist 3 points

Doctorate 4 points

Training points as determined by the above scale shall be added to the total experience points.

Training points are not to be multiplied by experience.

Regulations to Guide Removal from Positions and Recall to Positions

1. This policy is used to determine who will maintain or recover a position, not which position or school.
2. If two or more displaced persons are certified in the area of an open position, the greater points shall prevail. If points are equal, earliest date of entry shall prevail.
3. Full certification in an open position shall prevail over greater points.
4. In cases of less than full certification, nearness to full certification shall prevail when points are equal.

5. In cases of less than full certification, but within six hours of certification, nearness to certification shall prevail over points.
6. In cases of equal points and equal nearness to certification, but within six hours of full certification, earliest date of entry shall prevail. Date of entry is defined as the date a letter of commitment is signed.
7. Prior service in a non-certified position shall not count as points toward a certified position.
8. Date of entry in a non-certified position shall not count as date of entry for a certified position. Date of entry in a certified position shall be the determinant. Date of entry is defined as the date a letter of commitment is signed.
9. Employees who serve in a position with full current training requirements but who are considered by accreditation standards as fully certified by virtue of prior service shall be considered as fully certified under this policy.
10. Points for training above the Bachelor's Degree are awarded only for employees who have served at least two years including the current year.
11. A teacher whose certification does not fit an existing vacancy but whose training places him/her within six hours of such certification shall be given the option of accepting such a position, unless the position requires full certification for funding. To maintain such a position beyond one year, the teacher must remove the deficiencies within that year.

Date Adopted: August 1986

Last Revised: June 18, 2009



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

- 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 School Improvement Supervisor	An ADE staff member is assigned to assist the school with any school improvement matters including assistance in writing the school improvement plan.
Local Education Agency Administrative Director of Secondary Education	The secondary director is the district administrator assigned to supervise the school and to evaluate the principal. The curriculum staff is also available to assist the schools.
Internal Partner (LEA staff): Director of School Improvement	The district will hire a .5 School Improvement Director that will report to the secondary director to ensure the implementation of the America's Choice and District improvement initiatives within the school.
Lead Partner: America's Choice	America's Choice will be responsible to provide their comprehensive school design, technical support services. The consultant will be onsite four days per week which is twice the amount provided last year.
Support Partner: America's Choice	America's Choice will also be a support partner in many ways. The principal and key staff members will be part of a network of professionals and the consultant has access to additional support if necessary.
Support Partner: Community Partners	These partners provide support through volunteer time and financial resources.
Support Partner:	
Principal: Patricia McMurray	Ms. McMurray as principal is expected to provide leadership to the school and to implement all necessary activities.
School Teams School Leadership Team	The school leadership team is expected to work with the principal in developing an effective, student-centered school using high-yield instructional strategies and assessments.
Parents & Community PTA & New Hope Baptist Church	The parents and community are expected to support the activities of the school and be involved with their student's educational pursuits.

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.

The intervention partner will be expected to be consulting in the building on school improvement goals using their research-based Americas Choice School Design model four days per week. Daily reports will be completed by the Cluster Leader assigned to Rose City. These daily reports will be forwarded to the Superintendent and the Administrative Director of Secondary Education. The Administrative Director of Secondary Education will review the daily reports and complete a quarterly report to the Superintendent and School Board concerning the progress in implementing the transition model.

The intervention partner will be expected to note progress toward accomplishing the established goals in the daily reports and assist the Administrative Director of Secondary Education in bringing together the salient information for the quarterly reports.

The intervention partner and the North Little Rock School District will be expected to provide high quality, job embedded professional development to the entire staff at Rose City Middle School, as well as to provide focused schoolwide professional development as needed.

The intervention partner will focus on Science in addition to Math and Literacy, providing specific assistance to the teachers in that program.

The intervention partner will make recommendations to the principal on how to improve the culture of the school, and work with the leadership team to improve the overall culture of the school.

The intervention partner will work with the principal in the area of leadership, assisting with the leadership team, in establishing the Response To Intervention Committee process, and in conducting Professional Learning Community activities. The partner will also provide parent training using the PASSport to Success training program.

The Cluster Leader will meet monthly with the Administrative Director of Secondary Education to discuss progress and suggestions that either individual may wish to communicate. Any area of concern or priority issue should be discussed in these meetings.

At the end of each year, the intervention partner, the Administrative Director of Secondary Education, and the Director of School Improvement will complete a Program Evaluation of the progress made toward the goals established in this Transformation Model for Rose City Middle School. A report of this evaluation will be forwarded to the Superintendent and presented to the Board of Education.

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

The Administrative Director of Secondary Education and the District Director of Professional Development and School Improvement will monitor the implementation of the intervention model through their district responsibilities. The Administrative Director of Secondary Education will provide the Superintendent with quarterly reports on the progress of the implementation. These reports will be shared with the School Board.

