



ARKANSAS DEPARTMENT OF EDUCATION

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

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SCHOOL IMPROVEMENT GRANT FUNDS
SIG 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Little Rock School District	
Mailing Address (Street, P.O. Box, City/Zip) 810 West Markham Street, Little Rock, Arkansas 72201	Starting Date 2014
Name, title and phone number of authorized contact person: Linda Young, Director of Grants and Program Development 501-447-3372	Ending Date 2017
Amount of funds requested: \$5,917,311.14	Number of schools to be served: 1

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

Signature: _____
Superintendent of Schools AND
Signature: _____
School Board President

Date: _____
Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's priority schools. Priority schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. In the priority schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

FY 2014 school improvement funds are available for obligation by SEAs and LEAs through June 30, 2017.

State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2014 school improvement funds in proportion to the funds received in FY 2014 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

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

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

The ADE will only accept an LEA's 2014 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2014 application to the following address: rick.green@arkansas.gov

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

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

If you have any questions, please contact Rick Green at (501) 682-4373 or by email at rick.green@arkansas.gov .

SECTION A, Part 2: Schools to be served

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

Using the list of priority schools provided by ADE, complete the information below, for all priority schools the LEA will serve. The Intervention Model must be based on the “School Needs Assessment” data.

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Baseline Elementary School	050900001378	P-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Henderson Middle School	050900000617	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The district is not applying for Geyer Springs elementary because the school is being transformed to the Geyer Springs Gifted and Talented Academy which will serve students in grades 3-5.

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Baseline Elementary School

LEA #: 60-01-052

Context

1. Grade levels (e.g., 9-12): PK-5
2. Total Enrollment: 310
3. % Free/Reduced Lunch: 97.42%
4. % Special Education Students: 13.5%
5. % English Language Learners: 42.8%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.Spanish
 - 2.NA
 - 3.NA

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

Located at 3623 Baseline Road, Baseline Elementary is a neighborhood school serving Pre-K through 5th grade students residing in the surrounding attendance zone. The attendance zone is contained within the southwest section of Little Rock. This portion of the city has a history that has gone from a stable middle class environment to a gang riddled, high crime, and high poverty urban area. This area is home to the majority of Little Rock's Hispanic families; more than half (52%) of the Hispanic youth ages 0-18 reside in this area. According to US Census and American Community Survey data, for the census tracts contained within the Baseline attendance zone, the following circumstances prevail:

- 27.9% of family households are single parent households
- 10.6% of civilians are unemployed (civilians)
- Approximately 29.2% of residents received Food Stamps or SNAP Benefits in last 12 months

- 34.8% of families lived with income below poverty level in last 12 months
- 45.1% of these high poverty families included children under 18
- Only 6.8% of residents age 25 and up obtained a college degree

In terms of neighborhood resources in the area, the Southwest Community Center (SWCC) is situated less than two miles from the school facility. The SWCC offers a broad array of afterschool, summer, and Saturday programs including tutoring and homework assistance, arts and crafts, recreational activities, a computer lab, swimming, and fitness activities. The Central Arkansas Library Dee Cox Branch is located within a two mile radius as well. The Branch offers a variety of literacy resources and programs. Despite the availability of these resources, accessibility is limited by a \$25/month fee at the SWCC as well as lack of transportation. Many of the youth residing in this area lack access to positive cultural experiences and are not developing the skills, knowledge and perspectives needed to succeed in a global age.

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

School	Grade Span		School	Grade Span
Cloverdale Middle School	6-8			
Mabelvale Middle School	6-8			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Dr. Dexter Suggs, Superintendent of Schools	<p>Ed.D./Ed.S. in Education focusing on Organizational Leadership; M.Ed. Education Administration Supervision; M.Ed. Curriculum and Instruction; and B.S. Fine Arts</p> <p>Little Rock School District: Superintendent 0.5 yrs</p> <p>Indianapolis Public Schools: Assistant Principal 3 yrs; Principal 8.5 yrs; Director of Operations and Communication 1 yr; Chief Information Officer/Assistant Superintendent 2.5 yrs; and Chief of Staff 1 yr.</p> <p>MSD Wayne Township Indianapolis: English Teacher 7 yrs</p>	0.5 years	0.5 years	0.5 years

<p>Marvin Burton, Deputy Superintendent of Schools</p>	<p>Ed.S. Educational Leadership; M.S. Biology Education; B.S. Zoology; and Phase I Master Principal Leadership</p> <p>Little Rock School District: Deputy Superintendent 0.5 yrs; Interim Superintendent of Schools 0.25 yrs; Associate Superintendent of Secondary Schools/Master Principal 2.5 yrs; Principal 10yrs; Curriculum Coordinator of J.A. Fair High School 2yrs; Assistant Principal 2yrs; Program Coordinator/Science Teacher for Summer Enrichment Program 4 yrs; and Science Teacher 1 yr</p> <p>Collegiate Experience: Adjunct Science Instructor 1 yr; Junior Teams Instructor 1; Junior Teams Instructor 1 month; Research Laboratory Assistant 7 yrs; Graduate/Research Assistant 1 yr; and Laboratory Technician 1 yr</p>	<p>0.5 years</p>	<p>8 years</p>	<p>24.5 years</p>
<p>Dr. Sadie Mitchell, Associate Superintendent of Elementary Schools</p>	<p>Ed.D. Education; Ed.S., M.S.E. Elementary Administration; B.S.E. Elementary Education</p> <p>Little Rock School District: Associate Superintendent for Elementary Schools 11yrs; Member and Chairperson of the Magnet Review Committee 13 yrs; Associate Superintendent for School Services (elementary & secondary) 7yrs; Co-Interim Superintendent 1 month; Elementary School Principal 6 yrs; District Summer School Principal grades 1st – 6th 3 yrs; Assistant Principal and Early Childhood Education</p>	<p>9 years</p>	<p>19 years</p>	<p>31 years</p>

	Coordinator 1 yr; Monitored CBI (Community Based Instruction) 1 yr; and Teacher 1 st grade/Theme Coordinator/Lead Teacher 5 yrs England Public School District Arkansas: Special Education Teacher/Lead Teacher 4 yrs			
Principal Job Description attached	A Turnaround Principal position will be advertised and hired	TBD	0 years	TBD
Assistant Principal Job Description	A Turnaround Assistant Principal position will be advertised and hired	TBD	0 years	TBD

The Little Rock School District is implementing the Turnaround model for school improvement. As part of the Turnaround design, securing a school principal that has a documented track record for school improvement and student achievement is paramount.

To ensure a dynamic Turnaround school leader is hired, LRSD will conduct a rigorous and extensive search for a qualified leader. The position will be advertised nationally in educational publications such as Education Weekly and both electronic and print advertisements will be published across the nation to confirm we attract the best and highest quality candidates.

The following are examples of the job description as well as interview questions with the scoring rubric to be used in the Baseline Elementary Turnaround principal selection process.

SAMPLE POSITION DESCRIPTION

Job Title: Baseline Elementary Principal	Job Code: Pay 11S
Job Family: Certified Administrative	FLSA Status: Exempt-E
Pay Program: Administrative	Pay Range: Grade 69
Contract: 11 Months - 220 Days	Prepare Date: February 24, 2014

SALARY AND TERMS:

Pay 11S – Grade 69 \$51,240 - \$90,360 Eleven (11) month, 220 day contract, plus benefit package.

