



ARKANSAS DEPARTMENT OF EDUCATION

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

DRAFT

RECEIVED

JUL 30 2010

Division of Learning Services ACSIP

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

SECTION A -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 72206	Starting Date August 19, 2010
Name, title and phone number of authorized contact person Karl Brown, Director on Special Assignment, 501-558-4553	Ending Date May 31, 2013
Amount of funds requested:	Number of schools to be served: _____

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for allotment 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 _____ (Date).

Signature: _____ Date: _____
Superintendent of Schools

AND
Signature: _____ Date: _____
Designated Board Representative

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

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

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

SECTION A -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 72206	Starting Date August 19, 2010
Name, title and phone number of authorized contact person: Karl Brown, Director on Special Assignment, 501-553-4553	Ending Date May 31, 2013
Amount of funds requested:	Number of schools to be served: _____

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 _____ (Date).

Signature: _____
Superintendent of Schools

Date: 7/30/10

AND
Signature: _____
Designated Board Representative

Date: _____

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

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

SECTION C: Budgets. Complete a three-year budget for the LEA and each school selected for services .

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) (Source of Funds Grid: Federal (F) Local (L) State (S) SIG (SIG) or any other grant (please specify))					
School Name:					
TURNAROUND MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Select a new principal					
Assign effective teachers and leaders to lowest achieving schools					
Recruit, place and retain staff					
Select new staff					
Replace staff deemed ineffective					
Negotiate collective bargaining agreements					
Support for staff being reassigned					
Retaining surplus staff					
Create partnerships to support turnaround					
Change decision-making policies and mechanisms around infusion of human capital					
Change operational practices around infusion of human capital					
Adopt a new governance structure					
High-quality, job-embedded professional development					
Implementing data collection and analysis structures					
Increase learning time (extended day, week, and/or year)					
Student supports (emotional, social and community-based)					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Total					
RESTART MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process					
Enroll, within the grades it serves, any former student who wishes to attend the school					
Total					

SECTION B. PART 8:

B. DESCRIPTIVE INFORMATION: LEA Consultation

The superintendent and the board are all working closely to bring this grant application for Jacksonville High School to fruition. A board member is on the grant committee and has kept the board up to date on the progress. The PACT teachers union has several members on the grant committee and have helped compile the information and the data necessary to complete this in a timely manner. Letters, agendas, minutes, and sign-in sheets are attached.

SECTION B, PART 6 - 7:

B. DESCRIPTIVE INFORMATION: Services for Tier III schools

not applicable

SECTION B, PART 5:

B. DESCRIPTIVE INFORMATION: Timeline

First School

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II, and Tier III school identified in Part A of the application.

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

complete grant application	
place orders for equipment and supplies, plan inservices, set up extended day program, schedule enrichment, present programs to teachers and students, encourage students to take ACT	+
extended program in place, read 180 in place, inservice on technology select personnel for programs, P-T conference preparation, Liaison addresses faculty mtg and set days for monthly support tech to meet with teachers for PD	+
first TLI test, set up open-response portfolios, re-evaluate programs that are in place for 1st 9 weeks, hold P/T conferences, continue teacher inservices, update to faculty from liaison, meet with ASU rep on concurrent course work	+
re-evaluate extended day program, assess use of technology, get teacher input on success of each program, update faculty from liaison, support tech meets with teachers	+
2nd TLI test, teacher will check portfolios, update from liaison, prepare for semester exams, support tech meets with teachers	
re-evaluate programs and make necessary changes, begin concurrent courses if funding allows, update faculty from liaison and tech support	
support tech meets w/ teachers, monitor students in concurrent courses, prepare for P-T conferences, evaluate open response readiness of students, update from liaison to faculty	+
last TLI tests, update from liaison, confirm use of technology by all staff, evaluate Professional development, support tech meets w/ teachers, Literacy EOC	
Algebra I and Geometry EOC, support tech mts w/ teachers, update from liaison, complete portfolios	
meet with ASU about concurrent courses, select students for August, Biology and Algebra II EOC, support tech and liaison meet w/ teachers, begin preparation for year 2	+
re-evaluate all programs form year 1	

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities

Recruit, place, and retain staff:

the teachers will be provided with more support and with instructional professional development to better understand and implement the higher order thinking skills and best teaching strategies as described by R. Marzano.

There is a transparent and equitable evaluation system already in place and the district and the union are in negotiations currently.

Principal and teachers are fully aware of the requirement of the transformation model that states "must remove staff who after ample opportunities have been provided for them to improve their professional practice, have not done so."

Additional compensation will be provided to the staff for working additional hours four days each week.

The union will not allow incentive pay so the extra compensation must come through extended hours of work

The instructional reform strategies that are being implemented are research-based and are vertically aligned throughout the district. Data was used to identify and implement the programs. This has been the focus for the past several months within the district.

Student data is collected through quarterly formative assessment tests, yearly End Of Course testing, and daily and weekly teacher assessments.

Building Audits are occurring each quarter at each campus

The Response to Intervention model has been implemented throughout JHS

Smart Boards, and other technology equipment will be provided to all classroom teachers.