The intervention partner, America's Choice will be expected to be in regular communication with the Director of School Improvement and will meet monthly with the Administrative Director of Secondary Education. The daily reports written by the Cluster Leader will be reviewed as they are received and updates on progress will be discussed in the meetings.

At the end of each year, a joint program evaluation will be conducted by the Administrative Director of Secondary Education, the America's Choice Cluster Leader and/or other representative of the external partner, and the Director of School Improvement. The report of this evaluation will be forwarded to the Superintendent and presented to the School Board.

Step 6 - B - 6: Forge Working Relationships

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

The Administrative Director of Secondary Education will be the lead in this implementation at the central office, and will act as the source of information concerning direction from the State. The lead partner and the Administrative Director will have regular communication and will have established meeting dates each month in order to discuss implementation issues. We already have a good working relationship with the Cluster Leader that will be assigned to Rose City. She has worked there during the past school year and a good relationship has already been forged with her. There will be some changes in the structure of the support provided by the intervention partner but these changes will also strengthen the working relationship. The principal is very committed to this undertaking and has already acknowledged that a good relationship has been developed with the cluster leader. The principal strongly recommended that we stay with America's Choice as our lead partner because of this strong relationship. The overall North Little Rock Community is committed to Rose City, but there is a need to strengthen parent and community involvement in the school. America's Choice also has a plan to provide support and assistance in this area, which will forge a greater bond with the parents and community. The new principal has already done a neighborhood walk with all teachers meeting and talking to members of the community. They have increased the number of night programs where parents are invited to the school to interact with faculty and to observe the learning activities that are taking place at the school. Next year, in addition to the two parent conference days, the school will conduct an Open House, a Math Night, a Literacy Night, and will conduct home visits. The principal will also mail a monthly news letter to parents. Parents have a Parent Center available at the school and are welcome to use school computers to access general information or Edline in order to check their student's grades and assignments.

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

The LEA Review team must thoroughly review the Needs Assessment Data, Scholastic Audit Findings and Recommendations, Elements of the Four Intervention Models and LEA Capacity Data and make a determination as to the intervention model most likely to generate success for each school it selects to serve. The statement of need must:

- Include the process the LEA utilized to complete the Needs Assessment;
- Explain how the performance data informed the selection of an intervention model for each school;
- Describe how the district analyzed the audit results and determined the resources and related support;
- Identify multiple funding sources;
- Identify school improvement efforts over the last 5 years;
- Describe the commitment of partners and stakeholders
- Include a list of review team members and their positions.

Enter the selected intervention models in **Section A-2**. If the LEA has selected the Turnaround and/or Transformation models, explain how the LEA will assist schools in fulfilling the required activates for each school.

If the LEA is choosing NOT to serve each Tier I school, please provide a detailed explanation indicating why the LEA has determined that it does not have the capacity to serve those schools. (Describe any key policies, processes, weaknesses, or issues that impact the lack of capacity.)

An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools (see H-9 – Non Regulatory Guidance). An LEA may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools. **Attach a separate sheet.**

Statement of Need and Lack of Capacity to Serve

The change process is never easy, especially in a public school where there are so many stakeholders. The goal is always to improve the school to the point that it is a school of choice for all students.

Rose City Middle School has been involved in significant school improvement efforts for five years and is still failing to meet expected goals for student achievement. The district, school, and the school's partners feel that there is a need for the intensive intervention of the Transformation Model through the help of an external provider. At the end of the three years, the school should have the capacity to provide a school climate that supports high levels of learning, a school culture that expects achievement, high quality instruction that feeds student success, and a high quality curriculum and job embedded professional development to support these qualities.

There has been a constant change in leadership at Rose City over the past five years, with four principals leading the school during that time. When the scholastic audit team visited the school, it had a negative climate, where teachers did not believe students could achieve and were not providing access to essential curriculum. The growth since the Scholastic Audit has been significant, and the current principal is ready to transform the school into a school of choice. The district supports the school and will provide resources and assistance in this process and the principal is committed to staying at the school to see the transformation through. What we anticipate in the Transformation Model, is to reach the tipping point, where all the efforts of the past and present create a critical mass of building capacity so that success will be generated to ever increasing degrees.

SECTION B. PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that the LEA has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. Include other annual goals of the project – graduation rate/interim assessments , steps or procedures that will be taken to support systematic change, and how you will evaluate your progress in achieving your goals and objectives. Goals must be specific, measureable, achievable, realistic, and time- bound. Annual goals that an LEA could set might include making at least one year’s progress in reading/language arts and mathematics or reducing the percentage of students who are non-proficient on the State’s reading/language arts and mathematics assessments by 10 percent or more from the prior year; or meeting the goals the State. Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA.

The LEA and school must support its annual goals for student achievement with its current Arkansas Comprehensive School Improvement Plan (ACSIP) priorities and actions. The ADE anticipates that applicants must update or otherwise adjust its ACSIP to accommodate rapid transformation and too secure the input of new leadership that may come into the LEA.