NOTE: Precise placement within the salary range will be determined based upon experience and education. **FLSA: Exempt**

SUMMARY:

The principal of Baseline will serve as a dynamic, proven school turnaround leader of a Kindergarten through 5th grade school. The principal will be responsible for building a team of highly capable elementary teachers who provide instructional leadership for the implementation of the Turnaround model for rapid school improvement and student achievement. The curriculum is designed around a rich culturally responsive inquiry-based instructional approach which is integrated across the curriculum. The principal will be responsible for implementation of Turnaround strategies and interventions within an extended school day for both students and teachers.

QUALIFICATIONS:

1. A master's degree or higher with eligibility for Arkansas certification as a Building Level Administrator.
2. A minimum of three years of successful school turnaround leadership experiences at the elementary school level with documentation of increased student achievement.
3. Excellent writing skills, as well as experience and expertise in strategies to infuse technology across the curriculum.
4. Broad knowledge of the principles and practices of school administration and the Turnaround model for rapid school improvement.
5. Expertise in building instructional capacity, curriculum development, and knowledge literacy integration throughout the curriculum.
6. Persistent use of data and research-based focus on student achievement.
7. Has demonstrated experience in building partnerships and resources for a school.
8. Knowledge of financial management.
9. Outstanding and visible communication skills with the ability to welcome interaction with all members of the school community (students, teachers, families, community)

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The principal will provide effective instructional leadership for Baseline Elementary School; model, advocate, and provide leadership for the rapid school turnaround. The principal will also manage those activities which contribute to the authentic implementation of the Turnaround model including strategies and interventions to improve student outcomes.

- A. Student Achievement Leadership:**
- Emphasizes student achievement as the primary goal of schooling and achieves the desired student achievement results or performance goals
 - Maintains high expectations and motivation of all students to engage in continuous learning and development
- B. Organizational Leadership:**
- Possesses commitment and facilitates the development of a vision and mission of learning for the school that promotes the success of all students
 - Establishes and clearly communicates building priorities, long range goals and objectives.
 - Communicates effectively both orally and in writing
- C. Instructional Leadership:**
- Analyzes, utilizes, and communicates school and student data to implement programs, technology, and curriculum that improves teaching and learning
 - Provides leadership in the implementation of the Turnaround model, strategies, and interventions to rapidly improve teaching and learning outcomes for students
 - Leads curriculum development activities providing opportunities and encouragement for increased staff expertise
- D. Management:**
- Assists in effective recruitment and recommends, develops, supervises, and evaluates staff
- E. Community Partners:**
- Maintains a clear and open communication process with all internal and external school communities in the shared leadership of the school
 - Promotes and encourages community partnerships
- F. Ethical Leadership:**
- Demonstrates appreciation for and sensitivity to the diversity among individual and specific populations.
 - Respects confidentiality.
- G. Environmental Context Leadership:**
- Creates a feeling of trust and openness with students, families, and staff promoting the welfare of all members of the learning community
 - Knows and applies policies, procedures, laws, and regulation enacted by school/district, state, and federal authorities
 - Fosters a creative and innovative learning environment in which all students are inspired to excel
 - Participates and maintains an effective and culturally diverse learning environment among the entire school community (faculty, staff, students, etc.).

Sample Questions and Scoring Rubric for Baseline Elementary School Turnaround Principal

1. Share your experience and professional training that qualifies you for the position of elementary school Turnaround principal.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists of extensive experience or professional training.	Limited evidence is present to document extensive experience or professional training.	There is clear evidence of extensive experience and professional training.	The candidate provides clear and extensive evidence that documents a track record of successful turnaround leadership experiences, professional trainings that support school turnaround strategies, and experience as a building principal who significantly increased student achievement.

2. What do you consider to be your major strengths as a leader?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists of a visionary or well developed leadership style.	Some evidence exists of a visionary or well developed leadership style.	Evidence exists of a visionary leadership style that is inclusive and complemented by experience in implementing strategies for collaboration and accountability. Respect for others is demonstrated	There is clear evidence of a strong, effective leadership style that is inclusive of all key stakeholders (teachers, staff, parents, and community) complemented by experience in implementing specific strategies for comprehensive collaboration and accountability and high expectations for teachers

		and described.	and students. Specific references describing the importance of respect for others are described. Candidate describes the importance of supporting teachers as leaders; to empower and support others as leaders.
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3. Give three examples of strategies you have for dealing with conflict resolution.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
No specific examples were shared.	One example of conflict resolution was described.	The candidate provided two examples of conflict resolution including listening and communication skills.	The candidate provided three examples of conflict resolution skills and described listening, communication, and problem solving skills. The candidate also described being proactive to avoid escalation of problems. The candidate described experience in resolving conflicts and encouraging collaboration and cooperation.

4. Describe how you would establish positive relations with the school community.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show that the candidate supports the involvement of all stakeholders in shared decision	Some evidence exists that the candidate will develop and include some stakeholders in shared decision making.	Evidence exists that the candidate will develop and include parents and the community in shared decision	The candidate shares specific ideas and examples of how to involve parents and the community. The candidate discusses examples and strategies to develop positive relationships with parents

making.		making.	and community partners.
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5. Baseline Elementary School has been identified by the Arkansas Department of Education as a priority school. As the principal, how will you lead the implementation of the Turnaround model including the selected best practices and interventions to ensure student achievement?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists of extensive experience, understanding or knowledge regarding the turnaround model of elementary school reform.	Limited evidence is present to document extensive experience, knowledge or understanding of the turnaround model or as an instructionally focused leader.	There is clear evidence of knowledge of the turnaround model and the ability to lead a change process that results in improved student achievement.	There is clear evidence of extensive experience, knowledge and understanding of the turnaround model. The candidate discusses strategies and experience in leading innovation and change that results in improved student achievement; demonstrates a vision that all students can learn and expectations of high standards for staff and students. Demonstrates clear commitment to implement the Turnaround model with authentic fidelity at Baseline Elementary.

6. How will you ensure the school has a safe and orderly environment for students, teachers, staff, and parents?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show that the candidate	Some evidence exists to show that the candidate	Evidence exists showing that the candidate knows specific	The candidate describes specific actions, practices and expectations that ensure a safe and orderly

knows what to do to ensure a safe and orderly environment.	knows what to do to ensure a safe and orderly environment.	steps and strategies to ensure and safe and orderly environment.	environment for students, teachers, staff, and parents. The candidate expresses the need for high standards in building operations and maintenance to ensure a safe and orderly environment.
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7. Describe your plan for increasing student achievement and sustaining continuous improvements in student outcomes.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show strategies or a plan for increasing student achievement.	Some evidence exists to show understanding for increasing student achievement. Candidate mentions professional development and high expectations.	There is clear evidence that the candidate understands techniques and strategies to increase student achievement and how to sustain improved student outcomes. Candidate mentions high expectations, professional development, and increased parent involvement.	The candidate describes specific strategies and techniques to develop capacity to provide increased student achievement and continuous school improvement as well as discussing specific strategies to sustain school improvement over time. Examples of strategies include: <ol style="list-style-type: none"> 1. Professional development which results in high quality teaching practices. 2. High expectations by all faculty and staff members. 3. Effective teacher collaboration practices. 4. Comprehensive network of student support programs.

			<p>5. Exemplary leadership practices exhibited by the school's administrative team.</p> <p>6. High levels of parent involvement.</p> <p>7. Alignment of ACSIP interventions with identified needs.</p> <p>8. Allocation of financial resources aligned with identified needs.</p> <p>9. Describes and expects continuous use of data by all staff.</p>
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8. As the instructional leader, what are the expectations you have for your staff?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to demonstrate leadership and encouragement for staff to foster a positive learning environment.	Some evidence exists to demonstrate leadership and encouragement for staff to foster a positive learning environment and be prepared for teaching and learning.	Evidence exists to demonstrate leadership and encouragement for staff to foster a positive learning environment. Candidate expects teachers to be prepared for instruction and to maintain communications with parents.	Extensive evidence exists to demonstrate the candidate will provide support and encouragement for all staff; establish a positive climate where staff are constantly working to improve student achievement; and promotes staff creativity and risk-taking. Candidate expects all staff to be prepared each day for every class. Candidate expects teacher to actively involve students in the learning process.