Concurrent college credit

Summer or transition classes from middle to high school

Extended day classes

Transportation will be offered/provided to ensure better participation on parent conference nights

Discipline programs will be implemented, teacher morale will be addressed

Smaller class sizes

The director is working directly with the superintendent and has been given the flexibility in all areas to "do what it takes" to improve student achievement

The LEA, the external providers, and the SEA are all working closely together

THIS PAGE INTENTIONALLY LEFT BLANK

LEFT

RIGHT

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

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

Goal # 3-To meet a 10% increase in the number of proficient students in Geometry

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
target non-proficient students	Group students based on test scores on open response	end of course benchmark scores	ongoing through out year	<input checked="" type="checkbox"/> District
ensure more practice in open response	Use TLI and ACTAAP released items as resources for students	student portfolios will contain at least 3 open response problems per 9 weeks/lesson plans/extended day logs w/ open response problems included/edline open response problems	ongoing thru year	<input checked="" type="checkbox"/> School
extend day for individual instruction	Teachers and students log in/out as they participate	EOE release scores on quarterly reports and EOE benchmark tests/more homework completed and turned in	on going thru year	<input checked="" type="checkbox"/> Partner
provide incentives for student achievement	educational field trip/rewards system business partners	The number of students eligible to participate	ongoing thru year	<input type="checkbox"/> Other

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

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

Goal # 2 To meet a 10% increase in the number of proficient students in Literacy

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Use the Read 180 and the AR Renaissance programs ensure more open response practice Target non-proficient students during enrichment extend the day for individual instruction incentives for student achievement	In-service logs for teachers Tests taken on computer TLI/ACTAAP reference items group students with emphasis on open-response questions log in/out of evidence center of participation in educational field trip/rewards from business partners	The number of students testing and the test scores on the test An improvement in reading level for Read 180 students portfolios w/ 3 response problems per 9 weeks/ extended dialog w/open response/edline open response problems Increase in books being checked out of media center end of course / benchmark scores increased scores on quarterly tests/benchmark test more homework completed and turned in The number of students eligible to participate	on-going throughout the year 2011 2012 2013 ongoing thru year on going thru year on going thru year twice per year	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input type="checkbox"/> Other

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

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

Goal # 1 To meet a 10% increase in the number of proficient students in Algebra I

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Target non-proficient students during enrichment period extend the day for individual instruction ensure more practice in open response questions provide incentives for student achievement	group students for enrichment based on test scores teachers and students log in/out as evidence of participation Use of TLI as source for open response questions released items educational field trips/rewards from business partners	end-of-course exam scores increased scores on quarterly tests / benchmark tests portfolios contain at least 3 open response problems per nine weeks/lesson plan books extended day student logs include open response problems/Edline open response items number of students eligible to participate	end of course 2011 2012 2013 on-going throughout the year ongoing thru year twice per year	X <input type="checkbox"/> District X <input checked="" type="checkbox"/> School X <input type="checkbox"/> Partner <input type="checkbox"/> Other

FY 2011 ARRA School Improvement Grant - Section 1003(g) LEA Goals and Objectives				
Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.				
Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Goal # 4 To increase test scores by 10% for special needs students through the Co-Teaching Project and the JEDI Program				
Co-Teaching To develop partnerships between general and special ed. teachers to jointly plan, present, and assess the instruction provided to all students within the classroom JEDI Improve the educational achievement for students at risk due to disability and socio-economic factors	Improved student achievement scores Increased co-teaching partnerships	Improved district and state wide assessments Pre/Post implementation evaluation data Improved educational outcomes on CRT and NRT assessments Data and Target Study	2010-2011 2011-2012 2012-2013	<input type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input type="checkbox"/> Other

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

REFR

DRAFT

**THIS PAGE INTENTIONALLY LEFT
BLANK**

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

Jacksonville High School is in dire need of help to be able to climb out of deep school improvement. The scores in literacy and math over the past several years have been dismal to the point of JHS reaching the level of State Directed - year 7.

The District has replaced the principal and added an additional position of Director but that is not enough. The school also is lacking in up-to-date technology, current and ongoing professional development, and incentives for the staff to succeed. The school has been in such a sad state of disrepair that the teachers and the students have become discouraged and have lost hope. The district is trying to help with the repairs of the building but that will not be enough to encourage the staff and the students.

The scores for math and literacy have only marginally improved over the past three years and in some areas have actually decreased. This must change and do so quickly for the school to become successful.

There are so many areas of need that the district has been unsuccessful in correcting all of the issues.

In times past, the community was a staunch supporter of the school and were proud to be from JHS. Over the past several years, the community pride has been displaced by shame at the deplorable conditions of the buildings and the poor test scores of the students.

This must change, but it cannot happen without help from external providers, extra funding through the SIG 1003(a) grant, the and district LEA.

DRAFT

Step 4 - B - 6: Forge Working Relationships

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

The LEA will already begun the process of promoting the working relationship by including a state representative, a school board member, community business partners, the director on special assignment, the principal, numerous teachers from JHS, Central Office personnel, parents, and the external providers in the process of completing this grant.

Everyone listed is very concerned and wants to help this troubled school. The SEA has offered the LEA (PCSSD) the opportunity to apply for this grant and wants the school (JHS) to be successful. The LEA will work closely with the SEA to carry out the needed requirements of this intervention.

The LEA is fully committed to working with the JHS team to create a safer environment, a cleaner facility, a more progressive, highly trained staff, and higher achieving students. The LEA is also committed to implementing the Transformation Model fully at the JHS campus by fully supporting the decisions of the Director on Special Assignment as he works with the staff and administration at the JHS campus.

DRAFT

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

The Transformation Model will begin the implementation process immediately.

The new principal and director are already in place to begin the new year.

The Director is working closely with the superintendent concerning a rigorous, transparent and equitable evaluation system that also meets approval from the union. The district and union are in negotiations at this time.

The union does not allow the rewarding of staff for increasing student achievement but extended days, four days each week, will be put in place which allow the teachers to receive extra pay for the work of increasing student achievement.

The principal and director will work closely to correct the teacher deficiencies or start the removal process if deficiencies are not corrected.

The district is currently cleaning and repairing numerous problems and concerns on the campus and within the buildings at JHS. By creating a better atmosphere and implementing state of the art technology and revamping the professional development process, it is the hope and desire of the district LEA that teachers will be encouraged and want to work at JHS.