Attachment 2

FY 2011 ARRA School Improvement Grant – Section 1003(g)

LEA Goals and Objectives

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

Goal #1 Increase the performance of students in literacy to meet the requirements for annual yearly progress (AYP).

Objective #	Measureable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
1.1 Ramp up Literacy classes will be scheduled for students who are no more than two years below grade level.	1.1 A 10% increase in proficiency rate on ACTAAP literacy assessments for assigned students	1.1 Growth recorded on interim assessments. Annual analysis of proficiency levels based on ACTAAP testing.	1.1 June 2011 and annually.	<input checked="" type="checkbox"/> District Admin. Dir. SI Director <input checked="" type="checkbox"/> School Principal Literacy Facilitator <input checked="" type="checkbox"/> Partner America's Choice <input type="checkbox"/> Other
1.2 The literacy instructional facilitator will administer the DRA and Fluency checklist to students at least twice per year to set prescriptive learning goals for the students and to monitor growth.	1.2 Each student will make at least one year of growth each year.	1.2 Recorded growth on pre- to post-assessments. Annual analysis of growth.	1.2 May 2011 and annually in May.	
1.3 Teachers will implement the Workshop Model, following district curriculum maps and implementing high-yield strategies.	1.3 Classroom walkthrough and focus walk data will be collected and analyzed.	1.3 Classroom walkthroughs logged in the Teachscape website. Focus Walk analysis as part of daily or weekly report.	1.3 June 2011 and annually thereafter.	
1.4 A three-week summer enrichment class will be held in literacy, allowing students to continue reading and participating in interesting learning activities.	1.4 A pre- and post-test will be administered during the summer enrichment program.	1.4 Results of post assessment.	1.4 July 2011 and annually.	
1.5 The Response to Intervention Committee will have regular meetings no less than monthly and keep records on interventions and students' response to the interventions.	1.5 Meeting minutes will include the interventions being implemented for each student served and responses to the interventions will be maintained as well.	1.5 Meeting minutes and intervention attempts.	1.5 Monthly reports to Ad. Dir. Sec. Ed.	

**FY 2011 ARRA School Improvement Grant – Section 1003(g)
LEA Goals and Objectives**

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

Goal #2 Increase the performance of students in mathematics to meet the requirements for annual yearly progress (AYP).

Objective #	Measureable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
2.1 Ramp up Math classes will be scheduled for students who are no more than two years below grade level.	2.1 A 10% increase in proficiency rate on ACTAAP Math assessments for assigned students.	2.1 Growth recorded on interim quarterly assessments. Analysis of annual proficiency rates on ACTAAP tests.	2.1 June 2011 and annually	<input checked="" type="checkbox"/> District Admin. Dir. SI Director
2.2 The Math instructional facilitator will use data from the Interim Pre-test to set prescriptive learning goals for the students who are below proficient and will monitor growth during interim assessments.	2.2 All students will show at least on year of growth in one year.	2.2 Written analysis of interim assessment along with written analysis of growth on quarterly assessments.	2.2 May 2011 and annually in May.	<input checked="" type="checkbox"/> School Principal Math Facilitator
2.3 Teachers will implement the Workshop Model, following district curriculum maps and implementing high-yield strategies.	2.3 Classroom walkthrough and focus walk data will be collected and analyzed.	2.3 Classroom walkthrough and focus walk data will be collected and analyzed quarterly and annually will be submitted to the Administrative Director of Secondary Education.	2.3 June 2011 and annually thereafter.	<input checked="" type="checkbox"/> Partner America's Choice
2.4 A three-week summer enrichment programs will be held to allow students to do interesting math learning activities.	2.4 A pre- and post-test will be administered during the summer enrichment program.	2.4 A pre- and post-test will be administered during the summer enrichment program. A report of gains made during the summer program will be forwarded to the Administrative Director of Secondary Education.	2.4 July 2011 and annually.	<input type="checkbox"/> Other Other
2.5 The Response to Intervention Committee will have regular meetings no less than monthly and keep records on Math and behavior interventions and students' response to the interventions	2.5 Meeting minutes will include the interventions being implemented for each student served and responses to the interventions will be maintained as well.	2.5 Meeting minutes will be maintained and will include the interventions being implemented for each student served and responses to the interventions will be maintained as well.	2.5 Monthly reports to Ad. Dir. Sec. Ed	
2.6 Teacher incentives will be paid to all teachers if there is a 10% growth goal is met in math and literacy.	2.6 Ten percent growth in Literacy and Math	2.6 Reaching 10% annual goal based on analysis of ACTAAP data.	2.6 August 2011 and annually thereafter.	

**FY 2011 ARRA School Improvement Grant – Section 1003(g)
LEA Goals and Objectives**

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

Goal #3 Science achievement will be improved based upon ACTAAP and Interim Assessment performance.

