



# ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Pulaski County Special School District	
Mailing Address (Street, P.O. Box, City/Zip) 925 East Dixon Rd Little Rock, AR 72206	Starting Date FY 2011-2012
Name, title and phone number of authorized contact person: Kathy Goff, Federal Programs Coordinator/Grant Management 501-490-6224	Ending Date FY 2013- 2014
Amount of funds requested: \$5,768,560.	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on 7/28/10 \*See board minutes on page 6 (Date).

Signature: \_\_\_\_\_  
Superintendent of Schools AND  
Signature: \_\_\_\_\_  
School Board President

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

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

## SCHOOL IMPROVEMENT GRANTS

### Purpose of Program

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

### Availability of Funds

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

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

### State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying

areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

#### Consultation with the Committee of Practitioners

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

### FY 2010 SUBMISSION INFORMATION

#### Electronic Submission:

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

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

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

#### Application Deadline:

Applications are due on or before April 8, 2011

#### For Further Information:

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

SECTION A, Part 2: Schools to be Served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Jacksonville High School	051185000919	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Jacksonville High School (Tier II) was the only school within the Pulaski County Special School District targeted by the Arkansas Department of Education as one of Arkansas' Persistently Lowest-Achieving Schools

## RECORDS AND PROCEEDINGS

A special meeting of the Board of Education of the Pulaski County Special School District was held at Daisy Bates Elementary School Media Center on July 28, 2010.

Opening  
7/28/10 President Tim Clark called the meeting to order at 5:05 pm.

Present: Mr. Tim Clark, Mr. Danny Gililand, Mrs. Sandra Sawyer, Mrs. Mildred Tatum, Mr. Bill Vasquez, Ms. Gwen Williams, Mr. Charlie Wood and Dr. Charles Hopson, Superintendent

New Business  
7/28/10

Consulting Agreement Contract – Scholastic for Read 180 and System 44 Mrs. Tatum moved, seconded by Ms. Williams, to not approve the consulting agreement contract – Scholastic for Read 180 and System 44. Ms. Elliott answered questions regarding this program. After discussion, Mr. Vasquez moved, seconded by Mr. Gililand to table this item until more information could be provided to the board. Mrs. Tatum and Ms. Williams accepted and withdrew their motion. The motion carried to table. Dr. Hopson requested Ms. Elliott to provide more information re-garding this program at the August 10 regular board meeting.

Approval of Purchase Service Contract for Paul Brewer Mr. Vasquez moved, seconded by Mrs. Tatum, approval for the Purchase Service Contract for Paul Brewer as a special assistant to the superintendent for compliance, mediation, reorganization and restructuring of Human Resources. The motion carried.

Resolution for the 2010 School Election Mrs. Tatum moved, seconded by Mr. Gililand, approval of the Resolution regarding the 2010 School Election. The Resolution is necessary should only one candidate be on the ballot for a position and there are no other issues on the ballot. The motion carried. Ms. Williams voted no.

School Improvement Grant (SIG) Title I Section 1003(g) Mr. Vasquez moved, seconded by Mrs. Tatum, approval of the School Improvement Grant (SIG) Title I Section 1003(g). The motion carried.

Consent Agenda  
7/28/10

Mr. Gililand moved, seconded by Mrs. Tatum, approval of the consent agenda. The motion carried.

Those items included:

- Personnel--certified and support staff
- Award of bids

Executive Session

7/28/10

Mr. Clark moved to go into executive session for the purpose of discussing the settlement for Donna Humphries.

The meeting reconvened at 5:55 pm. Ms. Williams moved, seconded by Mrs. Tatum, to rescind the original motion of the July 8, 2010 special board meeting regarding the Donna Humphries settlement due to not following correct board

Special Board Meeting

July 28, 2010

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policy regarding procedures for a special board meeting. The motion carried.

Mr. Wood moved, seconded by Mrs. Tatum, to not approve the settlement offer for Donna Humphries. The motion carried. Mr. Clark and Mr. Vasquez voted no.

Adjournment

7/28/10 Mr. Gililand moved, seconded by Mr. Wood, to adjourn the meeting. The meeting adjourned at 6:00 pm.

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Board President

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

## SECTION B, PART 1:

### **B. DESCRIPTIVE INFORMATION: Needs Assessment**

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

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

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

Name of School: Jacksonville High School  
6003123

LEA #:

#### Context

1. Grade levels (e.g., 9-12): 9-12
2. Total Enrollment: 945
3. % Free/Reduced Lunch: 58.22%
4. % Special Education Students: 12%
5. % English Language Learners: 3%
6. Home Languages of English Language Learners (list up to 3 most frequent):
  1. Spanish
  - 2.
  - 3.

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

The Jacksonville High School catchment or enrollment area covers a large suburban, and urban area in northern Pulaski County. The two main community areas serving Jacksonville High School are Jacksonville and McAlmont. The Jacksonville community is currently considered to be a 50% + transient community due to the constant movement of the servicemen and women in and out of Little Rock Air Force Base located in Jacksonville, the high number of rental properties, and the low income apartments within the area. The estimated population for Jacksonville for 2010 is 31,650 with 57.8% Caucasian, 32.6% African American, Hispanic 4.3%, Asian alone 2.7%, Two or more races 1.9%, and American alone 0.6%.

The median age is 31.79. The percentage of those over the age of 25 with a high school diploma or higher - 85.2%, bachelors degree or higher - 15.4%, graduate or professional degree - 4.9%, and unemployed - 6.3%.

The median household income in 2009: \$35,029 with the per capita income at \$18,415.

The McAlmont community - a catchment area for Jacksonville High School, is composed of the following population estimates for 2010: Black alone - 70.3% Caucasian - 24.6% Hispanic 2.0%, Asian alone - 0.05%, Two or more races 2.4%, and American alone 0.7%. The estimated median household income for McAlmont in 2009: \$21,563 compared with Arkansas' estimated median income for the same period: \$37,823.

The feeder pattern in Jacksonville: Jacksonville Middle School (JMS) with an AYP status of (A - Alert) in both math and literacy, is the only middle school that feeds into Jacksonville High School. JMS has 74% Free and Reduced Lunch (FRL).

The elementary schools feeding into Jacksonville Middle School: Harris Elementary - 92% FRL, Jacksonville Elementary - 84% FRL, Taylor Elementary - 81% FRL, Warren Dupree - 76% FRL, and Pinewood Elementary - 74% FRL.

The community demographics of Jacksonville, the Free and Reduced Lunch Status (FRL), and district data indicate that students who are in feeder schools coming up and into the Jacksonville High School have an average of 80% Free and Reduced lunch status, 44% of the families with children are at or above the poverty level, and 15% of the families with children are below the poverty level.

Jacksonville Population in July 2009: 31,650. Population change since 2000: +5.8%

White alone - 17,043 (57.8%)  
Black alone - 9,604 (32.6%)  
Hispanic - 1,282 (4.3%)  
Asian alone - 795 (2.7%)  
Two or more races - 563 (1.9%)  
American alone - 191 (0.6%)

Estimated median household income in 2009: \$35,029 (it was \$35,460 in 2000)  
Jacksonville: \$35,029  
Arkansas: \$37,823  
Estimated per capita income in 2009: \$18,415

Read more: <http://www.city-data.com/city/Jacksonville-Arkansas.html#ixzz1E4Ag8Cdq>

For population 25 years and over in Jacksonville:  
High school or higher: 85.2%  
Bachelor's degree or higher: 15.4%  
Graduate or professional degree: 4.9%  
Unemployed: 6.3%  
Mean travel time to work: 19.0 minutes

McAlmont, AR Population in July 2007: 1,991.  
Zip codes: 72117.

Estimated median household income in 2009: \$21,563 (it was \$19,762 in 2000)

McAlmont: \$21,563

Arkansas: \$37,823

Estimated per capita income in 2009: \$14,059

Black alone - 1,351 (70.3%)

White alone - 472 (24.6%)

Two or more races - 46 (2.4%)

Hispanic - 38 (2.0%)

American alone - 13 (0.7%)

Asian alone - 1 (0.05%)

Native Hawaiian and Other Pacific Islander alone - 1 (0.05%)

Read more: <http://www.city-data.com/city/McAlmont-Arkansas.html#ixzz1E45q04Yr>

Residents with income below 50% of the poverty level in 2009:

This place: 11.80%

Whole state: 6.60%

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

School	Grade Span		School	Grade Span
Jacksonville Middle School	6-8			

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
Karl Brown - Director on Special Assignment	BSE K-6, SPED K-12, Elementary 1-6, Elementary Principal K-9, Masters +18	1	1	29
Bobby Pruitt - Principal	General Science 7-12, Health 7-12, PE 7-12, Driver's Ed 7-12, Secondary Admin. 5-12	1	31	34
Chris Jones - Assistant Principal	Physical Education K-12, Admin 7-12,	8	1	12
Charles Humphreys - Assistant Principal	Secondary Admin 5-12, Gen Science 7-12, MS Science 5-8, Phy/Earth Science 7-12	12	1	39
Sandy Williams - Dean of Students **See:Teacher Certificates by Name of Admin.	Bldg level Admin 5-12, Bldg Admin P-8, Bldg Admin 7-12, Social Studies 7-12	1	1	20

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

The Deputy Superintendent of Academic Accountability or Director on Special Assignment from the Superintendent will use the PCSSD Appraisal of Principals instrument to evaluate administrators. Each administrator will be evaluated at least once a year. Each administrator shall submit a Professional Growth Plan to his/her evaluator each year. Prior to the initial evaluation, the Director or Deputy Superintendent will meet with each administrator to discuss time and day for the evaluation. The Director or Deputy Superintendent will review the evaluation instrument with each administrator during the first week of September.

\*\*\*See attachment: "PRINCIPAL PROFESSIONAL GROWTH PLAN"

During the evaluation conference, strengths and weaknesses in job performance will be discussed. Individual Improvement Plans will be written by the administrator in cooperation with the evaluator within 5 days of conference if any item/s on the evaluation form are marked "area of concern" or unsatisfactory.

See the links below for the two page principal performance evaluation tool:

<http://www.pcssd.org/dept/forms/PPF1.pdf>

<http://www.pcssd.org/dept/forms/PPF2.pdf>

Evaluation procedures are as follows:

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Board of Education Policies

Evaluation of Certified Staff

Administrators:

The Superintendent will establish and supervise an evaluation system for administrative personnel. He will report to the Board annually on the performance of all administrators and make recommendations on their continued employment or tenure.

The procedures and instruments for administrator evaluation will be developed by the Superintendent in consultation with appropriate representatives and approved by the Board.

The procedures, instruments, and processes of evaluation will be subject to continuing review and appraisal, with substantive changes subject to Board approval.

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

Teachers may be evaluated by the Director on Special Assignment, the building principal, or an assistant principal following Article VII of the district's Teacher Evaluation Procedures and Rights. Each teacher shall submit a Professional Growth Plan to the principal each year.

Pre and Post Observation Conferences will be scheduled and held along with the teacher evaluation. Individual Improvement Plans (IIP) will be written within 5 days of the post observation conference if any items on the evaluation form are marked "Area of Concern" or "Unsatisfactory".

Probationary teachers shall have two scheduled formal evaluations and one unscheduled evaluation annually. Tenured teachers with less than 10 years shall have one scheduled formal and one unscheduled formal annually. Tenured teachers with ten or more years experience in the district shall have one scheduled formal evaluation annually.

PCSSD has a five page teacher evaluation tool - see links below:

<http://www.pcssd.org/dept/forms/TEFP1.pdf>

<http://www.pcssd.org/dept/forms/TEFP2.pdf>

<http://www.pcssd.org/dept/forms/TEFP3.pdf>

<http://www.pcssd.org/dept/forms/TEFP4.pdf>

<http://www.pcssd.org/dept/forms/TEFP5.pdf>

The Board recognizes the necessity of a continuing evaluation procedure for the entire staff.

In addition the Board recognizes that for an evaluation procedure to reach maximum effectiveness, it must be understood and endorsed by the teaching staff as well as the administration. It also must be clearly expressed and designed to protect the rights of the individual teacher, while granting the District the opportunity to ascertain the performance of its employees based on agreed upon criteria.

1. Evaluations should be a cooperative and continuous process undertaken to improve the quality of instruction and to facilitate the professional growth of the individual.
2. The District evaluation system is consistent with this attitude and seeks improved educational outcomes through emphasis on the quality of the teaching act.
3. The District recognizes that the main purpose of an evaluation system is to enhance the quality of instruction.
4. To achieve this purpose, the appraisal system will include the following:
  - a. The preparation of a professional growth plan to improve and to expand teaching competencies.
  - b. A meaningful pre-observation conference to relate expectations.
  - c. An appropriate observation to gather data.
  - d. A post conference to discuss job performance and to prepare improvement plan if needed.

- e. A comprehensive staff development program designed to meet the professional needs of all employees.

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#### Professional Development Plan

1. A Professional Development Plan shall be written by each professional staff member and submitted to the evaluator for discussion and/or approval by October 1, each school year.
2. The plan shall focus on improving, maintaining, and expanding teaching competencies and shall have the following:
  - a. Specific performance objectives.
  - b. An action plan describing time lines, activities, processes, materials, and personnel involved.
  - c. Activities and topics relevant to the needs of the individual and the District.

#### Pre-observation Conference for Scheduled Observation

1. A pre-observation conference involving the observer and teacher shall be held no more than three (3) days before any announced observation.
2. At this time the following information will be discussed:
  - a. Explanation of lesson to be observed.
  - b. Characteristics of the class.
  - c. Specific items on which the teacher wants feedback and/or the observer plans to place emphasis.
  - d. Time and day for the scheduled observation.

#### The Observation

1. Evaluations require scheduled and unscheduled observations by one or more administrative personnel.
2. The number of observations will vary according to the number of years of teaching experience in the District.
3. The observers will be one or more of the administrative personnel listed in the "Evaluator" section of this Policy.
4. The choice of observers may vary with the subject or area being observed and will be determined by the building principal.

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5. Assistance may be obtained from any one of the listed groups or any combination of that group by an invitation from the principal.
6. The principal has the final responsibility for faculty evaluation.
7. The observer should be prepared for each visit by reviewing information which might help to note the teacher's progress.
  - a. The observer should arrive before the lesson begins and seat her/himself where she/he is unobtrusive.
  - b. At times it may be helpful to have a view of the students' faces.
  - c. The observer should not participate actively in the lesson.
  - d. The observer must be alert to behaviors; the interaction of teacher to pupil, of pupil to teacher, and of pupil to pupil.
  - e. The observer shall take notes to document accurately chronological events, physical arrangements, use of resources, teaching methods, and other relevant criteria.
  - f. The length of the observation will be no less than thirty (30) minutes.

#### The Post Observation Conference

1. Within five (5) days a post observation conference will be held to discuss strengths and weaknesses in job performance, confirm data collected, and provide assistance to the teacher. Should the teacher or evaluator be absent and unable to meet the five (5) day timeline, a conference date will be selected upon their return.
2. At this time a copy of the evaluation form will be given to the teacher.
3. If any part of the evaluation is questioned by the teacher, he/she may submit a written response within twenty (20) days to be attached to the file copy of the evaluation.
4. Teacher deficiencies identified by the observer must be specified.
5. A time will be set for a future conference to identify specific steps for an Individual Improvement Plan.

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#### Individual Improvement Plans

1. Individual Improvement Plans are to be written by the teacher in cooperation with the evaluator within five (5) days of the post observation conference, only if any items on the evaluation form are marked "area of concern" or "unsatisfactory."
2. One (1) Individual Improvement Plan will be written for each competency marked "Area of Concern" or "Unsatisfactory".
3. This plan is in addition to or as a supplement to the Professional Growth Plan written at the beginning of each school year.

### Comprehensive Staff Development Program

1. A comprehensive staff development program designed to focus on the essential teaching competencies will be available to teachers.
2. Professional Growth Plans and Individual Improvement Plans shall provide criteria for the development of specific staff development programs.
3. Local staff development programs will be the primary resource providing assistance to the achievement of professional growth plan objectives.

### Evaluated Teacher

1. The minimum number of formal evaluations shall be as follows:
  - a. Probationary and temporary teachers shall have two (2) scheduled formal evaluations.
    - i. Probationary teachers should not have an unscheduled formal evaluation before the first scheduled formal evaluation.
    - ii. The first observation and evaluation shall be completed by the ninth (9th) week of school.
    - iii. The second observation and evaluation shall be completed by the seventeenth (17th) week of school.
    - iv. In addition, these teachers shall have one (1) unscheduled formal evaluation which may be performed at any appropriate time during the school year.
  - b. Tenured teachers with less than ten (10) years of experience shall have one (1) scheduled formal evaluation by February 1 of each school year.

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- c. Tenured teachers with less than ten (10) years of experience shall have one (1) unscheduled formal evaluation conducted at any appropriate time during the school year prior to May 1.
- d. Teachers with ten (10) or more years of District teaching experience shall have one (1) scheduled formal evaluation at any time during the year prior to May 1.
2. The principal, appropriate director, or other designee determined by the principal will conduct a minimum of one (1) scheduled formal evaluation for each teacher in each supplemental contract area using the Appraisal for Supplemental Performance.
3. The teacher shall have the right to attach narrative statements to any evaluation or other material placed in the employee's personnel file.

### Evaluators

1. The following administrators may perform evaluations within the District: deans, assistant principals, coordinators, principals, directors of instruction, assistant superintendents, deputy superintendents, and/or superintendent.

2. Administrators responsible for the performance of itinerant staff members shall jointly evaluate such staff members according to guidelines.
3. No later than October 1, the building principal or immediate supervisor shall acquaint all teachers to be evaluated under his/her supervision with the evaluation procedures, standards and instruments.
4. The principal or immediate supervisor shall advise the evaluated teacher as to who will observe and evaluate the teacher's performance. No evaluation may take place until such orientation has been completed.
5. At the conclusion of the final scheduled observation and evaluation, a completed copy of the evaluation and all attachments will be given to the teacher, one (1) copy retained by the evaluator for the principal's files and one (1) copy filed in the teacher's personnel file at the Central Office.

#### Additional Guidelines

1. The teacher shall not be required to sign a blank or incomplete evaluation form.
2. The evaluation shall be used to improve teacher performance, make employment decisions and shall not be used as a form of reprisal or discipline.
3. Performance Evaluations shall be considered confidential.

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4. As a part of this Policy, the evaluation form for certified employees may not be altered by adding or deleting any of the following:
  - a. Descriptors
  - b. Definition of Descriptors
  - c. Criterion
5. The evaluation will be based upon verifiable information or direct observation.
6. Additional scheduled or unscheduled evaluations or observations which may be desired by either the evaluated teacher or evaluator shall follow the guidelines established in this Policy.
7. The principal's notes regarding a teacher's evaluation, kept in his/her office, and the teacher's official file in the Human Resources Division shall be open for the inspection of the teacher.
8. The teacher shall have the right to respond in writing to the content of the evaluation and supporting materials.
  - a. Such response shall be attached to the evaluation in all pertinent files including the principal's file and the personnel file.
  - b. Any written response shall be submitted within twenty (20) days of the date of the post observation conference.

## Use of Computerized Evaluation Form

1. During the post observation conference the principal will have available for discussion one (1) printed copy of the completed computerized evaluation form.
2. At the end of the post observation conference, any changes made to the computerized evaluation form during the conference will be immediately made on the computer and one (1) copy of the corrected form will be printed.
  - a. All previous copies of the evaluation form will be destroyed in the presence of the teacher and administrator.
  - b. The final, corrected copy will be signed and dated by both the teacher and the administrator on page one and the final remaining pages will each be initialed and dated by both parties.

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- c. The corrected, signed and dated evaluation form will be copied and distributed as follows:
  - i. One (1) copy to the principal
  - ii. One (1) copy to the teacher
  - iii. One (1) copy to the teacher's official personnel file at Central Office

Revised: 6/8/10

## PULASKI COUNTY SPECIAL SCHOOL DISTRICT

### PROFESSIONAL DEVELOPMENT PLAN

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

### TEACHING ASSIGNMENT \_\_\_\_\_

- I. Professional Development Goal
  
- II. This Professional Development Plan will focus on the following area(s):
  - Content (K-12);
  - Instructional strategies;
  - Assessment; Advocacy/leadership;
  - Systemic change process;
  - Standards, frameworks, and curriculum alignment;
  - Supervision;
  - Mentoring/coaching;
  - Education technology;
  - Principles of learning/developmental stages;
  - Cognitive research;

- o Parent involvement;
- o Building a collaborative learning community.
- o Other: \_\_\_\_\_

III. How will the Professional Development Goal be met?

IV. How will progress for the Professional Development Goal be monitored?

V. Additional comments.

VI. Timeline

Beginning date \_\_\_\_\_ Ending date \_\_\_\_\_

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Teacher Signature \_\_\_\_\_ Evaluator Signature \_\_\_\_\_

This Professional Development Plan must be completed by the teacher on or before April 1st annually. A copy of the completed plan will be submitted to the Professional Development Committee by April 10th annually.



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

There is little evidence of reform or improvement efforts at Jacksonville High School prior to the Scholastic Audit of 2008. Challenges relating to turnover in staff and the lack of effective Principal leadership and involvement make it difficult to study and to know what has worked and what has not. Lack of leadership has led to inconsistent teacher involvement and lack of implementation of recommended strategies and reforms.

The Modern Red School House which is a program that placed emphasis on strategies to facilitate learning was implemented several years ago. This program was implemented without fidelity because all faculty members were not trained to utilize the program. The America's Choice design was implemented to promote best practices. For example, the Ramp Up Reading Class was implemented to increase 9th grade students' reading comprehension. The America's Choice design overall was not implemented with fidelity and therefore was not successful. The Arkansas Leadership Academy is currently in place at Jacksonville High School. The Purpose of the Academy is to actively engage teachers with the use of diverse teaching and learning practices to increase high teacher performance and increase student achievement.

In January 2008 a Scholastic Audit was conducted which revealed and addressed multiple concerns. America's Choice was utilized for the 2007-08 through 2009-10 school years but with minimal change. The Freshman Academy was started but was not followed through with efficacy and therefore needs to be completely revamped for the coming year.

The Freshman Academy was initially designed to help incoming freshmen who needed extra help with academics and social/emotional needs, however, JHS did not initiate this program as designed. Instead the JHS leadership decided to utilize the Academy as a dual gender reassimilation because the students were coming from gender-based feeder schools. The Academy became a chance for the students to get back together after being separated in the Jacksonville Boys Middle School and the Jacksonville Girls Middle School.

STAR Academy was started in the 2009-2010 school year in order to help over-aged ninth grade students in need of credit recovery / grade acceleration. The mission of Star Academy is to help students gain self-respect, learn positive behavior, and ultimately achieve academic success. This nationally recognized program is aimed at students who are behind at least one year due to retention, absences, disciplinary action(s), etc. Through the use of technology, innovative curriculum strategies, and personal development skill building, the students have the ability to make up two years of school during one year. They may return to Jacksonville High School after one successful school year and summer school at STAR and be on track to graduate with the peers with whom they began their schooling. Arkansas Department of Education was instrumental in helping Pulaski County Special School District research and implement this national program. During the first semester of 2009, the pass rate for Star Academy students was 90.9%, the second semester 2010 had a pass rate of 82.1%. The first semester data for Star Academy students in the 2010-2011 school year shows a pass rate of 86.2%.

Information received from STAR Academy: during the first semester of 2009, with an enrollment of 61, the pass rate for Star Academy students was 90.9%, the second

semester 2010 had a pass rate of 82.1%.

District records:At the end of the 2009-2010 school year according to the official district count there were only 39 students who had completed the semester.

The first semester of Star Academy, 2010-2011, according to information received from STAR , shows an enrollment of 63 students.

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	36.8%	37.7%	33.3%	32.4%	30.4%
Mathematics	44.5%	38.8%	27%	22.7%	32.4%
Science	10.8%	9%	14%		
Social Studies					
Writing					

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

Test Year:

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	44.3	50.6	48.3	31.7	25	14.7	42.9	42.9	57.1	n/a	0	0	0	0	24.1
Mathematics	55.2	59.1	38.9	37.8	25	18.2	25	53.8	38.1	n/a	50	28.6	30.4	25	9.4
Science															
Social Studies															

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

Test Year: 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									36.8	
Mathematics							Alg 1 49%	Geo 37%		
Science								9%		
Social Studies										
Writing										
Other										

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									37%	
Mathematics							Alg1 33%	Geo 36%		
Science								13%		
Social Studies										
Writing										
Other										

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									30%	
Mathematics							Alg1 23%	Geo 24%		
Science								14%		
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2009-10 school year: 87.9%

5. Mobility rate for the 2009-10 school year: 0.11%

6. Graduation rate for all students for the 2009-10 school year: 74.07%\_

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

	All Students
2010	74.07%
2009	69.9%
2008	69.7%

### Key Questions

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

The African American sub-pop and the Students with Disabilities have the lowest percentages of proficiency of all the sub-populations at Jacksonville High.

The 3-year average AYP data (2007-08 - 2009-10) from NORMES indicates that African-American students at Jacksonville High School (JHS) reached 25.9% in math and 24.1% in literacy which is more than 9 percentage points below the Combined Population in both areas (M-35.7% & L-35.7%) and more than 24 percentage points below the Caucasian Population in math and more than 23 percentage points below the Caucasian three-year trend in literacy (M-50% & L- 47.9%).

The 3-year AYP data (2007-2010) from NORMES indicates that Students with Disabilities averaged 20.3% in math and 10.1% in literacy which is more than 15 percentage points below the Combined Population in math and more than 25 percentage points below in literacy (M-35.7% & L-35.7%).

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

Graduation Rates:

According to the Arkansas Adequate Yearly Progress - School Improvement Report the 2010 graduation rate was 74.07%. It is the goal of JHS to reach a 100% graduation rate.

In 2010 the Students with Disabilities sub-population experienced the lowest graduation rates followed by Caucasian.

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

A trend analysis of students that score proficient on the Arkansas End of Course (EOC) Benchmark exam in Literacy and Math reveals weaknesses in both areas. For the 2010-2011 school year, Jacksonville High School (JHS) is in State-Directed year 7 of school improvement for both literacy and math.

#### Literacy

In reviewing literacy achievement on the 11th grade EOC benchmark exam, the 2009-2010 data reveals 36.8% combined population tested proficient. A three year trend analysis shows 35.7% of the combined population are proficient which is far below the 67.75% Average Yearly Progress (AYP) prescribed by the state. The 2009-2010 data for subgroups show literacy proficiency of the following percentages:

African American: 31.7%  
Hispanic: 42.9%  
Caucasian: 44.3%  
Disadvantaged: 32.5%  
Special Education: 0%

In looking at the above data, African American, Hispanic, Caucasian, Disadvantaged, and Special Education students all experienced low achievement in comparison to state AYP results but Special Education students and African American students received the lowest proficiency ratings in literacy of all the subgroups.

#### Math

In reviewing math achievement on the EOC Algebra and Geometry benchmark exams, the 2009-2010 data reveals 44.5% combined population tested proficient. A three year trend analysis shows 35.7% of the combined population are proficient which is far below the 64.60% Average Yearly Progress (AYP) prescribed by the state. The 2009-2010 data for subgroups show math proficiency of the following percentages:

African American: 37.8%  
Hispanic: 25%  
Caucasian: 55.2%  
Disadvantaged: 44.3%  
Special Education: 30.4%

In looking at the math data above, African American, Hispanic, Caucasian, Disadvantaged, and Special Education students all experienced low achievement in comparison to state AYP but Special Education students and Hispanic students have consistently received the lowest proficiency ratings of all the subgroups.

Additionally, students' lack of numeric and literacy skills is reflected in all other areas of study. These skills are necessary for student success in all content areas.

ACSIP 2010-2011 (The leadership team is creating a new ACSIP team to correct and revamp the JHS ACSIP to match the goals needed to reach AYP.)

Priority 1: LITERACY To improve Jacksonville High School students' literacy skills.

Supporting Data: 1. Based on a comprehensive needs assessment that reflects an in-depth trend analysis for multiple data sources across multiple grade levels and content areas, we found our areas of need in our combined population and all subpopulation groups to be Content Reading (57.8%), Writing Content (69.3%), and Style (69.5%). A 3 year (2008-2010) trend analysis shows an overall decrease of 5.9% in Literary reading, 11.8% in Content reading, 2.9% in Practical reading, 8.5% in Writing multiple choice, 0.7% in Writing Content, 0.5% in Writing Style, 4.3% in Sentence Formation, 1.7% in Usage, and 4.4% in Mechanics. This conclusion has been obtained by studying the CRT (ACTAAP EOC data), formative assessment data.

2. Graduation Rates: In 2008 the graduation rate, according to school records, was 84% (45% black, 55% non-black). In 2009 the graduation rate according to the school records, was 89.9% (47% black, 52% non-black). According to the Arkansas Adequate Yearly Progress: School Improvement Report the 2010 graduation rate was 69.9% (42% black, 44% non-black). The decrease in percentage is due to the calculation difference between the school records and the AYP calculations. It is the goal of JHS to reach a 100% graduation rate.

3. Based on the trends analysis from ACT the following results were noted: in 2008 the composite score for JHS was 18.5 with 113 taking the test. Of the 113 test takers 50 or 44% were black, who scored an average of 16.6. There were 51 or 45% Caucasians with an average of 20.4. In 2009 the average score was 18.8 with 140 test takers. Of those 140, 63 or 45% were black with an average score of 15.6. 54 or 39% were Caucasian with an average score of 20.9. In 2010 the average score was 18.8 with 104 test takers. Of the 104, 47 or 45% were black with an average score of 16.5. 44 or 42% were Caucasian with an average score of 20.6. The data indicates that scores within the sub-populations remain consistent over the three years. The only difference is in the number of test takers.

4. Goal To improve Jacksonville High School students' reading analysis skills, reading comprehension skills, and critical thinking skills through a comprehensive standards-based core curriculum, supplemental programs and activities, focused remediation, and closing the achievement gap.

Benchmark At the end of the 2010 school year, 36.8% of our combined population were proficient or above in literacy. At the end of the 2011 school year, 75.61% will score proficient or above. At the end of the 2010 school year, 34% of the African American students scored proficient or above. At the end of the 2011 school year, 44% will score proficient or above. Annually we will improve by 10% (safe harbor). At the end of the 2010 school year, 34% of the economically disadvantaged students scored proficient or above. At the end of the 2011 school year, 44% will score proficient or above. Annually we will improve by 10% (safe harbor).

ACSIP 2010-2011

MATH Priority 2: To improve Jacksonville High School students' mathematic skills.

Supporting Data: 1. Based on a comprehensive needs assessment that reflects an in-depth trend analysis for multiple data sources across multiple grade levels and

content areas, we found our areas of need in our combined population and all subpopulation groups to be Linear and Non-Linear Functions in Algebra. The three year (2008-2010) trend showed an overall performance of 28.5% in Linear Functions and 28% in Non-Linear Functions. The trend analysis reflected an increase of 8.3% in Language of Algebra, 4.5% in Non-Linear Functions, and fluctuated increases for Linear Functions and Data Interpretation and Probability. There has been an overall decrease of .8% for Solving Equations and Inequalities. This conclusion has been obtained by studying the CRT (ACTAAP EOC data), formative assessment data, etc.

2. Based on a comprehensive needs assessment that reflects an in-depth trend analysis for multiple data sources across multiple grade levels and content areas, we found our areas of need in our combined population and all subpopulation groups to be the strands for Triangles (32.2%) and Coordinate Geometry and Transformations (33.7%). A 3 year (2008-2010) trend analysis for the combined population shows an overall fluctuated increase in Language of Geometry and a decrease of 3.1% in Triangles, 1.0% in Measurement, 4.8% in Relationships between 2 and 3 Dimensions, and 9.1% in Coordinate Geometry and Transformations. This conclusion has been obtained by studying the CRT (ACTAAP EOC data), formative assessment data, etc.

3. Graduation Rates: In 2008 the graduation rate, according to school records, was 84% (45% black, 55% non-black). In 2009 the graduation rate according to the school records, was 89.9% (47% black, 52% non-black). According to the Arkansas Adequate Yearly Progress: School Improvement Report the 2010 graduation rate was 69.9% (42% black, 44% non-black). The decrease in percentage is due to the calculation difference between the school records and the AYP calculations. It is the goal of JHS to reach a 100% graduation rate.

4. Based on the trends analysis from ACT the following results were noted: in 2008 the composite score for JHS was 18.5 with 113 taking the test. Of the 113 test takers 50 or 44% were black, who scored an average of 16.6. There were 51 or 45% Caucasians with an average of 20.4. In 2009 the average score was 18.8 with 140 test takers. Of those 140, 63 or 45% were black with an average score of 15.6. 54 or 39% were Caucasian with an average score of 20.9. In 2010 the average score was 18.8 with 104 test takers. Of the 104, 47 or 45% were black with an average score of 16.5. 44 or 42% were Caucasian with an average score of 20.6. The data indicates that scores within the sub-populations remain consistent over the three years. The only difference is in the number of test takers.

5. Goal: To improve Jacksonville High School students' ability to solve problems, interpret and make predictions, and use mathematical reasoning through a comprehensive standards-based core curriculum, supplemental programs and activities, focused remediation, and closing the achievement gap.

Benchmark: At the end of the 2010 school year, 44.5% of the combined population scored proficient or above in math, which amounted to 49% in Algebra and 37% in Geometry. At the end of the 2011 school year, 75.45% will score proficient or above in math. At the end of the 2010 school year, 45% of the African American population scored proficient or above in Algebra. At the end of 2011, 55% will be proficient or above. Annually we will increase by 10% (safe harbor). At the end of the 2010 school year, 45% of the economically disadvantaged students scored proficient or above in Algebra. At the end of the 2011 school year, 55% will score proficient or above. Annually we will increase by 10% each year (safe harbor). At the end of the 2010 school year,

19% of the students with disabilities scored proficient or above in Algebra. At the end of the 2011 school year, 29% will score proficient or above. Anually we will improve by 10% (safe harbor). At the end of the 2010 school year, 31% of the combined population scored proficient or advanced on the Geometry exam. At the end of the 2011 school year 75.45% will be proficient or above for Geometry. At the end of the 2010 school year 26% of the African American suspopulation scored proficient or advanced in Geometry. At the end of the 2011 school year 36% will score proficient or advanced. At the end of the 2010 school year 31% of economically disadvantaged students scored proficient or above in Geometry. Be the end of the 2011 school year 41% will score proficient or above. At the end of the 2010 school year 18% of students with disabilities scored proficient or advanced in Geometry. By the end of the 2011 school year 28% will score proficient or above.

The current formative assesement, The Learning Institute (TLI) substantiates the needs of math and literacy as seen in the ACSIP data.

TLI

#### -Module I LITERACY

In reference to 9th grade reading revealed that 194 students were tested on eight SLE's and averaged 42.1% correct answers. There was only one SLE that scored a 70% or above and it was vocabulary. The students did not master the remaining seven SLE's. For the 10th grade reading summary, it was reported that 210 students were tested scoring 57.0% correct answers. There were eight SLE's and the student scored 70% or above in Vocabulary and Text Feature. The students did not score proficient on the remaining six SLE's. In reference to 11th grade reading, there were 229 students tested. The number of correct answers was 57.0%. There were 16 SLE's and the students scored 70% or above only in one area which was Text Feature. The students did not master the remaining 15 SLE's. The 12th grade reading summary showed that 186 students were tested on 10 SLE's. The number of correct answers was 43.4%. The students scored proficient on only one SLE which was Article Detail. The students did not master the remaining nine SLE's.