The JHS and district administrative team have worked diligently to put in place the necessary reform to address student academic needs. The literacy components will require a pod of computers to be placed in each room, a Smart Board and document camera will also be included in each classroom along with a student response system for compiling student responses and creating a data base for student academic data. These technology items will be ordered as soon as possible and will be installed within the first semester this year.

Professional Development will be provided to build capacity within each subject area and with the technological item. In addition to the technology, Renaissance Learning will be added to the media center and classroom computers to give extra help to the students in building reading success. This will be added during the first semester also.

ASU/Beebe has agreed to provide concurrent courses at JHS so the students gain college credit while they are still in high school. This will begin by the second semester or during the fall of 2010.

The Special Education Department will implement and receive professional development for the Co-Teaching model to increase student scores in those areas as well. JEDI will be included to increase scores in these areas and will begin immediately.

By utilizing the new technology, teachers will be better able to compile data and begin the process of differentiated instruction for all student needs.

The extended day for the students will include an additional 2 hours and 25 minutes each day for four days each week, Monday through Thursday. This will begin in August of the first year and continue for the duration of the grant. Students from all grade levels within the high school will be encouraged to attend the extended day to receive the help necessary to increase their academic abilities. The staff will receive additional hourly pay for the hours worked. The teachers will rotate the work load depending upon the number of students attending each day. The school buses will run an extra route to take the students home each of the four days. The students will be given the opportunity to work with the teachers and receive additional supplies to work with.

The staff will receive in-service on the new technology components as soon as the equipment is in place.

Parent Conferences will be held and local church volunteers will be used to provide transportation for the parents to attend the conferences. The buses will receive a donation for the use of the buses each year.

The community will be included in looking for the signs of their marquee to display upcoming school events. The parent facilitator will send e-mail to the community partners with the dates and events. The business partners will also help with reward and incentive for the students as their grades/scores increase.

The Director is overseeing the school and has full support to create and implement the reform needed to turn the school around. A technical facilitator and also a network technician will be hired to oversee the technology at JHS. They will be housed full time at the Jacksonville campus. The addition of all the technology has also added the concern of needing to re-key the locks on the classroom doors to help protect the new equipment. That will be one of the first things to happen.

The ALA has already provided a schedule for the administrators and teachers to begin the process. The Scholastic / Read 180 is also ready and waiting to hear from us that the grant has been awarded.

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

The Arkansas Leadership Academy has a proven track record for helping schools. The performance expectations have been thoroughly reviewed by legal counsel and a contract has been made with the ALA.

Some of the performance expectations for ALA are:

- * Build leadership capacity within the building principal and director
- * Create an understanding of the concepts of deep knowledge of teaching and learning
- * Provide the tools and opportunity to develop a professional development system that has clear accountable measurements of improved teaching and learning
- * Building and Maintaining Collaborative Relationships
- * Building and Sustaining Accountability Systems

The Scholastic Tiered Intervention Solutions (Read 180/System 44) has also been thoroughly reviewed and some of the performance expectations are:

- * Provide intervention materials and services for 217 below proficient students
- * Provide training/professional development of staff to ensure capacity building
- * Provide ongoing classroom implementation support to help accelerate these gains
- * Provide the technical support to ensure the technology components run

The Arkansas Leadership Academy will provide quarterly updates to the LEA
The Scholastic Read 180 will provide continuous data for each student

Step 4 - B - 5: 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 ADE	Accountability -To oversee the grant funding, objectives, timeline, and overall implementation
Local Education Agency PCSSD	PCSSD will work closely with the staff, parents, and students at JHS to ensure success with the implementation of every aspect of the model including the finances.
Internal Partner (LEA staff): Jacksonville High School	The staff will work diligently together to create a successful learning environment for the students
Lead Partner: Arkansas Leadership Academy	ALA will be committed to help establish learning communities, collaboration, and support
Support Partner: Scholastic/ Read 180/System 44	To target below proficient students for intervention treatment by their needs
Support Partner:	
Support Partner:	
Principal June Haynie	To establish clear goals for the school and keep those goals to the forefront of the school's attention
School Teams JHS teachers and staff	Must strive to be the best possible teaching force in the district
Parents & Community Community partners and parents	To provide support for the students and staff to create a united front for education

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

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

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

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

DRAFT

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

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

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

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

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

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

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

School Closure Model

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

This is not an acceptable model for PCSSD at this time.

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

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

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

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

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

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

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

8. How will the SEA assist with the restart?

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

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?

With this model, multiple changes would have to take place to be able to fully implement. The changes are not acceptable to the bargaining unit at PCSSD at this time.

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

The Restart Model

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

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

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

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

Relocating teachers under contractual agreements would disrupt teacher placement at all the schools and would cause a ripple effect

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

unknown at this time

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

unknown

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

This would be detrimental to the district

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

This would be detrimental to the district

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

To make this happen, the Director will work closely with the principal and the assistant principals but will ultimately answer to the superintendent. The superintendent, director, and principal, will meet to discuss issues involving this model and other school issues as the need arises.

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 district has committed to sending the principal and director to the Principal's Academy, additionally, each year a number of teachers will attend the Teacher Leader Institute, and then teams of teachers to go the Academy to help with building capacity. The district is very supportive of the transformation model.

The Turnaround Model

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

The union presence is not favorable to the process of eliminating or removing a majority of the teaching staff.

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?

The LEA brought in a principal with proven ability to raise teacher morale and decrease student discipline

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

The union is not favorable to the process of moving or recruiting teachers.

1. Based on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school. This is only a crude estimation of the best possible model, but it is a place to start.

Best Fit Ranking of Intervention Models

- A. Best Fit: Transformation
- B. Second Best Fit: Turnaround
- C. Third Best Fit: Restart
- D. Fourth Best Fit: Restart

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

The Transformation Model

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

The district superintendent has selected a new principal and also placed a director on special assignment at JHS. The principal has the ability to connect with the staff, raise morale, and decrease student discipline problems. This principal was also chosen for her communication skills within the school and the community.