Objective #	Measureable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
3.1 The Science instructional facilitator will be hired to provide assistance to science teachers in providing inquiry-based lessons and lab activities.	2.1 A 15% increase in proficiency rate on ACTAAP Science assessments for 7 th grade and Interim pre- post- test for 8 th grade students.	2.1 Increases measured quarterly on interim assessments and on ACTAAP and Interim Post-test analysis.	1.1 June 2011 and annually.	<input checked="" type="checkbox"/> District Admin. Dir. SI Director <input checked="" type="checkbox"/> School Principal Literacy facilitator <input checked="" type="checkbox"/> Partner America's Choice <input checked="" type="checkbox"/> Other RTI Committee
3.2 An after school Math/Science Activity Lab will be implemented allowing students to do fun real-world learning activities.	2.2 A 5% growth from pre- to post-assessment on interim assessment. Evidence of growth on quarterly assessments.	2.2 Growth on interim assessment along with growth on quarterly assessments	1.2 May 2011 and annually in May.	
3.3 Teachers will implement the Workshop Model, following district curriculum maps and implementing high-yield strategies.	2.3 Classroom walkthrough and focus walk data will be collected and analyzed.	2.3 Classroom walkthrough and focus walk data will be collected and analyzed.	1.3 June 2011 and annually thereafter.	
3.4 Classroom Walkthroughs and Focus Walks will be conducted to monitor strategy implementation and to allow teachers to observe other teachers.	2.4 A pre- and post-test will be administered during the summer enrichment program.	2.4 A pre- and post-test will be administered during the summer enrichment program.	1.4 July 2011 and annually.	
3.5 The Response to Intervention Committee with have regular meetings no less than monthly and keep records on interventions and students' response to the interventions.	2.5 Meeting minutes will include the interventions being implemented for each student served and responses to the interventions will be maintained as well.	2.5 Meeting minutes will include the interventions being implemented for each student served and responses to the interventions will be maintained as well.	1.5 Monthly reports to Ad. Dir. Sec. Ed.	
3.6 A three-week summer enrichment programs will be held in science.	2.6 Ten percent growth in Literacy and Math	A pre-, post- assessment will be given during the summer enrichment program.	1.6 June 2011, 2012, and 2013.	

SECTION B. PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities

Based on the data review and intervention model selected; provide a detailed description of actions the LEA has taken, or will take, to ensure the school receives ongoing technical assistance and support. Include **information** and **evidence** for the following areas: 1. Design and implement interventions consistent with the final requirements; 2. Recruit, screen, and select external providers, if applicable to ensure their quality; 3. Align other resources with the interventions; 4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and 5. Sustain the reforms after the funding period ends. **Attach a separate sheet and describe in narrative form.**

- Design and implement interventions consistent with the final requirements (i.e., strategies for implementation, funding for each strategy, timelines for each strategy, evaluation process, responsible staff member(s), process for LEA oversight).
- Recruit, screen, and select external providers, if applicable, to ensure their quality (i.e., LEA request for proposals, memorandum(s) of understanding, provider contracts, and evaluation procedures).
- Align other resources with the interventions (i.e., Local, State and Federal funding sources, Educational partnerships (Universities/Cooperatives/ERZ/STEM), other community and educational resources).
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (i.e. LEA policies and practices that have or will be modified, possible impact of any changes, contractual agreements).
- Sustain the reforms after the funding period ends (i.e. ADE support, Stakeholder and Community Support). SIG funds provide LEAs with funding to implement and support selected interventions for the first three years. The expectation is that LEAs will develop plans to sustain reform efforts beyond these years. Describe how reform efforts will be sustained beyond year three.

Description in Narrative Form

America's Choice will be contracted as the external provider. A full-time cluster leader will be contracted to provide technical assistance services four days per week. The services of the external provider include the implementation of activities such as

The **America's Choice School Design** is a comprehensive, coherent program of services and related materials that address all of the important aspects of school operations 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. 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 under-performing schools, it includes an intensive level of on-site 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.

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.

On-site and Online Professional Development - All of the professional development sessions are delivered by America's Choice staff who are specialists in their content area and who have undergone a rigorous certification process through our National College.

Leadership Team Assistance - America's Choice provides a protocol for distributed leadership. This protocol involves training in Getting Started, Effective Team Meetings, Distributing Leadership, Focusing on Implementation, and Sustaining Growth.

Other activities involved include: Community of Learning activities, a parent training program, Ramp Up Math, Ramp Up Literacy, Science as Inquiry, Math and Literacy Navigator as Safety Net Interventions, the Workshop Model and related services the 25 Book Campaign, and the Principal's book of the Month.

An after school program will be implemented that will include sessions that provide additional assistance to students as well as high interest enrichment activities. A Science instructional facilitator (coach) will be hired to assist with attaining goals in science achievement.