#### -Module 2

Module 2 exposed that 168 students were tested for 9th grade reading scoring a 70.1 or above on the following SLE's: Vocabulary, Analysis, Article details, Main idea, and Inference. The students did not score proficient in Author's Purpose, Inference and Graphic Organizer. The 9th grade writing displayed that 173 students were tested averaging a 59.2% correct answers. There were eight SLE's tested and the students scored proficient on Literacy Element and Analysis. The students did not master the following SLE's: Literacy Details, Summary, Author's Purpose, and Inference. The 10th grade reading showed that 183 students were tested with a school summary of 54.3% correct answers. The students scored proficient on only one of the eight SLE's tested, which was Author's Details. The 10th grade writing revealed that 182 students were tested averaging 49.8% correct answers. There were eight SLE's tested. The students did not score proficient on any of the SLE's. The 11th grade reading writing summary displayed that 207 students were tested averaging 47.2% correct answers. The students demonstrated proficient in the areas of Writing Purpose, Transitional and Clauses. They did not master the remaining twelve SLE's. The 12th grade reading summary revealed that 181 students were tested on 10 SLE's averaging 50.2% correct

answers. The students did not score proficient on any of the SLE's. The 12th grade writing summary showed that 177 students were tested averaging a 55.3% correct answers. There were 10 SLE's tested. The students did not score proficient on any of the SLE's.

#### -Module 3

The 9th grade module 3 summary showed that 173 students were tested averaging a 59.2% correct answers. There were 8 SLE's tested. The students scored proficient on only two SLE's: Literacy Element and Analysis. They did not master the remaining 6 SLE's. The 10th grade reading summary exposed that 182 students were tested on 8 SLE's. The students did not score proficient on any of the SLE's. The 11th grade reading exhibited that 219 students were tested on 16 SLE's. The average correct percentage was 53.5. The students scored proficient on the following SLE's: Literacy Element and Inference. The 12th grade reading summary revealed that 171 students were tested on 10 SLE's averaging 56.3 correct answers. The students scored proficient on Main Idea and Article Details. They did not master the remaining SLE's.

#### -Module 4

For the 9th grade module 4 reading examination, 155 students were tested on SLE's averaging 59.4% correct answers. The students scored proficient on Article Details and Author's Purpose. They did not score proficient on the remaining 6 SLE's. The 9th grade writing summary displayed that 155 students were tested on 15 SLE's averaging 45.2% correct answers. The students scored proficient on the following SLE's: Transitional and Fragments. They did not score proficient on the remaining thirteen SLE's. The 10th grade reading summary showed that 179 students were tested on 8 SLE's averaging 54.9% correct answers. The students scored proficient on only one SLE which was Literacy Detail. They did not score proficient on the following SLE's: Article Detail, Vocabulary, Inference, Main Idea, and Text Feature and Literacy Development. The 10th grade writing revealed that 179 students were tested on 15 SLE's averaging 45.8% correct answers. The students scored proficient on only one SLE which was Edit. The students did not score proficient on the remaining 14 SLE's. The 11th grade reading summary acknowledged that 196 students were tested on 16 SLE's averaging 53.0% correct answers. The students scored proficient on only two SLE's which were literary element and inference. They did not master the remaining SLE's. The 11th grade writing summary displayed that 198 students were tested on 15 SLE's averaging 44.1% correct answers. The students did not score proficient on any of the SLE's. The 12th grade reading summary revealed that 166 students were tested on 10 SLE's averaging 59.5% correct answers. The students scored proficient on the following SLE's: Inference, Author's Purpose and Analysis. They did not master the remaining SLE's. For the 12th grade writing summary, it was reported that 179 students were tested on 10 SLE's averaging a 52.5% correct answers. The students scored proficient on only one SLE which was Word Choice. They did not master the remaining 9 SLE's.

As an effort to improve student achievement, teachers were instructed to use bell ringers, reviews of all SLE's questions, test taking strategies and the Quiz Builder to facilitate learning.

## TLI

### -Module 1 Math

The Algebra I School summary revealed that 130 students were tested on 18 SLE's averaging 38.7% correct answers. The students did not score proficient on any one of the SLE's. The Algebra II school summary displayed that 204 students were tested on 20 SLE's averaging 28.4% correct answers. The students did not score proficient on any of the SLE's. The Geometry School Summary showed that 220 students were tested on 16 SLE's averaging 47.8% correct answers. The students made proficient on only one SLE which was LG.1.Glb. The students did not score proficient on the remaining 19 SLE's.

### -Module 2

The Algebra I school summary disclosed that 133 students were tested on 20 SLE's averaging a 38.0% correct answers. The students scored proficient on only two SLE's which were SEI.2.A1.3 and DIP.5.A1.2. For the Algebra II school summary, it was revealed that 189 students were tested on 20 SLE's averaging 36.6% correct answers. The students scored proficient on only one SLE which was LEI.2.AII.2a. The Geometry School summary showed that 219 students were tested on 12 SLE's averaging 38.0% correct answers. The students scored proficient on only two of the 12 SLE's which were CGT.5.G.1b and LG.1.G.5a.

### -Module 3

The Algebra I school summary revealed that 130 students were tested on 12 SLE's averaging 34.7% correct answers. The students did not score proficient on any of the SLE's. The Geometry school summary revealed that 203 students were tested on 16 SLE's averaging 36.5 correct answer. The students did not score proficient on any of the SLE's.

### -Module 4

In reference to Algebra I, the school summary showed that 132 students were tested on 18 SLE's averaging 40.9% correct answers. The students scored proficient on only two of the SLE's which were LF.3.A1.5 and LF.3.AI.3a. For the Algebra II school summary, it was revealed that 171 students were tested on 20 SLE's averaging 27.0% correct answers. The students did not score proficient on any of the SLE's. In reference to geometry, 214 students were tested on 20 SLE's averaging 37.6% correct answers. The students scored proficient on only one SLE which was R.4.G.I.

To facilitate learning, teachers collaborated to utilize bell ringers, the TLI Quiz Builders, and the ACTAAP Practice Test to impact student achievement.

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

The characteristics that should be taken into account include a careful examination of the students that are served by the school and the teaching staff that serves them.

The high percentages of non-performing students across the sub-groups are indicative of a culture of low expectations from the students and the staff. The students are moving through the school system with little hope of achieving and without having to learn the prerequisites needed for success in succeeding years.

The outside consultants and the intervention model to be utilized through this grant must confront the culture of low expectations and help all students achieve success.

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?

The catchment/enrollment area is located in a suburban and rural area and the provider should have expertise and experience working in large districts of this nature.

Many of the students come from single parent homes. Many parents are poorly educated and are unable to help their children succeed socially, emotionally or academically.

The average crime rate per 100,000 in Jacksonville is 424.7 compared to the national average of 313.9.

The Jacksonville Police Department has attempted to curtail or control the growing gang activity which appears to increase during the summer months according to a 2008 report from Jacksonville Police Captain Charles Jenkins.

The report states: "The criminal activity affected the community as a whole. Property crimes, crimes against persons, and general disorderly conduct occurred more readily, causing fear amongst the citizens." --"These growing problems consisted of: increased gang activity, increased drug use, increased violence, and increased criminal activity." [www.popcenter.org/library/awards/goldstein/2008](http://www.popcenter.org/library/awards/goldstein/2008)

### Step 3 Reviews of ADE Scholastic Audit and other School Data

#### 1 A. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit):

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

Jacksonville High School conducted a Scholastic Audit in January 2008. After the Audit, America's Choice was employed as an outside consultant to provide assistance in correcting the deficiencies.

#### Standard 1 – Academic Performance – Curriculum

##### Findings-

All teachers did not have curriculum maps or pacing guides readily available. Lesson plans were not uniform throughout the school. There appears not to be any collaboration between departments. No evidence of grade level or content area

meetings is held to discuss curriculum. There is no evidence of horizontal or vertical alignment of core areas. Objectives are posted but seldom referred to during instruction. The school does not have a curriculum committee established.

Recommendations –

All teachers will have access to curriculum materials and will have them at their desk area. There will be a uniform lesson plan that includes the following: SLE, bell ringers, specific assignment, resources, and evaluation. Lesson plans will include collaboration between departments which will also include relevance to subject matter. A curriculum committee with Instructional decisions should be based on assessment data.

Implemented Progress –

Curriculum Guides and materials are readily available to all teachers through ADE website. Teachers will have printed copies available. Research concerning common planning time and teams was conducted...

Timeline of prioritized Recommendations- (new administration will put these recommendations into place)

A lesson plan format will be developed through the Leadership Team prior to school beginning 2010-2011.

A curriculum committee will be established.

Grade level teams will be established with meetings held at least monthly before school. Departmental PLC'S will be held weekly during activity period during the school day.

## Standard 2 – Classroom Evaluation /Assessment

Findings –

Classroom assessments and rubrics should be developed that are authentic.

Classroom assessments should be disaggregated collaboratively.

Teachers made assessments need to be monitored to ensure standards-based, rigorous, authentic testing is being used. This should be done through Leadership monitoring...

Recommendations –

Leadership should monitor to see that teacher made assessments follow standards. The assessments should be authentic and use rubrics. Teams should disaggregate assessments.

Implemented Progress –

Teachers are beginning to use rubrics to set up assignments.

In the school year 2010-2011, teachers will implement the use of rubrics with authentic assessments. Through departmental PLC's, teachers will collaboratively disaggregate classroom assessments, formative assessments and state assessment data. They will use this information to help determine direction in the classroom.

Evaluation – Leadership will monitor the progress of all teachers.

### Standard 3 – Instruction

#### Findings –

Best practices and higher-order thinking skills need to be implemented in the classroom. All students were not engaged during the learning process. Some students were sleeping during instruction. Data should be provided to individual teachers.

#### Recommendations –

Develop a plan to introduce one best-practice strategy each month. The strategy should be used school wide by each content area.

#### Implementation progress-

Marzano's best practices were introduced through PLC's during the last two school years. Teaching strategies were also introduced.

#### Timeline –

The strategies will be revisited with examples of student work discussed during faculty meetings. Demonstrations of various strategies will be given by teachers,

Teachers will be provided with data specifically related to their students. Time will be given during the first day contract with teachers to disaggregate data.

#### Evaluation –

Evidence of disaggregated test scores will be located in each classroom in a notebook.

Lesson plan books will include teaching strategies/best practices. Leadership will take up lesson plan books and review. Administrators will also conduct CWT'S to ensure the used of these strategies.

### Standard 4 – School Culture

#### Findings –

The school district must take immediate action to address the condition of the school facility. Enhanced security procedures should be put into place that promotes greater self-discipline and responsibility. Collaboration time for all teachers should be implemented.

A school communication plan should be developed and implemented.

#### Recommendations –

Clean the school. Make the school more secure. Involve the students to make a cleaner, safer environment.

#### Implementation progress –

Refer to the next section

#### Timeline –

Fall, 2010-2011, the school is being painted and cleaned. Many problem areas are being repaired. Student programs, through outside groups, are being implemented including mentor programs and outside of school activities.

Communication between community and school has improved. Newsletters are being developed. School web page is a work in progress. Edline problems are being addressed/

A communication committee will be developed - Fall 2010-2011.

#### Evaluation -

Copies of newsletters will be available as evidence of greater communication.

An improved web page for the school will be evidence of this area being addressed.

Minutes and agendas will the communication committee was developed and is being used.

Community newspapers will also be utilized to promote positive information for Jacksonville High School.

#### Standard 5 – Student, Family and Community Support

#### Recommendations –

School leadership should continue efforts to involve parents and community in improved student success. Leadership should utilize a variety of avenues to communicate with parents.

A student Academic Improvement Plan for students, who are not proficient, should be prescriptive to the individual needs of students with specific interventions. Teachers working with these students should be provided training in specific instructional strategies to work with these students.

Clear exit criteria should be developed for the remediation programs.

#### Implementation progress –

School Transformation Committee/Jacksonville Community Planning Committee has been developed to deal with climate in the school. Monthly meetings will be held.

#### Timeline –

Teachers are required to develop AIP's for students who did not score proficient on the EOC tests by the end of the first nine weeks. A clear exit plan will be developed for the remediation program. At the present, students complete a year of remediation in Algebra I and/or Geometry. English remediation is through Language works which is also a yearlong class. Progress is determined through TLI instruction.

#### Evaluation –

This process will be evaluated through signed AIP's on file at the school. The exit plan will be developed through the Leadership Team, remediation teachers and

classroom teachers. The Instructional Facilitator will help with this process and will be accountable.

## Standard 6 – Professional Growth, Development and Evaluation

### Recommendations –

Teacher professional development should be geared toward math and literacy proficiency. Classroom management and student engagement training should be provided and implementation should be monitored continuously by school leadership.

The ACSIP should be specifically addressing building instruction. All programs should be a part of the vision for the school.

Professional Development should be related to the analysis of data, the needs of individual staff members as related to the evaluation process and the needs of the students. Training should be ongoing and job embedded.

#### Implementation progress-

Some professional development has been set up related to math and literacy.

ACSIP has been revised with building instruction in mind. All programs are related to the vision for the school.

Professional development is related to the needs of individual staff members.

#### Timeline-

Professional development is driven by EOC and Benchmark data. Also considered is student and teacher needs. Faculty meetings will be instructional including Marzano's High Level Teaching Strategies. Instruction on Differentiated Instruction will also be introduced to the faculty.

### Evaluation –

Evidence for the above will be available through meeting agendas and can be observed through classroom walkthroughs.

## Standard 7 – Efficiency

### Recommendations –

Leadership team must develop a climate that all students can learn and reach proficiency. All stakeholders must revisit the vision statement to reflect authentic guidance for JHS students' academic and behavioral growth.

Instructional time should be protected and valued.

Leadership Team should embrace their leadership responsibilities including establishing a collaborative decision making process for all staff based on the mission of the school and ensuring an environment that is safe and supports learning.

All administrators should develop an individual professional growth plan.

Implementation Progress- The vision and mission statements will be revisited on August 13, 2010. Administrators have developed an individual professional growth plan.

Leadership Team has been developed.

#### Timeline-

The Leadership Team is a work in progress. Work on the mission and vision statements Fall, 2010.

Administrators will continue to develop improvement plans that are directly related to student achievement and professional development.

#### Evaluation-

Superiors will evaluate administrative team. Evidence will be individual professional growth plan on file.

Minutes and agendas will be kept for the Leadership Team.

#### Standard 8 – School Organization and Fiscal Resources

##### Recommendations –

Protection of instructional time and equitable access to the curriculum for all students is a must. IEP's should be shared with all staff. Common planning time should be provided for teachers within content areas. Special Education teachers should have planning time with the classroom teachers they are assigned to assist. Teachers should meet collaboratively at least once a week.

Fiscal needs – Develop a budgeting committee to review the expenditure of school fiscal resources. Needs assessment should be given annually to all stakeholders to ensure the actions of the ACSIP are aligned with the needs identified in the data analysis. A time-line should be established for purchasing resources to maximize use of resources during the academic year.

##### Implementation progress –

Teachers had team planning in the 2009-2010 year but it was not put into place for the 2010-2011 school year.

##### Timeline –

During Master Scheduling for the school year 2011-2012, attempts will be made to implement common planning time, inclusion teachers with planning time with the teachers they assist, and time allowed for collaboration.

Time for department PLC's has been embedded during the school day. Grade level teams will meet before school on specific days.

A budget committee will be established as soon as a bookkeeper is available to give us the figures.

ACSIP is a work in progress and will be revisited each fall and spring.

##### Evaluation –

The master schedule will be evidence of common times being in place.

Minutes and agendas will be evidence of meetings of budget committee.

ACSIP meetings with minutes and agendas will be evidence.

## Standard 9 – Comprehensive and Effective Planning

### Recommendations -

A process needs to be developed to involve all stakeholders in the development, implementation and evaluation of the ACSIP. Formative and summative evaluations of the progress of the plan should be conducted and shared with all stakeholders.

### Implementation process -

Develop a team that includes all stakeholders.

### Timeline –

This process will be put into place Fall, 2010-2011.

### Evaluation –

Agendas, minutes and sign in sheets will be used as evidence of meetings taking place.

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

Pulaski County Special School District will support JHS by providing a new principal with a track record for improving teacher performance, student scores, and student discipline. The principal will be fluent in instructional technology skills which are a requirement of the 21st Century School that Jacksonville High School will become. The principal will monitor the new staff to ensure rigor and relevance are included in the research-based teaching and learning strategies utilized to improve student academic performance.

The district leaders and school board will provide support for the principal and the school by addressing the lack of effective teaching with the knowledge that some of the existing staff will not return. The superintendent and board will support the school by moving ineffective staff out of Jacksonville High School and hiring new staff in a move to increase test scores and to achieve academic success for all.

The data indicates inadequate teaching practices and a culture of low expectations while teaching at knowledge and comprehension levels has been the norm at JHS for far too long. Until this year, there has been little accountability for teaching and learning.

It has become a culture at JHS - that professional development is an expectation of personal learning, not something to be taken back, used in the classrooms, or shared with peers. The LEA and leadership team must impress upon the new staff that professional development is to be shared with peers, taken back and used in the classrooms, and utilize the training to improve student achievement. To build capacity and benefit the students all must share in building the learning community at JHS and the training must be incorporated in the classrooms. There will be ongoing discussions with the new staff concerning the curriculum and how to allow it to become a working document, constantly trying to improve the student learning by utilizing high-yield research-based higher-order thinking skills and strategies to reach the highest level of student and teacher success.

Weak classroom management is currently being addressed by the administrative team and will be corrected by professional development sessions offered to strengthen classroom discipline through district and school initiatives. Discipline referrals and suspensions are numerous and must be diminished. This can occur with the training and the resolve of the staff and the administration. Through training and small community grade level settings, the help of a licensed, certified social worker, and quality parent involvement the tide of discipline referrals which lead to suspensions and drop outs can be turned around. The goal is to decrease the discipline referrals at Jacksonville High School from a high of 3,148 referrals in 2009-2010. The classroom management training sessions and a closer community of teacher and students will create an atmosphere of trust that lends itself to fewer referrals. The referrals are tracked through the district office at the end of each school year.

\*\*\*See attachment "DISCIPLINE" for the district and schools totals.

The district during the 2010-2011 school year contracted with the outside consultants Arkansas Leadership Academy (ALA) to begin the change process and will continue to

contract with the ALA as they continue to provide guidance and support to the school leadership and staff. NSLA funds will be utilized to provide for the continuation of the ALA contract.

\*\*\* See attachment "ARKANSAS LEADERSHIP" for contract details

The administrative team in conjunction with the outside consultants from Arkansas Leadership Academy and Scholastic Achievement Partners will monitor the new teaching staff using classroom walkthroughs, focus walks, and Leadership meetings to ensure the school meets the Scholastic Audit goals, and Transformational Intervention Model requirements.

The district LEA will continue to support Jacksonville High School through the provision of and continued use of The Learning Institute (TLI) targeted assessments for all students every six weeks. Administrative leaders, district-level curriculum specialists, and JHS instructional facilitators will work with the teachers to disaggregate the formative and summative assessment data acquired from TLI, Benchmark, and EOC results to improve instructional leadership and practices.

The LEA will continue to monitor the school through quarterly building audits to assess implementation of best instructional practices and student achievement in the classrooms. Additional LEA support for JHS during the 2010-2011 school year has been provided through another layer of administration in the form of a director on special assignment from the superintendent, and a dean of students. The LEA, Arkansas Leadership Academy, Scholastic Achievement Partners, and school administrative team will also work to build capacity with job-embedded professional development through Professional Learning Communities.

\*\*\* See attachment "BUILDING AUDIT" for JHS's first semester building audit results

The district will support the implementation of the Common Core State Standards at JHS by early implementation during the summer of 2011 through intensive professional development.

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare students for college and the workforce. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The common core standards:

- \* Are aligned with college and work expectations;
- \* Are clear, understandable and consistent;
- \* Include rigorous content and application of knowledge through high-order skills;
- \* Build upon strengths and lessons of current state standards;
- \* Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- \* Are evidence-based.

See link: <http://www.corestandards.org/about-the-standards>

## Professional development:

The teaching staff at JHS has not adequately or sufficiently utilized the professional development offered each year by the district or school to keep them abreast of recent developments in teaching and technology. Most of the current staff at JHS are still teaching under the lecture model which is not conducive to the differentiated instruction methods needed in schools today.

The district LEA is committed to helping JHS become successful; creating conditions for success; and working to assess and build capacity at the building-level to enable the school to exit School Improvement - State Directed year 7. This initiative, the Transformational Intervention Model, must maintain a laser sharp focus on tracking performance and when necessary, a rapid "retry". - Center on Innovation and Improvement and Council of Chief State School Officers 3/5/10.

In the Mass Insight Education & Research Institute study prepared through a grant from the Bill and Melinda Gates Foundation:

It was found that the efforts by school districts to turn around the bottom five percent of failing schools have largely failed. Marginal change led to marginal (or no) improvement. These schools, the systems supporting them, and our management of the change process require fundamental rethinking, not incremental change.

[http://www.massinsight.org/publications/stg-resources/82/file/1/pubs/2010/04/20/Internal\\_Lead\\_Partners\\_12\\_15\\_09.pdf](http://www.massinsight.org/publications/stg-resources/82/file/1/pubs/2010/04/20/Internal_Lead_Partners_12_15_09.pdf)

## LEA - technology support

The Pulaski County Special School District has made a significant investment in interactive whiteboards at the Jacksonville High School through the ARRA Stimulus funding. All of the classrooms are being equipped with the whiteboard technology necessary to educate our students in the new 21st century learning environment. Today's students live in a digital world where technology is one of the primary ways they interact with their surroundings, communicate, collaborate, organize, and create information. These same skills and behaviors will be prerequisites for success as they move on to college and enter the workforce. Advanced technology, particularly in this information age, is a key to any district wide program to increase student achievement.

It is the PCSSD goal to increase student achievement and to further utilize the investment in our existing technology. We want to create an inter-connected state-of-the-art learning experience for our students by incorporating eBooks into our everyday teaching practices. The inclusion of eBooks has a 5-point plan to help accomplish this goal.

- 1) Increase use of existing technology in the classroom/Media Center by purchasing eBooks that support the new Common Core Standards
- 2) Provide teachers and students unlimited access to materials that support 21<sup>st</sup> century learning
- 3) Increase collaboration between teachers and the Library Media Center
- 4) Meet goals outlined in the Arkansas Comprehensive School Improvement Plan

(ACSIP)

- 5) Improve test scores related to literacy: The percent of students at JHS proficient on the End-of-Course Literacy test is 36.8%; while 67.75% is the annual measureable objectives (targets) for Literacy AYP (annual yearly progress) for 2009-2010. Jacksonville High School's 2010 AYP status: State Directed (SD\_7)

Classroom teachers need quality content for their interactive whiteboards to support the new Common Core Standards adopted by the State of Arkansas. Most teachers create lessons to introduce and educate students around the materials readily available to them. In the 2010 ACSIP plan, each teacher is required to incorporate their Mimio Interactive Boards into their lessons. We must provide them with the materials needed to include technology into those plans, to help students grasp concepts in any subject area.

Action Type - Technology Inclusion/Alignment: Mimio Interactive boards with LCD projectors (10 given to individual departments and 6 to be checked out as needed in the Media Center) will be available to use to enable teachers to be more interactive with lessons, align lessons to the curriculum, lesson planning, and teaching to multiple intelligences.

In the years past, the PCSSD made an investment through the district's support in an online cataloging system to give students and teachers access to the materials in the library from home and in the classroom. This investment was made in anticipation of the shift to the digital world. The Library Media Center has the ability to expand technology to the classrooms. We now need to incorporate it into the curricula of the school to develop and enhance the information literacy, information retrieval, and critical thinking skills of the students. EBooks are a part of the library collection that can provide immediate access to digital resources to all teachers, students, and parents at school and at home – anywhere you can access a computer. All ebook usage can be tracked through the Atrium cataloging system by running a circulation report. Circulation statistics will determine whom and the number of teachers and students viewing the new digital resources in the classroom and on research projects. This can measure the impact of these new resources and assist the District in its plan to further build on this program.

The ACSIP plan calls for more documentation of instruction as outlined in the Alignment/Collaboration below.

Action Type – Alignment/Collaboration: Teachers will review course level curriculum maps and frameworks prior to the first student contact day to insure implementation of activities that promote critical thinking skills in every class.

Action Type - Alignment: Teachers will post curriculum standards on a daily basis, and throughout the lesson, the teacher will announce, review, discuss, and assess the achievement of that standard.



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

Jacksonville, the city, is unique in having a 32% African-American population while having a 60.7% African-American student population at Jacksonville High School.

Jacksonville High School is also unique in the fact that Little Rock Air Force Base is located in Jacksonville. Many of the students who live in Jacksonville have military parent(s) which can contribute to high mobility of the student population.

Over the past few years, JHS has become such a low-achieving school, currently in State Directed year 7 of School Improvement, that many parents, including the military parents, are moving their children from JHS or not enrolling their students there at all. The parents are choosing to enroll their children in charter schools, private schools, or schools in nearby districts because of the dire academic conditions within JHS.

JHS is experiencing an alarming decline in student enrollment. Since the 2009, October 1 headcount of 1010 students; the enrollment dropped to 945 for the October 1, 2010 headcount. This count has continued to decline to the latest headcount of 839 completed by the JHS registrar on 2/28/11.

Without a "transformation" of the school, the student population is slated to continue a rapid decline as more students look for a higher achieving school to attend. Below are two forms of data with student headcounts taken at JHS. The student count is dropping rapidly. This decline can be stopped through the implementation of this Transformational Intervention Model for the school.

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Headcount Statistics Report 02/28/2011

Grade 9	Males	% of Males	Females	% of Females	Total	% of Total
Asian	1	0.465116279	0	0	1	0.465116279
Black	77	35.81395349	68	31.62790698	145	67.44186047
Hispanic	3	1.395348837	2	0.930232558	5	2.325581395
Native Am	1	0.465116279	0	0	1	0.465116279
White	29	13.48837209	34	15.81395349	63	29.30232558
9th Totals	111	51.62790698	104	48.37209302	215	100

Grade 10	Males	% of Males	Females	% of Females	Total	% of Total
Asian	0	0	0	0	0	0
Black	45	21.02803738	77	35.98130841	122	57.00934579
Hispanic	1	0.46728972	3	1.401869159	4	1.869158879
Native Am	1	0.46728972	0	0	1	0.46728972
White	41	19.1588785	46	21.4953271	87	40.65420561
10th Totals	88	41.12149533	126	58.87850467	214	100

Grade 11	Males	% of Males	Females	% of Females	Total	% of Total
Asian	2	0.943396226	0	0	2	0.943396226
Black	71	33.49056604	54	25.47169811	125	58.96226415

Hispanic	3	1.41509434	2	0.943396226	5	2.358490566
Native Am	1	0.471698113	0	0	1	0.471698113
White	39	18.39622642	40	18.86792453	79	37.26415094
11th Totals	116	54.71698113	96	45.28301887	212	100

Grade 12	Males	% of Males	Females	% of Females	Total	% of Total
Asian	0	0	0	0	0	0
Black	42	21.21212121	76	38.38383838	118	59.5959596
Hispanic	3	1.515151515	3	1.515151515	6	3.030303
Native Am	0	0	0	0	0	0
White	46	23.23232323	28	14.14141414	74	37.373737
12th Totals	91	45.95959596	107	54.04040404	198	100

School Totals	Males	% of Males	Females	% of Females	Total	% of Total
Asian	3	0.357568534	0	0	3	0.357568534
Black	235	28.00953516	275	32.77711561	510	60.78665077
Hispanic	10	1.191895113	10	1.191895113	20	2.383790226
Native Am	3	0.357568534	0	0	3	0.357568534
White	155	18.47437426	148	17.64004768	303	36.11442193
School Totals	406	48.3909416	433	51.6090584	839	100

Headcount Statistics Report -- Change/Decline between 09-10 and 10-11 School Years

2009-2010	Males	Females	Total	2010-2011	Males	Females	Total	% Change
9				9				
Black	89	89	178	Black	77	68	145	18.53933
White	48	69	117	White	29	34	63	46.15385
10				10				
Black	92	63	155	Black	45	77	122	21.29032
White	49	59	108	White	41	46	87	19.44444
11				11				
Black	65	89	154	Black	71	54	125	18.83117
White	62	38	100	White	39	40	79	21
12				12				
Black	31	51	82	Black	42	76	118	-30.5085
White	46	36	82	White	46	28	74	9.756098
TOTAL	482	494	976	TOTAL	390	423	813	16.7008

The students in Jacksonville High do not have a readiness to learn and this must be changed.

There are no close relationships between students and staff and the students are concerned with safety issues within the school. These are just two of the many obstacles on the road to reform and success for JHS.



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).

The culture of low expectations and the subsequent teaching to knowledge and comprehension levels are two of the most prevalent issues facing this school. Until recently, there was little accountability for teaching and learning.

At the end of the 2009 year the scores had increased in literacy by 4.4 percentage points from 33.3% proficient to 37.7%. The math scores increased from 27% to 38.8% proficient.

The results of the 2010 End of Course exams saw a decrease in Literacy of 0.9% moving from 37.7% proficient to 36.8%. Math saw an increase of 5.7 percentage points from 38.8% to 44.5% proficient.

The following data are indicators of inadequate teaching practices.

The data indicates that 104 students of the graduating class of 2010 took the ACT. Students must score at-least an 18 to be identified as college ready.

This is the result of the JHS data:

- \* ACT English Benchmark 51%
- \* College Algebra 14%
- \* Social Science 30%
- \* College Biology 12%

Students meeting all 4 ACT Benchmark scores to be considered college ready was only 9%.

ACT Jacksonville average	19.02
State average	20.6
National average	21.1

Number of students taking AP classes

English 11th AP 517030	=	50
English 12th AP 517040	=	37
AP US History 570020	=	26
AB Calculus	=	11
AP European Hist	=	10
AP Art I & II	=	19
AP Biology	=	7

\*\*\* See attachment: "AP and ACT " for ACT and AP data

For the 2010-2011 school year, an Arkansas Leadership Academy consultant has worked with the leadership team to improve instructional leadership and with the teachers to improve instruction practices.

Arkansas Leadership Academy results:

Data Dashboard 2010  
Jacksonville High School

Layer 1 - 3 year trend of AYP reports

- Not meeting AYP in math - 2007 (yr 4), 2008 (yr 5), 2009 (yr 6), 2010 (yr 7)
- Not meeting AYP in literacy - 2007 (yr 4), 2008 (yr 5), 2009 (yr 6), 2010 (yr7)
- Not meeting Graduation rate - 2007, 2009, 2010
- Not testing 95% in math- 2007, 2009 , 2010
- Not testing 95% in literacy - 2007, 2009 (AA/ED). 2010 (AA)
  
- Sub-groups involved: African American and Economically Disadvantaged; and as a result combined population is following close behind in both math and literacy.
- 3 year trend shows a slight improvement in the last two years.

KEY FOCUS: Graduation rate; % tested; and the sub-populations of African American and Economically Disadvantaged

Layer 2 - 3 year trend of strands

- Algebra - All strands were a weakness for the first two of the three years with the exception of Language of Algebra in MC. In OR however all strands every year were a concern.
- Geometry - In 2010 improvement was shown in all strands except Triangles, Measurement, and Coordinate Geometry and Transformations for AA. Triangles was not a weakness for ED. In OR however, all strands every year were a concern.
- Literacy - All areas are beginning to show improvement. Weaknesses appear in content. Specially OR.

KEY FOCUS: Must focus on all strands in Algebra with the exception of Language of Algebra.

Measurement and Coordinate Geometry and Transformations are the focus in Geometry. OR in the Content strand for Literacy

Layer 3 - Individual Learning Expectations

- Algebra: Strand 1 - 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9 Strand 2 - 2.1; 2.3; 2.5; 2.7; 2.8 Strand 3 - 3.1; 3.4; 3.8 Strand 4 - 4.1; 4.3; 4.4; 4.5 Strand 5 - 5.4; 5.5; 5.6; 5.7; 5.9; 5.11; 5.12
- Geometry: Strand 1 - 1.4; 1.5 Strand 2 - 2.3; 2.4; 2.5; 2.6 Strand 3.1; 3.3; 3.4; 3.5 Strand 4 - 4.1; 4.3; 4.4; 4.6; 4.9 Strand 5 - 5.1; 5.2; 5.3; 5.4; 5.6; 5.7
- Literacy : 9.1; 9.9; 9.11; 9.12; 10.2; 10.4; 10.9;10.10.13; 10.23; 10.26 (everything below 70% was marked here)

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Limited attempts have been made to collect information from outside stakeholders such as parents and business leaders. Again the culture from within JHS has included a belief that apathy and lack of concern existed in the community toward the school.

We now recognize the importance and necessity of bringing every stakeholder on board if we are to accomplish this task of transforming the school. We pledge to be proactive in seeking stakeholder input and involvement.

The community and business leaders have, historically, supported JHS and would love to support the school once more as the school leaders press forward to turnaround the situation that is currently present at Jacksonville High. Letters of support were received from business and community leaders when they learned of the grant opportunity.

As an act of good faith toward this pledge, we have included perceptual data from outside the school in the form of letters from community and business people concerned for JHS; documentation from staff meetings with the current administrators, and student perceptions.

Letters:

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From: Bill Vasquez, PCSSD zone 6  
Subject: ARRA Grant for Jacksonville HS  
Date: 30 July 2010

The Pulaski County Special School District Board of Education voted unanimously to support the ARRA grant application in the amount of up to two million dollars on Wednesday the 28th of July 2010.

At the organizational meeting held Monday the 26th of July at the Jacksonville Chamber of Commerce we also received a verbal commitment on behalf of the Jacksonville Chamber CEO and also from State Representative Mark Perry. We three were in wholehearted agreement that the district could count on active and substantial support from the Jacksonville Business community and the Jacksonville community at large if we are able to bring rigorous technology based academic programs to Jacksonville High School.

The citizens of Jacksonville are some of our most ardent supporters of Public Education as evidenced by their active participation and presence at our regular board meetings and by their outpouring of support at our high school graduation. The JHS 2010 graduating class had only 154 graduates (the smallest class in 50 years) but had over seven thousand citizens in attendance.

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July 28, 2010

To whom it may concern:

I live in Cabot but work in Jacksonville and spend the majority of my time here. I also participate in an encourager program in the local public schools. I am continually amazed at the drastic differences between these two school districts which are only a few miles apart.

When I take my daughter to school in Cabot the buildings are all new or newly remodeled. They are open and airy with wide well lit and clean hallways and classrooms. The common areas are well decorated with lots of outside light. Upon entering the Jacksonville schools it is a very different atmosphere. They are all very old and have more of an appearance of a correctional facility rather than a place for learning and encouraging children.

I have been especially appalled at those schools where there are no walls between the classrooms and the noise levels are such that students can't possibly concentrate on what is being taught.

In addition to the structures, Cabot also seems to have more availability to newer technologies for the classrooms. Some of their schools actually have surround sound in the classrooms.

Please take great consideration in granting assistance to the Jacksonville schools for improving on the learning atmosphere.

Sincerely,

Barbara Merrick  
Customer Service Manager  
Entergy Arkansas, Inc.

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July 29, 2010

To: Arkansas Department of Education  
Division of Learning Services  
School Improvement Grant  
Four Capitol Mall, Suite 301 B  
Little Rock, Arkansas 72201

RE: School Improvement Grant

Dear Sir and/or Madam:

Jacksonville High School is a school on the decline. This once proud, thriving, model school has been left behind by the neglect of a school district drowning in red tape and petty school board politics. The facilities speak for themselves and generate an attitude of "I don't care, because nobody cares about us" to students and staff that have no choice but to attend at JHS. Students and staff continue to see examples of favoritism toward other schools within its own district, while JHS is expected to be satisfied with leftovers and temporary fixes. There is a perception in the community that our children are not safe at JHS, and the school has problems with discipline and behavior. There are always students meandering the halls and loitering all over campus no matter what time of the day during school. The decline has steepened in recent years with lacking leadership at JHS. There have been no real consequences for not doing the right thing, by both students and teachers. Year after year the school has been in academic distress with no real change.