			Candidate expects teachers to communicate regularly with parents.
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10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

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

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

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

Throughout the year, the respective Associate Superintendent conducts unannounced focus walks in all schools but with specific concentration on the schools of the principals to be formally evaluated during the cycle year.

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

All administrators are required to develop and submit a Professional Growth Plan that aligns with the immediate and identified needs of their schools via school improvement. Principals share their evidence of progress and accomplishment at the mid-year and at the summative conference. In addition, any principal of a school designated in the State's Improvement Designation is required to complete a full evaluation process to include a pre-conference, mid-year conference, and a summative evaluation.

When administrators are unable to meet the standards and the related indicators, they are placed in an intensive phase of assistance where an Individual Improvement Plan is developed. This plan documents the intended efforts and strategies to address any specific performance indicator(s) that needs to be improved upon by the administrator.

In 2013, the Arkansas Department of Education piloted an administrator evaluation system in all districts across the state. The purpose of the Arkansas Principal Evaluation System is to:

- provide a cohesive process that includes clear expectations to guide principal preparation, induction, and continued professions development
- guide and sustain excellent leadership performance that ensures the improvement of teaching and learning.
- assist higher education programs in developing the content and requirements of degree programs that prepare prospective principals.
- provide a process that includes instruments to be used by reflective practitioners to promote their professional growth. (Arkansas Leader Excellence and Development System Overview, 2013)

During the 2012-2013 school year, LRSD administrators were trained on the Arkansas Leader Excellence and Development System (LEADS). The Arkansas Principal Evaluation System is designed to incorporate the six major Interstate School Leaders' Licensure Consortium (ISLLC) Standards comprised of thirty-one functions. The components of LEADS are designed to incorporate the six major ISLLC standards: Vision, Mission, and Goals; Teaching and Learning; Managing Organizational Systems and Safety; Collaborating with Families and Stakeholders; Ethics and Integrity.

The parallels between the LRSD administrator evaluation system and LEADS both documentation of observable performance in leadership standards, progression on the professional growth plan, and artifacts and evidence to support a leaders' work. Due to the Little Rock School District's creation and implementation of its comparable principal evaluation tool in 2005, district principals and assistance principals are have transitioned well to the state's evaluation process and expectations.

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

The teaching staff at Baseline Elementary consists of 31 certified instructors. In terms of degrees, 45% of the teachers hold Bachelor degrees and 55% have Masters degrees. Baseline has four certified instructors who have received National Board Certification.

Grounded in the work of Charlotte Danielson's Framework on Teaching, the Little Rock School District's Professional Teacher Appraisal System (PTAS) is the result of the collaboration, consultation, and cooperation of the Little Rock Education Association Association (LREA), principals, central office administrators, attorneys, and nationally recognized authorities in the field of effective teaching. PTAS consists of four domains via Core Teaching Standards, four levels of performance, and three professional tracks of development.

The four domains are as follows Domain I: Planning and Preparation; Domain II: Classroom Environment; Domain III: Instruction, and Domain IV: Professional Responsibilities. The levels of performance descriptors are below basic, basic, proficient, and distinguished. The Core Teaching Standards include 21 teaching components with identified elements and rubrics. Any teacher who receives a below basic or basic mark in any of 21 components within the four domains must show improvement. The District's intent is for each teacher to be proficient in demonstrating mastery of the Core Teaching Standards. The ultimate aim of the teacher evaluation system is to increase student achievement as exhibited through quality and accountable teaching and learning.

Probationary teachers (known as Track I) are evaluated yearly on all four domains using a differentiated evaluation model. During Year I, the teacher will receive two formal observations and one informal observation. During Year II, the teacher will receive one formal and one informal observation. In Year III, the teacher will receive one formal observation and two documented drop-ins. In each year, the probationary teacher will complete a Professional Growth Plan (PGP) and receive a mid-year and summative evaluation conference with an appraisal.

Non-probationary teachers (known as Track II) are expected to demonstrate continued effective teaching practices at all time. To that end, non-probationary teachers are placed into a three-year cycle, where a more rigorous evaluation is conducted. During the cycle-year, the teacher will be subjected to a formal observation, which will include a pre-conference, a classroom observation, and the post-observation conference.

When the non-probationary teacher is not on his/her cycle year to be formally observed, the teacher must fulfill yearly the expectations of Domain IV: Professional Responsibilities and his/her Professional Growth Plan that supports the school's improvement plan. If a non-probationary teacher fails to meet the teaching standards during this time, he or she is placed into Track III, which is the technical assistance phase and support for all teachers in Track I and Track II.

Classroom teachers are evaluated by their principal or an assistant principal. School administrators are required to complete a 5-day training session provided by the District before administrators are eligible to conduct teacher evaluation.

In accordance with the Arkansas Department of Education for the 2014-2015 school year, all certified staff will be evaluated under the new Teacher Excellence Support System (TESS). Like PTAS, TESS is grounded in the work of Charlotte Danielson's Frameworks of Teaching.

The objective for statewide implementation of TESS as defined by the Arkansas Department of Education in 2013 is to:

- provide a transparent and consistent teacher evaluation system for public school districts and public charter schools
- support teachers' roles in improving students' educational achievements
- provide an integrated system ***to improve student learning*** that links evaluation procedures with
 - curricular standards
 - professional learning activities
 - targeted support to encourage teachers in improving their knowledge and instructional skills
- inform policymakers regarding the benefits of a consistent evaluation and support system to improve student achievement across the state

Little Rock School District teachers have an advantage over other districts from across the state because TESS mirrors the current LRSD evaluation tool PTAS which has been the primary district evaluation tool since 2005. However, TESS takes the summative evaluation a step further by incorporating a summative rating which is a composite score comprised of individual domain ratings and student growth measures. This summative rating will determine a teacher's performance level and placement within a track.

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

Over the past five years Baseline has worked with external providers to provide embedded professional development, shoulder-to-shoulder teacher mentoring, co-teaching and other instructional supports, resources and assistance for effective use of curriculum, support for effective leadership and school culture and climate improvements.

The most current efforts (current and prior year) have been lead by Pearson. Work has included development of programs to promote and celebrate student success, make high expectations a visible cultural component, and reinforce positive behavior. Monitoring for consistent use of parent and community sign-in sheets indicates formalized efforts to increase involvement. Leadership support for improving teacher and classroom monitoring is provided. The number and quality of classroom walkthroughs have increased and mechanisms are in place to encourage immediate and productive teacher feedback. Co-teaching, facilitation of collaboration meetings, modeling and a variety of in-classroom supports are being implemented to assist teacher in effectively utilizing high-yield instructional strategies. Support and direction for proper use of common formative assessments is provided. Training to promote use of Sheltered Instruction Observation Protocol (SIOP) as an effective instructional strategy for ELL students has occurred and is in use in some of the Baseline classrooms.