In addition to the services provided by America's Choice, the district will hire a School Improvement Director to work half time at Rose City to ensure the implementation of this grant and of the various school improvement efforts of the district and school. A Parent Facilitator

will be hired to assist the principal in communicating with parents, organizing parent activities, assisting with parent education classes, and in general networking with parents to draw them into the school. A parent room will be outfitted with furniture and computers in order to allow parents to come to a private location in the school to check their student's grades online.

The first year, a Science Facilitator will be hired to help the science teachers with interventions in Science. Year two, an additional Instructional Interventionist will be hired to assist with Tier III interventions with struggling students in math and literacy.

Every student will be assigned a mini-laptop computer. The building will be equipped to operate these computers while students are in the classroom and storage cabinets will be purchased to store the computers for recharging. Students will have access to their computer at all times during the school day and during the after school program. Each classroom will also be equipped with five iPads so that students can learn about the different forms of technology and to use when they work in their collaborative groups during instruction. All teachers will be provided with a multimedia center that allows them to facilitate both individual and whole class computer use. Teachers will be provided professional development in the integration of computers in the classroom, as well as in integrating them with their Smart Board.

A summer intervention/enrichment program will be held to attract students to the extended year option. This program will be designed to attract students to highly engaging, activity-based learning opportunities. A horticulture greenhouse will be purchased to extend the science learning activities into the real world and into the activity-based after school and summer program.

The after school program will include intervention safety nets for students in addition to electives of high interest. These classes will be alternated with athletics in order to allow students in this small school to participate in both the after school program as well as the athletic program.

The Library/Media Center will set aside a special "Reading Nook," which will have comfortable furniture for students to use while reading. Additional e-readers will be purchased as well as additional books for the teacher professional library.

A Professional Retreat will be held during the summer of 2011, 2012, and 2013 where teachers will work closely with a nationally recognized presenter to analyze data, learn new instructional strategies, and plan for the coming year.

SECTION B. PART 5:**B. DESCRIPTIVE INFORMATION: Timeline**

July	Completing contracting agreement with lead provider. Begin planning. Getting Started Protocols.
August	Orientation to the Design, Develop Professional Learning Communities (PLCs), Introduce Principles of PLCs, Discuss planning for teachers meetings, reinstate Leadership team, establish classroom visit protocol, conduct screeners for Navigator, develop protocol for book of the month, implement foist 30 days and rituals and routines.
September	Network 1: Professional Learning Communities Revisited, Begin online PD, Weekly leadership team meetings, focus walk data, Classroom Walk Through (CWT) Classroom visits daily, protocol for focus walks, develop safety nets from data, book of the month, teacher meeting focus student work.
October	Network 2: Focus Walk results & PLCs, continue online Professional Development (PD), Leadership Team Meetings, Classroom Visits, Focus Walks, Safety Net interventions, data updates, continue book of the month, begin data wall, teacher meeting student work.
November	Deepen collaborative work in PLCs, build science/soc. st. teachers in content literacy, Network 3, Standards based instruction-deeper, online PD, Leadership Meetings, classroom visits, Focus Walks, Safety Net interventions and update data. study upcoming DAT.
December	Conduct quality review and post next steps for staff, deepen collaborative work in PLCs, continue work with Sci/SS in content literacy, standards-based instruction, online PD, Leadership Team Meetings, CL/P classroom visits & Focus Walks, Safety net interventions & update progress of students.
January	Update data wall, reassess PLC topics, development of timeline for quality review, Network 4, continue online PD, weekly leadership meetings, CL/P classroom visits daily & Focus Walks, safety nets continue, update data.
February	Deepen collaborative work of teacher within PLCs, continue PD with Sci/SS teachers, continue standards-based instruction, continue online PD, weekly leadership team meetings focus data, CL/P visit classrooms, Focus Walks, safety net interventions, update data.
March	Deepen collaborative work of teacher within PLCs, continue PD with Sci/SS teachers, continue standards-based instruction, continue online PD, weekly leadership team meetings focus data, CL/P visit classrooms, Focus Walks, safety net interventions, update data.
April	Deepen collaborative work of teacher within PLCs, continue PD with Sci/SS teachers, continue standards-based instruction, continue online PD, weekly leadership team meetings focus data, CL/P visit classrooms, Focus Walks, safety net interventions, update data, prepare for end of year DAT.
May	Deepen collaborative work of teacher within PLCs, continue PD with Sci/SS teachers, continue standards-based instruction, continue online PD, weekly leadership team meetings focus data, CL/P visit classrooms, Focus Walks, safety net interventions, update data, Network 5, Quality Review.
June	Assess planning for results by studying data, identify strengths and weaknesses of instruction, update data wall, revisit accomplishments from PLCs, establish protocols for coming year, review PD for the year, determine needs and coming steps, order materials, prepare documents and updates, determine staff needs and assignments, determine next steps from quality review.
July	Begin planning for results by studying data, identify areas of need for classroom instruction and safety nets, revisit accomplishments from PLCs, update and assist staff with AC community of learning website, prepare for first 30 days and rituals and routines.