Our community has been crying out for many years for these needs to be addressed to a school district not concerned with our troubles. They don't live here, they don't care. Our primary goal will be freedom from the neglect of the PCSSD machine. Superintendents come and go, and we are hopeful our basic needs will be addressed with a new administration and we will work in every way to support their efforts. This community cares about our children tremendously and the opportunity for them to succeed, we are tired and frustrated with the lack of opportunities they are receiving at JHS.

We are in desperate need for additional resources to improve the opportunities for Jacksonville's students.

Sincerely,  
Daniel Gray  
General Manager  
Bart Gray Realty  
Jacksonville Chamber of Commerce Education Committee Chairman

200 Dupree Drive  
Jacksonville, AR 72076  
[www.jacksonville-arkansas.com](http://www.jacksonville-arkansas.com)

First Arkansas Bank & Trust

July 29, 2010

Arkansas Department of Education  
Division of Learning Services  
School Improvement Grant  
Four Capital Mall, Suite 301 B  
Little Rock, AR 72201

RE: Application for school improvement grant funds

Dear Sirs and Madams:

This letter is in support of an application from Jacksonville High School to receive the above referenced grant funds.

As a lifelong resident of Jacksonville and a 1966 graduate of Jacksonville High School, I want to impress upon you the need for funds to improve Jacksonville High School both in appearance and the quality of the education provided.

The school has not been maintained at an acceptable level since its construction around 1970. Routine maintenance has gotten worse in the recent years. Because the school is not well maintained, the students and faculty show little respect for the facility and the equipment therein.

The current curriculum at the High School is not anything like what it was in the 1960's and early 1970's. At one point in the 1980's or early 1990's, the school peaked in attendance and course offerings. At that time, it had the reputation for the most course offerings of any high school in the state. Today we find our city's namesake high school with limited course offerings, few high academic achievers and a run down facility that is not considered safe for students.

Because of the deplorable condition of the school, many parents have chosen to move out of the area or send their children to private schools. The majority of the students there today are children of parents who simply cannot afford to move or send their children to private schools. Few of the students are there by choice. In short, the school is not a point of pride in our community.

I will appreciate your giving serious consideration for Jacksonville High School to receive the much needed grant funds.

Sincerely,

Larry T. Wilson  
Chairman, President and  
Chief Executive Officer

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Documentation from staff/administrator meetings:

The administration team, that was put in place at the start of the 2010-2011 school year, met with individual staff members on January 28 and 31 of 2011 with a pre-determined list of questions concerning current data which indicates that students are not learning.

The following data was used to support the questions:

- \* Failure percentages,
- \* TLI data
- \* Grades

These are some of the questions that were posed to each teacher: (A sampling of teachers' actual answers are listed below each question; tally marks show the number of teachers with similar answers. If no tally marks are present, then only one teacher responded with this answer.)

DATA COLLECTED FROM MEETING WITH JHS TEACHERS 2ND SEMESTER 2011

Question 1:

How do you explain the student failure rate at Jacksonville High School?

Responses:

Students basic skills are low (Math and Literacy)	
Have not covered everything	
Students are tested on TLI items that they have not covered	
Don't have any explanation for this	
Started 2 weeks late and am still one week behind	
Out of classroom for training	
Student attendance is low	
Lack of effort on students part	
Students are misplaced into this classroom	
Class is challenging	
Discipline	
Students not successful in previous classes	
Lack of test-taking skills	
Miss class to do the TLI	
Kids don't care	
Won't do homework	
Re-test and they still fail	
The kids have something to do with this	
They depend on my knowledge	
School does not have high-end students	
I have inclusion classes	
Low scores on the TLI	

Apathy from both kids and teachers	
It is acceptable to fail	
I don't just hand over grades	
Biggest challenge is motivation	
I'm not using high-yield strategies	
Students do not have a support system	
Students do not realize that education is important	
Students are not ready to learn	
Has a class full of repeaters	
These are the best TLI scores I have ever had!	
TLI should not be given just before semester exams	
Not re-teaching	
Did not give extra credit	
Some students are not capable	
Students want to socialize and are not serious about learning	
Peer pressure	
Lack of parental support	
Students are prepared from lower grades	
It's a cultural thing	
What can we do about it?	
Students are not held accountable	
We are not teaching reading	
Kids don't take exams serious	
Exams do not count for much	
Teachers need to teach	
Starts at home with parent concern	
Lots of kids won't say they need help	
Culture	
Self-image	
In my class kids learn	
Drugs	
Students seeking attention	
Parents are not helping to educate their teenagers	
Morales	
Etiquette	
Too much technology readily available to them, i.e.: iPods, cell phones	
Students have not been asked to master their education	
Social promotion in earlier grades	

Question 2:  
How do you use Differentiated Instruction?

Response:

Work on IEP request	
Lecture	
Work one-on-one with students	

Small white boards	
Use manipulative	
Board work	
Use Overhead projector	
Tutor at lunch and after school	
Use Smart Board	
Don't use it all the time	
Use the Internet	
Students choose options	
Team work/group work	
White board	
Walk around the room	
Offers tutoring	
JBHM handouts	
Elmo	
Index cards	
Interwrite pad	
Quiz Builder	
Will try to do once a week—groups	
Sits according to ability	
Tiles	
Graphing calculator	
Do not use	
I have an Inclusion teacher	
Library time	
Critiques	
Demonstration	
Venn-diagrams	
Bingo	
Bell-Ringer	
Vocabulary games	
Use of timer for work	
Hands-on	
Presentations	
Reading aloud (students)	
Debates	
Modifications on 504 and IEP	
Re-test	
Song and dance	
Uses a variety of activities	
Acting	
Video's	
You-tube	
Visualization	
They are designed in my lesson plan	
Visual Kinesthetic	
Auditory	
Uses School House Rock	

Whole class is Differentiated Instruction  
Students use computer skills with headphones and Mic  
Verbal articulation  
Graphic organizers  
Lecturing/lab  
No technology  
Change up lectures and labs  
Take notes  
Students Write test Questions  
PowerPoint  
Rubric Student reports  
Re-state  
Modeling  
More time  
Portfolio  
Notebooks  
Practice  
Could do more  
Demonstrate/examples  
Probing questions  
Open-ended questions  
Flash cards for homework  
Do assessments at end of chapter  
No electronic devices are being used.  
Notes  
Source analysis  
Essays  
Research  
Self-study  
Lecture with embedded questions  
Does not require homework/does homework in class  
Use different talents that kid have  
Cooperative work  
Power-point  
Comedy  
Time on task  
Put student work up in the gallery  
Simplify  
Walk around and monitor progress  
Reminder of due dates  
Group reading,  
Auditory

||

Question 3

How are you currently using Remediation time?

Response:

No students at this time	I
Work on math skills	
Help students with homework	IIII
Nothing	
Does the SIP program for the school	
Read for the Million Word Campaign	IIII
Continue with the lesson	IIIIII
Work on something	II
Tutoring	III
Work with students to catch up	
Sub for PLC	IIII
Students listen to Audio books while reading along	
Keeps class going and changes up just a little bit	
Students must bring a book of choice for reading	
Work on another class assignment	I
Reading	IIIIII
Student leave to go to different places	III
Science teacher tutors students in Geometry	
Brainteasers, puzzles, word search, numberix	
Cover material already covered	
Students are supposed to be reading	II
Some students help tutor other students	
Teachers need to care	
Students come in from different classes to work	

Question 4

Do you know how many of your students did not meet the 70% score on the TLI?

NO?	III
Yes.	IIIIIIII

Response:

Was not caught up to what is on the TLI  
Not off-hand  
Re-taught, re-tested and gave best score  
98% did not meet the score  
Not trained to read data, someone was supposed to train me.  
I looked it's not that many  
Uses TLI for Bell Ringer

Gives a pre-TLI  
Creates lessons to target TLI  
Sometimes uses TLI data to drive instruction  
Do not like TLI  
Use this as a bell ringer  
Thinks scores are awesome  
Used my TLI to drive instruction.

Question 5: Are you familiar with the Student Remediation Report on TLI?

Response:

NO—(We told them how to get it) |||||||  
Yes—(Show me how you have been using it)  
Somewhat familiar with data disaggregation  
Does not know scores  
Why would I think of that  
I did not re-teach, alright!  
Does not use Quiz builder  
Uses Quiz-Builder ||||  
Uses data to drive instructions and reviews over items students misses  
Uses “Blowing Away the State Writing Assessment” Book  
Does an informal pre-assessment

Question 6: What could you do different to ensure that every child is learning?

Response:

More one-on-one  
Use of partners with high and average paired together ||  
Teacher to work with low students  
Write referrals  
Classroom management  
Movement  
Check work  
Call in every child in the classroom  
Need to see more teacher student interaction  
Immediate feedback  
Increase test scores  
Frequent assessment  
Use of Quiz Builder from TLI  
Include open-response questions  
Contact parents ||  
Re-teach ||  
More kids to the board ||  
Venn-diagrams

Reference sheets on the wall  
 Constant talking  
 Use Bell-Ringer that covers TLI  
 Find a way to review basic math skills as they go along  
 Students required to keep a notebook II  
 Focus on slower students  
 Develop a repore with students II  
 Classroom is not conducive to learning, never has been, never will be  
 Ask what is wrong  
 Be harder on figurative language  
 More hands on  
 Re-arrange seating  
 Be more firm Have out-side class work  
 Greet and get on task at the door  
 Have things on the board  
 Read aloud  
 No heads down  
 Specific monitoring and feedback  
 Use multiple intelligences  
 Use more Differentiated Instruction II  
 Focus on TLI  
 Use Marzano' strategies  
 Be more effective  
 Focus on SLE explicitly  
 Check off sheet for specific skills  
 Use of technology  
 Need more parent accountability  
 Build interest in Environmental Science  
 More labs/more time  
 Re-state things  
 More time  
 "How will class impact your future"?  
 Work with students at lunch time and after school  
 Push students to push for self-responsibility  
 Be more aware of student need and identify them  
 Try to hold students attention  
 Disciplined time management  
 Keep momentum going  
 Make classes smaller/ smaller teacher: student ratio  
 More critique work  
 Tone down voice  
 Move chairs away from the area when students need to stand to get a different  
 perspective on their work  
 Don't let the kids push my buttons

Question 7: Are you implementing the strategies that we have taught you?

Two staff development sessions:

Similarities and Differences & Summarizing and Note-taking

NO	IIII
Doing some lesson on Compare and Contrast	
Students keep a notebook and can use for some of the test.	
All the time, every day	
Note-taking, definitions	
Reads aloud to students	
Using Cornell notes	IIIIII
Uses Open-response questions	
Students not required to keep notebook	
Use at least once a week	
Students are now required to keep a notebook with grades taken	
Not yet	
Keeps notebooks/folders	III
Use Critical Thinking skill	
Binder is required	IIII
Use of College Board Methodology	
Use at least once a week	
Not doing it, do not understand it	
Not impressed with this	II
Use during discussions only	
Uses a modified outline	
Yes	
No, students use regular notes	
No specific note taking methods	
Uses Elmo and PowerPoint	
Uses thematic studies	
Students take notes on their music	
Book work with notes	
Moving into it	

Question 8: Show me in your Plan Book where this is happening:

Response:

Mr. Williams and Mr. Brown checked the Plan Books. Most did not have evidence

Question 9: Do you inform parents of students who have failing grades?

Where is your parent contact sheet?

(Gave a copy of parent contact sheet to each teacher. It is due to the office every Friday with no less than 2 parent contacts. Mrs. Kendrick will place in a folder.)

Response:

Only have contacted a few parents	
Only use Edline for parent contact	
Gave students a syllabus with directions	
Not for absences	
Not as much as I should	
Not at all	
No Sir! We would be calling all the time.	
They get mid-term grades.	
Kids cheat too much.	
It's never been put on teachers to call because a kid is failing a test.	
Use e-mail	
Going to do better	
Have not called those who do not attend	
Takes lots of time	
No contact about grades	
Would like to do more	
Yes	
Sends post cards home to parents	
Yes, some	
Yes, I use the DMP	
No	

Question 10: What support do we need to provide for you?

Response:

Help with discipline	
Absence rate is very high	
I got it	
Likes what is happening here this year	
Has e-mailed Dr. Hopson that what is happening here needs to stay in place for the next 3 years.	
Solutions book for Calculus	
Need to help myself and get control in there with certain individuals I don't know	
More Staff Development	
Administration should be a part of the faculty.	
This meeting is helpful	
Needs to be relieved for PLC time	

Needs help with continuity  
How do we plan for a whole year?  
Needs \$ for Snacks for success  
Need a Smart Board in my classroom  
Student phone numbers  
Need calculators  
Need books  
Physical Science  
More feedback for teachers, good or bad  
Have less preps next year  
Has computer software problem and will get info to Mrs. Jones  
Students need to have taken and passed upper level math, Alg 2, before taking  
Chemistry  
More admin./teacher communication  
Suspension, SAC notifications  
Auditorium -- needs money or need to float a loan from the school  
Band needs more money  
Art — needs continuation of other funding from school

Question 12: What would you like to share with us?

Response:

I have been working really hard to help these students  
No  
Majority of kids who failed do not come to class  
Need a new projector  
We have very few department meetings---English  
Help with tardies

Notes:

Teacher #1: throws all the blame back on the kids, students do not have to work problems on tests, they are all multiple choice and open-response.

Teacher #2: As Department Chair it is not my responsibility to see what is going on in other math rooms

Teacher #3: Asks: "Do you want us to teach bell-to-bell or do homework?" "Which is which?"

Teacher #4: feels there is a barrier between the administration and the faculty.

Teacher #5: get to know the students, speaks their language, respect, sometimes sings and dances in the classroom to get her point across.

Teacher#6: Students take mastery vocabulary tests every week.

Teacher#7: Students do not take TLI. They take the SRI, Scholastic Reading Inventory.

Teacher#8: Students complain that she won't answer questions and she gets off subject with family, religion, etc.

Teacher#9: was uncomfortable with 4 administrators in the room, very loud and abrasive. Harsh, and abrasive in tone. Says what comes to her mind when speaking with parents and students. Says that she has no control over her attitude.

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The Summary of Next Steps of the Scholastic Audit conducted in 2008 addressed the poor condition of the school facility and the learning environment. A number of students have commented on the environment this year.

\*\*\*See attachment: "STUDENT STATEMENTS" for a sampling of comments on this year at JHS.



## SECTION B, PART 2:

### **B. DESCRIPTIVE INFORMATION: LEA Capacity**

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? The 2010 Adequate Yearly Progress (AYP) for Pulaski County Special School district places the district in School Improvement Year 3. Several initiatives have been tried across the district over the past few years but few schools within the district are making AYP. Of the twenty-four elementary schools only eleven of those schools are Achieving (Ach); that is less than one-half of the elementary schools in the district. Of the six middle schools and six high schools within the district, twelve altogether, there are none that are Achieving status. Some of the past initiatives that have been implemented across the district include a partnership with America's Choice to bring about school reform in the secondary schools. There is little evidence of growth provided by this partnership. Currently the Arkansas Leadership Academy is providing quality consultation and guidance service to a number of the schools within the district. The LEA has worked with Jacksonville High School in the following school improvement initiatives over the past three years: Replaced the principal, added a director on special assignment from the superintendent, changed the outside consultants from America's Choice to Arkansas Leadership Academy, implemented Building Audits, and provided professional development in Professional Learning Communities.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. The school board on 07/28/10 agreed to support the implementation of the SIG 1003(g) grant at JHS. The collective bargaining agency - PACT has given a statement of support for this grant initiative. The school staff understand that some staff members will not be returning and have mixed feeling about the process. However, as one member stated "We don't want to lose our jobs at Jacksonville High School, but we must think of the students and their educational futures".
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? There is not a district school improvement specialist at this time.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? There have been numerous recommendations for school improvement from the district but no requirements. The district is in the process of developing a five-year Strategic Plan for all schools within the district.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. \*\*\*See attachment: "CHART"

6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each Tier I school.
7. \*\*\*See attachment: "PLAN 2000" to examine the LEA's plan and ability to recruit qualified new staff. JHS is a Tier II school and upon being awarded the grant, the process of moving teachers from JHS will begin through: transfers to other schools, posting job openings for personnel on the district website, in local and state papers, and through job fairs. After hiring the new incoming staff, rigorous and relevant professional development sessions from the district office and within JHS are ready to begin to prepare the new and the remaining staff.
8. Review the history of the LEA's use of state and federal funds.
9. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. The LEA will continue to fund the cost of staffing the teachers, the administration, the TLI testing, READ180, and will also continue to provide the ALA outside consultant. The ACSIP funds allocated to JHS will still be provided, the professional development offered by the district will continue to be provided for all staff members and will increase to include the needs as listed in the grant.
10. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. 1. Pulaski County Special School District has been through a number of district level administrative changes in recent years which has resulted in lack of accountability and oversight of the Jacksonville campus. 2. The JHS building administrative team prior to the current administration was ineffective, did not provide guidance for horizontal or vertical alignment, did not follow through with required curriculum alignment, and professional development was not offered at the school level to encourage teacher growth. 3. The only professional development taken by the staff was the 60 hours required by the state and provided at the district level. There was high staff turnover yearly with no teacher or administrator accountability.

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

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

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

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

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

### Transformation

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

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

Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic.audit/pdf/sis\\_041408.pdf](http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf)) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

The District supports all efforts to improve student achievement with both policies and funds. The administrator evaluation process requires each administrator to develop a professional growth plan which aligns with the district and building. District policies regarding teacher evaluation support the Transformation model.

The District encourages performance driven, job-embedded professional development that is aligned with the school's instructional plan. Additionally, the district supports continuous improvement at the building and classroom levels; the use of a streamlined data and accountability system linked to students, teachers, and schools;

utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff.

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

The collective bargaining agency, PACT, fully supports efforts to improve student achievement.

\*\*\* See attached "EMAIL OF SUPPORT" from the collective bargaining agency.

In The "Professional Negotiations Agreement between Board of Directors Pulaski County Special School District and The Pulaski Association of Classroom Teachers" Master Contract Handbook 2010-2015, Article IV - Teacher Rights and Responsibilities; and Article V - Vacancies, Transfers, and Promotion; are included below:

Note: Article V - see Section #3 Reassignment by Superintendent and Section #4 Involuntary Transfer

## ARTICLE IV TEACHER RIGHTS AND RESPONSIBILITIES

### Section 1. Teacher Tenure and Dismissal

A. Tenure, non-renewal of contract, suspension, and termination procedures will be in accordance with the laws of Arkansas and this policy.

1. During the first academic year of employment by the District, a teacher will be employed on a probationary contract regardless of his/her previous teaching experience.

2. To constitute an academic year of employment, a teacher must be under a written contract on a full time or part time basis and serve a minimum of one-hundred-twenty (120) days.

3. A teacher who has completed three (3) successive academic years of employment in another Arkansas district prior to employment with this District shall be granted tenure status if re-employed at the end of the probationary year; however, the District may by majority vote of the Board, provide for one (1) additional year of probation status pursuant to A.C.A. 6-17-1502.

4. All other teachers' probationary status shall continue for successive academic years until the teachers' employment by this District exceeds three (3) academic years.

5. After a teacher has acquired tenure status, all contracts of employment of said teacher by the District will continue from academic year to academic year and may be canceled only in the manner provided in this policy and for one or more of the following causes:

- a. immoral acts
- b. conduct unbecoming a professional teacher

- c. insubordination
  - d. failure to follow reasonable written regulations and policies
  - e. physical or mental disability impairing the performance of duties
  - f. inefficiency
  - g. Incompetency.
6. The Superintendent, if he/she has reason to believe that cause exists for the termination of a teacher and that immediate suspension of the teacher is necessary, may suspend the teacher without notice or a hearing.
- a. The salary of a suspended teacher shall cease as of the date the Board sustains the suspension at a hearing scheduled upon teacher request.
  - b. The time lines outlined in 8(c) and 9 of this section will be followed.
  - c. If the teacher fails to request a hearing within these time lines the Board may act to sustain the suspension and cease the teacher's pay.
7. A teacher will not be terminated or his/her annual contract non-renewed for performance-related difficulties or problems unless the following procedure has been pursued:
- a. The principal or the immediate supervisor of the teacher having difficulties or problems shall bring the difficulties or problems to the teacher's attention, in writing, and shall document the efforts which have been undertaken to assist the teacher in correcting the difficulties or problems.
  - b. Any teacher notified under 7(a) shall have thirty (30) days (or such additional time as may be set forth in the Individual Improvement Plan) from the written notification to remedy the alleged difficulties or problems.
  - c. If, at the end of the allotted time, the principal or the immediate supervisor believes that the difficulties or problems have not been remedied, the teacher will be given notice of the alleged deficiencies which have not been remedied and of the principal's or immediate supervisor's intention to recommend termination or non-renewal of the teacher's contract to the Superintendent.
8. The Superintendent, if he/she believes that cause exists for the termination or non-renewal of a teacher's contract, shall notify the teacher of her/his decision to recommend termination or non-renewal to the Board.
- a. The Superintendent's notice shall advise the teacher of the grounds for her/his recommendation of termination or non-renewal.
  - b. If the basis for the decision is performance-related difficulties or problems, only deficiencies identified in seven (7) of this section may be used.
  - c. The notice shall advise the teacher that she/he may, within thirty (30) days of receipt of the notice from the Superintendent, request in writing to the President of the Board, with a copy to the Superintendent of Schools, a hearing before the Board.
9. The Board hearing, if requested, will be held not less than five (5) days nor more than ten (10) days after the written request has been served on the Board unless the teacher and the Board agree in writing to postpone the hearing to a later date.
10. The Board hearing will be private unless the teacher requests that the hearing be public.
11. The teacher and the Superintendent may be represented by legal counsel or other representation at the Board hearing.
12. It will not be necessary that a full record of the proceedings at the Board hearing be made and preserved unless the Board or the teacher requests as follows:

- a. The Board elects to make and preserve a record of the hearing at its own expense, in which event a copy thereof will be furnished to the teacher, upon request, without cost to the teacher.
- b. A written request is filed with the Board by the teacher at least twenty-four (24) hours prior to the time set for the hearing, in which event the Board will make and preserve a record of hearing, and will furnish a copy without cost to the teacher.

#### Section 2.1 Reduction in Force Procedures - Attrition

- A. Any reduction in the number of positions in the bargaining unit should be affected when possible through attrition.
- B. For purposes of this section, "attrition" means the creation of a vacant position through the resignation, retirement or death of a full time or part time teacher.

#### Section 2.2 Reduction in Force Procedures - Layoffs

- A. In the event that a reduction of teaching personnel becomes necessary, layoffs will be made in reverse order of District seniority by certification area in which staff reductions are made.
- B. The Board shall make no new appointments while there are eligible individuals on the recall list.

#### Section 2.3 Reduction in Force Procedures - Recall

- A. A seniority list will be maintained by certification area(s).
- B. Teachers who are laid off are entitled to be recalled in order of District seniority as vacancies occur in areas in which they are certified.
- C. The District shall grant laid off teachers recall rights unless specifically waived in writing by the teacher.
- D. The District shall grant recall rights to a similar supplemental contract position to teachers who are reassigned or removed from a supplemental contract(s) as a result of a reduction in force.
- E. A teacher holding an extended contract position who is reassigned or removed from that position as a result of a reduction in force shall have recall rights to a similar extended contract position.
- F. A laid off teacher may not receive a promotion or an extended contract, beyond that which he/she held prior to the reduction in force, by reason of the recall procedures.
- G. Notice of recall will be sent by certified/return receipt requested mail to the laid off teacher's last known address on file in the Human Resources Division.
  - 1. If a recalled teacher is offered a position and fails to accept the position within ten (10) days from the date the notice was mailed, she/he will forfeit his/her recall rights in that certification area.
  - 2. The Assistant Superintendent of Human Resources or designee will place a laid off teacher back onto the recall list according to seniority in that certification area, if the teacher can justify to the Assistant Superintendent's satisfaction, why she/he was unavailable to respond to the recall notice.

- H. It is the responsibility of each teacher on layoff status to keep the Human Resources Division informed of his/her current address and telephone number.
- I. Laid off teachers who accept a recall must report to the Human Resources Division within fifteen (15) days from the date the recall notice was mailed to sign a pre-contract binder or contract.
1. If during the summer the laid off teacher can not report to the Human Resources Division in person then he/she shall request the mailing of a pre-contract binder or contract which must be returned to the Human Resources Division within ten (10) days of the date the contract was mailed to the recalled teacher.
  2. Failure to return the contract or pre-contract binder as specified in number one (1) above, will result in the loss of recall rights in that certification area.
- J. A teacher notified of recall who accepts the position and, if under a current contract to another school district, must provide the District with proof of release of contract from that school district, within fifteen (15) days from the date the recall notice is mailed.
- K. Failure to accept the position or to provide the proof of release of contract will result in loss in recall rights in that certification area.
- L. Any teacher reemployed by recall will be paid at the prevailing rate of pay and receive prevailing benefits appropriate to the position, the teacher's qualifications, and credited experience at the time of layoff.
- M. Experience obtained during the time of layoffs shall be credited in accordance with this Agreement.
- N. Any education attained during the time of layoff shall be credited in accordance with this Agreement.
- O. Teachers will have recall rights for a period of two (2) years from the date of lay-off.

#### Section 2.4 Reduction in Force Procedure - Retraining

- A. A laid off teacher may, during the term of the lay-off and prior to recall, obtain additional certification to broaden the opportunity for recall.
- B. The laid off teacher must provide a copy of the new certification with additions to the Human Resources Division upon completion to obtain eligibility for recall in an additional certification area.
- C. If a laid off teacher accepts recall and is unable to return to work because he/she is enrolled in a full time educational program, that teacher may be approved for educational leave as provided in this Agreement.

#### Section 3. New School Staffing

- A. When a new school is built to replace an existing District school or schools, the teachers in the existing District school or schools will be given the choice of assignment to the new school or being involuntarily transferred.
- B. In staffing a new school, other than "A" above, all certified teachers in the District can apply, be interviewed, and be considered for any position for which they are certified.

1. Ninety (90%) percent of the regular certified teaching positions needed to initially staff a new school must be selected from within the District.
2. A minimum of twenty-five (25%) percent of the staff for the new District school will be selected from the District school(s) affected by the student population loss or gain.
3. If requests to transfer to the school are not sufficient to meet the requirements of this Agreement, the percentages specified above may be disregarded.
4. Transfer requests received ten (10) days after posting will not be considered until eligible involuntary transfers are assigned.

#### Section 4. Staffing Allocations

Staffing allocations are determined on a district-wide formula based on projected school enrollment with a review for possible changes in allocations being made within the first month of school.

#### Section 5. Affirmative Action

- A. The Board's goal is to maintain a racially balanced certified staff in each school and to seek to recruit and retain identifiable minorities.
- B. The District shall maintain an Affirmative Action Transfer procedure and a copy shall be furnished the Association.
- C. The Office of Equity and Pupil Services and the Association's Human Relations Committee will conduct an annual review of the District's Affirmative Action Transfer procedure and provide a monitoring report to the Human Resources Division and the Association.

#### Section 6. School Conversions

- A. When a current school is reconfigured, converted, or merged with another school, the staff at the school or schools involved will be given the choice of remaining in the reconfigured, converted, or merged school or being involuntarily transferred.
- B. The involuntary transfer of teachers in such situations will follow Article V, Vacancies, Transfers and Promotions, of this Agreement.

### ARTICLE V VACANCIES, TRANSFERS AND PROMOTION

The Board recognizes the District's teachers as a valuable resource. The Association recognizes that teachers are subject to transfer within policy and the terms of this Agreement at the direction of the Superintendent.

The Board and the Association recognize that some transferral of teachers from one school to another is unavoidable and in fact may be desirable.

It is the practice of the District to consider transfer requests of District employees prior to employment of outside applicants.

The Association is in agreement with the District's efforts in achieving its Affirmative Action goals or plan in regard to staffing.

## Section 1. Posting of Vacancies

- A. Vacancies will be posted on the District website.
  - 1. Postings shall contain listings of schools, positions available, the original posting date, whether the vacancy is full-time or part-time, and if applicable, qualifications to be met for administrative positions.
  - 2. Each posted vacancy will include no more than one (1) position; however, the one (1) position may tie more than one (1) certification area together.
  - 3. Secondary contracts issued for supplemental positions will be posted separately and will not be posted tied to a primary contract.
  - 4. A posted position will remain open ten (10) days from the date of the announcement.
  - 5. Posting of a vacancy shall occur within five (5) days after the Human Resources Division receives a signed resignation.
- B. Vacancies occurring during the school year shall be posted on the District website.
  - 1. A vacancy which occurs during the school year without a ten (10) day written notice will be considered an emergency.
  - 2. Such an emergency vacancy may be filled without regard to the provisions of this Agreement.
- C. Temporary vacancies occurring during the school year may be filled without posting.
- D. A vacancy occurring during the summer shall be posted by the District on its website.
- E. Notice of any vacancy shall not be posted outside the bargaining unit until it is clearly determined there are no qualified applicants requesting transfer from within the unit.
- F. The recall of all appropriate teachers who are laid off will occur before the posting of any vacancy in the affected teachers certification area(s)
- G. The Association will receive all announcements of vacant positions through electronic mail or via courier.

## Section 2. Voluntary Transfer Request Procedure

- A. Teachers desiring a transfer must give written notice by completing a Teacher Transfer Request Form on or after November 1, of each year.
  - 1. The Teacher Transfer Request Form shall be provided by the District and is included in the Appendix of this Agreement.
  - 2. The transfer request shall remain effective through November 1 of the next year or until specifically withdrawn in writing by the requesting teacher.
  - 3. The transfer request must be renewed annually on or after November 1.
- B. A Teacher Transfer Request Form must be processed through the Human Resources Division and be on file with the principal of the requested school.
  - 1. The teacher will complete the Teacher Transfer Request Form and send it to the Director of Human Resources.

2. The Director of Human Resources will send a copy of the Teacher Transfer Request Form to all involved principals.
3. The principal will acknowledge receipt by sending a signed copy of the transfer request to the teacher.
- C. The District will maintain a Voluntary Transfer List valid from November 1 to October 30.
  1. The Voluntary Transfer List will include the teacher's name, date of transfer request, location of schools requested, date received by Human Resources, and date sent to principal(s).
  2. The Director of Human Resources will maintain the list and update it monthly by adding the information for each newly submitted Teacher Transfer Request Form and recording which teachers on the list were granted a voluntary transfer.
  3. The Director of Human Resources will send a copy of the updated Voluntary Transfer List to the Association monthly.
- D. Vacancies will be filled with the most qualified candidate from the applicant pool. When it is determined that a tie exists with regard to the selection of the most qualified candidate, then seniority shall be the determining factor.

### Section 3. Reassignment by Superintendent

- A. Reassignment of a teacher may be made at any time by the Superintendent after efforts to redress an area of contention have been made.
- B. No reassignment by the Superintendent may be made from June 1-September 1 without the involvement of the teacher.
- C. Reassignment of teachers will be kept to a minimum and made after means other than reassignment have been considered.
- D. Written notice stating the reasons for a reassignment shall be given to the teacher within five (5) days after the reassignment decision has been made.
- E. A meeting between the Superintendent or his/her designee shall be arranged upon teacher request to discuss and/or clarify the need for a reassignment.
- F. The teacher shall have the right to be represented by the Association.

### Section 4. Involuntary Transfer

- A. In determining an involuntary transfer of teachers from one school to another, a review of each particular school situation must be conducted and will be based upon any of the following:
  1. The District Affirmative Action Transfer Procedure (see Appendix) and/or goals.
  2. Instructional Program needs and/or changes.
  3. Enrollment changes due to student population shifts.
- B. No specific teacher can be identified for an involuntary transfer until the principal, a Deputy Superintendent of Academic Accountability, and the Executive Director for Human Resources have appraised the total staffing plan.
- C. The involuntarily transferred teacher(s) will be identified based upon his/her district seniority and certification area or teaching endorsement.

D. The process when an involuntary transfer is a result of an enrollment change due to student population shifts or instructional program enrollment needs requiring the movement of teachers from one school to another shall be as follows:

1. Identification of teachers for an involuntary transfer will be made no later than five (5) days prior to the end of the teacher work year or after the eighth (8th) student contact day.

2. Teachers may be identified at the end of the school year based upon program enrollment estimates for end of the year and during the school year based upon actual program enrollment.

E. The involuntary transfer(s) identification procedure will be implemented as follows:

1. Attrition and volunteers will be used to achieve the desired reduction in an effort to avoid involuntary transfers.

2. If there are more teachers who volunteer to transfer than is necessary, then the most senior eligible teacher will be permitted to be identified to achieve the necessary reduction in force.

3. If involuntary transfers are necessary, the teacher who has the least seniority in a certification area or teaching endorsement in the affected program shall be transferred.

4. A tenure teacher may exercise seniority rights in any teaching assignment within the school for which they are qualified and certified.

F. When the specific involuntarily transferred teacher(s) has been identified, the principal or immediate supervisor will personally inform the teacher in writing the reason(s) why the teacher is being involuntarily transferred, clearly specifying the exact instructional program change(s) or the enrollment change(s) that require the need for an involuntary transfer.

G. To acknowledge receipt of the notification, the involuntarily transferred teacher will sign a copy of the written notice.

H. Beginning June 1 each year, volunteers and involuntarily transferred teachers will be assigned according to district seniority by the Human Resources Division to existing vacancies or to vacancies as they occur for which they are qualified and certified.

1. Prior to June 1 each involuntarily transferred teacher will be given a list of all available positions and a list by seniority order of all teachers identified as involuntary transfers and the teachers' certification area(s).

2. Beginning June 1 the Director of Human Resources will contact the involuntarily transferred teachers in order of District seniority, with the most senior teacher contacted first.

3. When contacted the involuntarily transferred teacher will select from one of the available positions for which he/she is certified.

I. When it becomes necessary to assign a permanent teacher in a one year temporary assignment at a school, the teacher will be placed in the involuntary transfer pool in May of the following year to be assigned in accordance with current contract language contained in Article V, Section 4, Involuntary Transfer.

## Section 5. Rights of Involuntarily Transferred Teacher

A. Teachers who have been involuntarily transferred will be assigned to a position prior to routine teacher assignments.

- B. After the close of the school year, upon written request, a list of positions open in the District will be mailed to the remaining involuntarily transferred teachers.
- C. Should a position become available, involuntarily transferred teachers shall be given the opportunity to relocate to their original school should a vacancy occur prior to the reporting date of regular classroom teachers.
- D. After that date involuntarily transferred teachers may relocate to their original school with the mutual consent of both principals.
- E. Involuntarily transferred teachers will be assigned to a position for which they are certified prior to employment of outside candidates.
- F. Recourse to the grievance procedure is available to those dissatisfied with the new assignment.

#### Section 6. Transfer to Extended Contract Position

- A. Vacant positions which exclusively involve extended contracts shall be filled from the ranks of qualified internal applicants when she/he is determined to be the best-qualified candidate from the applicant pool. When it is determined that a tie exists with regard to the selection of the most qualified candidate, then seniority shall be the determining factor.
- B. Posting of vacancies for positions that involve extended contracts will be posted on the District website.
- C. Positions will not be filled prior to the deadline date for receipt of applications.

#### Section 7. Awarding of Position

- A. Transfer requests of teachers will be given priority consideration, prior to employment of outside applicants.
- B. The Board and the Association recognize that District affirmative action goals must be met in all the terms of negotiated agreements.
- C. After the position has been filled, the teacher(s) requesting to transfer who interviewed for the position shall be advised in writing within five (5) days by the principal that the position has been filled.

#### Section 8. Promotion with Supplemental Contract

- A. The filling of vacant positions via promotion which exclusively involve supplemental contracts such as Middle School Band Director to Senior High Band Director, or Assistant Football Coach to Head Football Coach, shall be filled from the ranks of qualified internal applicants when she/he is determined to be the best qualified candidate from the applicant pool.
- B. When it is determined that a tie exists with regard to the selection of the most qualified candidate, then seniority shall be the determining factor.
- C. Posting of vacancies for positions that involve supplemental contracts will be posted on the District website.
- D. Positions will not be filled prior to the deadline date for receipt of applications.