Prior to the current work with Pearson, Baseline spent two years working with Evans-Newton Target Teach. During this time efforts strived to match daily classroom learning with formative test content by providing curricular resources and intensive instructional support. A major focus of Target Teach support relies on alignment and use of data to gauge student improvement. Services included: delivering high-impact teaching through modeling of effective instruction, practice, and assessment; assisting teachers in delivering highly-focused instruction that translates into increased student performance; providing guidance to teachers on hard-to-teach concepts; sharing current educational methodologies from leading educational theorists; and integrating resources covering all phases of effective teaching. Target Fundamentals curriculum resources were utilized for targeted intervention. Support included provision of Parent Assisted Learning (PAL) materials for parent involvement. PAL materials provided parents with information outlining state standards, reinforced high-stakes test objectives through aligned take-home activities, and engaged parents in strengthening their child's knowledge base.

Five years ago Baseline was a Success for All school. Success for All implemented a four-component approach to support – leadership, instruction, school-wide intervention, and professional development. Leadership support focused on developing collaborative leadership strategies, monitoring school improvement, and consistent utilization of data. Use of data and monitoring were utilized to support the school in exploring approaches to student grouping. Instructional supports included endorsement of a collaborative learning approach and provision of rich classroom materials and instructional guides.

School-wide intervention supports included provision of curricular resources for social and behavioral development, facilitation of school-wide teacher-teams, and support for tutoring program and family involvement. Professional development efforts focused on intensive coaching and facilitator training to improve use of collaborative teams and teacher-to-teacher PD approaches.

High teacher turnover and changes in Principal leadership diminished the success of Baseline reform initiatives. Additionally, extreme high poverty settings surrounding the majority of the student body as well as cultural disconnect and language barriers posed by high numbers of Hispanic students and families pose challenges to creating a school environment of high expectations and success.

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	2013	2012	2011	2010	2009
Reading/Language/English	42.9	53.4	45.3	50	33.6
Mathematics	42.9	50.9	54.7	50	46.5
Science	8.3	15	8.6	12.2	7.9
Social Studies	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA

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: 2011-2013

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	NA	NA	NA	41.9	50.7	44.8	46.7	48.9	40	NA	NA	NA	0	16.7	8.3
Mathematics	NA	NA	NA	33.8	57.4	49.3	48.3	37	50	NA	NA	NA	17.6	16.7	16.7
Science	NA	NA	NA	NA	2.7	9.1	NA	4.3	7.7	NA	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	24.4	62.8	43.8	N A	N A	N A	N A	N A	N A	N A
Mathematics	4 0	46.5	33.3	N A	N A	N A	N A	N A	N A	N A
Science	N A	N A	8 . 3	N A	N A	N A	N A	N A	N A	N A
Social Studies	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Writing	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Other										

Test Year: 2012

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	50	56.5	45	N A	N A	N A	N A	N A	N A	N A
Mathematics	50	52.2	37.5	N A	N A	N A	N A	N A	N A	N A
Science	N A	N A	15	N A	N A	N A	N A	N A	N A	N A
Social Studies	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Writing	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Other										

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	34.8	56.1	4 0	N A	N A	N A	N A	N A	N A	N A
Mathematics	5 0	53.7	45.7	N A	N A	N A	N A	N A	N A	N A
Science	N A	N A	8 . 6	N A	N A	N A	N A	N A	N A	N A
Social Studies	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Writing	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A
Other										

4. Average daily attendance percentage for the 2013-2014 school year: 95.8%
5. Mobility rate for the 2013-2014 school year: 9.78%
6. Graduation rate for all students for the 2012-2013 school year: Not Applicable

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

	All Students
2013	N A
2012	N A
2011	N A

Key Questions

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

A trend analysis of the percentage of students in each subgroup who tested proficient or better on the Arkansas Benchmark Exams for grade elementary students has been completed by the Central Office Turnaround Design Team. This has led to the identification of specific subgroups of students who are experiencing the lowest achievement.

Literacy Analysis:

- African American – Trend data for the African American subgroup indicates that 44.8% of students were proficient or better in 2011; 50.7% were proficient in 2012; and 41.9% of students scored proficient or better in 2013. A 13.2% gain with respect to the baseline percentage was made from the 2011 to the 2012 school years followed by a 17.4% decrease in the 2013 school year with respect to the 2012 percentage. The overall three year trend reflects a 6.47% decrease with respect to the baseline performance percentage.
- Hispanic – Trend data for the Hispanic subgroup indicates that 40% of students were proficient or better in 2011; 48.9% in 2012; and 46.7% scored proficient or better in 2013. Student experienced a 22.3% gain from 2011 to the 2012 school year with respect to the baseline percentage. This gain was followed by a 4.5% loss in the 2013 school year with respect to 2012 percentage performance rate. The overall three year trend reveals a gain of 16.75% with respect to the 2011 baseline performance percentage over the three year period.
- Students with Disabilities – Trend data for the Special Education subgroup indicates that 8.3% of students were proficient or better in the 2011; 16.7% in 2012; and 0% in 2013. A 101.2% increase was made with respect to the 2011 baseline performance percentage. However, a 100% loss in performance percentage with respect to the 2012 rate was experienced in 2013. The overall three year trend documents a disappointing 100% loss in the percentage of students performing at proficiency or better.

Analyzing the trend data for the three year period in literacy confirms the Hispanic (16.75%) subgroup increased significantly over the time period. However, the three year trend also reveals that the African American (-6.47%) and the Students with Disabilities (-100%) subgroups declined in proficiency performance. The Students with Disabilities (-100%) subgroup experienced the most loss of achievement of all subgroups of the three year trend.

Analysis of the subgroup data indicates a need to strengthen comprehension of literary, content, and practical reading passages by interpreting, analyzing, comparing, contrasting, and evaluating texts and inferring meaning from text. All subgroups scored lowest on open response items for content and practical passages. Additional analysis indicates the need to focus on the development of academic vocabulary across subgroups.

Math Analysis:

- African American- Trend data for the African American subgroup in mathematics indicates that 49.3% of students were proficient or better in 2011; 57.4% were proficient in 2012; and 33.8% of students scored proficient or better in 2013. A 16.43% gain with respect to the baseline percentage was made from the 2011 to the 2012 school years followed by a 41.11% decrease in the 2013 school year

with respect to the 2012 percentage rate. The overall three year trend reflects a 31.44% decrease with respect to the baseline performance percentage.

- Hispanic – Trend data for the Hispanic subgroup indicates that 50% of students were proficient or better in 2011; 37% in 2012; and 48.3% scored proficient or better in 2013. Student experienced a 26% drop from 2011 to the 2012 school year with respect to the baseline percentage. This loss was followed by a 30.54% gain in the 2013 school year with respect to 2012 percentage performance rate. Despite a significant increase from the 2012 to the 2013 performance percentages, the overall three year trend reveals a decline of 3.4% with respect to the 2011 baseline performance percentage over the three year period.
- Students with Disabilities – Trend data for the Special Education subgroup indicates that 16.7% of students were proficient or better in the 2011; 16.7% in 2012; and 17.6% in 2013. There was no change in proficient performance experience by this subgroup of student from 2011 to 2012. However, in 2013 there was 5.39% increase in performance percentage with respect to the 2012 rate. The overall three year trend reveals a 5.39% improvement in the percentage of students performing at proficiency or better with respect to the 2011 baseline percentage.

Analyzing the trend data for the three year period in mathematics confirms the Students with Disabilities (5.39%) subgroup increased slightly over the time period. However, the three year trend also reveals that the African American (-31.44%) and the Hispanic (-3.4%) subgroups declined in proficiency performance. The African American subgroup experienced the most loss of achievement of all subgroups of the three year trend.

Additional analysis of the subgroup indicates the lowest identified areas of the combined population and all subgroups were measurement and the ability to perform open response items.