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

In utilizing the Transformation model, the rigorous staff evaluation will allow teachers to have numerous occasions to correct deficiencies before dramatic changes such as teacher removal are initiated

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

There is a Director on Special Assignment from the Superintendent who will work closely with the principal to implement the transformation model and development system. Having the additional administrative presence will help with the overall Transformation and instituting the procedures. The district LEA will fully support the necessary changes that will take place through the use of the Transformation Model.

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

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

CHARACTERISTICS OF PERFORMANCE AND CAPACITY				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
School Performance				
<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		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional leadership		✓		
<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	✓	✓		
District Capacity				
<input type="checkbox"/> Willingness to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school laws			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input type="checkbox"/> Strong Community commitment to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

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)
Arkansas Leadership Academy	Y		support of SI schools	help public schools work to get out of school improvement
Scholastic/Read 180/ System 44		Y	improve literacy levels	public schools in 50 states/ improve literacy levels

DRAFT

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)

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)

Turnaround

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

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		provides support for SI	Arkansas public schools with evidence of results in helping improve SI
Scholastic / Read 180 / System 44		Y	Advancing Literacy skills for all students	Arkansas public schools/all 50 states/greatly increased literacy scores at all grade levels
				Arkansas public schools/all 50 states/greatly increased literacy scores at all grade levels
				Arkansas public schools/all 50 states/greatly increased literacy scores at all grade levels
				Arkansas public schools/all 50 states/greatly increased literacy scores at all grade levels
				Arkansas public schools/all 50 states/greatly increased literacy scores at all grade levels
				Arkansas public schools/all 50 states/greatly increased literacy scores at all grade levels
				Arkansas public schools/all 50 states/greatly increased literacy scores at all grade levels

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

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; 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		Provides support for SI schools	Arkansas public schools with excellent results in helping reduce SI status
Scholastic / Read 180 / System 44		Y	Advancing literacy skills for	all grade levels/public schools/all 50 states/greatly increased literacy scores at all

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:

State statutes allow for school closings, however this is not financially possible because of the drain on state resources.

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

Closure is not financially or feasibly possible for the district, JHS is very large and there is not another school close enough or large enough to absorb the students.

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

Relocating teachers under contractual agreements would disrupt teaching and learning at the other schools, causing a ripple effect.

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

There are no higher achieving schools, all the other high schools within the district are also in school improvement.

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:

State statutes provide for the state to take over schools and reorganize them, but they are very reluctant to do so. The state also limits the number of EMOs.

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:

Because the district is a non-profit organization, animosity would be created between the EMO and the school board. The EMO would operate under different guidelines than the other existing schools. Once a student is forced out of an EMO he returns to a public school without state and federal compensation.

3. District contractual agreements, including collective bargaining, that affect district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:

The EMO would operate under different guidelines than the other existing schools, which would create a difference among teacher, hence, the union is not favorable towards.

DRAFT

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:

The ADE has disallowed past attempts by PCSSD to establish a charter school.

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

Jacksonville contemplated withdrawing from PCSSD and becoming its own district.

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

The bargaining unit discourages charter schools because teachers are treated differently between campuses.

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:

The Smart Accountability Resource guide "Turning Around Schools" shows that JHS would benefit from this model.

JHS is site-based, which is allowed by state statute. The principal has only one vote, which limits her autonomy.

The strength of JHS being site-based is that there is more teacher input.

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

The district superintendent has put a director in place that the principal is accountable to, so she will not have ultimate control.

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

The teacher's bargaining unit prohibits eliminating 50% of the faculty. Their contract opposes merit pay.

However, teachers can be paid for extra work.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

**Selecting the Intervention Model and Partners for a Low-Achieving School
Step 4 – B - 2: Develop Profiles of Available Intervention Models – Please respond to each section**

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to 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:

A newly appointed principal has been selected to lead JHS. This principal has the clear potential to deal with pressing issues that are influencing student learning. She has a proven track record of handling discipline issues, improving teacher morale, and efficiently guiding professional learning opportunities.

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

The principal is receiving support from a director who was appointed by the superintendent to be the overseer of the school and administrators who exhibit the same criteria for leadership. Additional support will be provided through targeted assessments to monitor student progress quarterly. Extended teaching hours will be implemented with approval from the district.

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

There is nothing in the collective bargaining contract that would prohibit this model. Also, the union embraces opportunities to improve student learning.

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 community of Jacksonville historically has supported the high school and would readily support the school again if they felt that there was hope. In speaking with them, I saw hope rising as they heard of the things that were planned for the JHS staff and students. I have gathered perceptual data from community business partners, former students who work within the community and from staff members with years of service at Jacksonville High School. I have also included the test results from Jacksonville High School and Middle School. There is insufficient space to include all the perceptual data on this form so an attachment will be included.

DRAFT

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

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

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

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

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

The detailed summary of the schools is quite lengthy as written by the new principal, it is in an attachment.

Pulaski County Special School District will support JPS by providing a new principal with a track record for improving teacher morale, student scores, student discipline, etc. Additionally, the district LEA will provide support through continued use of targeted assessments, building audits, adding an additional layer of administration in the form of a director on special assignment from the superintendent to oversee the school.

In addition to the demographics of the student population of JHS, Jacksonville has become a large transition community because: 1. The Air Force base and 2. the transient nature of the low income population. The high mobility of the families and the students within the Jacksonville community and surrounding area has had a large influence on all the schools that feed into JHS. The over-all data shows poor test scores in literacy and math at most of the feeder schools leading into JHS.