#### Section 9. Promotion to Administrative Position

- A. Priority consideration will be given to qualified internal applicants for vacant administrative positions before the District employs an external applicant following the “Promotion & Employment for Above Entry Level Positions” found in the Appendix of this Agreement.
- B. Posting of vacancies for positions that involve administrative positions will be posted on the District website.
- C. Positions will not be filled prior to the deadline date for receipt of applications.

## Turnaround

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

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

Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic.audit/pdf/sis\\_041408.pdf](http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf)) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards. The Teacher Fair Dismissal Act stipulates that certified staff receive notice of intent to terminate his/her position no later than May 1. This statute does not prohibit termination or reassignment, it mandates due process.

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

The District supports all efforts to improve student achievement with both policies and funds. The administrator evaluation process requires each administrator to develop a professional growth plan which aligns with the district and building. District policies regarding teacher evaluation support the Transformation model.

The District encourages performance driven, job-embedded professional development that is aligned with the school's instructional plan. Additionally, the district supports continuous improvement at the building and classroom levels; the use of a streamlined data and accountability system linked to students, teachers, and schools; utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. There is not a district policy that creates a barrier to the reassignment of administrators or classroom teachers.

For the turnaround intervention model to succeed, additional support from the district must be accomplished by working with the collective bargaining agency Pulaski Association of Classroom Teachers (PACT) and with the JHS Site Council, in coming to an agreement of support for the school through the process of replacing the teaching staff at JHS prior to the May 1 deadline as prescribed by the state.

On March 15, 2011. the Site-based Council of Jacksonville High School met with the Leadership team and administration to discuss the Turnaround Intervention model. After a question and answer session, the Site Council held a private session with the JHS Director on Special Assignment. At that time the Site Council voted to fully support the Turnaround Intervention Model for the 2011-2012 school year; however, PACT has not agreed, at this time, to support the Turnaround Model.

\*\*\*See attachment: "EMAIL OF SUPPORT"

With the agreement of the collective bargaining agency and, the JHS Site Council, all teachers wishing to return to JHS would be screened and go through an interview process to be rehired for the JHS campus. Less than fifty percent of the current teaching staff would return. The teachers that do not reflect the core values and expectations of the district and school would not be rehired for positions at JHS.

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

On March 15, 2011. the Site Council of Jacksonville High School met with the Leadership team and administration to discuss the Turnaround Intervention model. After a question and answer session, the Site Council held a private meeting with the JHS Director on Special Assignment. At that time the Site Council voted to fully support the Turnaround Intervention Model for the 2011-2012 school year; however, PACT has not agreed, at this time, to support the Turnaround Model.

With the agreement of the JHS Site Council, all teachers wishing to return to JHS would be screened and go through an interview process to be rehired for the JHS campus. Less than fifty percent of the current teaching staff would return. The teachers that do not reflect the core values and expectations of the district and school would not be rehired for positions at JHS.

In The "Professional Negotiations Agreement between Board of Directors Pulaski County Special School District and The Pulaski Association of Classroom Teachers" Master Contract Handbook 2010-2015, Article IV - Teacher Rights and Responsibilities; and Article V - Vacancies, Transfers, and Promotion; are included below:

Note: Article V - see Section #3 Reassignment by Superintendent and Section #4 Involuntary Transfer

## ARTICLE IV TEACHER RIGHTS AND RESPONSIBILITIES

### Section 1. Teacher Tenure and Dismissal

A. Tenure, non-renewal of contract, suspension, and termination procedures will be in accordance with the laws of Arkansas and this policy.

1. During the first academic year of employment by the District, a teacher will be employed on a probationary contract regardless of his/her previous teaching experience.

2. To constitute an academic year of employment, a teacher must be under a written contract on a full time or part time basis and serve a minimum of one-hundred-twenty (120) days.

3. A teacher who has completed three (3) successive academic years of employment in another Arkansas district prior to employment with this District shall be granted tenure status if re-employed at the end of the probationary year; however, the District may by majority vote of the Board, provide for one (1) additional year of probation status pursuant to A.C.A. 6-17-1502.

4. All other teachers' probationary status shall continue for successive academic years until the teachers' employment by this District exceeds three (3) academic years.

5. After a teacher has acquired tenure status, all contracts of employment of said teacher by the District will continue from academic year to academic year and may be canceled only in the manner provided in this policy and for one or more of the following causes:

- a. immoral acts
- b. conduct unbecoming a professional teacher
- c. insubordination
- d. failure to follow reasonable written regulations and policies
- e. physical or mental disability impairing the performance of duties
- f. inefficiency
- g. Incompetency.

6. The Superintendent, if he/she has reason to believe that cause exists for the termination of a teacher and that immediate suspension of the teacher is necessary, may suspend the teacher without notice or a hearing.

a. The salary of a suspended teacher shall cease as of the date the Board sustains the suspension at a hearing scheduled upon teacher request.

b. The time lines outlined in 8(c) and 9 of this section will be followed.

c. If the teacher fails to request a hearing within these time lines the Board may act to sustain the suspension and cease the teacher's pay.

7. A teacher will not be terminated or his/her annual contract non-renewed for performance-related difficulties or problems unless the following procedure has been pursued:

a. The principal or the immediate supervisor of the teacher having difficulties or problems shall bring the difficulties or problems to the teacher's attention, in writing, and

shall document the efforts which have been undertaken to assist the teacher in correcting the difficulties or problems.

b. Any teacher notified under 7(a) shall have thirty (30) days (or such additional time as may be set forth in the Individual Improvement Plan) from the written notification to remedy the alleged difficulties or problems.

c. If, at the end of the allotted time, the principal or the immediate supervisor believes that the difficulties or problems have not been remedied, the teacher will be given notice of the alleged deficiencies which have not been remedied and of the principal's or immediate supervisor's intention to recommend termination or non-renewal of the teacher's contract to the Superintendent.

8. The Superintendent, if he/she believes that cause exists for the termination or non-renewal of a teacher's contract, shall notify the teacher of her/his decision to recommend termination or non-renewal to the Board.

a. The Superintendent's notice shall advise the teacher of the grounds for her/his recommendation of termination or non-renewal.

b. If the basis for the decision is performance-related difficulties or problems, only deficiencies identified in seven (7) of this section may be used.

c. The notice shall advise the teacher that she/he may, within thirty (30) days of receipt of the notice from the Superintendent, request in writing to the President of the Board, with a copy to the Superintendent of Schools, a hearing before the Board.

9. The Board hearing, if requested, will be held not less than five (5) days nor more than ten (10) days after the written request has been served on the Board unless the teacher and the Board agree in writing to postpone the hearing to a later date.

10. The Board hearing will be private unless the teacher requests that the hearing be public.

11. The teacher and the Superintendent may be represented by legal counsel or other representation at the Board hearing.

12. It will not be necessary that a full record of the proceedings at the Board hearing be made and preserved unless the Board or the teacher requests as follows:

a. The Board elects to make and preserve a record of the hearing at its own expense, in which event a copy thereof will be furnished to the teacher, upon request, without cost to the teacher.

b. A written request is filed with the Board by the teacher at least twenty-four (24) hours prior to the time set for the hearing, in which event the Board will make and preserve a record of hearing, and will furnish a copy without cost to the teacher.

#### Section 2.1 Reduction in Force Procedures - Attrition

A. Any reduction in the number of positions in the bargaining unit should be affected when possible through attrition.

B. For purposes of this section, "attrition" means the creation of a vacant position through the resignation, retirement or death of a full time or part time teacher.

#### Section 2.2 Reduction in Force Procedures - Layoffs

- A. In the event that a reduction of teaching personnel becomes necessary, layoffs will be made in reverse order of District seniority by certification area in which staff reductions are made.
- B. The Board shall make no new appointments while there are eligible individuals on the recall list.

### Section 2.3 Reduction in Force Procedures - Recall

- A. A seniority list will be maintained by certification area(s).
- B. Teachers who are laid off are entitled to be recalled in order of District seniority as vacancies occur in areas in which they are certified.
- C. The District shall grant laid off teachers recall rights unless specifically waived in writing by the teacher.
- D. The District shall grant recall rights to a similar supplemental contract position to teachers who are reassigned or removed from a supplemental contract(s) as a result of a reduction in force.
- E. A teacher holding an extended contract position who is reassigned or removed from that position as a result of a reduction in force shall have recall rights to a similar extended contract position.
- F. A laid off teacher may not receive a promotion or an extended contract, beyond that which he/she held prior to the reduction in force, by reason of the recall procedures.
- G. Notice of recall will be sent by certified/return receipt requested mail to the laid off teacher's last known address on file in the Human Resources Division.
  - 1. If a recalled teacher is offered a position and fails to accept the position within ten (10) days from the date the notice was mailed, she/he will forfeit his/her recall rights in that certification area.
  - 2. The Assistant Superintendent of Human Resources or designee will place a laid off teacher back onto the recall list according to seniority in that certification area, if the teacher can justify to the Assistant Superintendent's satisfaction, why she/he was unavailable to respond to the recall notice.
- H. It is the responsibility of each teacher on layoff status to keep the Human Resources Division informed of his/her current address and telephone number.
- I. Laid off teachers who accept a recall must report to the Human Resources Division within fifteen (15) days from the date the recall notice was mailed to sign a pre-contract binder or contract.
  - 1. If during the summer the laid off teacher can not report to the Human Resources Division in person then he/she shall request the mailing of a pre-contract binder or contract which must be returned to the Human Resources Division within ten (10) days of the date the contract was mailed to the recalled teacher.
  - 2. Failure to return the contract or pre-contract binder as specified in number one (1) above, will result in the loss of recall rights in that certification area.
- J. A teacher notified of recall who accepts the position and, if under a current contract to another school district, must provide the District with proof of release of contract from that school district, within fifteen (15) days from the date the recall notice is mailed.
- K. Failure to accept the position or to provide the proof of release of contract will result in loss in recall rights in that certification area.

- L. Any teacher reemployed by recall will be paid at the prevailing rate of pay and receive prevailing benefits appropriate to the position, the teacher's qualifications, and credited experience at the time of layoff.
- M. Experience obtained during the time of layoffs shall be credited in accordance with this Agreement.
- N. Any education attained during the time of layoff shall be credited in accordance with this Agreement.
- O. Teachers will have recall rights for a period of two (2) years from the date of lay-off.

#### Section 2.4 Reduction in Force Procedure - Retraining

- A. A laid off teacher may, during the term of the lay-off and prior to recall, obtain additional certification to broaden the opportunity for recall.
- B. The laid off teacher must provide a copy of the new certification with additions to the Human Resources Division upon completion to obtain eligibility for recall in an additional certification area.
- C. If a laid off teacher accepts recall and is unable to return to work because he/she is enrolled in a full time educational program, that teacher may be approved for educational leave as provided in this Agreement.

#### Section 3. New School Staffing

- A. When a new school is built to replace an existing District school or schools, the teachers in the existing District school or schools will be given the choice of assignment to the new school or being involuntarily transferred.
- B. In staffing a new school, other than "A" above, all certified teachers in the District can apply, be interviewed, and be considered for any position for which they are certified.
  - 1. Ninety (90%) percent of the regular certified teaching positions needed to initially staff a new school must be selected from within the District.
  - 2. A minimum of twenty-five (25%) percent of the staff for the new District school will be selected from the District school(s) affected by the student population loss or gain.
  - 3. If requests to transfer to the school are not sufficient to meet the requirements of this Agreement, the percentages specified above may be disregarded.
  - 4. Transfer requests received ten (10) days after posting will not be considered until eligible involuntary transfers are assigned.

#### Section 4. Staffing Allocations

Staffing allocations are determined on a district-wide formula based on projected school enrollment with a review for possible changes in allocations being made within the first month of school.

#### Section 5. Affirmative Action

- A. The Board's goal is to maintain a racially balanced certified staff in each school and to seek to recruit and retain identifiable minorities.
- B. The District shall maintain an Affirmative Action Transfer procedure and a copy shall be furnished the Association.
- C. The Office of Equity and Pupil Services and the Association's Human Relations Committee will conduct an annual review of the District's Affirmative Action Transfer procedure and provide a monitoring report to the Human Resources Division and the Association.

#### Section 6. School Conversions

- A. When a current school is reconfigured, converted, or merged with another school, the staff at the school or schools involved will be given the choice of remaining in the reconfigured, converted, or merged school or being involuntarily transferred.
- B. The involuntary transfer of teachers in such situations will follow Article V, Vacancies, Transfers and Promotions, of this Agreement.

### ARTICLE V VACANCIES, TRANSFERS AND PROMOTION

The Board recognizes the District's teachers as a valuable resource. The Association recognizes that teachers are subject to transfer within policy and the terms of this Agreement at the direction of the Superintendent.

The Board and the Association recognize that some transferral of teachers from one school to another is unavoidable and in fact may be desirable.

It is the practice of the District to consider transfer requests of District employees prior to employment of outside applicants.

The Association is in agreement with the District's efforts in achieving its Affirmative Action goals or plan in regard to staffing.

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  - 3. Secondary contracts issued for supplemental positions will be posted separately and will not be posted tied to a primary contract.
  - 4. A posted position will remain open ten (10) days from the date of the announcement.
  - 5. Posting of a vacancy shall occur within five (5) days after the Human Resources Division receives a signed resignation.
- B. Vacancies occurring during the school year shall be posted on the District website.
  - 1. A vacancy which occurs during the school year without a ten (10) day written notice will be considered an emergency.

2. Such an emergency vacancy may be filled without regard to the provisions of this Agreement.
- C. Temporary vacancies occurring during the school year may be filled without posting.
- D. A vacancy occurring during the summer shall be posted by the District on its website.
- E. Notice of any vacancy shall not be posted outside the bargaining unit until it is clearly determined there are no qualified applicants requesting transfer from within the unit.
- F. The recall of all appropriate teachers who are laid off will occur before the posting of any vacancy in the affected teachers certification area(s)
- G. The Association will receive all announcements of vacant positions through electronic mail or via courier.

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- A. Teachers desiring a transfer must give written notice by completing a Teacher Transfer Request Form on or after November 1, of each year.
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  2. The transfer request shall remain effective through November 1 of the next year or until specifically withdrawn in writing by the requesting teacher.
  3. The transfer request must be renewed annually on or after November 1.
- B. A Teacher Transfer Request Form must be processed through the Human Resources Division and be on file with the principal of the requested school.
  1. The teacher will complete the Teacher Transfer Request Form and send it to the Director of Human Resources.
  2. The Director of Human Resources will send a copy of the Teacher Transfer Request Form to all involved principals.
  3. The principal will acknowledge receipt by sending a signed copy of the transfer request to the teacher.
- C. The District will maintain a Voluntary Transfer List valid from November 1 to October 30.
  1. The Voluntary Transfer List will include the teacher's name, date of transfer request, location of schools requested, date received by Human Resources, and date sent to principal(s).
  2. The Director of Human Resources will maintain the list and update it monthly by adding the information for each newly submitted Teacher Transfer Request Form and recording which teachers on the list were granted a voluntary transfer.
  3. The Director of Human Resources will send a copy of the updated Voluntary Transfer List to the Association monthly.
- D. Vacancies will be filled with the most qualified candidate from the applicant pool. When it is determined that a tie exists with regard to the selection of the most qualified candidate, then seniority shall be the determining factor.

### Section 3. Reassignment by Superintendent

- A. Reassignment of a teacher may be made at any time by the Superintendent after efforts to redress an area of contention have been made.
- B. No reassignment by the Superintendent may be made from June 1-September 1 without the involvement of the teacher.
- C. Reassignment of teachers will be kept to a minimum and made after means other than reassignment have been considered.
- D. Written notice stating the reasons for a reassignment shall be given to the teacher within five (5) days after the reassignment decision has been made.
- E. A meeting between the Superintendent or his/her designee shall be arranged upon teacher request to discuss and/or clarify the need for a reassignment.
- F. The teacher shall have the right to be represented by the Association.

### Section 4. Involuntary Transfer

- A. In determining an involuntary transfer of teachers from one school to another, a review of each particular school situation must be conducted and will be based upon any of the following:
  - 1. The District Affirmative Action Transfer Procedure (see Appendix) and/or goals.
  - 2. Instructional Program needs and/or changes.
  - 3. Enrollment changes due to student population shifts.
- B. No specific teacher can be identified for an involuntary transfer until the principal, a Deputy Superintendent of Academic Accountability, and the Executive Director for Human Resources have appraised the total staffing plan.
- C. The involuntarily transferred teacher(s) will be identified based upon his/her district seniority and certification area or teaching endorsement.
- D. The process when an involuntary transfer is a result of an enrollment change due to student population shifts or instructional program enrollment needs requiring the movement of teachers from one school to another shall be as follows:
  - 1. Identification of teachers for an involuntary transfer will be made no later than five (5) days prior to the end of the teacher work year or after the eighth (8th) student contact day.
  - 2. Teachers may be identified at the end of the school year based upon program enrollment estimates for end of the year and during the school year based upon actual program enrollment.
- E. The involuntary transfer(s) identification procedure will be implemented as follows:
  - 1. Attrition and volunteers will be used to achieve the desired reduction in an effort to avoid involuntary transfers.
  - 2. If there are more teachers who volunteer to transfer than is necessary, then the most senior eligible teacher will be permitted to be identified to achieve the necessary reduction in force.

3. If involuntary transfers are necessary, the teacher who has the least seniority in a certification area or teaching endorsement in the affected program shall be transferred.

4. A tenure teacher may exercise seniority rights in any teaching assignment within the school for which they are qualified and certified.

F. When the specific involuntarily transferred teacher(s) has been identified, the principal or immediate supervisor will personally inform the teacher in writing the reason(s) why the teacher is being involuntarily transferred, clearly specifying the exact instructional program change(s) or the enrollment change(s) that require the need for an involuntary transfer.

G. To acknowledge receipt of the notification, the involuntarily transferred teacher will sign a copy of the written notice.

H. Beginning June 1 each year, volunteers and involuntarily transferred teachers will be assigned according to district seniority by the Human Resources Division to existing vacancies or to vacancies as they occur for which they are qualified and certified.

1. Prior to June 1 each involuntarily transferred teacher will be given a list of all available positions and a list by seniority order of all teachers identified as involuntary transfers and the teachers' certification area(s).

2. Beginning June 1 the Director of Human Resources will contact the involuntarily transferred teachers in order of District seniority, with the most senior teacher contacted first.

3. When contacted the involuntarily transferred teacher will select from one of the available positions for which he/she is certified.

I. When it becomes necessary to assign a permanent teacher in a one year temporary assignment at a school, the teacher will be placed in the involuntary transfer pool in May of the following year to be assigned in accordance with current contract language contained in Article V, Section 4, Involuntary Transfer.

#### Section 5. Rights of Involuntarily Transferred Teacher

A. Teachers who have been involuntarily transferred will be assigned to a position prior to routine teacher assignments.

B. After the close of the school year, upon written request, a list of positions open in the District will be mailed to the remaining involuntarily transferred teachers.

C. Should a position become available, involuntarily transferred teachers shall be given the opportunity to relocate to their original school should a vacancy occur prior to the reporting date of regular classroom teachers.

D. After that date involuntarily transferred teachers may relocate to their original school with the mutual consent of both principals.

E. Involuntarily transferred teachers will be assigned to a position for which they are certified prior to employment of outside candidates.

F. Recourse to the grievance procedure is available to those dissatisfied with the new assignment.

#### Section 6. Transfer to Extended Contract Position

A. Vacant positions which exclusively involve extended contracts shall be filled from the ranks of qualified internal applicants when she/he is determined to be the best-

qualified candidate from the applicant pool. When it is determined that a tie exists with regard to the selection of the most qualified candidate, then seniority shall be the determining factor.

- B. Posting of vacancies for positions that involve extended contracts will be posted on the District website.
- C. Positions will not be filled prior to the deadline date for receipt of applications.

#### Section 7. Awarding of Position

- A. Transfer requests of teachers will be given priority consideration, prior to employment of outside applicants.
- B. The Board and the Association recognize that District affirmative action goals must be met in all the terms of negotiated agreements.
- C. After the position has been filled, the teacher(s) requesting to transfer who interviewed for the position shall be advised in writing within five (5) days by the principal that the position has been filled.

#### Section 8. Promotion with Supplemental Contract

- A. The filling of vacant positions via promotion which exclusively involve supplemental contracts such as Middle School Band Director to Senior High Band Director, or Assistant Football Coach to Head Football Coach, shall be filled from the ranks of qualified internal applicants when she/he is determined to be the best qualified candidate from the applicant pool.
- B. When it is determined that a tie exists with regard to the selection of the most qualified candidate, then seniority shall be the determining factor.
- C. Posting of vacancies for positions that involve supplemental contracts will be posted on the District website.
- D. Positions will not be filled prior to the deadline date for receipt of applications.

#### Section 9. Promotion to Administrative Position

- A. Priority consideration will be given to qualified internal applicants for vacant administrative positions before the District employs an external applicant following the "Promotion & Employment for Above Entry Level Positions" found in the Appendix of this Agreement.
- B. Posting of vacancies for positions that involve administrative positions will be posted on the District website.
- C. Positions will not be filled prior to the deadline date for receipt of applications.

## Restart

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

### Charter Schools

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

Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic.audit/pdf/sis\\_041408.pdf](http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf)) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

There are state statutes detailing the creation of charter schools in Arkansas. The ADE will not recognise any school as a charter school under a SIG 1003(g) application at this time.

The state guidelines reflect that if a school wants to become a charter school, the school must first apply for a transformational intervention model, then later, during the correct timeline, apply for the more rigorous charter school status.

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

A charter school formation within the district must have board approval.

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

The language in Pulaski Association of Classroom Teachers' (PACT) Master Contract contains employment conditions that factor into closing and reopening a school.

In the Professional Negotiations Agreement between the Board of Directors Pulaski County Special School District and The Pulaski Association of Classroom Teachers it states in Article IV Section 6, School Conversions:

- A. When a current school is reconfigured, converted, or merged with another school, the staff at the school or schools involved will be given the choice of remaining in the reconfigured, converted, or merged school or being involuntarily transferred.
- B. The involuntary transfer of teachers in such situations will follow Article V, Vacancies, Transfers, and Promotions, of this agreement.

## Education Management Organizations

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

Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic.audit/pdf/sis\\_041408.pdf](http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf)) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

There are no district policies that address contracts with EMOs

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 have been no contractual agreements that affect district contracts with EMOs



## Closure

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

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

Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic.audit/pdf/sis\\_041408.pdf](http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf)) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

There are no district policies that limit the Superintendent/Board of Education's ability to close a school.

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

There are no district contractual agreements that limit the Superintendent/Board of Education's ability to close a school.

In the Professional Negotiations Agreement between the Board of Directors Pulaski County Special School District and The Pulaski Association of Classroom Teachers it states in Article IV Section 6, School Conversions:

A. When a current school is reconfigured, converted, or merged with another school, the staff at the school or schools involved will be given the choice of remaining in the reconfigured, converted, or merged school or being involuntarily transferred.

B. The involuntary transfer of teachers in such situations will follow Article V, Vacancies, Transfers, and Promotions, of this agreement.

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

All high schools within the district are currently experiencing various levels of School Improvement. There are no high achieving high schools within the district.

## Step 2: Develop Profiles of Available Partners

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

### Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Leadership Academy	Y	N	consultants - job embedded Prof Dev	proven success during 2010- 2011
International Center for Leadership in Education - Scholastic Achievement Partners	Y	N	Share relevant data, current research, efficient and effective models, and practical solutions from across the nation  Inspire educators about the critical importance of their mission to serve all students professional	assisted a number of states and hundreds of school districts with their school improvement initiatives

			development - job-embedded high yield strategies	
Scholastic READ 180	N	Y	consultants using research- based, job- embedded literacy components to increase literacy proficiency	proven literacy success and student growth
Renaissance Learning	N	Y	consultants using research- based, job- embedded literacy components to increase literacy growth and proficiency	proven literacy success
District Central Office Staff	N	Y	District Professional Development	Teacher Growth, professional development, Implementation of technology/programs
Arkansas Baptist College	N	Y	concurrent college credit courses	proven record at surrounding districts/high schools

## Turnaround

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

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Leadership Academy	Y	N	consultant - job embedded	proven success FY 2010-2011
Scholastic READ 180	N	Y	consultant - job embedded	proven literacy success and student growth
Renaissance Learning	N	Y	consultant - job embedded	proven student literacy growth
District Central Office Staff	N	Y	District Professional Development	Teacher growth and implementation of technology/programs
Arkansas Baptist University	N	Y	concurrent college credit courses	proven record at surrounding high schools

**Restart**

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

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Dept of Ed	N	Y	consultant	n/a at this time
Arkansas Leadership Academy	Y	N	consultant job embedded	proven success FY 2010-2011
Renaissance Learning	N	Y	consultant	literacy success
Scholastic READ 180	N	Y	consultant job embedded	proven student literacy growth
District Central Office Staff	N	Y	District Professional Development	Teacher growth and implementation of technology and programs
Arkansas Baptist University	N	Y	concurrent college credit	proven success at surrounding schools
THE CHARTER IS NOT A CONSIDERATION				

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Success for all Foundation, Inc.	Y	N	Provides leader and oversight	whole school improvement approach that helps teachers help every child
District Office Staff	N	Y	Professional Development	teacher growth, implementation of technology and

				programs
THIS IS NOT A CONSIDERATION				

Closure

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

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
District Central Office staff	Y	N	consultant	moving students and staff to schools within the district
Arkansas Dept of Ed	N	Y	consultant	guidance if needed
THIS IS NOT A CONSIDERATION				

### Step 3: Determine Best-Fit Model and Partners

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

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

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

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

Best Fit Ranking of Intervention Models

A. Best Fit: \_\_Transformational\_\_\_\_\_

B. Second Best Fit: \_Turnaround\_\_\_\_\_

C. Third Best Fit: \_Closure\_\_\_\_\_

D. Fourth Best Fit: \_\_\_Restart\_\_\_\_\_

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

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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?

A new principal will be recruited and hired to replace the current principal. The new leader will be well-versed in the use of instructional technology and in best practices to lead the school to becoming a 21st Century school. The district superintendent and school board will collaborate with the principal to ensure that highly qualified staff are assigned to Jacksonville. The principal must have the knowledge, ability, and initiative to lead the staff in effective instructional strategies, Common Core Curriculum, and classroom management with rigor and relevance.

The principal will also be provided with the decision making authority relative to staff assignments and scheduling to bring about the needed increase in student achievement.

With the district's support, the new principal:

- \* Will make mission-driven decisions regarding people, time, money, and programs
- \* Will be adept at securing additional resources and leveraging partner relationships
- \* Will be flexible and inventive in responding to constant unrest
- \* Will make instructional decisions based on the analysis of data
- \* Will ensure an environment that is safe and supports learning for all students
- \* Will participate in professional development inclusive of team building, instructional leadership, and analysis of student data
- \* Should have a clear understanding of item analysis, gaps, trends, and root causes

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

The JHS grant team in conjunction with the district's support has carefully scrutinized the chosen models for consistency in application and has identified strategies and resources that will need to be implemented with fidelity and increased rigor to assure successful implementation and impact. In addition, the following actions will be taken by the district and/or school: A principal will be recruited and hired to replace the current principal; JHS will be totally redesigned by replacing at least 40% of the staff through the superintendent transferring staff to other school buildings. JHS will continue to work with the remaining ineffective staff members and will replace those who refuse to comply within the next school year. Each year through attrition a number of teachers leave. With attrition and the

assistance of the superintendent and the school board's support JHS will have a new team ready to implement the initiatives prescribed in this Intervention.

PCSSD's current evaluation system evaluates teachers yearly using a rubric based on instructional standards. Teachers not aligning their teaching with those instructional standards will be moved to other locations thus allowing JHS to move forward.

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 and committed to support the transformation efforts. The central office staff is experienced and has extensive ability to advise and assist principals and teachers throughout the process. The new strategic plan that is in the planning stage for the district has a strong base that contains bold steps that are perfectly aligned with the required components in the transformational model. The five year Strategic Plan is currently in the planning stage and contains comprehensive actions that align with the strategies of the transformational model.

If chosen, the Transformational intervention model would help to continue the professional development, coaching, modeling and expertise that the district level curriculum specialists provide in aligning curriculum, instruction and assessment to meet the new Common Core Standards through development of rigorous training and relevant resources to support a school-wide system of instruction. JHS is currently working to procure additional staff to work in-house to provide flexibility in meeting all the requirements for implementation of the model and the selected strategies. The teachers that do not reflect the core values and expectations of the district and Jacksonville High School will not remain on staff at JHS.

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 with the support of the superintendent will hire the most highly qualified teachers by speeding up the time line in recruiting and hiring the best

teachers available early in the hiring process to ensure the effective implementation of all requirements of the Transformational Intervention Model and school improvement strategies. The superintendent who has been in the position for one year is a visionary leader who is building quality relationships with the union, the community, district and school leaders and businesses. Approval to modify practices and policies has begun and must be secured through appropriate processes to garner support for change. District and school leaders are cognizant of and highly supportive of the need for improving services to better meet the needs of the children, the school staff, and the community.

In planning for the changes at JHS, the Leadership Team has discussed the compensation to be given as bonuses at the end of each of the 3 years of the grant. This bonus will be provided to all certified and support staff for 1.) increased math & literacy scores, 2.) a decrease in discipline referrals, 3.) an increase in graduation rates, and 4.) an increase in attendance. The discussions have centered around how to be fair with all staff when the literacy and math teachers are seen as contributing more than the teachers teaching in the non-tested areas. In reading "The Other 69 Percent: Fairly Rewarding the Performance of Teachers of Nontested Subjects and Grades - Guide to Implementation: Resources for Applied Practice" by: Cynthia D. Prince, Vanderbilt University; Patrick J. Schuermann, Vanderbilt University; James W. Guthrie, Vanderbilt University; Peter J. Witham, University of Wisconsin–Madison; Anthony T. Milanowski, University of Wisconsin–Madison; Christopher A. Thorn, University of Wisconsin–Madison, there are several options to choose in performance pay. The bonuses for core and noncore teachers can be based on a scale with the core teachers receiving a higher percentage. Basing the bonuses of noncore teachers on school-wide performance in the core subjects does have a number of distinct advantages. First, the reward structure emphasizes that all teachers in the school contribute to student achievement gains in literacy and mathematics. Second, it ensures that performance awards are aligned with one of the state's highest priorities — improvement in core academic subjects.

However, after a great deal of discussion and study, the grant team has chosen to award all certified staff members and administrators equally for improving the 4 areas being addressed. The support staff would also receive a bonus for their part in the year long process of improving the 4 areas. At the end of each school year, after the scores have been released, and the attendance data, discipline data, and graduation data has been compiled, all certified members would receive \$1,000 for each area of improvement for up to \$4,000 incentive per year of the grant. Each support staff member, for effectively working to increase the same four areas would receive up to \$250 per area for up to \$1,000 per year of the grant. This cohesiveness and shared responsibility among all staff members will help to create a unity among all which will in turn create a better environment for all students.

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 principal evaluation system currently in place sets goals and holds principals accountable for student achievement results. In order to make the systemic change needed to attain the required achievement results, the newly hired principal will complete the Arkansas Leadership Academy training provided, while additional training from ALA and Scholastic Achievement Partners will be provided to develop teacher leaders and other educational leaders within JHS in support of collaborative, distributive leadership focused on design and innovation to achieve results. The district is aligning their system of support to provide a high level of technical assistance and professional development for high impact intervention and assistance directly to the school.

Additionally, central office administration and staff will support the implementation of the Transformational Intervention Model by accompanying the principal and other school administrators in classroom observations/Building Audits at least once each quarter, followed by debriefing sessions. Observations will focus on the consistent implementation of best instructional practices.

\*\*\* See attachment: "BUILDING AUDIT"

The principal must create a "Roadmap for Reform" as stated in a report from the Mass Insight Education & Research Institute. This initiative for school reform is funded by a grant from the Carnegie Corporation of New York, with a partial match from the Bill & Melinda Gates Foundation:

The principal's roadmap for reform for JHS to become a higher performing turnaround school includes:

- \* Safety, Discipline & Engagement - Students feel secure and inspired to learn
- \* Action against Adversity - The school directly addresses the students' poverty-driven deficits
- \* Close Student-Adult Relationships - Students have positive and enduring mentor/teacher relationships
- \* Shared Responsibility for Achievement - Staff feel deep accountability and zeal for student achievement
- \* Personalization of Instruction - Individualized teaching based on diagnostic assessment and adjustable time on task
- \* Professional Teaching Culture - Continuous improvement through collaboration and job-embedded learning
- \* Resource Authority - The school leaders can make mission-driven decisions regarding people, time, money, and programs
- \* Resource Ingenuity - Leaders are adept at securing additional resources and leveraging partner relationships
- \* Agility in the Face of Turbulence - Leaders, teachers, and systems are

flexible and inventive in responding to constant unrest

A licensed, certified social worker and a licensed social worker will be hired to work with all at-risk students and their parents to stop the flow of students getting referrals, dropping out, and/or being suspended. These social workers will be highly visible throughout the school and will work to establish a network of resources which can be used to meet the physical and emotional needs of the student.

The district will collaborate with the principal to ensure that highly qualified staff are assigned to Jacksonville. The principal will also be provided with the decision making authority relative to staff assignments and scheduling to bring about the needed increase in student achievement.

Throughout the implementation of the Transformational Intervention Model, the principal will have increased decision making authority regarding the assignment of personnel and the scheduling of academic and non-academic courses. Additionally, the principal will have greater flexibility in the management of the school budget and allocation of resources. The district will work closely with the external providers, Scholastic Achievement Partners and the Arkansas Leadership Academy, to ensure full fidelity and efficacy of implementation of all aspects of their work. Teachers and administrators will work closely with the well trained and experienced consultants to:

- \* provide a solid culture and climate conducive to learning,
- \* maximize student academic learning time,
- \* guarantee as essential curriculum,
- \* monitor student achievement, and
- \* provide job embedded professional practices.

The district will assist the building leadership team in data review and will continue to support the leader in the evaluation of reports, support the corrective action to be taken, provide guidance for the completion of ACSIP, and provide assistance with all federal and state funding, etc.

District personnel will support the building of capacity at the JHS site so that after the Arkansas Leadership Academy and the Scholastic Achievement Partner consultants have completed their work the staff will have the capacity to move forward with success without the need of further assistance.

This proposal will increase the capacity of instructional teaching/coaching within Jacksonville High School through rigorous training and the conscientious implementation of that training by highly-qualified staff members.

District and school leaders are cognizant of and highly supportive of the need for improving services to better meet the needs of the Jacksonville High School students, staff, and community.

With the district's support, the new staff:

- \* Will feel a deep accountability and a missionary zeal for student achievement
- \* Will individualize teaching based on diagnostic assessment and adjustable time on task
- \* Will show continued improvement through collaboration and job-embedded learning



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## The Turnaround Model

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

JHS and the district LEA have met with the Site Council and Pulaski Association of Classroom Teachers (PACT) representatives in an effort to garner approval for the Turnaround Intervention Model. The goal is to be able to replace staff, with Site-based Council approval, in an attempt to bring JHS out of School Improvement Year 7. Transfer policies of surplus teachers will support the effective implementation of all requirements of the intervention model and school improvement strategies. The superintendent who has been in the position for one year is a visionary leader who is building quality relationships with the union, the community, district, and school leaders and businesses. District and school leaders are highly supportive of the need for improving services to better meet the needs of the children and the community.

On March 15, 2011, the Site Council of Jacksonville High School met with the Leadership team and administration to discuss the Turnaround Intervention model. After a question and answer session, the Site Council held a private session with the JHS Director on Special Assignment. At that time the Site Council voted to fully support the Turnaround Intervention Model for the 2011-2012 school year yet the collective bargaining agency - PACT does not support this initiative at this time.