SECTION B, PART 6 – 7:

B. DESCRIPTIVE INFORMATION: Services for Tier III schools

For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. Describe the goals and establish a timeline, in order to hold accountable each Tier III school that receives funds. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already existing AYP requirements, such as meeting the State’s annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by ADE. These services must be provided by the LEA, or with the approval of the LEA, or by other external providers. **Attachment 4.**

SECTION B, PART 8:

B. DESCRIPTIVE INFORMATION: LEA Consultation

Describe how the LEA consulted with relevant stakeholders, including the local board, and personnel associations, regarding the LEAs application and implementation of school improvement model(s) in its Tier I and Tier II schools. Please provide copies of agendas, minutes, sign-in-sheets , letters of support or other documentation that such consultation has occurred. This response will be reviewed in conjunction with attachment # 5 – Forge Working Relationships. **Attach a separate sheet.**

- Things considered in selecting America's Choice as the external provider:
- The America's Choice external provide has been in this school for four years and the staff and administration are familiar with and have had success with the Design Model.
 - The Superintendent, Mr. Kenneth Kirspel; the Administrative Director of Secondary Education, Mrs. Rhonda Dickey, and the Principal, Ms. Patricia McMurray interviewed providers. Many of the providers could not offer the depth and breadth of services that Rose City is already receiving from America’s Choice.
 - The Superintendent discussed the 1003g Grant with the School Board including the process being used to select the external provider. They directed him to continue with the grant-writing process and to determine the external provider based upon the work of the administrators involved. (See July 15, 2010 Board Minutes-Atch #1)
 - The leadership at Rose City has changed so much in the past five years, that this issue is becoming part of the problem suffered by this school. Changing their service provider would exacerbate this issue of continuance of leadership.
 - The past year brought renewed vigor to the school because they saw more success with America's Choice than they had in previous years.
 - The teachers requested to continue with America's Choice. They have learned many high-yield best practices and wish to continue using this approach.

SECTION C:

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

The LEA must provide a budget (**see attachments 5-7**) that indicates the amount of school improvement funds the LEA will use each year to –

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

A preliminary 3-year budget is required for each school competing for SIG funds. Please estimate the amount of funds that will be needed to implement and support the various requirements of the intervention model selected. The minimum annual amount per school is \$50,000 and the maximum annual amount per school is \$2,000,000.

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

Attachment #15

<input checked="" type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input checked="" type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular



FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE July 30, 2010
SCHOOL NAME Rose City Middle School		DISTRICT NAME AND NUMBER North Little Rock School District 6002000	
CONTACT PERSON Patricia McMurray, Principal		TELEPHONE NUMBER (Include Area Code) 501-955-3600	
EMAIL ADDRESS mcmurray@nlrsd.k12.ar.us		FAX NUMBER (Include Area Code) 501- 955-3603	

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date 06/30/2011

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

CODE / FUNCTIONS	OBJECTS						TOTALS
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects	
1	2	3	4	5	6	7	8
1511 Before/After School Programs	\$65,000	\$14073	\$ 8,000 -	\$20,000 -	\$ 36,000	\$ -	\$143,073
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$11,000 -	\$ -	\$ -	\$11,000 -
1560 Reading	\$ -	\$ -	\$ 10,000	\$30,000 -	\$ -	\$ -	\$40,000 -
1570 Mathematics	\$ -	\$ -	\$ -	\$16,000 -	\$ -	\$ -	\$16,000 -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$15,000	\$3248 -	\$ -	\$10,000 -	\$ -	\$ -	\$28,248 -
2210 Improvement of Instruction	\$60,000 -	\$ 12,990 -	\$310000 -	\$33,000 -	\$5000 -	\$ -	\$420,990 -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$10,000 -	\$ 200,000 -	\$ -	\$ 210,000 -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$63,000 -	\$17,640 -	\$ -	\$5000 -	\$ 1500 -	\$ -	\$87,140 -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$ -	\$15,000 -
3100 Food Service	\$ -	\$ -	\$ -	\$20,000 -	\$ -	\$ -	\$20,000 -
Total Budgeted	\$203,000 -	\$47,951 -	\$343,000	\$155,000-	\$ 242,500 -	\$ -	\$991,451 -

Funds Available 2010-2013	\$ _____	Funds Budgeted	\$991,451 _____
----------------------------------	----------	-----------------------	-----------------

<input checked="" type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input checked="" type="checkbox"/> Individual School Budget
<input type="checkbox"/> 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 06/30/2012



FISCAL YEAR 2012	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE July 30, 2010
SCHOOL NAME Rose City Middle School		DISTRICT NAME AND NUMBER North Little Rock School District 6002000	
CONTACT PERSON Patricia McMurray, Principal		TELEPHONE NUMBER (Include Area Code) 501-955-3600	
EMAIL ADDRESS mcmurrayp@nlrsd.k12.ar.us		FAX NUMBER (Include Area Code) 501- 955-3603	