2. Which subpopulation of students are experiencing the lowest graduation rates?
Not Applicable to Baseline Elementary School

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

In reviewing the literacy achievement on the Arkansas ACTAAP Benchmark exams for elementary grades, the 2011 data reveals that only 45.3% of students tested achieved proficiency or better. In 2012, they had a dramatic increase of 17.88% with 53.4% of the students achieving proficiency. The 2013 proficiency rate decreased by 19.66% to 42.9% of students who achieved proficiency on the elementary Benchmark exams in literacy. This reveals a 5.30% decrease over the three year period with respect to the 2011 baseline proficiency performance.

Math performance on the Arkansas ACTAAP Benchmark exam for elementary grades in 2011 indicate 54.7% of students were proficient or better as compared to 50.9% in 2012 and 42.9% in 2013. There was a steady decline in score over the three year period. This decline resulted in a 21.57% drop over the three year period in mathematics on the Benchmark exams.

The data confirms the proficiency or better performance of students at Baseline Elementary School in both math and literacy is declining. Math proficiency trends are far more alarming than the literacy performance percentages; however, both are disappointing.

A closer investigation of the data identifies 3rd grade literacy students and 5th grade math students to be the groups who experienced the least achievement of tested grade levels for the respective content areas.

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

The characteristics of the student demographics that should be taken into account in selecting a model and external partner include a careful examination of the various subgroups that are served by the school. An extremely high percentage, 97.42%, of Baseline's students qualifies for free and reduced lunch. Baseline also has a high English Language Learner population, 42.8%, as well. Research indicates that identifying and mediating resistance from students and families is a key component to successful turnaround efforts. (Brinson & Steiner, 2012) Understanding non-traditional approaches to student and family motivation as a means to respond to perceived and real barriers is an essential skill of a successful program partner. (Usher & Kober, 2012)

For Baseline, a provider with extensive experience in working with a high-poverty student and family population as well as a high ESL population would be considered the "perfect match." The ideal provider will assist teachers and staff using a shoulder to shoulder model with innovative strategies that address the daily disruptions caused by student misbehavior, neighborhood crises, very little parental involvement, and learning deficits. They will assist teachers and staff in believing that their students can learn at high standards and help motivate teachers to teach in dramatically different ways rather than the "old fashion – typical" teaching behaviors that have failed students in the past.

Given that 42.8% of the student population are English Language Learners it is critical that the provider have the expertise and tools to provide the administration and faculty with strategies for creating a culture of ELL Advocacy and Achievement, provide professional development tools that build teachers' knowledge of second language acquisition and supply tips for strengthen home-school-community connections. (Alford & Nino, 2011)

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?

Characteristics of the enrollment area of Baseline that should be taken into account in selecting a model and external partner and/or providers are those of an urban area. The enrollment area of Baseline encompasses the city's high crime area. During the 1990s, the enrollment area was notorious for gang problems. With commitment and outreach from the community, the area is revitalizing itself for the better.

The main characteristics to consider are the cultural issues that stem from the current demographic circumstances. The majority of the student population is African American, and most of the students come from low income backgrounds (97.42% are qualify for free and reduced lunches) coupled with a high ELL population (42.8%). The area is also characterized by visible inequity, with low income housing located in close proximity to higher income neighborhoods.

A model and external provider should have specific expertise and experience in urban education issues as well as experience working in a large high poverty urban districts and school with diverse student population needs. An understanding of the impacts of neighborhood inequity provides a beneficial backdrop for provider activities and communications. Partner actions should express a willingness to collaborate with other stakeholders, including those from the surrounding community.

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

The Arkansas Department of Education conducted a school audit at Baseline Elementary School from October 17-22, 2010. Findings, recommendations, implementation progress, the timeline, and the evaluation processes for each standard area are outlined below.

Baseline Elementary School Scholastic Audit Summary		
Academic Performance (Standards 1, 2, and 3)		
Findings	Recommendations	Progress and Timeline
<ul style="list-style-type: none"> • School curriculum committee not established • Common planning time not utilized effectively • Effective instructional and assessment practices not in use • Leadership Team discussions do not address curriculum • Instruction not linked to assessment • Use of rubrics not established • Teacher-created assessments are weak • Differentiation is very 	<ul style="list-style-type: none"> • Targeted professional development (higher order thinking, data, learning styles, technology) • Implement school-wide use of research-based instructional strategies • Establish school curriculum committee • Increase leadership monitoring and guidance for quality instruction and assessment • Increase job-embedded professional development • Collaborate and plan to increase relevancy of instruction 	<p>Oct 2010 – Jan 2014</p> <ul style="list-style-type: none"> • Increased number and focus of classroom walkthroughs • Classroom observation records and feedback processes have improved • Increased occurrence of job-embedded PD as evidenced by external provider reports • External provider involvement and increased number of classroom observations have increased supervision

<p>limited, often absent</p> <ul style="list-style-type: none"> • Analysis of student work is lacking • Limited access to and use of technology • Constructive feedback inconsistently provided 	<ul style="list-style-type: none"> • Formalize system to provide timely meaningful teacher feedback • Increase available technology 	<ul style="list-style-type: none"> • Records indicate provision of PD for formative assessment, data/data walls, collaborative planning, workshop model and other research-based instructional practices • Routinely scheduled leadership team meetings occur/external provider assists with effectiveness • Increased focus/teacher time spent on data • Effectively use of technology occurring
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Learning Environment (Standards 4, 5, and 6)

Findings	Recommendations	Progress and Timeline
<ul style="list-style-type: none"> • Teachers, other staff, and stakeholders not involved in vision or decision-making • Substantial language barriers pose challenges to parent communication • School does not have communication plan or established routine parent contacts • Student recognition needs strengthening • 43% Hispanic with no bilingual staff • Evidence of high expectation is lacking • Teacher acceptance of role in student success not fully evident • Access to supports and interventions is 	<ul style="list-style-type: none"> • Empower development of a culture of high expectations via 5 specific steps outlined in SA • Develop a school communication plan • Recruit and hire Spanish-speaking personnel • Increase differentiated instruction • Establish a parent involvement committee • Provide leadership PD to develop comprehensive skills • Align professional growth plans and evaluation • Increase and improve professional growth plan feedback and response 	<p style="text-align: center;">Oct 2010 – Jan 2014</p> <ul style="list-style-type: none"> • Bilingual staff has been obtained • Spanish-language communications are being produced and distributed to families • Increased provision of co-teaching and model respond to professional growth plans • Routinely scheduled student recognition occurring (“Party with the Principal,” “Fun Fridays”) • Parent events occurring, documentation of parent involvement improving • Documented efforts to strengthen leader skills are underway • School-based

<p>limited</p> <ul style="list-style-type: none"> • PD is not linked to professional growth plans or student assessment • Collaboration is lacking • Low levels of parental involvement 		<p>Intervention Team convening regularly</p> <ul style="list-style-type: none"> • Volunteers in Public Schools records indicate increased parent/community involvement
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Efficiency (Standards 7, 8, and 9)