With the agreement of the collective bargaining agency and the JHS Site-based Council, all teachers wishing to return to JHS must apply and go through an interview process to be rehired for the JHS campus. Less than fifty percent of the current teaching staff will return. The teachers that do not reflect the core values and expectations of the district and school will not be rehired for positions at JHS.

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?

A new principal will be recruited and hired to replace the current principal. The new leader must be well-versed in the use of instructional technology to lead the school to becoming a 21st Century school, have the ability to lead innovation and change the results in improved student achievement, ability to create a positive school culture, ability to utilize shared leadership with teachers, ability to collaborate with parents and community, believe that all students can learn, and model high standards for all. The district will collaborate with the principal to ensure that highly qualified staff are assigned to Jacksonville. The principal will also be

provided with the decision making authority relative to staff assignments and scheduling to bring about the needed increase in student achievement.

With the district's support, the new principal:

- \* Will make mission-driven decisions regarding people, time, money, and programs
- \* Will be adept at securing additional resources and leveraging partner relationships
- \* Will be flexible and inventive in responding to constant unrest
- \* Will make instructional decisions based on the analysis of data
- \* Will ensure an environment that is safe and supports learning for all students
- \* Will participate in professional development inclusive of team building, instructional leadership, and analysis of student data
- \* Should have a clear understanding of item analysis, gaps, trends, and root causes

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

The JHS grant team in conjunction with the district's support has carefully scrutinized the chosen models for consistency in application and has identified additional strategies and resources that will need to be implemented with increased rigor to assure successful implementation and impact.

The Human Resources Department will post the job openings on the district website immediately upon JHS being awarded the grant. Interviews will begin shortly thereafter.

The principal with the support of the superintendent will hire the most highly qualified teachers by speeding up the time line in recruiting and hiring the best teachers available early in the hiring process to ensure the effective implementation of all requirements of the intervention model and school improvement strategies. The superintendent who has been in the position for one year is a visionary leader who is building quality relationships with the union, the community, district and school leaders and businesses. Approval to modify practices and policies has begun and will be secured through appropriate

processes to garner support for this needed change. District and school leaders are cognizant of and highly supportive of the need for improving services to better meet the needs of the Jacksonville High School students, staff, and community.

With the district's support, the new staff:

- \* Will feel a deep accountability and a missionary zeal for student achievement
- \* Will individualize teaching based on diagnostic assessment and adjustable time on task
- \* Will show continued improvement through collaboration and job-embedded learning

4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?

The staff members would each have to interview and meet the criteria as a highly qualified teacher to be allowed to remain at JHS. The other staff members would be re-assigned to other schools within the district.

The district will collaborate with the principal to ensure that only highly qualified staff are assigned to Jacksonville. The principal will also be provided with the decision making authority relative to staff assignments.

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

The LEA must work closely with the Site Council (site-based collective bargaining agency) of Jacksonville High School, and PACT in the turnaround process. All changes and proposals were presented to the Site Council in a meeting prior to submission of the application. This proposal will help to continue the professional development, coaching, modeling and expertise that the district level curriculum specialists provide in aligning curriculum, instruction and assessment to meet the new Common Core Standards through development of rigorous training and relevant resources to support a school-wide system of instruction.

For the turnaround intervention model to succeed, additional support from the district must be accomplished by working with the collective bargaining agency, and

the Site Council, in coming to an agreement of support for the school through the process of replacing the ineffective teaching staff at JHS prior to the May 1 deadline as prescribed by the state.

All teachers wishing to work at JHS must go through an interview process and be rehired, if they are to return. Less than fifty percent of the current staff will return. The teachers that do not reflect the core values and expectations of the district and school will not be rehired for positions at JHS.

On March 15, 2011, the Site Council of Jacksonville High School met with the Leadership team and administration to discuss the Turnaround Intervention model. After a question and answer session, the Site Council held a private session with the JHS Director on Special Assignment. At that time the Site Council voted to fully support the Turnaround Intervention Model for the 2011-2012 school year yet the collective bargaining agency - PACT does not support this initiative at this time.

\*\*\* See attachment: "EMAIL OF SUPPORT"

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

Extensive professional development would be provided to prepare the staff to work well in their newly re-assigned locations. This will be documented through the district professional development department.

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

Each year PCSSD loses approximately 150 certified teaching staff due to attrition. The attrition of staff across the district will alleviate the additional costs associated with retaining surplus staff.

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

The LEA must work cooperatively with the collective bargaining agency to garner the support from PACT before a turnaround could occur. The District includes many talented curriculum leaders and specialists that would assist and support the turnaround model for JHS if this model was used.

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

The school principal must have greater flexibility and decision making authority in the expending of funds to further school improvement. The ACSIP team will work closely with the principal to ensure all funds are utilized for increasing academic achievement. The principal will collaborate with central office in the assignment of staff, with the final decision being that of the principal. The principal will collaborate with district staff to ensure the school's schedule accomodates the turn-around initiatives.

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

The district will provide district-level and school-level teams charged with the responsibility of understanding the strategies included in the turnaround model and establishing processes and practices that support the model. District policy and procedure will be clarified and summarized. Site-based council support has been summarized in a letter of support for the Turnaround Initiative. The district will also support the new principal through increased autonomy, flexibility, and site based decision making. District staff will observe in classrooms with the principal at least quarterly through the process of Building Audits.

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## 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?

n/a

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.

n/a

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?

n/a

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

n/a

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

n/a

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

n/a

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)?

n/a

8. What assistance will the LEA need from the SEA?

n/a

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

n/a

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?

n/a

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## School Closure Model

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	Consultant, provide funds and resources; monitor and provide oversight of implementation
Local Education Agency	Central office staff will provide on-going, high quality, job-embedded professional development that is aligned to the school's comprehensive instructional programs; and the personnel, and fiscal resources necessary to support and sustain the initiatives
Internal Partner (LEA staff)	<p>The LEA staff through professional development will help create a more successful school staff:</p> <ul style="list-style-type: none"> <li>*Teachers will be equipped through weekly observation/feedback/coaching to facilitate teaching and learning and have the capacity to successfully implement school reform.</li> <li>*Teachers will disaggregate the data to improve teaching strategies.</li> <li>*Teachers will become more involved in getting to know the students to create the necessary bonds / relationships to foster a stable, encouraging environment for the students</li> </ul>
Lead Partner	<p>Arkansas Leadership Academy consultants will increase student academic performance through building teacher efficacy and capacity, and the principal's capacity to lead the staff through an instructional change process.</p> <p>Additionally, a Consultant from International Center for Leadership in Education will be hired to provide monthly sessions on comprehensive curriculum programs, professional development and whole-school reform services with the JHS staff and leadership team.</p>
Support Partner	Scholastic READ 180 will provide quality technology-based programs aligned with the goals and objectives of improving literacy and increasing

	student knowledge
Support Partner	Renaissance Learning will increase the literacy scores of those students who are basic or just below the proficiency level by developing and/or increasing their reading skills
Principal	The school principal will be the instructional leader and will drive the school's vision to develop a culture of success for students and staff alike. He/she will attract teaching talent from both inside and outside of the district by crafting incentives and favorable working conditions and will assure transparency for all key stakeholders.
School Staff	The teaching staff and the support staff will receive the appropriate training and will work cohesively together to create an atmosphere of trust and collaboration for helping the students succeed. The social workers will assist the at-risk students while the staff implements the instructional strategies and increases student engagement through active participation and staff development provided by the school leadership.
Parents and Community	The parent liaison will forge relationships with the parents and the community to encourage and strengthen the partnerships between all stakeholders to bring about successful student achievement.

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

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

#### Lead Partner I:

Scholastic Achievement Partners (SAP) is a joint venture of Scholastic Education, The International Center for Leadership in Education (ICLE), and Math Solutions, the country's premier provider of math professional development. Scholastic Achievement Partners offers a unique and powerful combination of comprehensive curriculum programs, professional development and whole-school reform services to schools that is research-based, proven effective, and designed to last. SAP is working with schools across the country to help implement academic improvement initiatives, develop the skills and expertise of teachers and leaders, and improve student performance in literacy and math.

SAP's partnership with Jacksonville High School is designed to cultivate school leaders' existing skills and abilities to create a framework that will produce sustainable gains in student performance. The work impacts the Five Key Levers™ proven to accelerate achievement. Scholastic Achievement Partners will tackle:

1. **Comprehensive Literacy Improvement:** We will develop comprehensive plans for school-wide literacy, implementing a three-tiered delivery model that includes READ 180®, the most thoroughly documented and proven effective program for low-achieving students.
2. **Leadership and School Change:** We pair all school leaders with a School Improvement Specialist with proven change management experience, who will develop a continuum of professional development and coaching meant to give all leaders the skills they need to become agents of sustained change.
3. **Instructional Excellence:** We will create a targeted plan of professional development and job-embedded coaching aimed at improving the quality of teaching in every classroom.
4. **College and Career Ready Curriculum:** Using Curriculum Alignment Reviews (CARs), we will assess the alignment between a school's curriculum, college and career ready standards and next generation assessments, producing a multi-month plan with actionable recommendations to navigate this transition.
5. **Culture and Community/Parent Empowerment:** Using a suite of proprietary surveys we will assess the beliefs and attitudes of all stakeholders in the school community, and develop a plan to engage these key groups in school improvement efforts.

\*\*\*See attachment: "PROFESSIONAL DEVELOPMENT OFFERINGS"

Lead Partner II: - this consultant provider/program is provided in-kind by the district. No costs for this Consultant/Program will be funded by the grant.

\*\*\* See attachment: "ARKANSAS LEADERSHIP"

Arkansas Leadership Academy  
School Support Program  
Jacksonville High School

The School Support Program of the Arkansas Leadership Academy is a legislatively created program to work with schools in Arkansas that are in later years of school improvement due to failure to meet Adequately Yearly Progress on the state accountability exam. Our goal is to develop the leadership capacity among the staff of the schools we work with to create and sustain positive change in order to see improvements in student achievement. It is a three year program in which each school is assigned a Capacity Building Leader (CBL) to work in the schools weekly. The job of the CBL is to support the work of the program; develop the use of tools in decision making, problem solving, and creating change; assist with data analysis, Professional Learning Communities and Classroom Walk-throughs; as well as provide resources and professional development. Leadership capacity is also developed with educational institutes for many staff members - Superintendent Institute, Master Principal Institute, Teacher Institute and Team Institute.

Jacksonville High School is in its first year with the program and our focus has been on implementing two tools for change - the Railroad Model of Group Development and the Hourglass Model of Strategic Planning (see pgs 3-5). In using the Railroad model we strive to develop relationships as well as results. Our core belief in this tool is that people support what they help create. As a result, the CBL works with the administrative staff, Instructional Facilitators, as well as the Leadership team for initial decision making. Full staff input is gathered and reported to these groups for their consideration.

The Hourglass Model is the main focus for the year. The following bullets indicate the actions that have been taken to complete this model thus far with Jacksonville High School:

- Core Beliefs were developed with the "All on the Wall" tool.
- Shared Vision and Mission were developed with a "newspaper article" tool.
- Current Reality has been measured by the Scholastic Audit and a discussion of where the high school scored on the School Support Rubric.

\*\*\* See attachment: "SCHOOL SUPPORT RUBRIC"

- The current goals are being compared to recent data, both quantitative and qualitative, in order to determine their appropriateness. New or improved goals will be used in the ACSIP for the next year.
- An initial 45-60 day action plan was developed as required by the Arkansas Department of Education. That plan included the components of this model (see pgs 6-7). We are currently working with the full staff to review the ACSIP for implementation and effectiveness. The plan will be rewritten to focus on the needs of

students and staff as we build educational leadership with the purpose of improving learning for all students. Jacksonville High School as supported by the Scholastic Audit, data analysis to include all types of data, and appropriately developed professional growth plans of staff.

Additional components being worked on are improving the graduation rate and developing an effective professional development plan for staff.

- Short term results have been a better focus on data analysis - a data team is being created to develop a procedure for collecting and analyzing data; PLCs were organized and are beginning to function appropriately; Leadership Team is functioning better using NORMS and detailed agendas; several components of the Scholastic Audit are being completed.

- Long term results are yet to be determined. We will receive student accountability scores in July of 2011.

The overarching focus of the ALA School Support Program is to make change systemic and take it to scale. Scale requires depth, breadth, sustainability and ownership. All of this information is being shared with central office staff and the school board for systems support. The institutes include central office personnel and the school board has received initial training. A student voice component will be added and their concerns addressed before the strategic action plan is complete. The work of the School Support Program in years 2 and 3 will be to continue to build leadership capacity throughout the system in order to take the changes being implemented to scale.

## LEVELS OF TEAMWORK

### BELIEF LEVEL

Interdependence recognized. Individual strengths cover other's weak areas. Deep understanding/trust in beliefs and actions of others. Win/win always. Frequent negotiation and collaboration. Commitment to care for others is clear.

### TRUST LEVEL

Predictable positive behavior. Strong faith that others will perform as expected in (mostly) useful ways. Occasional confronts and sincere efforts to resolve differences/problems. Similar goals.

### OPEN LEVEL

Individual efforts to establish positive teamwork relationships. Search for shared values and non-judgmental acceptance. Lots of "if only" and "yes, but."

### CLOSED LEVEL

Frequently seen as easier to work alone than spend effort and time trying to build relationships. Occasional outbursts of anger and/or shows of frustration.

Jacksonville High School

## CORE BELIEFS

When it comes to teaching and learning Jacksonville High School believes:

- Students must know that you care
- That teaching and learning are an ongoing process
- All students can learn at their own level and pace
- Teachers should have high expectations of all students
- Teachers are responsible for developing ways to help students to achieve
- Students need to be held accountable for learning
- Students need to be challenged
- Students must be engaged
- Students need various extra-curricular activities
- Instills personal life lessons
- Individuals need to be appreciated and accepted
- Students and teachers need to be motivated from within
- Need to increase awareness of cultural differences
- Result of connecting the known to the unknown
- Teachers must invest in the educational process
- Every child needs diverse, positive role models
- Material taught must be relevant with real world situations
- There must be sufficient resources, including technology, available and utilized
- There should be more vocational courses

#### JACKSONVILLE HIGH SCHOOL VISION STATEMENT

Jacksonville High School envisions itself to be a high performing school that will reach above and beyond Adequate Yearly Progress through the collaborative efforts of all stakeholders. Highly qualified teachers and professional support staff will be committed to meeting the needs of all students. This progress will be supported by state of the art facilities, low teacher/student ratio and vast use of the most current technology. All students at JHS, due to self-discipline, will be engaged in their own learning as part of the rigorous curriculum. The graduation rate, therefore, will be at 100% with students well prepared for college and/or career opportunities. As a result, parents are pleased to be a part of the school and celebrate its successes.

#### MISSION STATEMENT (current)

The mission of the faculty, staff, and administration of Jacksonville High School is to utilize the established educational frameworks for student learning demonstrated through proficient results in testing with continued follow-up instruction to ensure all students are achieving their true potential.

( suggested revision)

The mission of Jacksonville High School is to celebrate successes as we prepare students for college and career opportunities. This preparation, with the assistance of

all stakeholders, will be through instruction of a rigorous curriculum that is embedded with current 21st Century technology and fully engages all students.

Jacksonville High School Prelude to 45-60 day Action Plan

\*\*\*See attachment: 45-60 DAY ACTION PLAN

The following actions have occurred since July 1, 2010 until the beginning of this plan on October 1, 2010

- Hired a Director as part of the Transformational Model
- Chose Arkansas Leadership Academy as the Transformational Model
- Hired new administrative staff
- Principal and Director attended the ALA Master Principal Phase 1 training -Session 1
- Two teachers attended the ALA Teacher Institute training - Session 1
- Central Office and district administrators have conducted focus walks monthly in each classroom to assist in the identification of possible factors limiting student success. Immediate feedback is provided
- PLCs have been reorganized and provided with initial student data. They meet once a week and have been focused on learning objectives
- The Leadership Team began meeting in September and will meet once a month. They will be a key component of implementing the 45-60 day action plan
- Efforts have been made to improve the looks of the facilities and campus. Roof has been replaced and rooms painted.
- Students are expected to be in class and procedures have been put in place to ensure that happens
- Teachers are required to stand in doorways between classes

#### Data Dashboard 2010

Jacksonville High School

Layer 1 - 3 year trend of AYP reports

- Not meeting AYP in math - 2007 (yr 4), 2008 (yr 5), 2009 (yr 6), 2010 (yr 7)
- Not meeting AYP in literacy - 2007 (yr 4), 2008 (yr 5), 2009 (yr 6), 2010 (yr7)
- Not meeting Graduation rate - 2007, 2009, 2010
- Not testing 95% in math- 2007, 2009 , 2010
- Not testing 95% in literacy - 2007, 2009 (AA/ED). 2010 (AA)
- Sub-groups involved: African American and Economically Disadvantaged; and as a result combined population is following close behind in both math and literacy.
- 3 year trend shows a slight improvement in the last two years.

KEY FOCUS: Graduation rate; % tested; and the sub-populations of African American and Economically Disadvantaged

Layer 2 - 3 year trend of strands

- Algebra - All strands were a weakness for the first two of the three years with the exception of Language of Algebra in MC. In OR however all strands every year were a concern.

- Geometry - In 2010 improvement was shown in all strands except Triangles, Measurement, and Coordinate Geometry and Transformations for AA. Triangles was not a weakness for ED. In OR however, all strands every year were a concern.
- Literacy - All areas are beginning to show improvement. Weaknesses appear in content. Especially OR.

KEY FOCUS: Must focus on all strands in Algebra with the exception of Language of Algebra. Measurement and Coordinate Geometry and Transformations are the focus in Geometry. OR in the Content strand for Literacy

Layer 3 - Individual Learning Expectations

- Algebra: Strand 1 - 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9 Strand 2 - 2.1; 2.3; 2.5; 2.7; 2.8 Strand 3 - 3.1; 3.4; 3.8 Strand 4 - 4.1; 4.3; 4.4; 4.5 Strand 5 - 5.4; 5.5; 5.6; 5.7; 5.9; 5.11; 5.12
- Geometry: Strand 1 - 1.4; 1.5 Strand 2 - 2.3; 2.4; 2.5; 2.6 Strand 3.1; 3.3; 3.4; 3.5 Strand 4 - 4.1; 4.3; 4.4; 4.6; 4.9 Strand 5 - 5.1; 5.2; 5.3; 5.4; 5.6; 5.7
- Literacy : 9.1; 9.9; 9.11; 9.12; 10.2; 10.4; 10.9; 10.10.13; 10.23; 10.26 (everything below 70% was marked here)

The Arkansas Leadership Academy School Support Program:

In this program, the Arkansas Leadership Academy in collaboration with the Arkansas Department of Education (ADE) provides support to applicable schools or school districts in School Improvement for three consecutive school years.

The School Support Program was created by Act 1229 of 2005 during the Arkansas 85th General Assembly. The Arkansas Leadership Academy was selected by the Southern Regional Education Board (SREB) in 2001 to design a program for low-performing schools. A state-wide design team helped create the Intensive School Support for Low-Performing Schools which eventually became the School Support Program in 2005. Act 222 of 2009 continues the authorization of the School Support Program work in schools in School Improvement.

Schools/districts in School Improvement may apply for services to be provided by the Arkansas Leadership Academy School Support Program.

The School Support Program's services include the following:

- Build the leadership capacity of the school and district personnel;
- Train a diverse school leadership team, including, but not limited to, the superintendent/designee, school principal, and teachers;
- Provide a cadre of highly-experienced, trained performance coaches to work in the school on a regular basis;
- Visit the school at least weekly to facilitate leadership activities and provide follow-up on professional development implementation;
- Work with the school, school district staff, school board members, parents, community members, and other stakeholders as necessary to provide a comprehensive support network;
- Work with the school board once every 5-6 weeks to establish goals for the school district and engage in strategic planning to meet district goals; and
- Engage the community to gather input concerning strengths, weaknesses,

opportunities, and barriers within the school/district.  
Services are provided for three years.

To build capacity with ALA:  
Facilitator Training

Facilitator Training is designed to build the capacity for individuals to facilitate institutes and other professional development within participants' own schools, districts, and/or organizations. Effective Meetings Training offers tools and learning experiences designed to build the capacity for individuals to facilitate meetings efficiently and effectively within their own schools, districts, and/or organizations.

Participants are Academy Institute participants/graduates and partner representatives.

- Facilitator Training: two and one-half days residential
- Effective Meetings Training: one day at regional cooperative The Winthrop Rockefeller Institute, Morrilton

School Board Professional Development Training and Support from ALA:

School Board Professional Development Training involves the local school board in professional development centered on Key Work of School Boards published by the National Association of School Boards. The professional development will center on involvement of the community in establishing shared core values, vision, and mission for the school district; developing school district goals; and working with the school administrators and staff in the development of a strategic plan to reach the established school district goals.

Participants are school board members and superintendents participating in the School Support Program.

Objectives of the School Board Professional Development Training are to:

- Meet with the school board at least once every five to six weeks;
- Build the leadership capacity of all school board members;
- Train the school board in its role in strategic planning;
- Assist the school board in district goal development;
- Assist the school board, superintendent, and school staff in the implementation of the district strategic plan;
- Assist the school board in engaging the community in providing input and support to the school board's work in implementing the strategic plan; and
- Assist the school board in the assessment of its work in implementing the strategic plan.

Services are provided for three years.

Challenge: Community Involvement (School Support Program) from ALA:

The School Support Program will collaborate with the school board, superintendent, principal, and staff in engaging the community to provide input on core values, vision, and mission for the school/district and the development of community support in the implementation of the district/school strategic plan to improve instruction for all students.

Participants are those involved in the School Support Program: school board members, superintendents, principals, teachers, school staff, parents, community members, and Arkansas School Board Association Quality Circles Resources.

Objectives of the School Support Program are to:

- Collaborate with the district/school, at the beginning of the three-year involvement, in gathering input from the community concerning their views as to the strengths, weaknesses, opportunities available, and barriers to being successful in providing quality learning for all students;
- Complete the same process, at the end of the three years, to gain the community's input to improve learning for all students;
- Provide training for the school board on the importance of involving all sectors of the community in the education process for all students;
- Collaborate on collecting community input on the shared core values, vision, and mission of the school/district; and
- Collaborate to provide training and resources to utilize Quality Circles from the Arkansas School Board Association to gain community input and support for the school/district strategic plan.

Services are provided for three years.

ALA Capacity Building Leader Training to provide assistance to the JHS team:

To train School Support Program Capacity Building Leaders to be effective facilitators of educational leadership within a school/district in order to improve instruction for all students.

All School Capacity Building Leaders hired to work in the Arkansas Leadership Academy School Support Program.

Objectives of the Capacity Building Leader Training are as follows:

- To know and understand the philosophy, core values, and vision of the Arkansas Leadership Academy;
- To become knowledgeable in the use of facilitation tools and utilize those tools in facilitating the work of the School Support Program in the school/district;
- To know and understand the School Support Program Adult Capacity Building Chart Curriculum;
- To know and understand the Teacher Leadership for Learning format and be able to provide training in its use;
- To become familiar with and understand the Three-Year Outcomes for the School Support Program;
- To understand and facilitate data analysis in the school/district;
- To build and facilitate collaborative team efforts in improving instruction for all students;
- To build and facilitate Professional Learning Communities (PLCs) within the school/district;
- To understand and help facilitate action research in the school/district;
- To understand and carry out the School Support Program protocols; and
- To understand and collect data in the School Support Program Assessment Program.

Six days the first year as a Capacity Building Leader. Further training will be provided based on needs identified by the Capacity Building Leader/Capacity Building Leader Team.

#### Transformational Intervention Model - Support Partner -

##### JHS Response to Intervention Initiative - Response to Intervention

Response to Intervention (RTI) is a multi-tiered approach that supports increased academic achievement for all students. Through this initiative, students' progress is closely monitored at each level (tier). Interventions and/or enrichment are determined based on the intensity of their needs/skills.

##### Response To Intervention Plan:

Seamless implementation of the Response to Intervention initiative proceeds through three stages:

1. Consensus building
2. Infrastructure building
3. Implementation

##### Building Consensus:

Professional development is provided to all stakeholders. The goal is to have Response to Intervention as part of their common language, goals and expectations. As part of the trainings, personnel (i.e. coordinators, principals, special education staff, instructional facilitators, teachers, counselors) weigh in on how they can lend their expertise to improving student achievement using the RTI model.

### Building Infrastructure:

As the school begins to embed RTI into their practice, a framework needs to be established to promote and implement effective teaching practices and instructional strategies for all students. This can be achieved by:

- Connection with the RTI District Committee and Academic Accountability Team
- Work with School Leadership Team.
- Regular Professional Learning Communities (PLCs) and/or Department Meetings.
- RTI School Committees.
- Forms for Documentation
- Resource Guides (for administrators, teachers and parents)

### Implementation:

Implementation is seen with RTI in daily practice as a means of problem-solving and understanding how to use data to intervene and increase academic achievement for all students. Several components include:

- Ensuring that all stakeholders have the same core beliefs and a roadmap on how to achieve these goals.
- Working through roadblocks to full implementation.
- Examination of the programs and resources in place to make a seamless process instead of another “thing” to do.
- Gathering information and data to determine what positive things are in place and the areas in need of assistance.
- Based on this evaluation, plan for the future through ACSIP and leadership team brainstorming.

Scholastic READ 180 Literacy Program - this literacy program is provided in-kind by the district. No costs for this Literacy Program will be funded by the grant.

\*\*\* See attachment: "READ180"

READ 180 is an intensive, research-based reading intervention program that provides educators with a systematic approach to confronting the problems of adolescent literacy. READ 180 is proven to meet the needs of struggling readers whose reading achievement is below the proficient level. The program directly addresses individual student needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

This comprehensive system (READ 180) has several components to ensure that students are progressing toward grade level. It utilizes effective instruction for struggling readers including the following research-based strategies (Idea Wave, Teaching Vocabulary, Oral Cloze, Think (Write)-Pair Share, Analyzing a Student Writing Model, Peer Feedback and Numbered Heads). It provides purposeful assessment that allows the teacher to track and analyze the students' performance (daily, weekly, monthly, yearly). Professional development is designed to provide teachers with rigorous content, teaching routines and instructional support. Materials

provided to both the teachers and students offer a wide variety of books, content and access to differentiated learning.

Each class will have 2 teachers (one general education teacher and one special education teacher) that will be responsible for maintaining the fidelity of the program. Classes will have a minimum of fifteen (15) students and a maximum of twenty-one (21) students. Co-teaching will be utilized to offer as much individualized instruction as is needed for the students. The students will take this class each day for ninety (90) minutes. The READ 180 day begins with Whole-Group Instruction, then students break into three (3) small groups that rotate from small group instruction, to Instructional Software, to Modeled and Independent Reading. The READ 180 day ends with time to reflect during Whole-Group Wrap-Up.

The classroom will be equipped with the following materials to support the fidelity of the READ 180 program: an interactive whiteboard, 7 computers with accompanying headphones and microphones, 4 CD players, 2 Battery Chargers (with 16 rechargeable batteries), the Comprehensive READ 180 library including books, audiobooks and posters, the READ 180 computer software and student licenses, READ 180 teacher materials and student workbooks (consumable eBooks).

In order to best equip the teachers, professional development will be ongoing. Initially, teachers and their substitutes (2) will be provided with a comprehensive training. Support will be provided in setting up the classroom (materials, room arrangement and equipment) and installing the READ 180 software. Leadership training will also be provided to both Building and District leadership to support the teachers' implementation efforts. Weekly, in-classroom support (coaching support) will be given to the teachers to assist with the program's implementation. The coaching support helps maintain the fidelity of the program. Coaches ensure that teachers are working on-model and differentiating instruction for individual students. In addition to this support, teachers and staff will have access to a 24 hour online community and technical support.

Assessment is an essential part of the READ 180 teaching and learning process. The Scholastic Reading Inventory (SRI) is a computer-adaptive test that uses reading comprehension using the Lexile Framework, a system that measures readers and texts on the same scale. Students are given the SRI to support making informed decisions about student placement in the READ 180 program. From there, based on their initial SRI scores, students are placed at the appropriate READ 180 level within the instructional software. The Scholastic Reading Inventory is given 2 more times throughout the year: at midterm and then at the end of the year to examine lexile growth and student gains. In addition to this data, information from the Scholastic Achievement Manager (SAM) which houses all student data from the instructional software, is available daily to ensure students are working on the software, making progress on specific skills and working on their specified level. Reports generated provide real time data on how to best differentiate instruction, target specific reading skills and determine if gains are being met. Gains analysis reports are also generated at mid-year and at the end of the year. This evaluation looks at lexile growth of students along with looking at the fidelity of the program at both the district and school levels. Transformational Intervention Model - Support Partner -

Renaissance Learning - Advanced Technology for Data-Driven Schools,  
Accelerated Reader Enterprise - This partner will be funded through the grant initiative.

\*\*\* See attachment: "RENAISSANCE"

Renaissance Learning Program helps to build a life-long love of reading for every student. It is currently the most popular and successful reading program being utilized.

The advanced technology helps:

- \* Make essential reading practice more effective for every student
- \* Personalize reading to individual student's current level
- \* Assess various types of quizzes: Reading, Vocabulary, Literacy Skills, and Textbook Quizzes
- \* Track the key indicators of successful reading practices by using data from the Diagnostic Report
- \* To use the Response to Intervention data to help individual students to become better learners and readers.

Website: <http://www.renlearn.com/ar/flash/arnewpresentation.html>

Renaissance Learning - Advanced Technology for Data-Driven Schools - provides 165 research studies that support the effectiveness of Accelerated Reader. There is a consensus among key federally funded organizations charged with evaluating educational products that Accelerated Reader is fully supported by scientifically based research. Moreover, these organizations agree that AR is effective in improving students' reading achievement.

website: <http://www.renlearn.com/ar/research.aspx>

Renaissance Learning - Advanced Technology for Data-Driven Schools - Parent Involvement

Renaissance Home Connect gives parents access to real-time data on their children's reading practices, including number of books read, progress toward goals, number of quizzes taken and words read, and more. Parents can also receive emails when children have completed quizzes and help children find their next book using AR Book Finder.

website: <http://www.renlearn.com/ar/flash/arnewpresentation.html>

## SCHOLASTIC MATH INTERVENTION

### Introduction

Our common goal is to help students succeed in school – and life. We appreciate the increasing pressure from business and industry leaders to better prepare students for the workplace and college. We agree this is our joint responsibility. To better evaluate our students and create clear instruction, educators need to intervene with resources that will help prevent students from falling farther behind. Scholastic understands that math leaders look for algebra-readiness as part of any curriculum and may seek specific algebra-readiness supplements to ensure that their students are prepared.

### Implications for Intervention

There are many reasons why students fall behind. Schools are challenged by not having the proper tools to diagnose weaknesses in math and then have trouble responding with appropriate instruction and resources to help address these difficulties. Many times, students develop misconceptions or have gaps in their understanding. And across the country, school districts are expected to cover a very broad curriculum that has been criticized for being a “mile wide and an inch deep.”

At Scholastic, we believe the following elements are critical to any math intervention solution:

- Gather and review math assessment data for all students.
- Provide a Universal Screener to identify students who need intervention.
- Target content to focus on rebuilding the critical foundations for algebra
- Utilize effective instructional practices, such as explicit instruction, proven to work with struggling students.
- Recognize the importance of student effort in motivating students.
- Utilize technology when appropriate as the most effective tool to improve student performance in specific domains, such as building quick recall of facts.
- Provide materials and professional development that support teachers in building their knowledge of mathematics.

#### The Scholastic Math Solution

This proposal provides an overview of the following programs:

- Scholastic Math Inventory (SMI) – to universally screen and monitor progress
- FASTT Math - to build fluency and automaticity with whole numbers
- Fraction Nation – to build fluency with fractions and decimals

Each of the software based electronic instructional programs resides on the Scholastic Achievement Manager (SAM) and all programs provide immediate, actionable data to inform instruction.

### SCHOLASTIC MATH INVENTORY (SMI)

#### Overview

The Scholastic Math Inventory (SMI) is an efficient, computer-adaptive math assessment. SMI is a Universal Screener and provides immediate, actionable reports to support differentiated instruction and Response to Intervention processes. SMI utilizes The Quantile Framework® for Mathematics to effectively link assessment with instruction allowing educators to evaluate curriculum needs based on each student’s level of achievement.

#### What is SMI?

The SMI is an interactive test covering the five strands of mathematics, as defined by the National Council of Math Teachers (NCTM) content standards. Using the Quantile measures reported by SMI, teachers and administrators can conduct universal screening, make instructional recommendations and monitor progress.

The SMI uses adaptive technology to quickly locate your students on their path to success and give you the data you need to raise their math achievement. It can be administered at the beginning of the school year to screen students for intervention, measure math knowledge, and group students for instruction. It can also be

administered in the middle of the school year to monitor students' progress toward grade-level proficiency.

#### Actionable Reports

When students take the SMI, the Scholastic Achievement Manager (SAM), it captures their test results and organizes the data. Immediately following a testing session you can generate actionable reports for individual students, specific groups, classes, and the entire school. These eight stream-lined reports help you to differentiate instruction and monitor progress throughout the school year.

### FASTT MATH

#### Overview

This intervention program uses the research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help all students develop fluency with basic math facts. FASTT Math delivers targeted, differentiated instruction to meet student needs. Every student has a unique individualized learning experience, building fluency at the pace and level adapted specifically for that student. FASTT Math is based on each student's individual fluency levels in customized, 10-minute daily sessions.

FASTT Math is effective because:

- The system assesses individual student needs.
- Intuitive software prescribes 10-minute daily instruction and practice.
- Lessons are customized to each student, so every child gets the instruction they need—right where they need it.
- The easy-to-use student management system allows teachers and administrators to monitor student progress.

**Placement Assessment:** FASTT Math establishes a baseline of math fact fluency, identifying exactly which facts need to be targeted for intervention.

**Adaptive Instruction:** FASTT Math adapts small, bite-sized daily instruction sessions focused on a student's problem facts.

Based on the Placement Assessment, FASTT Math determines an intervention path for each student to build fluency. Students receive an individualized assignment each day they use FASTT Math. Instructional sessions are carefully tailored to the facts a student needs to learn, and these facts are presented systematically and in increasing order of difficulty.

#### Actionable Reports

When students take FASTT Math, the Scholastic Achievement Manager (SAM) captures their test results and organizes the data. Immediately following a testing session you can generate actionable reports for individual students, specific groups, classes, schools or an entire school district. Reports include Student Fact Fluency Status, Lesson Status, RTI, Intervention Grouping, Summary Progress and others.

### FRACTION NATION

#### Overview

Fraction fluency is a critical foundation needed for success in advanced mathematics. According to the research cited in the October 2009 issue of American

Educator, “Because fractions are students’ first serious excursion into abstraction, understanding fractions is the most critical step in preparing for algebra.” Nonetheless, when confronted with fractions, too many of our students falter and find it impossible to move ahead.

This technology-based program delivers fraction fluency through explicit instruction, extensive practice, and ongoing assessments. Fraction Nation guides students on a journey through 64 carefully crafted lessons to build a strong foundation in fractions and decimals – all in 15-minute lessons.

#### The Power of Fraction Nation’s Adaptive Technology

Fraction Nation provides focused, individualized instruction to meet the needs of each student. The adaptive structure of each lesson allows students to work at their own pace and gradually releases students to the next step. It works like this:  
Learn: Targeted, explicit instruction introduces students visually to a specific concept or skill. Through the use of multiple examples, dynamic visual representations, and consistent mathematical language, students connect concepts and procedures and are prepared to practice and apply their learning.

Practice: Guided interactive activities provide students with immediate, corrective feedback and progressively build their understanding through extensive, step-by-step lessons. Fraction Nation adapts based on student performance. Students who succeed are accelerated, while students who struggle will receive more practice problems.

Perform: Frequent performance assessments track level of mastery in each lesson. All assessment data is immediately tracked in the reports. Educators can quickly and accurately monitor student progress and performance.