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

CODE / FUNCTIONS 1	OBJECTS						TOTALS 8
	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	
1511 Before/After School Programs	\$65,000	\$ 14073	\$ -	\$10,000 -	\$ -	\$ -	\$89,073
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$10,000 -	\$ -	\$ -	\$10,000 -
1560 Reading	\$ -	\$ -	\$ -	\$30,000 -	\$ -	\$ -	\$30,000 -
1570 Mathematics	\$ -	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$15,000 -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$15,000 -	\$3248 -	\$ -	\$10,000 -	\$ -	\$ -	\$28,248-
2210 Improvement of Instruction	\$ 60,500 -	\$13,098 -	\$310,000 -	\$5000 -	\$ -	\$ -	\$388,598 -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$64260 -	\$17993 -	\$ -	\$5000 -	\$ -	\$ -	\$87,253 -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$ -	\$15,000 -
3100 Food Service	\$ -	\$ -	\$ -	\$20,000 -	\$ -	\$ -	\$ 20,000 -
Total Budgeted	\$204,760 -	\$48412 -	\$325,000 -	\$105,000 -	\$ -	\$ -	\$ 683,172 -

Funds Available 2010-2013

\$ _____

Funds Budgeted

\$683,172

<input checked="" type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input checked="" type="checkbox"/> Individual School Budget
<input type="checkbox"/> 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
	6/30/2013



FISCAL YEAR 2013	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE July 30, 2010
SCHOOL NAME Rose City Middle School		DISTRICT NAME AND NUMBER North Little Rock School District 6002000	
CONTACT PERSON Patricia McMurray, Principal		TELEPHONE NUMBER (Include Area Code) 501-955-3600	
EMAIL ADDRESS mcmurrayp@nlrsd.k12.ar.us		FAX NUMBER (Include Area Code) 501- 955-3603	

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

CODE / FUNCTIONS 1	OBJECTS						TOTALS 8
	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	
1511 Before/After School Programs	\$65,000	\$ 14073	\$ -	\$10,000 -	\$ -	\$ -	\$89,073
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$10,000 -	\$ -	\$ -	\$10,000 -
1560 Reading	\$ -	\$ -	\$ -	\$30,000 -	\$ -	\$ -	\$30,000 -
1570 Mathematics	\$ -	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$15,000 -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$15,000 -	\$3248 -	\$ -	\$10,000 -	\$ -	\$ -	\$28,248-
2210 Improvement of Instruction	\$ 60,500 -	\$13,098 -	\$310,000 -	\$5000 -	\$ -	\$ -	\$388,598 -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$64260 -	\$17993 -	\$ -	\$5000 -	\$ -	\$ -	\$87,253 -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$ -	\$15,000 -
3100 Food Service	\$ -	\$ -	\$ -	\$20,000 -	\$ -	\$ -	\$ 20,000 -
Total Budgeted	\$204,760 -	\$48412 -	\$325,000 -	\$105,000 -	\$ -	\$ -	\$ 683,172 -

Funds Available 2010-2013

\$ _____

Funds Budgeted

\$683,172 _____

<input checked="" type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date 06/30/2011

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME DISTRICT BUDGET		DISTRICT NAME AND NUMBER North Little Rock School District 6002000	
CONTACT PERSON Gregg Daniels		TELEPHONE NUMBER (Include Area Code) 501-771-8028	
EMAIL ADDRESS danielsg@nlrsd.k12.ar.us		FAX NUMBER (Include Area Code) 501-771-8069	

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

CODE / FUNCTIONS 1	OBJECTS						TOTALS 8
	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	
1511 Before/After School Programs	\$65,000	\$14073	\$ 8,000 -	\$20,000 -	\$ 36,000	\$ -	\$143,073
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$11,000 -	\$ -	\$ -	\$11,000 -
1560 Reading	\$ -	\$ -	\$ 10,000	\$30,000 -	\$ -	\$ -	\$40,000 -
1570 Mathematics	\$ -	\$ -	\$ -	\$16,000 -	\$ -	\$ -	\$16,000 -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$15,000	\$3248 -	\$ -	\$10,000 -	\$ -	\$ -	\$28,248 -
2210 Improvement of Instruction	\$60,000 -	\$ 12,990 -	\$310000 -	\$33,000 -	\$5000 -	\$ -	\$420,990 -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$10,000 -	\$ 200,000 -	\$ -	\$ 210,000 -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$63,000 -	\$17,640 -	\$ -	\$5000 -	\$ 1500 -	\$ -	\$87,140 -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$ -	\$15,000 -
3100 Food Service	\$ -	\$ -	\$ -	\$20,000 -	\$ -	\$ -	\$20,000 -
Total Budgeted	\$203,000 -	\$47,951 -	\$343,000	\$155,000-	\$ 242,500 -	\$ -	\$991,451 -