Findings	Recommendations	Progress and Timeline
<ul style="list-style-type: none"> • A safe and orderly environment is established • Data is analyzed and available; few teachers access • Meetings (Leadership Team, teachers with coaches, etc) lack productive focus, evidence of impact on practices unapparent • Needed classroom resources not always available • Shared vision is not established • Instructional time not utilized effectively • Little evidence of leadership skills to facilitate improvement • Flexible scheduling/matching student needs to instructor strengths not 	<ul style="list-style-type: none"> • Increase leadership involvement in monitoring, evaluating, and modeling best practices • Facilitate uniform reporting mechanisms from leadership to staff, staff to students, and school to parents • Frequent monitoring of use of classroom time • Professional development for differentiation, classroom management • Assessment of school resources (instructional, financial, technology) • Increased stakeholder involvement in visioning and overall school performance • Ongoing ACSIP implementation and monitoring • Specific identification of task accountability and 	<p style="text-align: center;">Oct 2010 – Jan 2014</p> <ul style="list-style-type: none"> • Rigorous evaluation of external provider by district and ADE provides ongoing accountability • Progress towards ACSIP goals is tracked through use on Indistar online tool • Initiation of use of Data Director data management system promotes timely access to data • Efforts to increase effectiveness of common planning time and ensure relevancy of discussion are documented • Increasing occurrence of classroom observations encourage efficient use of classroom time • Scheduling template utilized for class planning encourages maximization of classroom time

<p>occurring</p> <ul style="list-style-type: none"> • Weak vertical and horizontal planning and collaboration • Need alignment of resources with ACSIP 	<p>follow-up</p>	<ul style="list-style-type: none"> • Documented efforts to strengthen leader skills are underway • Use of flexible student grouping/grouping by ability documented
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Evaluation of progress towards SA Recommendations is multi-faceted. The external provider relays significant information regarding meeting discussions and professional development in periodic reports. School records assist in documenting improvements in parent and community involvement and development of improved outreach to Spanish-speaking families. Implementation of systems for more efficient data management and ACSIP progress monitoring has occurred as part of district-wide improvements. Principal and external provider feedback assists in maintaining awareness of classroom walkthrough (CWT) documentation improvements. The improved documentation for CWTs provides evidence of increasing frequency and focus of the classroom observations.

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

A broad research base substantiates the crucial role the school board, Superintendent and central office play in the school improvement process and in a school's efforts to meet standards. A key element in the restructuring and substantial school improvement process is strong leadership by a superintendent and a school board who are willing and able to publicly recognize challenges, develop a plan for reform, and build support for needed changes. The Superintendent's role in leveraging district policies and resources to accelerate school-level improvement is essential. (Cawelti & Protheroe, 2007).

Dr. Dexter Suggs, Superintendent of the Little Rock School District, is committed to providing direct leadership for Baseline Elementary School's SIG initiative with assistance and active participation from an experienced and capable central office staff. The district will provide leadership and support to ensure that both equity and excellence will be addressed, with the focus of reform efforts clearly centered on instruction. Dr. Suggs with the Associate Superintendent for Elementary Schools, Dr. Sadie Mitchell, and the Associate Superintendent for Middle Schools, Dr. Dan Whitehorn, will provide direct turnaround support through monthly meetings with the Baseline principal to review progress toward implementation and discuss barriers as well as successes. Dr. Suggs and the Associate Superintendents will receive monthly reports from the district's Turnaround Implementation Support Team. The Turnaround Implementation Support Team includes Linda Young, Director Grants and Program Development; Coniell Bursac, Grants Specialist and Lead Turnaround Implementation Support Team Member; Laura Beth, Lead Teacher of Social Studies; Suzi Davis, Director of Secondary Literacy; Dr. Lloyd Sain, Director of Professional Development; and Beth Clifford, Lead Teacher of Elementary Math. This team will provide monthly reports directly to the Superintendent regarding progress toward implementation and will participate in the monthly status sessions with principals.

Baseline Elementary School Turnaround Teams*		
Team	Function and Frequency	Members
Turnaround Team	Meet with building Principals monthly to discuss implementation progress and next steps, ensure barriers are addressed, ensure sufficient balance of	<ul style="list-style-type: none"> • Dr. Dexter Suggs, Superintendent • Marvin Burton, Deputy Superintendent • Dr. Sadie Mitchell, Associate Superintendent for Elementary Schools • Dr. Dan Whitehorn, Associate

	autonomy and guidance from central office	Superintendent for Middle Schools
Turnaround Implementation Support Team	Provide on-going implementation support and monitoring, Provide monthly status reports, Assist Turnaround Team to inform their agendas for meeting with the principals	<ul style="list-style-type: none"> • Linda Young, Director of Grants and Program Development • Coniell Bursac, Grants Specialist and Lead Turnaround Implementation Support Team Member • Laura Beth Arnold, Lead Teacher of Social Studies; • Suzi Davis, Director of Secondary Literacy • Beth Clifford, Lead Teacher of Elementary Math • Dr. Lloyd Sain, Leadership and Secondary Teacher Development
Baseline SIG Advisory Committee	Meet quarterly to engage in authentic conversation regarding school environment and turnaround process, Review and provide feedback on turnaround implementation	<ul style="list-style-type: none"> • UALR • New Futures for Youth • LREA President (Union) • Pearson • Turnaround Team members • Turnaround Implementation Support Team members • School leadership, teachers, parents, and students
<p>* Prior to the onset of each school year, a comprehensive list of functioning school-base teams will be developed. A formal plan of coordination will be developed by the building principal to ensure the highest degree of routine communication and collaboration.</p>		

The district will take the lead in establishing high expectations and focused leadership that are clearly centered on teaching and learning strategies in a coherent and comprehensive approach. The district is willing to face reality and acknowledge the often daunting challenges involved in implementing the turnaround process and stands ready to support Baseline in every aspect of implementation. The district understands that there are no quick fixes but insists that aggressive short term achievement targets are necessary to provide gauges of progress. A Turnaround Implementation and Support team will provide and promote full and effective implementation of SIG interventions and strategies to obtain rapid student achievement improvements.

The district will also provide guidance on turnaround practices and interventions advocated by district, state or national entities. The district will provide information on rigorous evidence of effects of district/state/national sanctioned turnaround practices and will provide materials, resources and training to collect, manage, and use data for instructional improvement. The district will provide materials, resources and training to help review the curriculum and align and prepare for common core standards and follow up to ensure that the aligned curriculum is integrated into teaching.

The district will select a new principal for Baseline. A national search will be conducted through advertisements in local newspapers, regional papers, and online web sites. Candidates will be screened and interviewed according to district policy. A new principal will be selected and hired. Training will be provided for the principal to recruit, retain, and support high quality staff and to effectively evaluate teachers' strengths and weaknesses. The district will secure a new leader that understands rapid improvement and is committed to relentlessly pursuing significant improved results in student learning and goals. The new leader must be an instructional leader who drives for results, engages, motivates, and enlists the contributions of people inside the school and in the community to achieve school goals. The district will focus on building an excellent faculty who concentrates on content, pedagogy, and measureable outcomes – a group of men and women who are engaged among themselves in best practices and respect for good and significant contribution for excellent in teaching and student learning.

The district will ensure that specific strategies that assist students with academic difficulties are implemented and that there is a tight alignment between intervention and other aspects of the instructional process. Emphasis will be placed on ensuring that students are not left so far behind that they have little or no hope of catching up.

The Superintendent has assigned central curriculum and instruction staff to support Baseline in the following ways:

- Visit classrooms to monitor teaching and learning adherence to district curriculum. Meet with teacher after visit to discuss observed strengths and needs.
- Conduct classroom walk throughs (CWTs) with principal, assistant principals, instructional facilitators and/or teachers.
- Assist principal and staff to understand CWT reports and develop action plans to address needs.
- Assist the school to set goals related to student achievement (at multiple levels: all students, grade levels, non-proficient students, etc.)
- Monitor progress in meeting student achievement goals that Baseline has established (district quarterly common formative assessment (SOAR), pre/post assessments or other measures).
- Assist Baseline administrators in examining and using teacher performance data (SOAR, HIVE, Benchmark, ITBS, classroom observations, etc.)
- Collaborate with academic coaches and Baseline administrators to provide job-embedded professional development.
- Provide assistance to teacher on improvement plans.