#### THE SCHOLASTIC ACHIEVEMENT MANAGEMENT SYSTEM

##### Overview

The Scholastic Achievement Manager (SAM) is the dashboard for supporting data-driven instruction, meeting AYP accountability requirements, and enabling district-wide data aggregation for teachers, administrators, and technology leaders.

SAM allows educators to:

- Generate reports that monitor progress, performance, and usage at the individual student, class, grade, school, and district level.
- Import student roster data directly from a district’s student information system (SIS).
- Receive customized alerts providing educators with need-to-know information and recommended action.
- Access additional intervention materials for students who need more foundational support in whole number fluency.
- Further customize instruction for students by changing language options (English or Spanish), number format (horizontal, vertical, or mixed), etc.
- Manage students, classes, teachers, grades, schools, or other user-defined cohorts.

#### PRICING SUMMARY & TOTAL COST OF OWNERSHIP

The following is a summary of the math programs (Scholastic Math Inventory, FASTT MATH and Fraction Nation) and their coordinated support plans proposed to

service the student population at Jacksonville High School. These programs will effectively provide appropriate intervention, instructional materials and services in core mathematics skills to close achievement gaps where required. The resources include:

- Student licenses to utilize Scholastic Math Inventory for (200) students

- FASTT Math unlimited site license package

- Fraction Nation unlimited site license package

- Technical Maintenance Plans

- 2 days of Implementation Training by our highly qualified staff of math professionals.

- 16 days of on going in school/classroom coaching support days

- Quarterly on-site Implementation Planning and Data Review meetings

Total Cost of complete Screening and Skills Intervention Program

\$60,090.38

\*\*\*See attachment: "SCHOLASTIC MATH"



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

As previously stated, the Transformational Intervention Model will proceed with creating a new more rigorous learning environment at JHS by recruiting and hiring a new principal and replacing ineffective staff members through the superintendent's transfer of staff. Four new administrators were placed in JHS at the beginning of the 2010-2011 school year and the process of transformation has already begun.

The Human Resources department of the LEA will provide oversight of the hiring process and will monitor the status of the applicants to ensure each member is highly qualified before being hired.

The district technology director and district technology facilitators/coordinators will oversee the purchase and installation of the technology components necessary to fully implement this initiative prior to the start of the 2011-2012 school year.

Professional Development will be provided by district's central office personnel, Arkansas Leadership Academy, Scholastic Achievement Partners, and also by the Jacksonville administrative team. The JHS Leadership team will prepare the new staff before the first day of school and will provide stipends for attending the required training sessions during off-contract days.

The district-level grant managers will monitor all fiscal matters, track and report the use of the SIG funds, and prepare the required reports for the Arkansas Department of Education. Copies of all contracts and procurement records will be maintained in the district federal programs department as well as in the purchasing/budget management department.



## Step 5: Forge Working Relationships

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

The district and Jacksonville High School will seek support and guidance from the ADE, the Arkansas Leadership Academy (ALA) consultants, the Scholastic Achievement Partners (SAP), the staff, and the parents and community members to ensure the successful transition of Jacksonville High School in the Transformational Intervention Model Initiative. There will be multiple public meetings which will outline the school's new status and structure and give all stakeholders an opportunity to discuss this initiative. With this transition will come a need for structure, the establishment of a culture of high expectations, and a model for ensuring and demonstrating the daily use of best instructional practices.

The LEA will work closely with the district federal programs office, the ALA and SAP consultants, and the ADE to ensure the JHS ACSIP is reflective of the activities of the school. The district federal programs department will work closely with the school and outside consultant to ensure all monies available to the school are closely aligned with the work of the school. The money spent will be closely monitored and used judiciously to ensure the funds are implemented with fidelity and efficacy.

The principal will work closely with the outside consultants to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work closely together to create a climate and culture conducive to learning, implement a guaranteed essential curriculum, and will actively participate and ensure that the staff is implementing the job-embedded professional development provided on a daily basis. All administrators will be responsible to participate in training focused on strategies for implementing the Transformational Intervention Model.

The school will work closely with the lead consultants and department chairpersons inside the school to ensure every staff member clearly understands his/her role and is receiving benefits of job-embedded professional development. All faculty will be held to a high standard of implementation through completing all areas of the outside consultants work reports and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure high student academic success is achieved. All teachers teach multiple students and will plan for the needs of individual students including the special education, African American, and Hispanic sub-populations.

A licensed certified social worker and a licensed social worker will be put in place to work with all at-risk students and their parents to stop the flow of students dropping out and/or being suspended. These social workers will be highly visible throughout the school and will work to establish a network of resources which can be used to meet the physical and emotional needs of the students.

To ensure that parents become involved in their children's academic, physical, and social growth at school, JHS must employ a variety of processes and tools for reasons listed below:

#### The Parents:

- \*don't often know how to help their students
- \*don't always have computer access at home
- \*won't always be actively involved in their child's education
- \*don't always speak English

#### The Staff:

- \*must keep parents informed on student progress
- \*must explain to parents about the state and national assessment requirements
- \*must inform the parents about tools and processes being used to improve student achievement
- \*must give parents access to ways of helping their children
- \*must interact with parents through newsletters/letters sent home in Spanish and English

#### Non-negotiables:

- \*Every student is well known
- \*Teachers use data driven decision making
- \*Every student will achieve and succeed
- \*Integrate instruction / collaboration
- \*Student centered, data driven instructional program development by staff, approved by district
- \*Active engagement of community partnerships

#### Timeline

The two outside Lead Consultants, ALA and SAP will support the principal and parent/community liaison in planning periodic meetings throughout the school year to provide information and leadership to parents on how they must support their students attendance, school work, and activities to help them be successful. These meetings are in addition to the district required Parent/Teacher Conferences and will be advertised as "must attend" for parents. A minimum of three meetings: fall, end of first semester, and prior to the last month of school will be planned. The school leadership will ask parents to give input for additional meetings that they need and for additional information that is needed for support of their children. The content shared in the meetings will depend on the grade level of the student. Specific explanations of the state's assessment system, school's assessment data, college information, graduation requirements, and other identified needs will be addressed. The goal of these meetings will be to identify parents who will come forward and continue to communicate with the school about what parents need to support their children and to learn from parents how to get more parents involved.

Some of the parent meetings might include:

- \* Open house at the beginning of the year
- \* Literacy night
- \* Math night
- \* Awards night
- \* Ways parents can help - book discussion of "The Leader in Me" by Stephen Covey
- \* school events on calendar

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Dr. June Elliott	Deputy Superintendent of Academic Accountability		Dr. Charles Hopson	Superintendent
Karl Brown	Director on special assignment		Chris Jones	Assistant Principal
Sandy Williams	Dean of Students		Charles Humphrey	Assistant Principal
Kathy Goff	Federal Programs Coordinator / Grant Writer		Janis Christian	Literacy Facilitator

Meetings

Location	Date		Location	Date
JHS media center	07/26/10, 07/28/10, 07/29/10		HS media center	12/14/10

ADE	01/06/11		JHS media center	01/13/11
			JHS media center	01/18/11
			JHS media center w Site Council	03/15/11
Holiday Inn Presidential	03/09/11		other meetings dates and agendas  ***See attachment:  "MINUTES & AGENDAS"	
ADE	03/10/11			

## Step 7: Sustainability

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

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

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

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

To increase and sustain capacity JHS must develop a shared vision for school improvement strategies with the lead and support educational partners. This vision must be communicated to the staff and all stakeholders with specific expectations for success. The teaching staff must have sufficient time available to participate in activities for professional growth. The staff must have access to materials and resources to implement the programs effectively. Teachers will be supported through classroom walkthroughs or observations using rubrics to ensure concepts and

practices are being implemented with fidelity. Clear goals will be effectively communicated to parents and the community by the liaison, administration, and staff.

Both the amount and quality of instruction will be expanded for all students to ensure understanding and greater proficiency for all.

In addition, the outside consultants will support the principal and the leadership team in planning parent meetings throughout the school year to provide information on how parents can better support their students attendance to help them be more successful.

\*\*\*See attachment: "SCHOOL SUPPORT RUBRIC"

SECTION B, PART 3:

#### **B. DESCRIPTIVE INFORMATION: Annual Goals**

Please complete the following goal and objective pages for each Tier I, Tier II, and Tier III school being served.

\*\*\*See additional attachment: "GOALS AND OBJECTIVES"





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

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

Goal Increase End of Course Math and Literacy Scores by 10% each year until meet or exceed AYP

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ul style="list-style-type: none"> <li>*Involve teachers in the alignment of curriculum and assessments.</li> <li>*Provide professional development to facilitators on strategies and how to assist them in providing support to teachers</li> <li>*Implement after school tutoring for non-proficient students.</li> <li>*Increase OR proficiency</li> <li>*Use data to drive instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>*There will be a 10% increase in the number of students in each sub-pop scoring proficient on the End of Course Literacy and Math exams.</li> <li>*Fewer students will leave Open Response questions blank on benchmark tests</li> </ul>	<ul style="list-style-type: none"> <li>* TLI tests</li> <li>* End of Course results</li> <li>* Prof Dev agendas, meetings/minutes/sign-in sheets/ESCworks logs</li> <li>* CWTs by admin.</li> <li>* Implement strategies for literacy and math</li> <li>* Teachers will keep portfolios with at least 3 OR problems per nine weeks</li> <li>* Lesson plan books will show evidence of teaching</li> </ul>	<ul style="list-style-type: none"> <li>*May 2012, 2013, 2014</li> <li>*Aug. 2011, 2012,2013</li> <li>*weekly</li> <li>*daily</li> </ul>	<ul style="list-style-type: none"> <li>June 2012, 2013, 2014</li> </ul>	<ul style="list-style-type: none"> <li>*JHS staff and admin</li> <li>*district</li> <li>*outside consultants</li> </ul>



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

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

Goal A Better School Climate: To implement a shared vision of parent and community involvement with a safe and orderly learning environment

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Increase community & parental involvement at JHS	*Parental and Community will participate in school related activities	Sign-in sheets at parent conferences and other parent and community meetings	August 2011, 2012, 2013	June 2012, 2013, 2014	Parent and Community Liaison
Create a safe and orderly learning environment	*Decreased discipline referrals *Increased attendance	*school climate/discipline reports	ongoing	ongoing	School Admin, Staff, and Security
Implement a shared vision for all stakeholders	*Participation in implementing school vision	*school & staff attendance reports *survey of the collaboration process			Admin, & Educational Consultants



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

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

Goal Professional Growth for Staff to Increase Academic Growth for Students

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
*Meet staffs learning needs to increase student scores *Classroom Management *New Teacher Induction *Ninth grade Orientation *Provide technology training for staff *Provide comprehensive curriculum programs and whole-school reform services professional development	*Increase # of students proficient by 10% yearly	*All End of Course Exams	August 2011	June 2014	Admin./ Staff
	*Discipline referrals will decrease by 10%	*Decrease in referrals on eschool reports	July 2011	June 2014	Admin /Staff
	*All incoming teachers will participate	*sign-in sheets	August 2011	June 2014	Admin /Staff
	*9th gr. pre & post tests	*increased scores on post test	August each yr	June 2014	ALA, SAP, teachers, & admin
	*All teachers will utilize the technology provided	*CWTs, observations, evaluations	June 13,2011	June 2014	PCSSD PD dept

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

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

Goal Part 1 - Prof. Growth - continued / Part 2 - Increase Graduation rates for Seniors

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
Prof. Growth - continued: Provide technology training for personal technology devices for students	Prof.Growth-continued: All students will use the devices	Prof. Growth - continued: observation, CWTs, decrease in student absences	August 2011	June 2014	teachers
2 <sup>nd</sup> Goal: Improve graduation rates Obj: Increase graduation rates at JHS through better communication/ relationships between students, parents, staff and Center of Excellence	2 <sup>nd</sup> Goal: measurable outcome(s) Meet or exceed graduation rate as determined by AYP	2 <sup>nd</sup> Goal: Evidence- AYP data Graduation rate	FY 2012, 2013, 2014	May each year	All staff

## SECTION B, PART 4:

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

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

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

\*\*Pulaski County Special School District's Strategic Planning Process is focusing on strategies to meet high educational standards for all. These strategies are being formulated and implemented at the district level this year to be incorporated into each building.

Below are the strategies that will be followed at JHS throughout the Transformational Intervention Model and the activities within.

The four Instructional Focus Strategies include:

- \* Standards-Aligned Differentiated Instruction;
- \* Effective Teacher for Every Student;
- \* Data-Driven Continuous Improvement; and
- \* Strong Partnerships with Parents and Community

School change is not easy, and it is not simple. But it can be done and has been done. The information listed here explains how to turn-around an underperforming school and build long-term capacity so that JHS can become a school of choice.

Jacksonville High School's overall intent for use of the program funds is to raise the students' academic improvement in math, literacy, science, and beyond by an increased emphasis on teaching with technology that will be used by not only the targeted African American, Hispanic, and Special Education students; but by all students in an effort to raise proficiency levels.

The SIG 1003(g) funds will provide access to hardware and software that will support dynamic, extended academic learning through the use of technology. Funds secured through this grant will be directed toward the purchase of student response systems to be used with the interactive whiteboards that were purchased through ARRA stimulus funds, personal technology devices for each student and classroom teacher to use, and other educational hardware and software in order to distribute access to standards-aligned, technology enriched activities and projects for all students through a variety of plans and classroom environments. Most but not all of the materials will be purchased during the first year of the grant cycle, this will be

dependent upon final costs that will be incurred for installing the necessary infrastructure, and new-hire personnel salaries. Total expenses on personnel salaries are dependent upon the level of experience brought in by the highly qualified applicants chosen for the positions.

The second use of the funds focuses upon professional development required to support the technology in methods tied directly to research-based curriculum. Teachers will be immersed in a process that provides multiple methods of training to accommodate the needs and schedules of the teacher population including the development of onsite teacher / administrator collaboration to obtain and sustain capacity and academic growth throughout the coming years. All these efforts are to support the increase of literacy, math, and science scores for all non-proficient students, grades 9-12, who are truly Jacksonville High School's population of most critical need.

The lack of highly qualified and highly motivated teachers has been a guiding principle and deciding factor in choosing the Transformational Intervention Model. Jacksonville High must "transform" the learning habits of the entire student body and increase the capacity of the teaching staff in order to accomplish this mighty task. With the help of outside consultants: Scholastic Achievement Partners (SAP) and Arkansas Leadership Academy (ALA), JHS will become a school of high expectations for everyone - students, teachers, and administrators. By providing quality training for the staff and building capacity within the school we can ensure sustainability and JHS will become a successful learning environment for all.

An extensive body of student achievement data is being collected for literacy benchmarks and mathematics benchmarks across all grade levels. Data from common assessments from each instructional component will be analyzed by district level curriculum specialists and building level staff to determine if students are achieving proficiency on identified achievement targets, and extended and differentiated instructional opportunities will be provided to ensure that all students are provided with adequate instructional time and support. A review of assessment data from each instructional component will be used to evaluate the overall effectiveness of the component, and to make revisions in content and in the design of the assessments used. The content of each instructional component will be refined on the basis of the data obtained. It is hoped that multiple forms of both instructional materials and assessments will be developed as teachers provide extended learning opportunities to students in an effort to ensure that all achieve proficiency on the identified benchmarks.

This "body of evidence" comprised of instructional unit assessment results, TLI formative assessments, EOC results, and survey results from students, teachers, and parents will be used to arrive at a composite evaluation of the effectiveness of this initiative. We are setting benchmark goals of a minimum of 70% of our students demonstrating proficiency in the application of literacy combined with technology skills as defined by the benchmark established grade level targets – and 70% or more of our students achieving grade level proficiency in literacy, math, and science as measured by the Arkansas Student Assessment Program; 80% of seniors will graduate on time in May/June 2012; and JHS will have a 5% annual increase in graduation rates each year 2012 – 2014.

The body of student achievement data that will become available through implementation of this intervention model will be consistently reported to key stakeholders in summary reports. Summary data reporting the percent of students achieving proficiency will be reported for each specified action goal. To arrive at a realization of the goals embedded within this grant, each action and professional development module will be analyzed for its effectiveness, and summary data will be reported. The School Support Rubric from the ALA consultant will be utilized to show fidelity of implementation of actions and completion of goals as described throughout the Model. Teachers, to guide their instruction, will disaggregate formative and summative assessment data; and refinements and revisions will be made to ensure that they are achieving their intended purpose.

\*\*\* See attachment: " SCHOOL SUPPORT RUBRIC"

The teachers, instructional facilitators, outside consultants, and building administrator(s) will review these common assessment results and make recommendations regarding possible improvements and revisions needed based on the assessment data. A differentiated program of instruction will provide additional instruction and support for students who do not achieve proficiency on the specified outcomes. Our focus will be directed toward producing student achievement results that validate the effectiveness of the initiative.

To help provide greater support and collaboration for the teachers and the students - each grade level will be divided into Smaller Communities: Ninth Grade Academy, Tenth Grade Academy, Eleventh Grade Academy, and Twelfth Grade Academy. By grouping the students by smaller communities the staff will come to establish closer relationships with the students which in turn creates a greater sense of community and responsibility for each student and teacher. The smaller learning communities will promote personalization, teaming, and will contribute to lower discipline referrals and lower drop-out rates while increasing the graduation rates for all sub-populations. All stakeholders will work with the students at risk to help the students be more successful.

\*\*\* See attachment: "DISCIPLINE"

As stated earlier in the revision of the mission statement:

The mission of Jacksonville High School is to celebrate successes as we prepare students for college and career opportunities. This preparation, with the assistance of all stakeholders, will be through instruction of a rigorous curriculum that is embedded with current 21st Century technology and fully engages all students.

As stated elsewhere in this application: the grant team has chosen to award all staff members for improving the 4 areas being addressed. This bonus will be provided to all certified and support staff for:

- 1.) an increase in math & literacy scores,
- 2.) a decrease in discipline referrals,
- 3.) an increase in graduation rates, and
- 4.) an increase in attendance

At the end of the first year of the grant after the scores have been released, and the attendance data, discipline data, and graduation data has been compiled, all certified members would receive \$375 for each area of improvement up to a total of \$1,500 incentive. Each support staff member will receive \$125 per area of improvement for up to a total of \$500. At the end of the second and third years of the grant, after the scores have been released, and the attendance data, discipline data, and graduation data has been compiled, all certified members would receive \$1,000 for each area of improvement for up to \$4,000 incentive per year of the grant. Each support staff member, for effectively working to increase the same four areas would receive up to \$250 per area for up to \$1,000 per year of the grant. This cohesiveness and shared responsibility among all staff members will help to create a unity among all staff members which will in turn create a better environment for all students.

A peer review process will provide a system for teachers to share their successful technology practices, their instructional units, and the insights they have gained. We are also exploring development of a school blog hosted by the instructional technology specialist that will provide additional on-going support to all teacher participants.

A licensed, certified social worker will be hired to provide interventions, consultations, and promotion of services to at-risk students and families to enhance family support of student learning experiences.

An additional licensed social worker will be hired in the second year of the grant to work directly with the licensed, certified social worker to be an additional advocate and source for families to consult in developing appropriate interventions for at-risk students.

A parent liaison will be hired immediately after JHS is awarded the grant. The parent liaison along with the principal and administrative team will hold community and parent meetings to review school performance, discuss the transformational intervention model to be implemented, and keep parents abreast of upcoming changes to JHS. Parent involvement will increase due to the influence of the parent liaison and the new initiatives within the school.

An administrative assistant will be placed in the JHS office to collect and prepare the quarterly grant reports, enter the data, work with the district grant budget managers to oversee the SIG budget, and prepare purchase requisitions for the grant.

An instructional technology specialist will be hired and housed at JHS to coordinate and guide the teachers concerning instructional technology. The specialist will help the district technology facilitators train the JHS staff and will oversee a network technician who will be hired to deal with the networking, computer repair, data recovery, and server upkeep in the building. The specialist will also lend a hand with crashed computers, downloads, and installing software. These two positions will work throughout the buildings of JHS to train staff and maintain the technology system and equipment.

Although the school day will not be extended, teachers will work with all the non-proficient students in after school tutoring classes (transportation will be provided). Teachers will be paid for the off-contract work. Pre- and Post-tests and rubrics will be in place to ascertain the results of the after school tutoring initiative.

### Center of Excellence at Jacksonville High School

The STAR Academy which was started in the 2009-2010 school year in order to help over-aged ninth grade students in need of credit recovery / grade acceleration also helps students gain self-respect, learn positive behavior, and ultimately achieve academic success. This nationally recognized program is aimed at students who are behind at least one year due to retention, absences, disciplinary action(s), etc. Through the use of technology, innovative curriculum strategies, and personal development skill building, the students have the ability to make up two years of school during one year. This same type of program which was started for the nine graders will be revised and implemented on the JHS campus as the Center of Excellence to help the 10<sup>th</sup> through 12th grade students get back on track with their studies and classwork and work toward graduating with their peers with whom they began their schooling.

Data indicates that the students at Jacksonville High School are failing. Jacksonville High School administration realizes that there is a need for a credit recovery program on the campus. The latest research indicates that many students who are academically deficient do not graduate or participate in local General Education Deficiency Programs (GED). The district already has the licensure for the Odyssey and we will use this program in a credit recovery program or Center of Excellence. The cost is \$5,000 per year for a renewal license. JHS will house two classrooms for credit recovery. JHS will also place a certified teacher in each classroom. By housing the program on campus, we provide the opportunity for students to attend their regular high school and we will also be able to schedule the students into elective classes if they need them for graduation. The classrooms will have state-of-the-art computers, networked printers, and an interactive whiteboard for student/teacher interaction. The teacher's computer will link with student computers to allow for teacher monitoring. It is within our scope to set up two classrooms at JHS that will provide students with credit recovery and will also allow them to remain on campus to take their needed elective classes. This will allow the students to stay on track for graduation and will encourage student achievement and promote successful completion of high school studies.

Professional Development will be provided by district's central office personnel and also by the Jacksonville Leadership team. The team will prepare the new staff before the first day of school and stipends will be provided to the staff for attending the required training sessions during off-contract days. To motivate the staff, a nationally known consultant reknown in areas such as PLCs, Model Schools, and school reform will be hired to come to JHS as a consultant each month and will address the many concerns that plague the school. A consultant from the International Center for Leadership in Education, such as Ray McNulty, will work with the staff throughout the 3 year grant initiative.

Topics to discuss with the staff may include:

- \* Establish Reality: Priority #1 for Effective Leadership and Learning;
- \* Supporting Rigor, Relevance, and Relationships in the 21st Century
- \* Leading Next Practices: Embedding and Distributing Leadership; and more.

When JHS is awarded this grant, district level and school level personnel will sit down with the consultants and create a taylor-made list of topics to transform JHS into a model school.

\*\*\*See attachment: "PROFESSIONAL DEVELOPMENT OFFERINGS"

Additionally, educational speakers such as Rick & Becky DuFour will be invited in the following years to speak on best practices. A conference room will be rented if necessary and lunch or refreshments will be provided for the additional speaker engagements.

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

Teachers within this grant will learn to incorporate emerging technologies in the classrooms in support of total alignment with state and national curriculum standards .

Parents, community members, and educational support agencies will assist in the development of these new opportunities for both students and teachers. Together, these stakeholders will help facilitate this grant in a way that supports the challenging needs of JHS students, opening corridors of education for all students through the use of technology.

The liaison with the principal and staff will "get ahead of the noise from the community" and ensure that clear outreach is done with the community, explain the transition process and how it will impact students, be available to answer questions, and connect with community leaders. The liaison in conjunction with the administration at the LEA and at the school level will strive to help the parents and community stay focused on moving forward - during the outreach process, make it clear that JHS is creating a new school system, and complaints about the old system are not relevant.

In 2007 a Blue Ribbon Panel created by the National Academies of Science released a report entitled: Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future. The report stated that the U.S. is currently lagging in mathematics and sciences which results in an erosion of American competitiveness in the global economy, and it made specific recommendations:

- Improve K-12 science and mathematics education
- Prepare more teachers to teach AP and/or Pre-AP science and mathematics courses
- Increase the number of students taking AP math and science courses
- Increase the number of students who make qualifying scores (3 - 5) on AP math and science AP Exams
- Award teachers incentives for qualifying AP test scores

To effectively attain this goal, JHS will apply to become an AAIMS school. Arkansas Advanced Initiative for Math and Science (AAIMS) provides:

- Lead teachers to coach other AP and Pre-AP teachers
- Formal and informal training to upgrade the content knowledge for math, science, and
- English AP teachers currently in the classroom
- Provide financial incentives for teachers based on documented

results

- Increase the number of students taking at least one AP course which also provides opportunities for students from diverse backgrounds
- More time on task and support for students through prep sessions and after-school tutoring
- High standards of accountability for results

If chosen to become an AAIMS school, JHS will implement and replicate the best practices of the Advanced Placement Training and Incentive Program which has a proven track record of success. JHS through AAIMS will:

- Increase participation in AP and Pre-AP math, science, and English classes
- Increase the number of scores of 3-5 on AP math, science, and English exams
- Increase the number of students attending and graduating from college
- Strengthen the skills of AP and Pre-AP teachers

Through the AAIMS program and the increased Pre-AP and AP training and incentive program, we will dramatically increase the college readiness of Jacksonville High School students. Students who score a 3 or better on AP exams are three times more likely to earn a college degree than students who do not score a 3 or better. African American and Hispanic students who score a 3 or better on an AP exam are four times more likely to earn a college degree than those who do not score a 3.

Because Arkansas ranks 50th in the nation both in per capita income and the percentage of adults 25 and older with bachelor's degrees, the AP incentive program becomes even more important. The program has the potential to help improve the state's economy. According to the U.S. Census Bureau, no state with a low proportion of bachelor's degrees has a high per capita income, and no state with a high proportion of bachelor's degrees has a low per capita income. By increasing AP participation and performance, the program will increase and improve the college readiness of Arkansas students.

Also, AP students in the U.S. are internationally competitive in math and science, while their non-AP counterparts are not. American AP calculus and AP physics student's scores rank at or near the top against all other countries, while their non-AP U.S. counterparts were at or near the bottom. If Arkansas wishes to attract new industries, it must have a well-educated workforce that is well-trained in math and science. The focus on AP math and science will provide this.

The district-wide advisory committee will assess the school's potential for increasing AP enrollment, increasing the number of qualifying AP scores, changing instructional methods and strategies, and creating inclusive enrollment practices.

Teacher professional development and support is correlated to teacher content knowledge and student performance. In Arkansas many high school teachers are teaching in their minor field of study, especially in math and science. Because of this correlation, teacher professional development in the content area is the centerpiece of the AAIMS program. One of the goals of JHS is to develop a cadre of highly trained AP teachers who can serve as mentors for other AP teachers through-out the state. All math, science, and English AP teachers and Pre-AP teachers in the selected schools participate in extensive professional development in their content area and have an

opportunity to participate in graduate classes at the University of Arkansas at Little Rock.

Annually, the program will provide:

- Eleven days of professional development for AP teachers and nine days for Pre-AP teachers.
- Four Vertical Team sessions for both AP and Pre-AP teachers
- Lead Teacher training for the AP leads in each program
- Twelve hours of graduate credit in the Teaching AP Certificate Program at UALR for three or more teachers from each program
- AAIMS Content Directors will work in the Jacksonville High School to support the AP and Pre-AP teachers.

Concurrent Enrollment:

Act 1097 of 1991 and Act 936 of 2007 of the Arkansas General Assembly provides for students who are enrolled in an accredited high school and meet the admission standards of the college to concurrently enroll for academic courses. JHS will provide \$35,000 the first year of the grant with more funding in succeeding years, in an effort to allow high school students to gain both college credit hours and high school credit through a joint effort between Arkansas Baptist University and Jacksonville High School.

Scholastic Achievement Partners:

Scholastic Achievement Partners offers a unique and powerful combination of comprehensive curriculum programs, professional development and whole-school reform services to schools that is research-based, proven effective, and designed to last. SAP is working with schools across the country to help implement academic improvement initiatives, develop the skills and expertise of teachers and leaders, and improve student performance in literacy and math.

SAP's partnership with Jacksonville High School is designed to cultivate school leaders' existing skills and abilities to create a framework that will produce sustainable gains in student performance. Monthly meetings/consultations will be held to implement the improvement initiatives. The work impacts the Five Key Levers™ proven to accelerate achievement. Scholastic Achievement Partners will tackle:

1. **Comprehensive Literacy Improvement:** We will develop comprehensive plans for school-wide literacy, implementing a three-tiered delivery model that includes READ 180®, the most thoroughly documented and proven effective program for low-achieving students.
2. **Leadership and School Change:** We pair all school leaders with a School Improvement Specialist with proven change management experience, who will develop a continuum of professional development and coaching meant to give all leaders the skills they need to become agents of sustained change.
3. **Instructional Excellence:** We will create a targeted plan of professional development and job-embedded coaching aimed at improving the quality of teaching in every classroom.

4. College and Career Ready Curriculum: Using Curriculum Alignment Reviews (CARs), we will assess the alignment between a school's curriculum, college and career ready standards and next generation assessments, producing a multi-month plan with actionable recommendations to navigate this transition.

5. Culture and Community/Parent Empowerment: Using a suite of proprietary surveys we will assess the beliefs and attitudes of all stakeholders in the school community, and develop a plan to engage these key groups in school improvement efforts.

#### Arkansas Leadership Academy School Support Program at Jacksonville High School:

The School Support Program of the Arkansas Leadership Academy is a legislatively created program that works with schools in Arkansas that are in later years of school improvement due to failure to meet Adequately Yearly Progress on the state accountability exam. The goal of ALA is to develop the leadership capacity among the staff of JHS to create and sustain positive change in order to see improvements in student achievement. It is a three year program in which JHS is assigned a Capacity Building Leader (CBL) to work in the school weekly. The job of the CBL is to support the work of the program; develop the use of tools in decision making, problem solving, and creating change; assist with data analysis, Professional Learning Communities, and Classroom Walk-throughs; as well as provide resources and professional development.

Leadership capacity is also developed with educational institutes for many staff members - Superintendent Institute, Master Principal Institute, Assistant Principal Institute, Teacher Institute and Team Institute. Leadership training will also be provided to both Building and District leadership to support the teachers' implementation efforts. Weekly in-classroom support will be given to the teachers to assist with the program's implementation. Jacksonville High School is currently in its first year with the program.

JHS is committed to increasing academic achievement through utilizing and purchasing new technology, as funds are available. A one-time allocation from the ARRA Stimulus funds is helping to place a portion of the needed technology components at the school, but much more is needed. NSLA funds through the Arkansas Comprehensive School Improvement Plan are utilized each year in the pursuit of academic improvement but the lack of adequate funding has hindered the purchase of technology equipment. Jacksonville High School has not previously received a SIG1003(g) grant.

Currently JHS has three computer labs shared by all. One desktop computer in each classroom is primarily for teacher use. The buildings on the JHS campus have only eight interactive whiteboards, purchased by the workforce education department, which are located in the business/vocational classrooms. Two of the computer labs have 25 computers each and one lab has 16 computers. Parents wishing to access Edline use the lab containing 16 computers, located adjacent to the parent center.

Jacksonville High School (JHS) with the support from the SIG 1003(g) grant will provide an instructional technology program for the high school students and teachers that builds upon and enhances current district efforts based on the district's 2009-2012

approved Technology Plan. The SIG 1003(g) grant funded programs will provide the following:

- 1.) Intensive, on-going, high quality, research-based job-embedded professional development for teachers that will integrate technology in the curriculum and instruction to enable students to meet or exceed the state academic content standards.
- 2.) Increased access to technology by purchasing student response systems to compliment the interactive whiteboards purchased through ARRA Stimulus funds for academic classrooms across the JHS campus; and by purchasing student assigned personal technology devices to be used in every classroom.
- 3.) Improve communication and collaboration among school, home, and community fostered through access to computers and the creation of technology-related articles in newsletters, and on websites. Further, parents will have the opportunity to learn from their children through student-directed technology exhibits at the local JHS campus during parent nights scheduled throughout the school year by the parent liaison.
- 4.) Methods of collecting data for accountability and evaluation, and a plan for continuous improvement have been included in the program.
- 5.) Implement a comprehensive Transformational approach to substantially improve student achievement with a new principal to replace the existing principal, examine all staff for strengths and weaknesses and choose the right staff for the school and deploy staff members carefully to meet all student's needs.  
See: [www.dww.ed.gov](http://www.dww.ed.gov) – Doing What Works.
- 6.) Effectively utilize the PCSSD teacher evaluation tool to measure the effectiveness of staff who will work within the Transformational Intervention environment to meet the needs of the students.
- 7.) The JHS Leadership team in conjunction with the district administrative staff will implement strategies such as rewards for increased proficiency percentages, increased graduation rates, decreased absenteeism of students and staff, increased opportunities for career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a Transformational Intervention Model school.
- 8.) Staff will be provided with ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program, designed with school staff to ensure that they are equipped to facilitate effective teaching and learning with rigor and relevance, and have the sustained capacity to successfully implement school reform strategies.

The JHS Leadership committee surveyed the staff and found the need for updated computers and the inclusion of interactive whiteboards to be at the top of the list of technological needs for the entire teaching staff on the JHS campus. Appropriately training the teachers in the use of technology can help facilitate student motivation and engagement in academic learning. Data taken from survey reports for the school indicates that primarily technology is used for routine teacher-related tasks. Additional professional development will be provided in the form of training, modeling, and mentoring to help teachers move to the next level where technology is seamlessly integrated into the curriculum and students use technology to construct their own learning. In addition, various titles will be purchased for professional development

sessions to enhance and strengthen the classroom management skills of the staff while supporting the students.

The focus of this project is technology incorporated into all academic areas beginning with Literacy, Science, and Math and expanding to all core curriculum classes as funding allows. Group selection and curricular focus is based on Arkansas Academic Standards, the Arkansas Comprehensive School Improvement Plan (ACSIP) for Jacksonville High School, Norm Reference Tests (NRT), Criterion Reference Tests (CRT), the expertise of the JHS Leadership Committee, and the Common Core Standards.

The JHS Leadership team will direct the project and be the fiscal agent for this SIG 1003(g) grant.

Jacksonville High School will use the benchmark testing results of the students coming to JHS from the only feeder school, Jacksonville Middle School, to track the percentage of students who are proficient. This baseline data will allow us to monitor the JHS students' academic skills growth each year using technology. Use of interactive whiteboards and student response systems will increase the exposure to new technology while increasing the baseline of proficient students. Teachers will teach the students to access, interpret, and produce results through the use of projects using technology skills in core subjects such as math, literacy, and science. Additional support will be given to currently non-tested core subjects such as social studies in preparation for future testing requirements. Technology will provide increased productivity from the students in science classrooms by providing science ph Probes and LabQuest equipment for graphing the results. After school tutoring will be provided for non-proficient students utilizing technology to guide the students and help them to be successful in achieving higher percentages of proficiency. Student motivation will increase with the continuous use of technology across the curriculum. Integrating projects via technology will help students gain competency in technology while also increasing academic achievement in all subjects. End of course grades, formative assessments, and rubrics will be used to determine mastery of common core standards.

The incoming ninth grade students will attend a week-long orientation during July to acclimate them to the high school setting and help prepare them for the technology based atmosphere that JHS has become. These ninth graders will not be the only students to utilize technology literacy in their daily lessons. Students from ninth grade through twelfth grade will be completing projects based on the Common Core Standards for 9-12 grade students. Students, 9-12 grades, will each be assigned a personal technology device. The devices will be checked out by the students and signed for by the parents and students with the parents accepting full responsibility for the device assigned to their child. Policies and procedures will be developed by a district level committee to provide adequate security and equity for student and teacher users. Funding will be set aside each year to cover lost equipment or damage to equipment that occurs during normal use. Funding will also be included in the budget to cover the cost of a larger enrollment of students each year necessitating the purchase of more personal technology devices for the added student population that is expected to return to JHS. Additionally one desktop computer will be purchased per classroom to

be utilized by the teacher in conjunction with the interactive whiteboard and with live broadcast feed each Friday. In year two and three of the grant additional computers and technology equipment will be included in JHS classrooms to complete a state-of-the-art 21<sup>st</sup> Century high school.