The School Improvement status at the elementary feeder schools is representative of the overlying issues of the area: Taylor elementary is WSII-5; Harris elementary is SI-2; Jacksonville elementary has struggled but this year -overall met status, and if they continue to improve through the 2010-2011 school year, they will be out of School Improvement; Pinewood elementary is on alert for Math; and Warren Dupree has met status. The students at the Jacksonville Middle School have struggled but for this year they are on Alert status in both subject areas. Jacksonville High is now at SD-7

In looking at the School Improvement status of the schools that feed into JHS we see a pattern of students struggling as they go through the various school levels. This is a pattern that must be stopped.

The characteristics listed above have created a high school in severe need of help and guidance in ways to reach the academically struggling students.

Therefore, we have chosen Arkansas Leadership Academy and Scholastic / Read 180 as our two external providers.

The demographics of the community of Jacksonville show a variety of issues which in turn affect the demographics of the student population. Jacksonville has become a large transition community in part because of the Air Force base but also in part because of the transient nature of the low income population. The high mobility of the families and the students within those families has created a "revolving door" effect within the high school. Other characteristics of the students are:

- an increase of ELL students starting to enroll in JHS
- many single parent families
- Large numbers of foster care students
- Students on probation (in the legal system)
- Many teen mothers attending school as high school students

The characteristics listed above have created a school in severe need of help and guidance in ways to reach the students.

The external providers were chosen for their ability to reach the teachers and the students to help in multiple areas

The Arkansas Leadership Academy, through the use of research and best practices, designs creative and innovative approaches to establish learning communities in public schools by developing human resources and by modeling and advocating collaboration, support, shared decision making, team learning, risk taking, and problem solving.

Effective teaching and learning is the core of any successful school and the Arkansas Leadership Academy will accomplish this by working with teams from Jacksonville High for the purpose of improving teaching and learning.

Scholastic (Read 180) understands the link between literacy and success and as such Scholastic has been at the forefront of an intensive effort to improve literacy achievement and reduce the dropout rate for over the past ten years. Scholastic has demonstrated the ability to scale student achievement in over 5,000 classrooms and servicing 1,000,000 struggling students everyday resulting in Scholastic's Best Practices:

- A data-centric orientation. Data analysis allows us to target all below proficient students for intervention treatment and group by their instructional needs. Data-driven instruction is at the heart of ALL Scholastic intervention programs. Leveraging adaptive technology to collect and report on student, class, school, and district data
- Scholastic has worked with some of the most challenging schools in the country to produce sustained gains in student achievement. They've seen firsthand that it can be done. We know that literacy is an engine that drives far more than higher test scores. It drives self-esteem, confidence and a belief in student's ability to learn. Real change starts with culture: Successful schools are communities, comprised of students, teachers, leaders and parents who share a common vision for improvement.

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?

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

The students of JHS are struggling in the following subjects:

Algebra - with a 49% proficiency rate

Biology - with a 9% proficiency rate

Geometry - with a 37% proficiency rate

Literacy - with a 36.8% proficiency rate

DRAFT

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

Key Questions

1. Which students are experiencing the lowest achievement?

In looking through the data and statistics with the grant committee, it is our conclusion that African-American, the highly mobile, the low socio-economic, and the Special Ed students are the lowest achieving sub-populations of students within the Jacksonville High School.

2. Which students are experiencing the lowest graduation rates?

In researching the data it appears that the black student graduates are just a slight percentage below the white student graduates.

The total graduation percentages that were acquired through the JHS counselor's office (all grads 88%) are not a mirror image of the NORMES percentages (all - 69.9%). In talking with the counselor and taking into account the seniors who finished their course work this summer; the graduation rate for JHS increased by 18.1% over the number reported by NORMES. 100% of the Hispanic seniors graduated but the number of Hispanics in comparison to the number of white and black kept the percentages low.

PCSSD does not track the "other ethnic" or "special education" categories for graduation statistics, therefore the numbers were not available for inclusion.

Test Year: _____

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										
Science								14%		
Social Studies										
Writing										
Other										
Algebra I							23%			
Geometry								24%		

4. Average daily attendance percentage for last complete school year: 95.24% Year: 2010

5. Mobility rate for last complete school year: 11% Year: 2010

6. Graduation rate for all students for most recent year: 88% Year: 2010

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

	All Students	White, non-Hispanic	Black, non-Hispanic	Hispanic	Other Ethnic	Special Education
2010			43%	2%		
2009	96%	47%	46%	3%		
2008	91%	46%	42%	3%		

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										
Science								9%		
Social Studies										
Writing										
Other										
Algebra I							49%			
Geometry								37%		

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										
Science								13%		
Social Studies										
Writing										
Other										
Algebra I							33%			
Geometry								36%		

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: 2010

Subject	White, non-Hispanic		Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/Language/English	48.6	48.3	27	25	14.7	42.9	42.9	57.1				0	0	
Mathematics	55.2	59.1	37.9	25	18.2	25	53.8	38.1				15	5	
Science														
Social Studies														
Writing														

Through the process of Restructuring, Jacksonville High School has participated in America's Choice for the past three years. While under this model, Jacksonville High School implemented an A-B block schedule to accommodate longer periods for instruction. They worked closely with their America's Choice coach to help improve instruction and student engagement. The school has had two full-time literacy facilitators.

The Freshman Academy was implemented three years ago with the purpose of identifying incoming freshman who need extra help with academics and social/emotional needs. A full-time counselor has been allocated to work with the 9th grade students. This program was put in place to support students staying in school, thus increasing the graduation rate at Jacksonville High School.

STAR Academy was started in the 2009-2010 school year. This nationally recognized program is aimed at students who are behind because of retention, absences, etc. Through the use of technology 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 year at STAR, and be on track to graduate with the peers they started school with. Arkansas Department of Education was instrumental in helping Pulaski County Special School District research and implement this national program.