- Collaborate with district administrator assigned to Baseline and the principal on issues and suggestions for improvement.
- Participate in Leader Team (LT) meetings.
- Collaborate with Pearson consultants ,the principal, and academic facilitators to ensure a consistent work plan.

The district issued a request for qualifications (RFQ – see attachments) to identify potential external providers. The district developed transparent selection criteria which included reviewing proposals, conducting due diligence, and recommending selected provider(s). Pearson was selected as the provider and was retained as the external provider. According to LRSD Board of Education policy, the Pearson contract was presented to the Board for final acceptance and was approved. Both the Pearson contract and the Board approval are attached.

The district will assist and support the principal and SIG leadership team in preparation for the quarterly ADE monitoring, technical assistance and evaluation site visits.

Finally, the district will assist in communicating to parents and the broader community the relationship between “good schooling” and the quality of one’s life, including appreciation, cooperation, and sense of community.

In conclusion, the district will communicate to all stakeholders that the School Improvement Grant 1003 (g) is not a program and must not operate in isolation by the few. The SIG 1003(g) grant opportunity is to be used to support and inform the very heart of all school operations.

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

Over the past years, a great deal has been written about the important of leadership in general and in relation to organizational performance specifically. Academics, researchers, and practitioners from various fields of study have concluded that leadership is a central variable that defines organizational success (Bennis & Nanus, 1985). In particular, they consistently highlight leadership as the cardinal element in turning around failing organizations (Murphy & Meyers, 2007). Therefore, effective leaders of rapid improvement take focused steps that center on “leadership for learning” or “instructionally focused leadership” (Murphy, 1990). Lambert (2000) portrays the principal as the fire carrier for the school’s vision, the central character in instructional planning and a collaborator who brings teachers and parent into discussions about the school’s operation.

The key responsibilities of the school principal in the Turnaround model include, but are not limited to, the following effective practices (Perlman & Redding, 2009).

The principal will:

- Communicate to staff and the community the urgency of, and specific plans for making dramatic changes from business as usual.
- Use leadership teams to involved teacher in the direction of the reform and signal the expectation that all staff will be involved.
- Relentlessly pursues significantly improved results in student learning and related goals.
- Engage, motivate, and enlist the contribution of people inside the school and in the community to achieve school goals.
- Create systems to measure and report and constructively review progress on all aspects of the school operations and its results (student learning).
- Serve as the instructional leaders, modeling, monitoring, and supporting classroom instruction.
- Establish the priority areas for instructional focus and specific short- and long-term goals to staff and conveys these to all school staff.
- Ensure the curriculum is implemented consistently across the school.
- Set standards and expectation for achievement.
- Support instruction in the classroom through scheduling common planning time and collaboration time for teachers
- Recruit, retain, and support high-quality staff.
- Ensure teacher receive training on recommended practices for turning around low-performing schools.
- Supervise and monitor instruction.
- Use data for planning and accountability and plan professional development for individual teachers and staff to address gaps identified in the data.

- Establish and support partnerships with the community agencies, businesses, colleges to obtain resources for teachers and student services.
- Ensure a safe and supportive learning environment for all students and staff that is characterized by a school climate of high expectations for student achievement and includes clear expectations for student behavior.
- Build leadership capacity across the faculty and staff through school leadership teams that are actively involved in achieving the learning goals and improving leadership.

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each priority school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

According to the Little Rock Police Department data, in 2012 there were 43 homicides in the city of Little Rock. The majority (63% or 27) occurred in the Baseline area of city Ward 2. The area experiences high rates of other types of violent crimes as well, including assault, robbery, and rape. A resident's chance of becoming a victim of a violent crime in the Baseline neighborhood is 1 in 50 as compared to 1 in 75 for the city of Little Rock and 1 in 213 for the state of Arkansas. Property crimes are even more prevalent with residents experiencing a 1 in 10 chance of becoming a victim of property crime. Overall the area experiences 375 crimes per square mile. Much more criminal activity occurs here than across the city (153 crimes per square mile) and the circumstances are far less safe than the state (21 crimes per square mile).

Almost half (45%) of families with children under 18 years of age in the Baseline attendance area live under the poverty level. From the 2000 to 2010 census, the percentage of people living in the southwest area of Little Rock rose from 19% to over 40%. According to federal guidelines poverty levels above 40% are classified as "extreme." Baseline experiences an extremely high percentage of students qualifying for free and reduced lunch – 97.42%.

Baseline School Climate Surveys are administered to all students to serve as a tool for evaluating school culture. 2013 student responses indicate that only 49% of students perceive that the other students help if they see someone being bullied or harassed. Only 58% perceive that students tell adults if they witness bullying or harassment. More than half (68%) of respondents have the perception that students who misbehave take a lot of the teacher's time. School climate survey responses from prior years are far more positive than responses for the current year indicating a strong need for intervention. Data provided from the Volunteers in Public Schools office shows that the school successfully engages volunteers. Thus far in the 2013-14 school year Baseline has accumulated 1,911 volunteer hours, ranking 12th among 31 LRSD elementary schools.

Perceptual surveys from Cloverdale Middle School, the middle school destination of Baseline students, illustrates that students lack in readiness for middle school. Almost 2/3 of students (67%) do not demonstrate ownership of learning or high levels of academic engagement upon entry to middle school classes. Roughly half of students (48%) do not start the year by entering classes with the necessary supplies/materials for learning. More than half (56%) of students do not demonstrate respect for peers; more than 1/3 (37%) do not show respect for adults.

In terms of student behavior issues, for the 2012-13 school year a total of 233 discipline referrals were made with disorderly conduct having the highest number of incidents (71 referrals). Refusing to follow reasonable rules or directions was also a major area of referral along with behavior that violates a person's rights, bullying and fighting. For the first semester of the 2013 –14 school year, 89 referrals have been made with fighting, bullying, refusing to follow rules and disorderly conduct being the most frequent type of discipline behavior resulting in an office referral. The school attendance rate is 95.27% for students and 97.46% for teachers. The school mobility rate is 9.78%.

2013-2014 Mental Health Data

School: Baseline Elementary

Provider	Number of Students receiving services	Primary issues	Number of Family sessions delivered	Number of Professional Development sessions
DaySpring Behavioral Health Services	33	Impulsivity, hyperactivity, inattention, family stress and conflict, anxiety, depression, aggression, and anger	59	None at this time, however, they attend staff meetings at the school twice monthly and actively participate on the School Based Intervention Team (SBIT)

The School Health Index (SHI) outlines a lack of access to physical activity facilities during out of school hours. Other areas of need include parent and family involvement and anti-bully or violence prevention. Recommendation include placement of anti-bully signs and other visible supports for a peaceful environment, increased anti-violence/conflict resolution programming, assignments and projects to support increased family involvement and increased promotion of student, family, and community activities promoting physical health. Data provided by the school nurse shows ADHD/ADD and asthma as the most common student health conditions. Records from the nurses office indicate that during the past two years physical fights occurred to the extent that required nurse intervention. Nurse counseling encouraging improved student personal hygiene occurs somewhat frequently. Health records also indicate occurrence of suspected abuse and corresponding reports to the Department of Human Services (DHS).

Day Spring Behavior Health serves as mental health provider for Baseline Elementary. In the 2012-13 school year 33 students received services and 58 family sessions were

facilitated. Providers indicate that primary student issues include impulsivity, hyperactivity, inattention, family stress and conflict, anxiety, depression, aggression, and anger. The mental health provider does not currently provide professional development for staff. However, they do attend staff meetings at the school twice monthly and actively participate on the School-Based Intervention Team (SBIT).