Each year, the students will complete academic projects using the technology equipment. The projects will be scored using grade-level appropriate rubrics based on the Common Core Standards. Teachers will also be assigned the same type of personal technology devices to stay current with student technology and readily be of assistance to help with the students technology needs.

Student response systems will be utilized in every room that is equipped with an interactive whiteboard. By using the response systems, students and teachers will receive immediate feedback on responses. The interactive student response system provides a direct wireless connection between teacher and students. Students key in answers with their remote, responses are tallied, and then displayed on an interactive whiteboard. Tallying and displaying results occurs immediately and privately. Teachers will be able to track student achievement, mastery of skills, and monitor their progress through this technology. The documents compiled from tracking student achievement will be utilized to provide data related to baseline percentages showing student improvement with the use of technology. Sets of student response systems will be purchased in year two to enhance the learning within all the classrooms that were already outfitted with an interactive whiteboard.

The percent of students meeting Adequate Yearly Progress (AYP) will continue to rise to meet or exceed the state standards in accordance with the No Child Left Behind Act of 2001. The baseline will be the Jacksonville High School AYP report for 2010.

Tracking of students' use of technology to increase specific academic achievement levels will be ongoing and continuous as teachers disaggregate the data and compare results of the AYP reports each school year.

Teachers will use the Edline link to communicate with parents on student's academic growth and learning. Edline is a technology software program that allows parents to view their child's grades and communicate with teachers on a secure website.

By using differentiated instructional strategies, student needs will drive instructional planning, as opposed to more traditional education methods. Teachers will administer a research-based learning styles inventory to gain knowledge of each student's sensory, organizational, perceptual, and temperament style and be trained to interpret the results and the impact on the whole learning environment. The Kaleidoscope Learning Styles Inventory, <http://www.plsweb.com/>, will empower teachers in truly making a difference in the education of the students. The Student Inventory will be given to all JHS students each year and the Educator Inventory will be given to all staff members, during year one only, as a way for teachers to enhance learning for all. The Kaleidoscope Profile® learning styles inventory for Educators gives information about 12 personal preferences:

- Four sensory preferences – kinesthetic, tactual, auditory, visual
- Four perceptual and organizational preferences – abstract, concrete, sequential, global (random)

- Four temperament styles – intuitive feeler, intuitive thinker, sensing judger, sensing perceiver

PLUS you learn what educators value about their jobs and what motivates them.

Use the information from this learning styles profile to:

- Improve classroom presentations.
- Teach students about their learning styles.
- Develop more effective relationships with individual students.
- Help parents better work with their children.
- Gauge appropriateness of individual assignments.
- Add to student portfolios.
- Match teachers to students.
- Motivate students according to their interests.
- Create an overview of a classroom or school.
- Tailor discipline techniques to individual students

Differentiated instruction is a way for teachers to engage all students in activities that respond to particular learning needs, strengths, and preferences and is effective in addressing the needs of gifted or high-achieving students, students with special needs, economically disadvantaged students, or even second language learners who are in the same classroom. Professional development will be included each year to provide training for teachers in incorporating the differentiated instructional strategies to equip them with lessons, rubrics, and project ideas.

Increasing student achievement by incorporating technology into the academics will have a long range effect on the community. Better educated students create more highly skilled adults who will in turn help to lessen the degree of poverty in this area. The long range goal in using technology literacy in academics is to create life long learners who can provide a better life for future generations.

The Pulaski County Special School District has made a significant investment in Interactive white Boards at the Jacksonville High School through the ARRA Stimulus funding. All classrooms are being equipped with the technology necessary to educate our students in the new 21st century learning environment. Today's students live in a digital world where technology is one of the primary ways they interact with their surroundings, communicate, collaborate, organize, and create information. These same skills and behaviors will be prerequisites for success as they move on to college and enter the workforce. Advanced technology, particularly in this information age, is a key to any district wide program to increase student achievement.

Currently the JHS library lacks adequate materials to support teacher instruction in the classroom and independent student learning at home and in the library.

It is the PCSSD goal to increase student achievement and to further utilize the investment in our existing technology. We want to create an inter-connected state-of-the-art learning experience for our students by incorporating eBooks into our everyday teaching practices. The inclusion of eBooks has a 5-point plan to help accomplish this goal.

- 1) Increase use of existing technology in the classroom/Media Center by purchasing eBooks that support the new Common Core Standards
- 2) Provide teachers and students unlimited access to materials that support 21<sup>st</sup>

- century learning
- 3) Increase collaboration between teachers and the Library Media Center
  - 4) Meet goals outlined in the Arkansas Comprehensive School Improvement Plan (ACSIP)
  - 5) Improve test scores related to literacy: The percent of students at JHS proficient on the End-of-Course Literacy test is 36.8%; while 67.75% is the annual measureable objectives (targets) for Literacy AYP (annual yearly progress) for 2009-2010. Jacksonville High School's 2010 AYP status: State Directed (SD\_7)

Classroom teachers need quality content for their interactive whiteboards to support the new Common Core Standards adopted by the State of Arkansas. Most teachers create lessons to introduce and educate students around the materials readily available to them. In the 2010 ACSIP plan, each teacher is required to incorporate their Interactive whiteboards into their lessons. We must provide them with the materials needed to include technology into those plans, to help students grasp concepts in any subject area.

ACSIP Action Type - Technology Inclusion/Alignment: Mimio Interactive boards with LCD projectors (10 given to individual departments and 6 to be checked out as needed in the Media Center) will be available to use to enable teachers to be more interactive with lessons, align lessons to the curriculum, lesson planning, and teaching to multiple intelligences.

The funding from this grant will allow each teacher to utilize technology every day instead of sharing 6 boards across the campus.

In the years past, the PCSSD made an investment in an online cataloging system to give students and teachers access to the materials in the library from home and in the classroom. This investment was made in anticipation of the shift to the digital world. The Library Media Center has the ability to expand technology to the classrooms. We now need to incorporate it into the curricula of the school to develop and enhance the information literacy, information retrieval, and critical thinking skills of the students.

EBooks are a part of the library collection that can provide immediate access to digital resources to all teachers, students, and parents at school and at home – anywhere you can access a computer. All ebook usage can be tracked through the Atrium cataloging system by running a circulation report. Circulation statistics will determine whom and the number of teachers and students viewing the new digital resources in the classroom and on research projects. This can measure the impact of these new resources and assist the District in its plan to further build on this program.

The ACSIP plan calls for more documentation of instruction as outlined in the Alignment/Collaboration below.

ACSIP Action Type – Alignment/Collaboration: Teachers will review course level curriculum maps and frameworks prior to the first student contact day to insure implementation of activities that promote critical thinking skills in every class.

ACSIP Action Type - Alignment: Teachers will post curriculum standards on a daily basis, and throughout the lesson, the teacher will announce, review, discuss, and assess the achievement of that standard.

Each eBook has a custom notes feature, which gives teachers the ability to create and save lesson plans from year-to-year, and supports teaching the standards in the classroom. This helps guide teachers through their lessons more smoothly and documents the frameworks taught. Students can also make personalized notes and highlights in an eBook to assist them with studying and learning outside of the classroom. This makes it easier for students to complete assignments based on specific sections of a book. Teachers and students can print out sections of an eBook for notes or to distribute handouts. The built in text-to-speech capabilities, highlighting, copy, and printing functions can meet the individual learning needs of students and support differentiated instruction. These features of the eBooks support the goals outlined in the ACSIP plan.

As a group activity, eBooks teach by having students interact with each other and the text itself—highlighting key passages, searching by keyword through the book, finding information with the built-in dictionary and jumping from page to page as they solve problems together or individually. Students can read along with the teacher to enhance reading skills, or diagram sentences right in the book on the screen, and enhance students' skills in retrieving and making use of information.

Research has proven that the association between student achievement and the Library Media Center directly depends on the quality of the materials the students have readily available. *Powerful Libraries Make Powerful Learners – The Illinois Study: 2005*, prepared for the Illinois School Library Media Association states:

- 1) High Schools with computers that connect to library catalogs and databases average a 6.2% improvement on ACT scores
- 2) Students that visit the library more frequently receive improved reading and writing scores
- 3) Students with access to larger, more current book collections achieve higher reading, writing, and ACT scores

Research supports the fact that when students have access to more quality materials, they perform better on standardized test scores. With access to eBooks in the classroom for instruction and unlimited access to the students at home, we can support all of these research findings and reach the goal of improving student achievement.

Collaboration among teachers and the Media Specialist is critical to facilitate resource-sharing networks. Teachers and library staff will collaborate to develop exemplary, concept-based units of instruction that focus on what they want students to know and be able to do, how to conduct ongoing and cumulative assessments, how to integrate technology into their lesson plans, and how to identify resources and activities to promote student learning. Curriculum mapping will help to ensure that the digital materials align with the grade level, district, and state curriculum. This alignment and collaboration is also outlined and fits into the ACSIP plan.

ACSIP Action Type - Alignment/Collaboration: Teachers will collaborate and utilize a standards based curriculum along with mastery maps/pacing guides in order to ensure alignment to the state frameworks.

Professional development (PD) is a way to improve library effectiveness, teacher effectiveness, and set standards that reinforce a continuous learning and development

environment. Follett Library Resources will provide free PD with research-proven practices that align with rigorous Federal requirements. Teachers will be instructed on how to best utilize the features of the eBooks to improve the student learning experience. Demonstrations of how to use charts and graphs to further utilize the ebook technology with the Interactive boards will be ongoing. These demonstrations make it easy to provide real-life application in the classroom.

Professional development days will be scheduled to share lesson plans and new technology ideas to further immerse students in these digital resources. Joint training activities will foster collaboration among the teachers and library staff to develop best practices in instructional strategies and assessments. Strategies will include shared planning time, joint teaching techniques, and planning for integrated use of the school library. They will work together to develop units of instruction and identify the digital resources that they would like to incorporate into the curriculum; further enhancing the research and critical thinking skills of students.

ACSIP Action Type - Professional Development/Technology Inclusion: Teachers, on a volunteer basis will receive professional development by district personnel in the use of Mimio Interactive boards with LCD projectors in order for teachers to utilize interactive lessons and reach the multiple intelligences of their students.

To ensure the development of resources that address the teachers' curricular needs as well as requirements of state and national standards, library staff will collaborate closely with teachers to identify areas of greatest need to assist with the selection of materials. We will create an advisory committee composed of teachers and library staff to participate in the selection of materials. The advisory group will identify ways to better meet teacher/student needs and interests. The same District selection policies will be used in the selection of the eBooks.

EBooks are innovative tools that appeal to a broad range of students and help increase vocabulary, fluency, comprehension and research skills. Technology helps students become expert communicators. It builds strong teamwork skills and encourages participatory learning. It helps students think critically and learn how to find and deploy information. EBooks are the key to 21st century learning and provide unlimited access to well-equipped, high-tech media centers for teachers and students – including before and after school, weekends, and in the summer.

The current enrollment of the JHS is approximately 900 students. In order to provide all teachers and students with a core collection of eBooks, the cost associated with a start-up ebook collection is approximately \$50,000. This includes implementation, training, start-up lesson plans, and all books that support the new Common Core Curriculum. This will give teachers the start-up collection of eBooks for all core content areas and provide students with access to multiple resources for various research projects.

Assisting the grant team in coordination and implementation will be an instructional technology specialist and a network technician to be hired through the grant and based at JHS. The school administrators will support the training required for the staff and students throughout the completion of the program by allocating funds and adjusting schedules as needed. They will make sure all technology equipment is inventoried, labeled, and installed; and is supported by the district technology support staff. The

administrators will also supervise and check to see that teacher performance goals are being met. The student and faculty programs will be monitored and supported by the grant team. The team will meet 4 times a year to review progress, analyze data, modify assessment strategies, or make other recommendations as necessary to ensure program success.

Professional development will be designed to increase student achievement through the integration of technology. Teachers across the JHS campus will receive training in interactive whiteboard technology through the district technology trainers; and will incorporate these practices as they plan and prepare lessons using technology.

Documentation of the training will be on file in the district office, while documentation of implementation of technology into the curriculum to improve student achievement will be collected by Classroom Walk-Throughs, teacher evaluations, Focus Walks/Building Audits, and observation techniques utilized by the administrators.

Technology will be integrated into the curriculum through a variety of educational software programs and student projects completed using technology tools and electronic resources.

Rubrics for teachers will be used to determine mastery of the common core standards along with mastery of the curriculum frameworks. These documents will be the basis for the end of year grant reports.

\*\*\*See attachment: "SCHOOL SUPPORT RUBRIC"

Teachers will use technology to report on progress and learning, and to assess, track, and monitor student performance on a continuous basis. Edline is a technology software program that allows parents to access their children's grades on a secure website. Edline also provides online communication between parents and teachers. This will be available to parents daily and will be useful to encourage parent involvement in the use of technology. Parents that do not have access to a computer at home will have access to Edline in the JHS parent center.

Professional development sessions in the use of technology to increase academics will be held at the Jacksonville High School campus and at the Professional Development Center at Pulaski County Special School District's central office. Workshops in the use of interactive whiteboards, student response systems, desktop computers, personal technology devices, educational software, Internet, and electronic resources will be offered with the training provided by the Instructional Technology team of the district. Substitute teachers will cover classes for any staff training held during the school day and stipends will be given for training outside the school day and will be funded through in-kind support from the district.

The instructional technology specialist will receive intensive instruction in the use of all interactive whiteboards and training in whiteboard technology to become a trainer able to provide technical assistance and additional training for the JHS classroom teachers. Administrators will attend the sessions to ensure that the supervisory personnel at JHS have the skills necessary to evaluate the technology use and classroom facilitation. At the beginning of the 2011-2012 school year 70 teachers plus administrators will receive a three (3) day training course to become trained in instructional technology including interactive whiteboard technology. The budget

provides for release time, training preparation time, and compensation for the training sessions. This will allow JHS staff to get the classrooms up and running quickly after installation of the equipment in year one.

Subsequent district and school-based training will build upon existing research-based methods, and include continuous and relevant staff development provided by the district Technology Team which includes the instructional technology specialist. The Technology Team will train the staff and model integration strategies. All teachers participating in this project will have access to other project members through online communication, blogs, and group meetings.

Teachers will be required to complete evaluation surveys following each professional development series in addition to completing a technology survey at the end of the school year to provide growth data related to baseline percentages within the teachers performance targets. This data will be utilized in preparing the grant reports.

Pre and post technology surveys and rubrics will be compiled to ensure quality training is taking place and technology instruction is being implemented. In addition, the school administrators will evaluate and monitor professional development by using such criteria as attendance at training sessions, classroom observations, use of rubrics, and teacher evaluations to check for effective research-based practices being implemented to support student learning.

In addition to promoting academic and intellectual growth of students, real world problem solving will also be emphasized during student project-based modules. To create highly effective projects-based learning programs, projects must do the following:

- \* be anchored in core curriculum,
- \* involve student decision-making,
- \* be collaborative,
- \* have clear real-world connections,
- \* use systematic assessments, and
- \* take advantage of multi-media as a communication tool (Penuel 2004)

Interactive whiteboards, student response systems, and networked computers will equip students with 21st century skills to prepare them for the technological future. The PCSSD Academic Accountability Department provides leadership, resources, and support to the PCSSD Learning Community for the purpose of increasing student academic achievement in an ever changing technological society. In support of this mission, the Academic Accountability Department focuses on high expectations, rigorous curriculum, and collegial, collaborative learning through ongoing professional development while fostering parent, extended family, and community involvement.

By completing this new comprehensive technology literacy in the classrooms project, JHS will strive to reach its goal of being technologically competitive with other schools in this region. Annual teacher and student pre and post technology surveys, grant management control systems, and teacher evaluations and observations will ensure that the technology is integrated throughout the curriculum.

Economically disadvantaged students, Hispanic students, African American students, and special education students; like all students, are far more engaged and motivated in the acquisition of reading and math skills when technology skills are part of the process of developing solutions and information. The project-based learning units will require students to use creative thinking, construct knowledge, plan strategies, and make informed decisions. They will become critical evaluators and distinguish among facts, points of view, and opinions. Students will learn to use information effectively and creatively by applying information in analytical thinking and problem solving.

#### Scholastic's READ 180 Literacy Program

Scholastic READ 180 Literacy Program - this literacy program is provided in-kind by the district. No costs for this Literacy Program will be funded by the grant.

READ 180 is an intensive, research-based reading intervention program that provides educators with a systematic approach to confronting the problems of adolescent literacy. READ 180 is proven to meet the needs of struggling readers whose reading achievement is below the proficient level. The program directly addresses individual student needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

This comprehensive system (READ 180) has several components to ensure that students are progressing toward grade level. It utilizes effective instruction for struggling readers including the following research-based strategies (Idea Wave, Teaching Vocabulary, Oral Cloze, Think (Write)-Pair Share, Analyzing a Student Writing Model, Peer Feedback and Numbered Heads). It provides purposeful assessment that allows the teacher to track and analyze the students' performance (daily, weekly, monthly, yearly). Professional development is designed to provide teachers with rigorous content, teaching routines and instructional support. Materials provided to both the teachers and students offer a wide variety of books, content and access to differentiated learning.

Each class will have 2 teachers (one general education teacher and one special education teacher) that will be responsible for maintaining the fidelity of the program. Classes will have a minimum of fifteen (15) students and a maximum of twenty-one (21) students. Co-teaching will be utilized to offer as much individualized instruction as is needed for the students. The students will take this class each day for ninety (90) minutes. The READ 180 day begins with Whole-Group Instruction, then students break into three (3) small groups that rotate from small group instruction, to Instructional Software, to Modeled and Independent Reading. The READ 180 day ends with time to reflect during Whole-Group Wrap-Up.

The classroom will be equipped with the following materials to support the fidelity of the READ 180 program: an interactive whiteboard, 7 computers with accompanying headphones and microphones, 4 CD players, 2 Battery Chargers (with 16 rechargeable batteries), the Comprehensive READ 180 library including books, audiobooks and

posters, the READ 180 computer software and student licenses, READ 180 teacher materials and student workbooks (consumable rBooks).

In order to best equip the teachers, professional development will be ongoing. Initially, teachers and their substitutes (2) will be provided with a comprehensive training. Support will be provided in setting up the classroom (materials, room arrangement and equipment) and installing the READ 180 software. Leadership training will also be provided to both Building and District leadership to support the teachers' implementation efforts. Weekly, in-classroom support (coaching support) will be given to the teachers to assist with the program's implementation. The coaching support helps maintain the fidelity of the program. Coaches ensure that teachers are working on-model and differentiating instruction for individual students. In addition to this support, teachers and staff will have access to a 24 hour online community and technical support.

Assessment is an essential part of the READ 180 teaching and learning process. The Scholastic Reading Inventory (SRI) is a computer-adaptive test that uses reading comprehension using the Lexile Framework, a system that measures readers and texts on the same scale. Students are given the SRI to support making informed decisions about student placement in the READ 180 program. From there, based on their initial SRI scores, students are placed at the appropriate READ 180 level within the instructional software. The Scholastic Reading Inventory is given 2 more times throughout the year: at midterm and then at the end of the year to examine lexile growth and student gains. In addition to this data, information from the Scholastic Achievement Manager (SAM) which houses all student data from the instructional software, is available daily to ensure students are working on the software, making progress on specific skills and working on their specified level. Reports generated provide real time data on how to best differentiate instruction, target specific reading skills and determine if gains are being met. Gains analysis reports are also generated at mid-year and at the end of the year. This evaluation looks at lexile growth of students along with looking at the fidelity of the program at both the district and school levels. One additional teacher will be hired to fully implement this program with fidelity.

\*\*\*See attachment: "READ180"

Renaissance Learning is a proven leader in raising academic achievement, reducing achievement gaps, and building teacher capacity. In addition to Accelerated Reader Enterprise, 35Z90 also includes regular interim assessment through the use of STAR Enterprise computer-adaptive tests, increased parent communication and community involvement made possible with Renaissance Home Connect, and the implementation of AR Best Practices learned through ongoing professional development. Accelerated Reader™ software makes the essential student practice component of any reading curriculum more effective. Using Accelerated Reader, this practice time is personalized to each student's individual level to ensure a high rate of success and immediately followed by feedback to motivate students and help educators target instruction. Personalized reading practice includes guiding students to books at appropriate levels, closely monitoring their progress, and intervening with appropriate instruction when necessary. Renaissance Learning is also aligned with

Common Core Standards. For over 26 years, Renaissance Learning's suite of assessments have been systematically gathering and reporting data in real time. Renaissance School Improvement is built on the data generated by these assessments.

- All tools reside on one software platform, called "Real Time," making it easy to consider multiple pieces of data simultaneously.
- STAR Reading is a valid and reliable interim assessment. It bridges assessment and instruction through research-based learning progressions.
- Accelerated Reader has formative assessments. When implemented with fidelity, it will facilitate a formative process for systematic reading practice that shapes daily classroom routines.

The Criterion Online Writing Evaluation Service (distributed by Houghton Mifflin Harcourt Riverside) is a research-based instructional tool for grades 4–12 that helps students plan, write, and revise essays. Within seconds the system provides annotated diagnostic feedback and a holistic score to both student and teacher empowering students to quickly review, revise, and resubmit essays. Numerous Criterion success stories collected nationwide cite the versatility, ease-of-use, value, motivational quality, and immediacy of feedback as significant strengths of the service.

- An internet connection is all that is required for access
- Grammar, Usage, Mechanics, Style, and Organization/Development are evaluated
- Immediate results to help motivate your students to write, revise, and resubmit more often
- Embedded teacher comments and student/teacher dialog boxes
- Useful score reporting to easily identify problem areas
- Hundreds of topics in the Criterion library – or, create your own curriculum-specific prompt.
- Writers Handbooks for elementary, middle, and high schools levels, and for bilingual students in Spanish-English, Simplified Chinese-English, Japanese-English, and Korean-English
- Can be used cross-curriculum
- PC and MAC compatible

Website: <http://www.riversidepublishing.com/products/criterion/>

## SCHOLASTIC MATH INTERVENTION

### Introduction

Our common goal is to help students succeed in school – and life. We appreciate the increasing pressure from business and industry leaders to better prepare students for the workplace and college. We agree this is our joint responsibility. To better evaluate our students and create clear instruction, educators need to intervene with resources that will help prevent students from falling farther behind. Scholastic understands that math leaders look for algebra-readiness as part of any curriculum and may seek specific algebra-readiness supplements to ensure that their students are prepared.

## Implications for Intervention

There are many reasons why students fall behind. Schools are challenged by not having the proper tools to diagnose weaknesses in math and then have trouble responding with appropriate instruction and resources to help address these difficulties. Many times, students develop misconceptions or have gaps in their understanding. And across the country, school districts are expected to cover a very broad curriculum that has been criticized for being a “mile wide and an inch deep.”

At Scholastic, we believe the following elements are critical to any math intervention solution:

- Gather and review math assessment data for all students.
- Provide a Universal Screener to identify students who need intervention.
- Target content to focus on rebuilding the critical foundations for algebra
- Utilize effective instructional practices, such as explicit instruction, proven to work with struggling students.
- Recognize the importance of student effort in motivating students.
- Utilize technology when appropriate as the most effective tool to improve student performance in specific domains, such as building quick recall of facts.
- Provide materials and professional development that support teachers in building their knowledge of mathematics.

## The Scholastic Math Solution

This proposal provides an overview of the following programs:

- Scholastic Math Inventory (SMI) – to universally screen and monitor progress
- FASTT Math - to build fluency and automaticity with whole numbers
- Fraction Nation – to build fluency with fractions and decimals

Each of the software based electronic instructional programs resides on the Scholastic Achievement Manager (SAM) and all programs provide immediate, actionable data to inform instruction.

## SCHOLASTIC MATH INVENTORY (SMI)

### Overview

The Scholastic Math Inventory (SMI) is an efficient, computer-adaptive math assessment. SMI is a Universal Screener and provides immediate, actionable reports to support differentiated instruction and Response to Intervention processes. SMI utilizes The Quantile Framework® for Mathematics to effectively link assessment with instruction allowing educators to evaluate curriculum needs based on each student’s level of achievement.

### What is SMI?

The SMI is an interactive test covering the five strands of mathematics, as defined by the National Council of Math Teachers (NCTM) content standards. Using the Quantile measures reported by SMI, teachers and administrators can conduct universal screening, make instructional recommendations and monitor progress.

The SMI uses adaptive technology to quickly locate your students on their path to success and give you the data you need to raise their math achievement. It can be administered at the beginning of the school year to screen students for intervention, measure math knowledge, and group students for instruction. It can also be

administered in the middle of the school year to monitor students' progress toward grade-level proficiency.

#### Actionable Reports

When students take the SMI, the Scholastic Achievement Manager (SAM), it captures their test results and organizes the data. Immediately following a testing session you can generate actionable reports for individual students, specific groups, classes, and the entire school. These eight stream-lined reports help you to differentiate instruction and monitor progress throughout the school year.

## FASTT MATH

### Overview

This intervention program uses the research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help all students develop fluency with basic math facts. FASTT Math delivers targeted, differentiated instruction to meet student needs. Every student has a unique individualized learning experience, building fluency at the pace and level adapted specifically for that student. FASTT Math is based on each student's individual fluency levels in customized, 10-minute daily sessions.

FASTT Math is effective because:

- The system assesses individual student needs.
- Intuitive software prescribes 10-minute daily instruction and practice.
- Lessons are customized to each student, so every child gets the instruction they need—right where they need it.
- The easy-to-use student management system allows teachers and administrators to monitor student progress.

**Placement Assessment:** FASTT Math establishes a baseline of math fact fluency, identifying exactly which facts need to be targeted for intervention.

**Adaptive Instruction:** FASTT Math adapts small, bite-sized daily instruction sessions focused on a student's problem facts.

Based on the Placement Assessment, FASTT Math determines an intervention path for each student to build fluency. Students receive an individualized assignment each day they use FASTT Math. Instructional sessions are carefully tailored to the facts a student needs to learn, and these facts are presented systematically and in increasing order of difficulty.

#### Actionable Reports

When students take FASTT Math, the Scholastic Achievement Manager (SAM) captures their test results and organizes the data. Immediately following a testing session you can generate actionable reports for individual students, specific groups, classes, schools or an entire school district. Reports include Student Fact Fluency Status, Lesson Status, RTI, Intervention Grouping, Summary Progress and others.

## FRACTION NATION

### Overview

Fraction fluency is a critical foundation needed for success in advanced mathematics. According to the research cited in the October 2009 issue of American Educator, "Because fractions are students' first serious excursion into abstraction,

understanding fractions is the most critical step in preparing for algebra.” Nonetheless, when confronted with fractions, too many of our students falter and find it impossible to move ahead.

This technology-based program delivers fraction fluency through explicit instruction, extensive practice, and ongoing assessments. Fraction Nation guides students on a journey through 64 carefully crafted lessons to build a strong foundation in fractions and decimals – all in 15-minute lessons.

#### The Power of Fraction Nation’s Adaptive Technology

Fraction Nation provides focused, individualized instruction to meet the needs of each student. The adaptive structure of each lesson allows students to work at their own pace and gradually releases students to the next step. It works like this:

**Learn:** Targeted, explicit instruction introduces students visually to a specific concept or skill. Through the use of multiple examples, dynamic visual representations, and consistent mathematical language, students connect concepts and procedures and are prepared to practice and apply their learning.

**Practice:** Guided interactive activities provide students with immediate, corrective feedback and progressively build their understanding through extensive, step-by-step lessons. Fraction Nation adapts based on student performance. Students who succeed are accelerated, while students who struggle will receive more practice problems.

**Perform:** Frequent performance assessments track level of mastery in each lesson. All assessment data is immediately tracked in the reports. Educators can quickly and accurately monitor student progress and performance.

#### THE SCHOLASTIC ACHIEVEMENT MANAGEMENT SYSTEM

##### Overview

The Scholastic Achievement Manager (SAM) is the dashboard for supporting data-driven instruction, meeting AYP accountability requirements, and enabling district-wide data aggregation for teachers, administrators, and technology leaders.

SAM allows educators to:

- Generate reports that monitor progress, performance, and usage at the individual student, class, grade, school, and district level.
- Import student roster data directly from a district’s student information system (SIS).
- Receive customized alerts providing educators with need-to-know information and recommended action.
- Access additional intervention materials for students who need more foundational support in whole number fluency.
- Further customize instruction for students by changing language options (English or Spanish), number format (horizontal, vertical, or mixed), etc.
- Manage students, classes, teachers, grades, schools, or other user-defined cohorts.

#### PRICING SUMMARY & TOTAL COST OF OWNERSHIP

The following is a summary of the math programs (Scholastic Math Inventory, FASTT MATH and Fraction Nation) and their coordinated support plans proposed to service the student population at Jacksonville High School. These programs will

effectively provide appropriate intervention, instructional materials and services in core mathematics skills to close achievement gaps where required. The resources include:

- Student licenses to utilize Scholastic Math Inventory for (200) students

- FASTT Math unlimited site license package

- Fraction Nation unlimited site license package

- Technical Maintenance Plans

- 2 days of Implementation Training by our highly qualified staff of math professionals.

- 16 days of on going in school/classroom coaching support days

- Quarterly on-site Implementation Planning and Data Review meetings

Total Cost of complete Screening and Skills Intervention Program

\$60,090.38

\*\*\*See attachment: "SCHOLASTIC MATH"

Gizmos:

The NCLB legislation mandates that scientific research be factored into decisions regarding which educational products and technologies get adopted and used in K-12 classrooms. Educational technology can play an important role in disseminating best practices, because it can make research-validated instructional methods more practical to implement in the classroom on a regular basis. For example, teachers often struggle to incorporate opportunities for hands-on exploration of math and science concepts in their lesson plans due to time constraints. Well-designed computer simulations can make the incorporation of manipulatives in lesson plans much easier, and enable students to develop a richer and deeper conceptual understanding in a shorter period of time.

Unfortunately, research on actual classroom practice has also consistently shown a predominant emphasis on linguistic presentations of new knowledge to students (Marzano, Gaddy & Dean, 2000). Although many math and science textbooks have increased the number of images, diagrams, and other graphics on their pages in recent years, the fact that these visual representations cannot incorporate motion or be interactive constrains their instructional power. Although most teachers incorporate a certain number of visual representations into their teaching using whiteboards or overheads, it is often cumbersome and time-consuming to use these tools to enrich instruction with visuals in a comprehensive manner. From a practical standpoint, computer-based simulations are the ideal medium for visualizations of mathematical and scientific concepts.

An additional benefit of ExploreLearning's visual models is that they are user-manipulable, unlike video or film. Gizmos enable teachers and students to quickly progress through many different concepts or scenarios in a single session, dramatically expanding the range of what can be shown, explained, and explored in the classroom. Classroom discussions become more interactive and responsive to students' specific interests and difficulties, since their questions can be immediately examined and answered using manipulable visual models. Then, when students are studying on their own, Gizmos let them become active and engaged learners rather than passive observers of sequences of images in a textbook.

Research also shows how teachers can help students take full advantage of nonlinguistic representations by guiding them to incorporate visual models, diagrams and images into their study habits. The What Works in Classroom Instruction report (Marzano, Gaddy & Dean, 2000, p.40-47) stresses the importance of including diagrams and other images in note-taking:

Many of Robert Marzano's nine categories of effective instructional strategies are directly supported by Gizmos, most notably nonlinguistic representation, and generating and testing hypothesis. Gizmos are an effective and engaging way to move students to inquiry-based science and math. The Gizmos move students to use higher-level thinking skills and will be purchased for math and science classrooms. The Gizmos will be purchased in-kind by the district.

TI Navigator for the teachers and classroom sets of TI 84 calculators will be purchased for math classes. The TI-Navigator system creates a powerful connection between students and educator wirelessly networking each student's graphing calculator to the classroom computer. A growing body of research shows that effective use of the TI-Navigator system and graphing calculators improves student engagement, understanding and performance.

Educators can:

- Track the progress of individual students or the class in real time
- View student coursework, check problem solving techniques and guide performance
- Use instant feedback to create a dynamic learning environment proven by research\* to increase student success

TI-Navigator system's integrated approach is based on:

- Instruction that becomes more dynamic, intimate and intuitive in a more connected and collaborative classroom
- Assessment of student comprehension that can be performed at any point to monitor progress and instantly adjust instruction
- Content that is standards-based, fast and easy to deliver, and designed to promote an engaging, interactive classroom

Science Probes - LabQuest connects students to technology in the science classroom. The students can use EasyData or DataMate software for data collection anywhere in the school or in the field. Sets of LabQuest and pH Probes will be purchased for science classes to increase academic achievement.

Students will:

- \* Explore concepts using real-world images.
- \* View, graph and analyze the outline of the Gateway Arch or the path of a basketball.
- \* Import students own images and let their imagination soar.
- \* Explore a new world of data collection by conducting exciting experiments.
- \* Create a hypothesis and test it graphically by collecting and analyzing data with the built-in DataQuest App and TI Nspire data collection tools.
- \* The teachers' will be able to put the power of mathematic scientific discovery in the students' hands to graph differential equations, model real-world events like population growth over a period of time, visualize and explore natural phenomena, and even graph and explore slope fields, direction fields and more. Plus they will be

able to create summary-level frequency plots, probability distributions and clustered bar charts.

The Learning Institute's (TLI) benchmark practice tests are given every six weeks to JHS students to assess ongoing mastery of frameworks and to assist teachers in guiding the curriculum throughout the year. The TLI test results plus access to End of Course tests, and Benchmark scores will be utilized in the disaggregation of the test results. Furthermore, this site allows teachers to create and review lesson plans and use resources aligned with state standards. By using TLI Targeted Assessment tests, teachers will have access to online data reports to direct their teaching progress throughout the year. These reports will allow teachers to make modifications to programs to increase academic achievement. These test results will provide data related to baseline percentages within the integration of technology and will also be utilized in preparing the grant reports.

#### Professional development:

Prior to the start of the new school year additional days of training will be provided for all targeted teachers to increase their knowledge and expertise in the use of the new technology. The percentage of teachers who will be highly qualified and equipped to use technology for instruction in the classroom will increase each year with on-going training and the purchase of additional technology equipment as funding is provided.

The software to be used with the personal technology devices in the classrooms will require training for the teachers and for the instructional technology specialist who will work alongside the teachers. Substitutes will be provided as needed to allow for this training.

Additional professional development will occur to provide for the new staff that will be hired at JHS. New teacher induction, classroom management, and disaggregation of data are a few examples of what is planned for the 2011-2012 school year at JHS.

Creating Rubrics is a website for teachers and administrators to learn how to put together an appropriate rubric for each class/subject.

Creating Rubrics link: <http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4521.html>

Staff will be trained in analyzing student work with the use of protocols. This training will become job-embedded through PLCs as a part of the data analysis process.

Kathy Shrock's Guide for Educators website:

<http://school.discoveryeducation.com/schrockguide/>

will be utilized. This is a free online resource for lesson plans, rubrics, and other assessment tools. Teachers will be guided through the various components of this site during a short after school training session by the instructional technology specialist.

Today's students must learn more than the basics to be prepared for life. Placing sets of personal technology devices in each of the classrooms will engage the students and improve student attendance and student achievement in reading, writing, mathematics, and technology. This project will create an excitement within the students and the faculty to become more technologically literate while also improving student academic achievement through effective integration of research-based technological instruction methods across the curriculum.

As JHS strives to meet Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act of 2001, the use of technology will make a difference in improving test scores and helping students reach performance goals. Mastery of frameworks and technology literacy will increase through use of up-to-date technology tools and electronic learning resources provided by the SIG 1003(g) grant. With technology, students will improve learning skills, such as thinking and problem-solving skills, information and communication skills, and interpersonal and self-directional skills.