Funds Available 2010-2013 \$ _____

Funds Budgeted \$991,451

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

Funds Available 2010-2013

\$ _____

Funds
Budgeted

\$991,451



<input checked="" type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> 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 06/30/2012



FISCAL YEAR 2012	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME DISTRICT BUDGET		DISTRICT NAME AND NUMBER North Little Rock School District 6002000	
CONTACT PERSON Gregg Daniels		TELEPHONE NUMBER (Include Area Code) 501-771-8028	
EMAIL ADDRESS danielsg@nlrsd.k12.ar.us		FAX NUMBER (Include Area Code) 501-771-8069	

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

CODE / FUNCTIONS 1	OBJECTS						TOTALS 8
	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	
1511 Before/After School Programs	\$65,000	\$ 14073	\$ -	\$10,000 -	\$ -	\$ -	\$89,073
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$10,000 -	\$ -	\$ -	\$10,000 -
1560 Reading	\$ -	\$ -	\$ -	\$30,000 -	\$ -	\$ -	\$30,000 -
1570 Mathematics	\$ -	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$15,000 -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$15,000 -	\$3248 -	\$ -	\$10,000 -	\$ -	\$ -	\$28,248-
2210 Improvement of Instruction	\$ 60,500 -	\$13,098 -	\$310,000 -	\$5000 -	\$ -	\$ -	\$388,598 -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$64260 -	\$17993 -	\$ -	\$5000 -	\$ -	\$ -	\$87,253 -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$ -	\$15,000 -
3100 Food Service	\$ -	\$ -	\$ -	\$20,000 -	\$ -	\$ -	\$ 20,000 -
Total Budgeted	\$204,760 -	\$48412 -	\$325,000 -	\$105,000 -	\$ -	\$ -	\$ 683,172 -

Funds Available 2010-2013

\$ _____

Funds Budgeted

\$683,172

<input checked="" type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> 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 2013	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME DISTRICT BUDGET		DISTRICT NAME AND NUMBER North Little Rock School District 6002000	
CONTACT PERSON Gregg Daniels		TELEPHONE NUMBER (Include Area Code) 501-771-8028	
EMAIL ADDRESS danielsg@nlrsd.k12.ar.us		FAX NUMBER (Include Area Code) 501-771-8069	

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

CODE / FUNCTIONS 1	OBJECTS						TOTALS 8
	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	
1511 Before/After School Programs	\$65,000	\$ 14073	\$ -	\$10,000 -	\$ -	\$ -	\$89,073
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$10,000 -	\$ -	\$ -	\$10,000 -
1560 Reading	\$ -	\$ -	\$ -	\$30,000 -	\$ -	\$ -	\$30,000 -
1570 Mathematics	\$ -	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$15,000 -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$15,000 -	\$3248 -	\$ -	\$10,000 -	\$ -	\$ -	\$28,248-
2210 Improvement of Instruction	\$ 60,500 -	\$13,098 -	\$310,000 -	\$5000 -	\$ -	\$ -	\$388,598 -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$64260 -	\$17993 -	\$ -	\$5000 -	\$ -	\$ -	\$87,253 -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$15,000 -	\$ -	\$ -	\$ -	\$15,000 -
3100 Food Service	\$ -	\$ -	\$ -	\$20,000 -	\$ -	\$ -	\$ 20,000 -
Total Budgeted	\$204,760 -	\$48412 -	\$325,000 -	\$105,000 -	\$ -	\$ -	\$ 683,172 -

Funds Available 2010-2013

\$ _____

Funds Budgeted

\$683,172

SECTION D:

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

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

- Extending the period of availability of school improvement funds.

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

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

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

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

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

STATEMENT OF ASSURANCES

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

By the signature of the Superintendent of North Little Rock School District

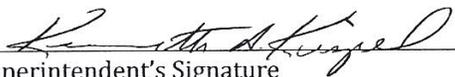
(district) the LEA assures that it will –

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

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

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

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



Superintendent's Signature

Aug. 17, 2010
Date

Kenneth A. Kirspel
Superintendent's Printed Name

Aug. 17, 2010
Date

LEA Application Checklist - SIG ARRA

School Name: Rose City Middle School LEA #: 6002077

SECTION A -1

General Information

X LEA Contact Information and Certification

SECTION A-2

Schools to be Served

X Selection of Identified Schools

X Identification of Intervention Models

SECTION B, PART 1

Needs Assessment

X Develop a Profile of the School's Contest

X Develop a Profile of the School's Performance

SECTION B, PART 2

LEA Capacity

X Determining Capacity – Self Assessment (Include Attachments)

X Statement of Need and Lack of Capacity to Serve

SECTION B, PART 3

X Annual Goals

SECTION B, PART 4

X Proposed Activities

SECTION B, PART 5

X Timeline

SECTION B, PART 6 – 7

X Services for Tier III Schools

SECTION B, PART 8

X LEA Consultation

SECTION C

X Budget

SECTION D

Waiver