2009-2010 - JHS now has a full time nurse on campus.

The district has an Alternative Learning Environment housed at the Fuller Complex to educate the students with multiple issues that cause disruptions in the regular classrooms.

Pathfinder interventions are available for the handicapped, disabled, or special needs students at JHS.

There is a part-time D.A.R.E. officer on campus.

The evaluation process at PCSSD is still under the Master Contract as set by the Professional Negotiations Agreement between the Board of Directors of the Pulaski County Special School District and the Pulaski Association of Classroom Teachers. As such, I have attached a copy of the actual certified evaluation tool in its entirety.

The negotiations are ongoing as we speak.

The teachers will be evaluated by the administrators and / or director. Tenured teachers have one scheduled evaluation per year and probationary teachers have two scheduled evaluations per year.

DRAFT

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

Karl Brown, Director on Special Assignment, will use the PCSSD Appraisal of Principals instrument to evaluate administrators. Each administrator will be evaluated quarterly. Prior to the initial evaluation, the Director will meet with each administrator to discuss time and day for the evaluation. The Director will review evaluation instrument with each administrator during the first week of September. 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 evaluation form are marked "area of concern" or unsatisfactory.

DRAFT

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

students:

The Jacksonville Middle School is the only middle school that feeds into Jacksonville High School.
 The elementary schools that primarily feed into Jacksonville Middle School are Warren Dupree Elementary, Harris Elementary, Jacksonville Elementary, Murrell Taylor Elementary, and Pinewood Elementary.

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
Director on Special Assignment	Assistant Superintendent, Principal	0	0	29
Principal	MS Sciences, Gen. Edu., Adv. Bio, Gen. Sci., Earth Sci., FACS, Health, Admin.	4	0	31
Assistant Principal	K-12 Admin, PE K-12, Coaching	6	0	11.5
Assistant Principal	Phy. Ed., Biology, Gen. Science, Health Ed.	17	31	33

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

Name of School: Jacksonville High School LEA #: 6003123

Context

1. Grade levels (e.g., 9-12): 9-12 2. Total Enrollment: 1,047
3. % Free/Reduced Lunch: 51.4% Special Education Students: 12%
5. % English Language Learners: 3%

6. Home Languages of English Language Learners (list up to 3 most frequent:)

- English
- Spanish
- Korean

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

The Jacksonville High School catchment or enrollment area covers a large rural, suburban, and urban area in northern Pulaski County. The community is currently considered to be a 50% + transient community due to the high number of rental properties and apartments within the area. The estimated population for 2010 is 31,017 with 59.9% Caucasian, 31.12% African American, American Indian 0.89%, Asian 2.15%, Native Hawaiian 0.39%, and Some Other Race combined 5.45%. The median age is 31.79. The percentage of those over the age of 25 with a high school diploma - 35.80%, with some college - 14.48%, associates or bachelors degrees - 19.83%, master's degree - 4.06%, and professional school degree - 1.01%. The median household income is \$4,729 with the per capita income at \$18,806. The Jacksonville 2010 estimated percentages of families at or above poverty - 83.21%, the families at or above poverty with children - 44.19%, the families below poverty - 14.63%. 43.40% of the working population in Jacksonville is blue collar or service workers. The majority of the elementary schools feeding in to the Jacksonville Middle School are populated with high percentages of transient students with poverty. Harris Elementary has 92% FRL, Jacksonville Elementary has 84% FRL, Taylor Elementary has 81% FRL, Warren Dupree has 76% FRL, and Pinewood Elementary has 74% FRL. Jacksonville Middle School has 74% FRL as of the October 1 count for 2009. In talking with the teachers in the Jacksonville High school and in looking over the community demographics of Jacksonville and district AYP data, it appears that many of the students who are in the feeder schools and coming up and into the Jacksonville High School have varying degrees of poverty coupled with low test scores.

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

SECTION A -2: Schools to be Served

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

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

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

Jacksonville High School	051185000919	9-12	X				X

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

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

(district) the LEA assures that it will -

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

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

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

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

Charles L. Hopson
Superintendent's Signature

7/30/10
Date

Charles L. Hopson
Superintendent's Printed Name

7/30/10
Date

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S) SIG (SIG) or any other grant (please specify)					
School Name:					
TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness					
Select a new principal	X				
Make staff replacements	X	X	X		L
Support required, recommended and diagnostic strategies	X	X	X		S,L,SIG,F
Change and sustain decision making policies and mechanisms	X	X	X		L
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices	X	X	X		L, SIG
Implement local evaluations of teachers and principal	X				L
Additional options (specify) Any of the required and permissible activities under the transformation model	X	X	X		L,SIG
Subtotal					
2. Reforming instructional programs	X	X	X		L,S,SIG
Develop data collection and analysis processes	X				L,SIG
Use data to drive decision making	X	X	X		L,SIG,
Align curriculum vertically and horizontally	X	X	X		L,
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)	X	X	X		SIG
Subtotal					
3. Increasing learning time and creating community-oriented schools	X	X	X		SIG,L
Increase learning time (extended day, week, or year)	X	X	X		SIG
Develop community partnerships that support the model	X	X	X		SIG
Implement parent and community involvement strategies for ongoing engagement and support	X	X	X		L,SIG
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)	X	X	X		SIG
Subtotal					
4. Flexibility and Sustained Support	X	X	X		L,S,F, SIG
Implement a comprehensive approach to school transformation	X	X	X		SIG,
Ongoing, intensive professional development and technical assistance from the LEA and the SEA	X	X	X		L,S
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)	X	X	X		SIG
Subtotal					
Total for Transformation Model					
CLOSURE MODEL	Year 1	-	-	Total	Source of Funds
Costs associated with parent and community outreach					
Costs for student attending new school					
Total					