By providing technology with the curriculum, the teachers will be preparing all students for the future. The use of the interactive student response systems (SRS) will help to foster interaction among students of different sub-populations and socio-economic backgrounds in the classroom activities. Placement of document cameras plus the SRS and other electronic resources such as personal technology devices in each classroom, will greatly increase the chance of success for all learners, including English language learners, African American students, and special education students. This in turn will help JHS to carry out a high-quality educational program that will substantially strengthen students' language arts skills and knowledge of mathematics and will aid all students in meeting higher academic standards. E-learning opportunities give all students access to core academic content, digital information, and specialized classes, a technological development that brings learning to students wherever they are.

With the addition of this grant, our hope is to add differentiated, dynamic, extended instructional approaches that increase students' opportunities to apply their skills to the pursuit of authentic local and global projects that integrate technology across the curriculum.

The data show that a substantial percentage of JHS's student population qualifies for free and reduced meals and in most circumstances come from parents with only a high school education. Lack of education greatly reduces the parents' ability to provide financially for their children. While this data alone cannot be used as a definitive indicator, it does suggest that a significant portion of the population of this school might be subject to the "digital divide". In his research, James A. Kulik (SRI International 2003) found that "the digital divide remains disturbingly wide. Schools with less affluent students have fewer computers and less Internet access than do other schools. However, the inequities in schools are not as wide as those existing in homes."

To aid academic success for the students at-risk, the social workers will be in place to work with all at-risk students and their parents to stop the flow of students getting discipline referrals, being suspended, and/or dropping out. One social worker will be hired in year one and the other will be hired in year two. These social workers will be highly visible throughout the school and will work to establish and provide a network of resources which can be used to meet the physical and emotional needs of the at-risk students.

Research conducted by Flaxman and Inger (1992) and Berla (1991) emphasizes that parent involvement should not end at the elementary school. Improving communications with parents regarding their child's educational progress will address the critical need for parents to improve participation in their child's education and improve their attitudes concerning school and teachers. Additionally, support in the

development of technology and literacy skills offered to parents will facilitate a partnership between parent and child. The success of parental involvement has been documented in higher academic test scores, healthy parent-child relationships, better school programs, and improved personal qualities necessary for a child's optimal learning. In this light, Jacksonville High School will offer computers accessible during the school day in the parent center that will be available for parents to use and increase their technology skills. Parents will also be invited to become volunteers at the school.

A Parent / Teacher / Student Organization will be organized to provide a way of including parents in the pursuit of success at JHS. Guest speakers or parents with jobs dealing with technology will be encouraged to come speak to students about technology in the workplace. Parents will also be invited to attend meetings explaining the new technology being implemented on the JHS campus. To encourage the parents and create an inviting environment, a parent/community liaison will be hired to facilitate greater parental involvement, hold book studies with parents, and work to increase community involvement and participation.

Today's changing world has a whole new set of rules. We must give our students the tools to develop essential life skills and characteristics they'll need for success in the 21st century. We only get one chance to prepare our students for a future that none of us can possibly predict. What are we going to do with that one chance? The world has entered an era of the most profound and challenging change in human history. In addition, studies have identified what is referred to as a "skills gap"—a difference in how students are prepared for the workforce and the skills and character employers are seeking to match the demands of today's global economy. What if our children could be better prepared to meet the future challenges of our ever-changing world? Stephen Covey, author of "The Leader in Me" outlines a process that helps develop the essential life skills and characteristics students need in order to thrive in the 21st century. Through the use of book studies with parents, and PLCs with staff, we can better prepare our students to develop the essential characteristics needed for success.

Research shows that we process information in different ways and these differences bear a relationship to how students learn. The way we perceive and organize information creates our style of learning. By understanding about learning styles, parents can help their child maximize strengths, learn coping strategies for weaknesses, develop appropriate study and homework skills, and thereby optimize learning in all curricular areas. In meeting the needs of all learners within the school setting, JHS must ensure students are engaged and challenged to achieve their potential. In light of this need, JHS will offer technology workshop presentations for parents to provide them with the knowledge and strategies to support and assist their children in the learning process.

By utilizing the District level technology trainers, JHS will be able to increase the skills of all staff members in this technology with few additional funds needed. The technology training offered at JHS will be presented by highly trained individuals knowledgeable in their particular field of technology. This will greatly reduce the amount of money needed to purchase outside services for professional development training.

Additional JHS staff members will be trained in each new technology component that is added to ensure a high level of competency and to build capacity within the high school for each additional resource.

JHS plans to purchase other software in the future for the teachers to enhance student learning using the interactive whiteboards and SRSs. The science and math departments at the school will benefit from the purchase of Gizmo subscriptions for the math and science departments and sets of Science Probes and graphing calculators will be purchased for the different areas in the science department: biology, chemistry, physics, etc.

The district will collaborate with the principal to ensure that highly qualified staff are assigned to Jacksonville. Additionally, central office staff will support the implementation of the Transformational Intervention Model by accompanying the principal and other school administrators in classroom observations at least once each quarter, followed by debriefing sessions. Observations will focus on the consistent implementation of best instructional practices.

\*\*\*See attachment: "BUILDING AUDIT"

The principal will also be provided with the decision making authority relative to staff assignments and scheduling to bring about the needed increase in student achievement. The principal evaluation system currently in place sets goals and holds principals accountable for student achievement results. While the newly hired principal completes the training provided by the Arkansas Leadership Academy, additional training with Scholastic Achievement Partners will be provided to develop teacher leaders, advisory groups, and other educational leaders in support of collaborative, distributive leadership focused on design and innovation to achieve results. The district is aligning their system of support to provide a high level of technical assistance and professional development for high impact intervention and assistance directly to the school.

The district will work closely with the external providers, Arkansas Leadership Academy and Scholastic Achievement Partners to ensure the fidelity of implementation of all aspects of their work. Teachers and administrators will work closely with the well trained and experienced consultant(s) to:

- \* provide a solid culture and climate conducive to learning,
- \* maximize student academic learning time,
- \* guarantee an essential curriculum,
- \* monitor student achievement, and
- \* provide job embedded professional practices.

In coordination with the ACSIP, SIG 1003 (g) grant, and the state approved District Technology Plan of 2009-2012; JHS will make several strides forward in the goal to create a technology-rich environment for the students and staff at Jacksonville High.

It has been a struggle for Pulaski County Special School District and the Jacksonville High School community to find the funds to purchase the needed equipment on the JHS campus. JHS is fortunate to have the opportunity to apply for the SIG 1003(g) grant to help increase student achievement and technology for

Jacksonville. This will allow JHS to use the ACSIP funds from the National School Lunch Act (NSLA) to supply additional educational and technological training and supplies to fill the needs of JHS's students and staff each year.

Each year the principals and staff will work together to plan for the future academic and technological needs of staff and students. The relationship therefore is to increase academic learning for all students at JHS using technology to the greatest extent possible. I-Pads will be purchased for administrators for faster communication with staff and parents, plus more efficient documentation of classroom walkthroughs, and building audits. Year two will see 4 desktop computers placed in each classroom plus the replacement of the computers in the computer labs to enhance the learning for all. Infrastructure costs will also be included to help with the installation expenses.

### Field Trips

- Field trips offer an opportunity for students to learn outside the traditional learning environment and get out of a cramped classroom setting. For high school students, field trips should be arranged to help them learn and prepare for life after high school. These field trips can include learning about potential future careers, as well as learning lessons from individuals other than their school teachers.
- JHS will work with companies in the local area to arrange for field trips to their offices. Potential companies to visit could include magazine or newspaper publishers, computer manufacturing companies and transportation logistic companies. Each of these companies offer insight into a different sector of the business world, appealing to different student's personalities. It can help them learn about jobs in manufacturing, artistic design and strategic planning. Arrangements will be made to tour the facilities along with one or several speakers to explain the skills needed for their jobs and answer questions from the high school students. Two trips will be planned each year. Some examples of Companies and Sites that students will visit are:

Farms

Arkansas Game and Fish Commission

Little Rock Air Force Base

HP of Conway

State Parks and Museum

Forensic Science program at local University and Colleges

Universities and Colleges

Local Companies/Factories

### Sound Room

Test score data from EOC exams indicate that students at JHS are deficient in the areas of reading, writing and math. The data also indicate that students are having multiple discipline problems. Four year ago students at Jacksonville Middle School were having the same problems when the principal installed a sound room which allowed students to practice writing and reading in a fun/engaging learning environment. The students could not participate if they had any discipline referrals. Students test scores and classroom participation went up and discipline referrals went down.

A sound room is a room developed as a music recording center with video and audio equipment that allows students to make music demos and express themselves through music. The use of this equipment will enhance their audio, visual, and tactile skills and talents. Math and literacy skills will be necessary components in this setting which creates a real-world atmosphere where students will be required to develop and utilize their multi-intelligence to utilize the equipment. After a survey of JHS students their top interests are singing, videos and fine art activities. Most of the students surveyed indicated that a sound room would motivate them to come to school and do well in order to have the opportunity to participate. This will be implemented in year 2.

#### RDTV (Red Devil Television)

Justification: Improve school climate, involve students in new areas of interest, show students test taking tips, strategies, etc. to help with testing, discourage improper behavior, demonstrate proper attitudes and behaviors, and to communicate any messages by clubs, organizations, or administrators to the entire student body, including teachers.

The creation of a school-wide television show would improve school climate, demonstrate test-taking tips and strategies for improving test scores, bring to the students a 15-20 minute television show to show what is 'cool at school', interviews with teachers, administrators, public officials, and students, latest trends, discussions about various topics of interest to the school, a 'how to' section, what is going on in different classrooms, such as projects or experiments, a format for showcasing students' talents, a 'homework review' section that would demonstrate how to do the homework in various classes, and would be a medium by which to announce upcoming events or news, etc. This television station would allow clubs, organizations, and administrators to disseminate information to the entire faculty and student body.

RDTV would air every Friday during enrichment time (15 minutes). The audience affected would be the entire student body, including teachers, at Jacksonville High School. Students and teachers could show-off their projects, class work, ideas, and creations.

Multiple academic disciplines would come together to create this program, such as E.A.S.T., drama classes, math classes, science classes, history classes, etc. Students would be encouraged to have proper behavior (no major referrals, etc.) and certain academic qualifications (perhaps a 2.5 or above) in order to qualify for being a part of RDTV. However all students may be on the show at any time, depending upon the segment covered.

A 'suggestion box' will be placed somewhere on the campus for students to drop off suggestions on what they would like to be addressed on upcoming RDTV shows. The winner of each suggestion could become a 'guest' anchor on RDTV the following week. The suggestion box would allow for all students at JHS to be a part of the TV station. This would create a sense of community among the students.

Live streaming is one of the next frontiers for both independent and traditional content studios and with Live-Stream Studio in a Box, it is possible to create live web programming with a similar complexity and energy to live broadcast TV, for a fraction of

the cost. In fact, with the help of UStream, Justin-TV and now YouTube Live, you can broadcast your live video over the internet for free. Broadcast live morning announcements to school campuses and live government public meetings. Studio in the Box provides all the gear needed to produce professional productions just like the big studios.

Studio in a Box is a complete studio for capturing and distributing video productions in any classroom setting. Applied Magic has re-designed the bundle to include several new applications including archive and author DVDs of live productions and streaming live video over the internet. The Studio includes everything you need to capture, edit, record, and distribute video to JHS. This will be implemented in year one if funding allows. Additional technology equipment will be purchased to adapt the interactive boards for viewing live feed in the classrooms. This initiative will be expanded and increase with additional equipment each year of the grant as funding allows.

The district will assist the building leadership team in data review and will continue to support the leader in the evaluation of reports, support the corrective action to be taken, provide guidance for the timely completion of ACSIP, and provide assistance with all federal and state funding.

District personnel will support the building of capacity at the JHS site so that after the Arkansas Leadership Academy consultants and Scholastic Achievement Partners have completed their work the staff will have the capacity to move forward with success without the need of further assistance.

Jacksonville High School's Leadership Team has established a comprehensive sustainability plan that will be employed for the purpose of supporting programming and funding throughout and beyond the grant cycle.

Sustainability strategies include:

- 1) Coordinate with community professionals in submitting grants. The Leadership Team will sign a pledge of support indicating they will give at least one hour of their time each month to engage in grant planning activities. The team will discuss and explore the possibilities of completing an RFP for another grant opportunity to provide a continuation of after-school tutoring.
- 2) JHS will facilitate a training session with the Leadership Team to develop a logic model that aligns priorities with upcoming grant competitions.
- 3.) The School-based licensed, certified Social Worker will bill Medicaid/Medicare for the work with students. This will generate funds to sustain the position of the two social workers.
- 4.) The teachers and administrators will be highly trained and will have the resources to provide additional training to new staff each year.
- 5.) By utilizing the Transformational Intervention model, the school will not be given the opportunity to remove the School Improvement year 7 status; but with creative, innovative techniques, new skills, and perseverance, JHS will soon be a school Achieving AYP Status. This will ultimately create a larger student population due to the current guidelines of School Choice, and larger numbers of students attending JHS generate more revenue for the school.

To increase and sustain capacity JHS must develop a shared vision for school improvement strategies with the lead and support educational partners. This vision must be communicated to the staff and all stakeholders with specific expectations for success. The teaching staff must have sufficient time available to participate in activities for professional growth. The staff must have access to materials and resources to implement the programs effectively. Teachers will be supported through classroom walkthroughs or observations using rubrics to ensure concepts and practices are being implemented with fidelity. Clear goals will be effectively communicated to parents and the community by the liaison, administration, and staff.

Both the amount and quality of instruction will be expanded for all students to ensure understanding and greater proficiency for all.

In addition, the outside consultants will support the principal and the leadership team in planning parent meetings throughout the school year to provide information on how parents can better support their students attendance to help them be more successful.

\*\*\*See attachment: "SCHOOL SUPPORT RUBRIC"

SECTION B, PART 4:

**B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools**

The PCSSD Tier III schools are not being served by this school improvement grant.

The SIG 1003(g) funding is not intended for the Tier III schools, however, through the use of district and federal funding the primary feeder schools will be provided the necessary tools to reach AYP. The students that attend these elementary schools eventually feed through Jacksonville Middle School and into Jacksonville High School. Listed here are the schools with their Adequate Yearly Progress (AYP) and Free and Reduced Lunch status (FRL):

- \* Harris Elementary is in Whole School Improvement Year 2 (WSI-2) with FRL of 92.18%;
- \* Jacksonville Elementary School is in Targeted Intensive Improvement year 4 (TII-4) with a FRL of 84.37%;
- \* Warren Dupree Elementary School's AYP status is Achieving (Ach) with a FRL of 76.22%.
- \* Pinewood Elementary School is in Alert Status (A) with a FRL of 73.88%;
- \* Taylor Elementary School is in Whole School Intensive Improvement (WSII-5-R) with FRL of 81.36%

These elementary schools feed into -

Jacksonville Middle School which is in Alert Status (A) with FRL of 74.14%

The elementary feeder schools that supply Jacksonville Middle must work to become high achieving schools meeting AYP status each year. This will improve the students basic math and literacy proficiency levels for those who are feeding into Jacksonville Middle School.

Jacksonville Middle School students must in turn become high achieving through district and school initiatives and increase their AYP percentages.

With the district's help these things can be accomplished. By working throughout the feeder schools to increase student knowledge and ability, this will raise the proficiency levels of all students coming to Jacksonville High School and help JHS become and remain a highly successful school once again.

SECTION B, PART 5:

ADE Timeline

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

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

**ADE REVIEW PROCESS:**

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

## B. DESCRIPTIVE INFORMATION: Timeline

### YEAR ONE TIMELINE

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

April 2011 – June 2012 Pre-implementation

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

April	Prepare and send letters to staff and parents explaining the intervention model and upcoming grant activities. Post job openings and start scheduling interview dates. Begin the process for completing the needed infrastructure for the new technology and organize list for ordering materials. Start working on new master schedule. Schedule the Educational consultant for the monthly meetings.
May	Order technology equipment, Hire Parent Liaison to begin holding meetings with community and parents to prepare for the changes. Hire Staff. Install wiring for the technology.
June	Begin planning for the teacher's professional development to be held in August. Begin preparations for the one week Summer Orientation for Ninth graders which will be held in July. Hold leadership meeting to look at long term strategies and implementation. Review plans and goals for year one and beyond. Mentor administrators on use of rubrics and tools for classroom and school observation. Collect data and determine actions and timelines. Order Studio in a Box for the RDTV initiative.



2011-12 School Year

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

2011-12 School Year	
July	Install technology throughout the campus buildings. Begin Arkansas Leadership Academy (ALA) training with the JHS ALA team (principal and 4 teachers) Finish master schedule. Review school improvement needs/plans for ACSIP. Hold Ninth Grade Orientation for one week - provide transportation. Scholastic Achievement Partners Keynote speaker.
August	Conduct New Teacher Induction for 3 days. Staff meetings to disaggregate and analyze the data prior to the first day of school. Hold Back To School meeting with staff. Professional Development for all JHS faculty in technology usage /best practices/classroom management/differentiated instruction/develop rubrics for classroom learning. Discuss and review discipline report. Complete technology readiness audit. Staff will take educators learning styles inventory. Hold parent/community meeting. Pre-tests, learning styles inventory, and surveys given to students during first week of school. Hold student assembly to discuss and explain changes and expectations for coming year. Conduct classroom observations. ALA consultant will work with teachers and administrators on school improvement strategies. Scholastic Achievement Partners monthly consultation.
September	Plan parent technology workshop to be held in late September or early October. Conduct Building Audit & Classroom Walk-throughs. Leadership team will meet to go over grant reports and progress. Begin after school tutoring of non-proficient students. Conduct weekly meetings with staff and Leadership team. Review and complete school improvement plans/ACSIP. Set up Renaissance resources to ensure software and hardware are ready for use. Order library resources to ensure adequate titles all classrooms & library. Meet with staff to introduce STAR assessments. Analyze data in data meetings to guide admin and staff in basic use of STAR and READ 180 and math data - to monitor and support teacher practice and for improving leadership feedback and support. ALA consultant will work with teachers and administrators on school improvement strategies. First TLI math testing begins at end of September/first of October. Scholastic Achievement Partners monthly consultation.
October	Meet with college advisors from ASA and ABU to prepare for second semester concurrent course work. Parent/Teacher Conferences. First TLI reading and math testing. Hold parent meeting about learning styles/differentiated learning. Check discipline data. Conduct weekly Leadership meetings. Conduct classroom walk-throughs. ALA consultant will work with teachers and administrators on school improvement strategies. Encourage the students to take the ACT. Plan first educational field trip for qualifying students. Scholastic Achievement Partners monthly consultation.

November	Conduct Building Audit. Conduct weekly Leadership meetings. Review and revise master schedule as needed for coming semester. Second TLI reading and math test, first writing test. ALA consultant will work with teachers and administrators on school improvement strategies. Conduct classroom walkthroughs. Re-assess and evaluate the after school tutoring and other programs that have been in place for the first 9 weeks. Scholastic Achievement Partners monthly consultation.
December	Third TLI math and reading tests. Prepare for semester exams. Plan after school training sessions with Instructional Technology Specialist. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Grant team meeting to assess programs and implementation schedules. Scholastic Achievement Partners monthly consultation.
January	Re-evaluate first semester and make any necessary changes. TLI reading test. Begin Concurrent college course work. Conduct Building Audit. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Complete classroom walkthroughs. Scholastic Achievement Partners monthly consultation.
February	Take reading, writing, and math TLI tests. Monitor students taking part in concurrent college courses. Prepare for Parent/Teacher conferences. Continue the ALA Institutes. Conduct Building Audit. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Complete classroom walkthroughs. Scholastic Achievement Partners monthly consultation.
March	Math TLI test. EOC Literacy test. Plan teaching technology surveys. Evaluate professional development and survey staff. Begin planning ACSIP changes in after school staff meeting. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Scholastic Achievement Partners monthly consultation.
April	Algebra and Geometry tests. Continue observations in classrooms. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. ACSIP team meetings to work on plans for coming year. Post tests and surveys for students. Field trip for qualifying students after testing is completed. Scholastic Achievement Partners monthly consultation.
May	Algebra II test. Meet with representatives from colleges to assess concurrent classes. Grant team meeting to assess grant and reports. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. .
June	Begin planning for the teacher's professional development to be held in August. Begin preparations for the one week Summer Orientation for Ninth graders which will begin in July. Hold leadership meeting to look at long term strategies and implementation. Review plans and goals for year one and beyond.

	Mentor administrators on use of rubrics and tools for classroom and school observation. Collect data and determine actions and timelines. Plan for infrastructure and installation of Sound Room equipment and new desktop computers during summer months.
July	Install remaining technology equipment. Staff meetings to disaggregate the data in preparation for the start of school. Complete analysis of data. Start Arkansas Leadership Academy (ALA) training with the JHS ALA team with 4 additional teachers. Finish master schedule. Review school improvement needs/plans for ACSIP. ALA consultant will continue to work with administrators during summer months to prepare for coming year. Hold Freshman Orientation. Scholastic Achievement Partners keynote speaker.

2012-13 School Year

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

2012-13 School Year	
July	Conduct New Teacher Induction for 3 days. Install remaining technology equipment. Complete analysis of data. Start Arkansas Leadership Academy (ALA) training with the JHS ALA team with 4 additional teachers. Finish master schedule. Review school improvement needs/plans for ACSIP. ALA consultant will continue to work with administrators during summer months to prepare for coming year. Hold Ninth Grade Orientation for one week - provide transportation. Order equipment for sound room.
August	Conduct New Teacher Induction for 3 days. Staff meetings to disaggregate and analyze the data in preparation for the start of school. Hold Back To School meeting with staff. Professional Development for all JHS faculty in technology usage /best practices/classroom management/differentiated instruction/develop rubrics for classroom learning. Discuss and review discipline report. Complete technology readiness audit. Any new staff will take educators learning styles inventory. Hold parent/community meeting. Pre-tests, learning styles inventory, and surveys given to students during first week of school. Hold student assembly to discuss and explain changes and expectations for coming year. Conduct classroom observations. ALA consultant will work with teachers and administrators on school improvement strategies. Scholastic Achievement Partners monthly consultation.
September	Plan parent technology workshop to be held in late September or early October. Conduct Building Audit & Classroom Walk-throughs. Leadership team will meet to go over grant reports and progress. Begin after school tutoring of non-proficient students. Conduct weekly meetings with staff and Leadership team. Review and complete school improvement plans/ACSIP. Set up Renaissance resources to ensure software and hardware are ready for use. Order library resources to ensure adequate titles all classrooms & library. Meet with staff to review STAR assessments. Analyze data in data meetings to guide admin and staff in basic use of STAR and READ 180 and math data - to monitor and support teacher practice and for improving leadership feedback and support. Hold ALA meetings with staff. ALA consultant will work with teachers and administrators on school improvement strategies. First TLI math testing begins at end of September/first of October. Scholastic Achievement Partners monthly consultation.
October	Meet with college advisors from ASA and ABU to prepare for second semester concurrent course work. Parent/Teacher Conferences. First TLI reading and math testing. Hold parent meeting about learning styles/differentiated learning. Check discipline data. Conduct weekly leadership meetings. Conduct

	classroom walk-throughs. ALA consultant will work with teachers and administrators on school improvement strategies. Encourage the students to take the ACT. Scholastic Achievement Partners monthly consultation.
November	Conduct Building Audit. Conduct weekly leadership meetings. Review and revise master schedule as needed Second TLI reading and math test, first writing test. ALA consultant will work with teachers and administrators on school improvement strategies. Conduct classroom walkthroughs. Re-assess and evaluate the after school tutoring and other programs that have been in place for the first 9 weeks. Field trip for qualifying students. Scholastic Achievement Partners monthly consultation.
December	Third TLI math and reading tests. Prepare for semester exams. Plan after school training sessions with Instructional Technology Specialist. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Grant team meeting to assess programs and implementation schedules. Scholastic Achievement Partners monthly consultation.
January	Re-evaluate first semester and make any necessary changes. TLI reading test. Begin Concurrent college course work. Conduct Building Audit. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Complete classroom walkthroughs. Scholastic Achievement Partners monthly consultation.
February	Take reading, writing, and math TLI tests. Monitor students taking part in concurrent college courses. Prepare for Parent/Teacher conferences. Continue the ALA Institutes. Conduct Building Audit. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Complete classroom walkthroughs. Scholastic Achievement Partners monthly consultation.
March	Math TLI test. EOC Literacy test. Plan teaching technology surveys. Evaluate professional development and survey staff. Begin planning ACSIP changes in after school staff meeting. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Scholastic Achievement Partners monthly consultation.
April	Algebra and Geometry tests. Continue observations in classrooms. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. ACSIP team meetings to work on plans for coming year. Post tests and surveys for students. Schedule field trip for after testing is completed. Scholastic Achievement Partners monthly consultation.
May	Algebra II test. Meet with representatives from colleges to assess concurrent classes. Grant team meeting to assess grant and reports. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies.

June	Begin planning for the teacher's professional development to be held in August. Begin preparations for the one week Summer Orientation for Ninth graders which will begin in July. Hold leadership meeting to look at long term strategies and implementation. Review plans and goals for coming year and beyond. Mentor administrators on use of rubrics and tools for classroom and school observation. Collect data and determine actions and timelines.
July	Install any remaining technology equipment. Start Arkansas Leadership Academy (ALA) training with the JHS ALA team with 4 additional teachers. Finish master schedule. Review school improvement needs/plans for ACSIP. ALA consultant will continue to work with administrators during summer months to prepare for coming year. Hold Ninth Grade Orientation for one week - provide transportation.

2013-14 School Year

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

July	Install any remaining technology equipment. Start Arkansas Leadership Academy (ALA) training with the JHS ALA team with 4 additional teachers. Finish master schedule. Review school improvement needs/plans for ACSIP. ALA consultant will continue to work with administrators during summer months to prepare for coming year. Hold Ninth Grade Orientation for one week - provide transportation. Scholastic Achievement Partners keynote speaker.
August	Conduct New Teacher Induction for 3 days. Hold Back To School meeting with staff. Staff meetings to disaggregate the data and complete analysis of the data. Professional Development for all JHS faculty in technology usage /best practices/classroom management/differentiated instruction/develop rubrics for classroom learning. Discuss and review discipline report. Complete technology readiness audit. New staff will take educators learning styles inventory. Hold parent/community meeting. Pre-tests, learning styles inventory, and surveys given to students during first week of school. Hold student assembly to discuss and explain changes and expectations for coming year. Conduct classroom observations. ALA consultant will work with teachers and administrators on school improvement strategies. Scholastic Achievement Partners monthly consultation.
September	Plan parent technology workshop to be held in late September or early October. Conduct Building Audit & Classroom Walk-throughs. Leadership team will meet to go over grant reports and progress. Begin after school tutoring of non-proficient students. Conduct weekly meetings with staff and Leadership team. Review and complete school improvement plans/ACSIP. Set up Renaissance resources to ensure software and hardware are ready for use. Order library resources to ensure adequate titles all classrooms & library. Meet with staff to review STAR assessments. Analyze data in data meetings to guide admin and staff in basic use of STAR and READ 180 and math data - to monitor and support teacher practice and for improving leadership feedback and support. ALA consultant will work with teachers and administrators on school improvement strategies. First TLI math testing begins at end of September/first of October. Scholastic Achievement Partners monthly consultation.
October	Meet with college advisors from ASA and ABU to prepare for second semester concurrent course work. Parent/Teacher Conferences. First TLI reading and math testing. Hold parent meeting about learning styles/differentiated learning. Check discipline data. Conduct weekly leadership meetings. Conduct

	classroom walk-throughs. ALA consultant will work with teachers and administrators on school improvement strategies. Encourage the students to take the ACT. Scholastic Achievement Partners monthly consultation.
November	Conduct Building Audit. Conduct weekly ALA meetings. Review and revise master schedule as needed for coming semester. Second TLI reading and math test, first writing test. ALA consultant will work with teachers and administrators on school improvement strategies. Conduct classroom walkthroughs. Re-assess and evaluate the after school tutoring and other programs that have been in place for the first 9 weeks. Field trip for students prior to end of semester. Scholastic Achievement Partners monthly consultation.
December	Third TLI math and reading tests. Prepare for semester exams. Plan after school training sessions with Instructional Technology Specialist. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Grant team meeting to assess programs and implementation schedules. Scholastic Achievement Partners monthly consultation.
January	Re-evaluate first semester and make any necessary changes. TLI reading test. Begin Concurrent college course work. Conduct Building Audit. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Complete classroom walkthroughs. Scholastic Achievement Partners monthly consultation.
February	Take reading, writing, and math TLI tests. Monitor students taking part in concurrent college courses. Prepare for Parent/Teacher conferences. Continue the ALA Institutes. Conduct Building Audit. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Complete classroom walkthroughs. Scholastic Achievement Partners monthly consultation.
March	Math TLI test. EOC Literacy test. Plan teaching technology surveys. Evaluate professional development and survey staff. Begin planning ACSIP changes in after school staff meeting. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. Scholastic Achievement Partners monthly consultation.
April	Algebra and Geometry tests. Continue observations in classrooms. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. ACSIP team meetings to work on plans for coming year. Post tests and surveys for students. Field trip after testing is completed. Scholastic Achievement Partners monthly consultation.
May	Algebra II test. Meet with representatives from colleges to assess concurrent classes. Grant team

	meeting to assess grant and reports. ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies. .
June	Begin planning for the teacher's professional development to be held in August. Begin preparations for the one week Summer Orientation for Ninth graders which will begin in July. Hold leadership meeting to look at long term strategies and implementation. Review plans and goals for coming year and beyond. Mentor administrators on use of rubrics and tools for classroom and school observation. Collect data and determine actions and timelines.
July	Install any remaining technology equipment. Start Arkansas Leadership Academy (ALA) training with the JHS ALA team with 4 additional teachers. Finish master schedule. Review school improvement needs/plans for ACSIP. ALA consultant will continue to work with administrators during summer months to prepare for coming year. Hold Ninth Grade Orientation for one week - provide transportation.

SECTION B, PART 6:

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

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

Date	Department	Attendees	
		Name	Position
January, 13, 2011; January 18, 2011	JHS Leadership team with Arkansas Leadership Academy Consultant(ALA)	Delena Gammill	ALA consultant
		Karl Brown	Director of JHS
		Chris Jones Kathy Goff	Assistant Principal Fed.Prog./Grant assistance
		Janis Christian	Literacy Facilitator
		Sandy Williams Bobby Pruitt	Dean of Students Principal
10/7//10; 11/17/10; 12/13/10; 2/23/11	Special Ed Co-Teaching training and Webinars	Jenny Dunn Ron Love	Special Ed Director SPED Coordinator
		Susanne Smith Jennifer Powell	Dept chair SPED coordinator
		Teresa Waites Jennifer Howe	SPED teacher SPED teacher
		Charles Parliament Chris Jones	SPED teacher Assistant Principal
weekly meetings per department	Professional Learning Community meetings by all school departments	all teachers in those department	Math English
		all teachers in those department	Science History
		all teachers in that department	Special Education
weekly meetings with campus dept. and monthly meetings with district dept	Counseling Department - on campus and district level	Linda Thurston Pamela Perez	counselors
		Chris Jones	Assistant Principal
		Sandy Williams	Dean of Students
		LaJuana Green	District Coordinator of Counseling
3/15/11	Site-based decision-making advisory committee	L. Ingram P. White	Chair support member

		L Hearn C. Bales	certified member certified member
		B. Landrum E. Nix	certified member certified member
		Karl Brown Kathy Goff Sandy Williams J. Christian	Director of JHS Fed Programs/Grant Dean of Students Literacy Facilitator
3/11/11	Transportation Dept	Emanuel McGhee	interim director of transportation
		Sandy Williams	JHS Dean of Students
3/14/11	Technology Dept Facilities Dept	Derrick Brown	Director of Technology
	***See Attachment: MINUTES & AGENDAS for additional documentation	Derek Scott	Director of Facilities
		Chris Jones	Assistant Principa
		Sandy Williams	Assistant Principal

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

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

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

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

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

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

## SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Pulaski County Special School District / Jacksonville High School

Tier II

Total 3-Year Budget \$5,768,560.

### **Pre-Implementation:**

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

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

**COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN**

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

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

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

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

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

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

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input checked="" type="checkbox"/> Select a new principal	0	0	0	0
<input checked="" type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools	0	0	0	0
<input checked="" type="checkbox"/> Recruit, place and retain staff	0	0	0	0

<input checked="" type="checkbox"/> Select new staff	\$42,449.	\$285,648.	\$393,810.	\$400,140.
<input checked="" type="checkbox"/> Replace staff deemed ineffective	0	0	0	0
<input checked="" type="checkbox"/> Negotiate collective bargaining agreements	0	0	0	0
<input checked="" type="checkbox"/> Support for staff being reassigned	0	0	0	0
<input checked="" type="checkbox"/> Retaining surplus staff	0	0	0	0
<input checked="" type="checkbox"/> Create partnerships to support transformation model		\$142,150.	\$82,833.	\$82,833.
<input checked="" type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital	0	0	0	0
<input checked="" type="checkbox"/> Adopt a new governance structure	0	0	0	0
<input checked="" type="checkbox"/> High-quality, job-embedded professional development	\$27,100.	\$6,833.	\$76,655.	\$73,822.
<input checked="" type="checkbox"/> Implementing data collection and analysis structures	0	0	0	0
<input type="checkbox"/> Increase learning team (extended day, week, and/or year)	0	0	0	0
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)	0	\$3,750.	\$3,750.	\$3,750.
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input checked="" type="checkbox"/> Concurrent Credit	0	\$20,000.	\$70,000.	\$70,000.
<input checked="" type="checkbox"/> Purchase infrastructure and technology equipment and supplies	\$1,133,104.	\$60,752.	\$769,657.	\$534,720.
<input checked="" type="checkbox"/> Transportation: Tutoring / field trips / driver s' salary& benefit		\$13,849.	\$13,849.	\$13,849.
LEA-activities designed to support implementation of the transformation model	0	0	0	0
Parent Involvement supplies		\$10,000.	\$10,000.	\$10,000.
Stipends	\$25,000.	\$229,365.	\$579,446.	\$579,446.
Total	\$1,227,653.	\$772,347.	\$2,000,000.	\$1,768,560.



## **Budget Narrative:**

### Requirements

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

### Budget Justification

\*\*\* See attachment: "BUDGET JUSTIFICATION"

## D. ASSURANCES

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

By the signature of the Superintendent of Pulaski County Special School District the LEA assures that it will –

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

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

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

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

Superintendent's Signature

Date

Dr. Charles Hopson  
Superintendent's Printed Name

SECTION E:

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

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

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

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

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

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

School Name: Jacksonville High School

LEA #: 6003123

SECTION A, Part 1                      General Information

   LEA Contact Information and Certification

SECTION A, Part 2                      Schools to be Served

   Selection of Identified Schools

   Identification of Intervention Models

SECTION B, PART 1                      Needs Assessment

   Develop a Profile of the School's Context

\_\_\_\_\_    Develop a Profile of the School's Performance

SECTION B, PART 2                      LEA Capacities

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

   Develop Profiles of Available Partners

   Determine Best-Fit Model and Partners

   Define Roles and Develop Contracts

   Forge Working Relationships

   Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

   Annual Goals

SECTION B, PART 4

   Proposed Activities

SECTION B, PART 5

   Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

## Additional Resources

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

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

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

<http://www.centeroninstruction.org>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID) <[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

## Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

[http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end)

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

[http://www.reading.org/resources/issues/focus\\_adolescent.html](http://www.reading.org/resources/issues/focus_adolescent.html)

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

Council of Chief State School Officers  
Adolescent Literacy toolkit available at  
[http://www.ccsso.org/projects/secondary\\_school\\_redesign/Adolescent\\_Literacy\\_Toolkit/](http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/)  
  
Content Area Literacy Guide available at  
[http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE\\_FINAL.pdf](http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf)

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

The National Center for Education Evaluation and Regional Assistance  
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at  
[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)  
  
Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at  
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>