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specify)					
School Name:					
TURNAROUND MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Select a new principal					
Assign effective teachers and leaders to lowest achieving schools					
Recruit, place and retain staff					
Select new staff					
Replace staff deemed ineffective					
Negotiate collective bargaining agreements					
Support for staff being reassigned					
Retaining surplus staff					
Create partnerships to support turnaround					
Change decision-making policies and mechanisms around infusion of human capital					
Change operational practices around infusion of human capital					
Adopt a new governance structure					
High-quality, job-embedded professional development					
Implementing data collection and analysis structures					
Increase learning team (extended day, week, and/or year)					
Student supports (emotional, social and community-based)					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Total					
RESTART MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process					
Enroll, within the grades it serves, any former student who wishes to attend the school					
Total					

<p align="center">Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S) SIG (SIG) or any other grant (please specify)</p>					
School Name:					
TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness					
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies					
Change and sustain decision making policies and mechanisms					
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices					
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model					
Subtotal					
2. Reforming instructional programs					
Develop data collection and analysis processes					
Use data to drive decision making					
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal					
3. Increasing learning time and creating community-oriented schools					
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal					
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation					
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal					
Total for Transformation Model					
CLOSURE MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Costs associated with parent and community outreach					
Costs for student attending new school					
Total					

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG) or any other grant (please specify)					
School Name:					
TURNAROUND MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Select a new principal					
Assign effective teachers and leaders to lowest achieving schools					
Recruit, place and retain staff					
Select new staff					
Replace staff deemed ineffective					
Negotiate collective bargaining agreements					
Support for staff being reassigned					
Retaining surplus staff					
Create partnerships to support turnaround					
Change decision-making policies and mechanisms around infusion of human capital					
Change operational practices around infusion of human capital					
Adopt a new governance structure					
High-quality, job-embedded professional development					
Implementing data collection and analysis structures					
Increase learning team (extended day, week, and/or year)					
Student supports (emotional, social and community-based)					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Total					
RESTART MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process					
Enroll, within the grades it serves, any former student who wishes to attend the school					
Total					

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F), Local (L), State (S), SIG (SIG), or any other grant (please specify)					
School Name:					
TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness					
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies					
Change and sustain decision making policies and mechanisms					
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices					
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model					
Subtotal					
2. Reforming instructional programs					
Develop data collection and analysis processes					
Use data to drive decision making					
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal					
3. Increasing learning time and creating community-oriented schools					
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal					
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation					
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal					
Total for Transformation Model					
CLOSURE MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Costs associated with parent and community outreach					
Costs for student attending new school					
Total					

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S) SIG (SIG) or any other grant (please specify)					
School Name:					
TURNAROUND MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Select a new principal					
Assign effective teachers and leaders to lowest achieving schools					
Recruit, place and retain staff					
Select new staff					
Replace staff deemed ineffective					
Negotiate collective bargaining agreements					
Support for staff being reassigned					
Retaining surplus staff					
Create partnerships to support turnaround					
Change decision-making policies and mechanisms around infusion of human capital					
Change operational practices around infusion of human capital					
Adopt a new governance structure					
High-quality, job-embedded professional development					
Implementing data collection and analysis structures					
Increase learning team (extended day, week, and/or year)					
Student supports (emotional, social and community-based)					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Total					
RESTART MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process					
Enroll, within the grades it serves, any former student who wishes to attend the school					
Total					

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG) or any other grant (please specify)					
School Name:					
TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness					
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies					
Change and sustain decision making policies and mechanisms					
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices					
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model					
Subtotal					
2. Reforming instructional programs					
Develop data collection and analysis processes					
Use data to drive decision making					
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal					
3. Increasing learning time and creating community-oriented schools					
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal					
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation					
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal					
Total for Transformation Model					
CLOSURE MODEL	Year 1	-	-	Total	Source of Funds
Costs associated with parent and community outreach					
Costs for student attending new school					
Total					

**THIS PAGE INTENTIONALLY LEFT
BLANK**

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

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



FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME			
CONTACT PERSON			
EMAIL ADDRESS			
DISTRICT NAME AND NUMBER		TELEPHONE NUMBER (Include Area Code)	
TELEPHONE NUMBER (Include Area Code)		FAX NUMBER (Include Area Code)	

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____ Funds Budgeted \$ _____

2010-2011 Budget for School #1

FOR ADE USE ONLY
 Program Approval Date and Initials
 ATTACHMENT 3
 Total Funds
 Carryover Funds
 Current Funds
 Begin Date
 End Date 06/30/2011

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



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

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

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME			
DISTRICT NAME AND NUMBER			
CONTACT PERSON			
TELEPHONE NUMBER (Include Area Code)			
EMAIL ADDRESS			
FAX NUMBER (Include Area Code)			

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

Funds Budgeted \$

2010-2011 Budget for School #2

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



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

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

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME			
DISTRICT NAME AND NUMBER			
CONTACT PERSON			
TELEPHONE NUMBER (Include Area Code)			
EMAIL ADDRESS			
FAX NUMBER (Include Area Code)			

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____ Funds Budgeted \$ _____

2010-2011 Budget for School #3

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



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

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

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME			
DISTRICT NAME AND NUMBER			
CONTACT PERSON			
TELEPHONE NUMBER (Include Area Code)			
EMAIL ADDRESS			
FAX NUMBER (Include Area Code)			

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

Funds Budgeted

2010-2011 District Budget

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



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

FOR ADE USE ONLY
 Program Approval Date and Initials

Total Funds

Carryover Funds

Current Funds

Begin Date

End Date
06/30/2012

FISCAL YEAR: 2011 SOURCE OF FUNDS CODE: _____ NCCS NO: _____ SUBMISSION DATE: _____

SCHOOL NAME: _____ DISTRICT NAME AND NUMBER: _____

CONTACT PERSON: _____ TELEPHONE NUMBER (Include Area Code): _____

EMAIL ADDRESS: _____ FAX NUMBER (Include Area Code): _____

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

CODE / FUNCTIONS	OBJECTS								TOTALS
	1	2	3	4	5	6	7	8	
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects			
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____ Funds Budgeted \$ _____

2011-2012 Budget School # 1

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



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

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

FISCAL YEAR 2011 **SOURCE OF FUNDS CODE** **NCCS NO.** **SUBMISSION DATE**
SCHOOL NAME **DISTRICT NAME AND NUMBER**
CONTACT PERSON **TELEPHONE NUMBER (Include Area Code)**
EMAIL ADDRESS **FAX NUMBER (Include Area Code)**

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____
 Funds Budgeted \$ _____

2011-2012 Budget School #2

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

ATL **FOR ADE USE ONLY**
 Program Approval Date and Initials

Total Funds
 Carryover Funds
 Current Funds

Begin Date
 End Date
 06/30/2012

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



FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME			
DISTRICT NAME AND NUMBER			
CONTACT PERSON			
TELEPHONE NUMBER (Include Area Code)			
EMAIL ADDRESS			
FAX NUMBER (Include Area Code)			

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

CODE / FUNCTIONS	OBJECTS								TOTALS
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	8		
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____
 Funds Budgeted \$ _____

2011-2012 Budget School #3

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



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

AT **FOR ADE USE ONLY**
 Program Approval Date and Initials

Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date
	06/30/2012

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME			
DISTRICT NAME AND NUMBER			
CONTACT PERSON			
TELEPHONE NUMBER (Include Area Code)			
EMAIL ADDRESS			
FAX NUMBER (Include Area Code)			

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1								
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____
 Funds Budgeted \$ _____

2011-2012 District Budget

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



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

AT1 **FOR ADE USE ONLY**
 Program Approval Date and Initials _____
 Total Funds _____
 Carryover Funds _____
 Current Funds _____
 Begin Date _____ End Date 06/30/2013

FISCAL YEAR 2011 SOURCE OF FUNDS CODE _____ NCCS NO. _____ SUBMISSION DATE _____
 SCHOOL NAME _____ DISTRICT NAME AND NUMBER _____
 CONTACT PERSON _____ TELEPHONE NUMBER (Include Area Code) _____
 EMAIL ADDRESS _____ FAX NUMBER (Include Area Code) _____

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____ Funds Budgeted \$ _____

2012-2013 Budget School #1

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



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

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

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME			
DISTRICT NAME AND NUMBER			
CONTACT PERSON			
TELEPHONE NUMBER (Include Area Code)			
EMAIL ADDRESS			
FAX NUMBER (Include Area Code)			

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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____

Funds Budgeted \$ _____

2012-2013 Budget School #2

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

AT **FOR ADE USE ONLY**
 Program Approval Date and Initials

Total Funds	
Carryover Funds	
Current Funds	
Begin Date	06/30/2013
End Date	06/30/2013

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	DISTRICT NAME AND NUMBER	SUBMISSION DATE
SCHOOL NAME				
CONTACT PERSON				
EMAIL ADDRESS				
TELEPHONE NUMBER (Include Area Code)				
FAX NUMBER (Include Area Code)				

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



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

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____
 Funds Budgeted \$ _____

2012-2013 Budget School #3

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



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

FOR ADE USE ONLY
 Program Approval Date and Initials

Total Funds

Carryover Funds

Current Funds

Begin Date

End Date
06/30/2013

FISCAL YEAR: 2011 SOURCE OF FUNDS CODE: _____ NCCS NO.: _____ SUBMISSION DATE: _____

SCHOOL NAME: _____ DISTRICT NAME AND NUMBER: _____

CONTACT PERSON: _____ TELEPHONE NUMBER (include Area Code): _____

EMAIL ADDRESS: _____ FAX NUMBER (include Area Code): _____

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

CODE / FUNCTIONS	OBJECTS							TOTALS
	61000 Employee Salaries	62000 Employee Benefits	63000-66000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects	8	
1								
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013 \$ _____

Funds Budgeted \$ _____

2012-2013 District Budget

SECTION D:

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

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

- Extending the period of availability of school improvement funds.

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

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

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

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

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

STATEMENT OF ASSURANCES

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

By the signature of the Superintendent of Pulaski County Special School District

(district) the LEA assures that it will –

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

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

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

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

Superintendent’s Signature

Date

Superintendent’s Printed Name

Date

LEA Application Checklist - SIG ARRA

School Name: _____ LEA #: _____

SECTION A -1 General Information

_____ LEA Contact Information and Certification

SECTION A-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 Contest

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacity

_____ Determining Capacity - Self Assessment (Include Attachments)

_____ Statement of Need and Lack of Capacity to Serve

SECTION B, PART 3

_____ Annual Goals

SECTION B, PART 4

_____ Proposed Activities

SECTION B, PART 5

_____ Timeline

SECTION B, PART 6 - 7

_____ Services for Tier III Schools

SECTION B, PART 8

_____ LEA Consultation

SECTION C

_____ Budget

SECTION D

_____ Waiver

Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

http://www.scholastic.com/economicrecovery/pdfs/school_improvement_funds-ARRA.pdf

<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&nodeID=1&DocumentID=300>

&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

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf>

Council of Chief State School Officers

Adolescent Literacy toolkit available at

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

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

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>

Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

http://www.scholastic.com/economicrecovery/pdfs/school_improvement_funds-ARRA.pdf

<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&nodeID=1&DocumentID=300>

&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

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf>

Council of Chief State School Officers

Adolescent Literacy toolkit available at

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

Appalachia Regional Comprehensive Center (ARCC)