Baseline teaching faculty has received 1,760 hours of professional development thus far in the 2013-14 school year. The primary focus has been improving instructional strategies. Ample time has been spent highlighting and reviewing K-12 Content and also instructing for the use of educational technology. Very few hours have been dedicated to Advocacy/Leadership Training, Parent Involvement Strategies, or Data Disaggregation.

A summary of classroom walkthrough data for 2012-13 school year illustrates the results of professional development efforts. Clearly outlined objectives matched to student grade level standards are not routinely evident. The primary instructional methods observed were provision of directions and instructions, teacher-led Q&A, and opportunities to practice. Learning centers and presentation/demonstration teaching methods were very rarely utilized. Instruction occurs in the whole classroom and individual formats with approximately 1/3rd of walkthroughs observing paired and small group instructional formats. The research-based learning strategy of generating and testing a hypothesis was not observed during any of the walkthroughs; Only 6% of walkthrough observation included instances of cooperative learning. In terms of observed student actions there was very little reading (10% of total observations) or working with hands-on-materials (also 10% of total observations).

The dominant classroom tool utilized was the overhead/Board/flip chart and use of multimedia resources was very rarely observed. Only 6% of total observations observed the use of computers, handhelds, videos, or websites. The student work appears to be at the “knowledge” and “comprehension” stages of learning for 68.7% of total classroom observations. There were no observations of “synthesis” and very little application of “evaluation.” “Application” and “analysis” of subject matter occurred to a small extent (11% and 13% of total classroom observations, respectively). Almost one quarter (22%) of walkthroughs observed a complete lack of differentiation.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? Yes. Success For All, Target Teach, and Pearson provided multi-year school improvement services over the past 5 years which resulted in some small increments of improvement but nothing substantial enough to remove the school from being identified as a high needs school.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. The LRSD Superintendent has established a Turnaround Team consisting of the Superintendent, Deputy Superintendent, Associate Superintendents, and the Director of Grants and Program Development to facilitate district level accountability. School level accountability will be monitored by the Turnaround Implementation Support Team. This team will monitor day to day implementation of Baseline's school turnaround goals, objectives, and strategies.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? Yes. The school improvement specialist works collaboratively with the principal and the school's leadership team on school improvement.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? Yes, LRSD schools that are designated as in need of improvement are required to implement school improvement strategies to improve student achievement.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. See the organizational model in the attachments.
6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school. The LRSD has an aggressive recruitment plan that spans a large portion of the United States. The Department of Human Resources is charged with the responsibility of developing and implementing the recruitment plan and seeks personnel from Arkansas as well as the surrounding states. Recruiters focus on

colleges and universities throughout the region. The SIG program design includes a comprehensive professional development plan including introductory sessions for teachers new to Baseline. The district also utilizes the Pathwise mentoring program for new teaching personnel.

7. Review the history of the LEA's use of state and federal funds.

The Little Rock School District (LRSD) 2013-2014 projected budget contains total revenues of \$328,004,757 and projected total expenses of \$332,019,597 leaving a projected ending fund balance of \$37,882,856. The projected fund balance in the Operating Fund is \$36,930,856 which includes \$953,000 restricted operating fund balance for the future QZAB debt payments.

The 2012-2013 actual revenues and expenditures reflect:

- Total operating revenues of \$266,571,181 which is \$5,929,943 under the original budgeted amount.
- Total operating expenses of \$262,599,379 which is \$2,415,012 under the original budgeted amount.
- An experience step for all eligible employees. An increase of \$39.34 in the health insurance contribution. A raise of 1.75% for eligible certified staff and 2.0% for eligible non-certified staff.

The 2013-2014 budgeted revenues and expenditures reflect:

- An increase of \$126 of state foundation funding per student.
- An increase of 1.32% or \$1,895,961 in local revenue.
- A decrease of 2.65% or \$3,230,520 in state revenue.
- An experience step increase for all eligible employees.
- A slight increase in certified FTEs due to Middle School Initiatives and increase in non-certified FTEs due to additional security officers added to elementary schools.

8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. The district will support implementation utilizing a variety of funding streams to include Title I, Title II-A, NSLA designated funds as applicable, and local operating dollars.

9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. The district is not applying for Geyer Springs elementary because the school is being transformed to the Geyer Springs Gifted and Talented Academy which will serve students in grades 3-5.

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

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

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

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

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

Transformation

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

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

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

(http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf, A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school’s instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan); utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at www.lrsd.org.)

The District encourages, attracts and retains National Board Certified teachers by providing an annual stipend of \$3,000 over and above the stipend provided by the state of Arkansas (\$5,000). Candidates are provided two additional release days above the three days provided by the State Department of Education to all National Board Candidates a week for portfolio assessment. Candidates are also provided the use of a laptop during their candidacy period.

Teachers are included in the District's Leadership Academy for Aspiring principals. This year long comprehensive leadership training provides an opportunity for teacher leaders as well as those teachers interested in pursuing an administrative position.

The district has a Board policy IBA that provides a process for schools to ask for waivers for the purposes of removing barriers for improving student achievement. The Board policy provides schools local decision making and a process for flexibility.

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

The Professional Negotiated Agreement with the Little Rock Education Association (LREA) contains employment conditions that factor into transformation. However, the LREA has historically worked collaboratively with the district to help bring about innovative change.

Turnaround

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

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

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf), Act 1467 of 2003

(codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf, A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school’s instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan); utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at www.lrsd.org.)

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

The Professional Negotiated Agreement with the Little Rock Education Association (LREA) contains employment conditions that factor into transformation. However, the LREA has historically worked collaboratively with the district to help bring about innovative change.

Restart

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

Charter Schools

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

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development addresses academic

standards, assessment, accountability system, student performance expectations, and professional development.

(http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf, A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school’s instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan); utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at www.lrsd.org.)

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

The Professional Negotiated Agreement with the Little Rock Education Association (LREA) contains employment conditions that factor into transformation. However, the LREA has historically worked collaboratively with the district to help bring about innovative change.

Education Management Organizations

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

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development addresses academic standards, assessment, accountability system, student performance

expectations, and professional development.

(http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf, A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

The district has detailed contract policies that cover consultant services and procurement of supplies and materials. However, policies are not developed that would address the numerous issues of turning a school over to an EMO. To date, the district has not considered this option.

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

The district and the Little Rock Classroom Educators Association have not discussed contracts with EMOs.

Closure

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

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

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

(http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf, A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress,

academic distress, or facilities distress and intervenes for state accreditation standards.

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

Student assignment policies and regulations support the process of closing a school and reassigning students to other sites. The district has effectively utilized these policies and procedures to close schools with declining enrollments.

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

As buildings have been closed over the past years, the district meets and discusses all procedural issues with the LREA, from initiation to conclusion of the process. The process for reassigning teachers is included in the Professional Negotiated Agreement.

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

This has occurred through the Choice Process. The fact that most of the higher achieving schools have limited seats available has presented barriers to student reassignment.

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
<p>Pearson</p> <p>The LRSD issued a Request for Qualifications for external partner/providers. The RFQ included a description of the specific services requested for the 1003 (g) SIG initiative. Respondents must submit a track record of their success with schools that include similar demographics to Baseline Elementary School. Copy of RFQ included in attachments.</p>	Y	Y	<p>School Leadership Development; Standard-Based Education; Professional Development; Assessment System Support; and Monitoring of School Progress</p>	<p>Provided documentation/evidence of successful technical assistance to improve achievement with comparable demographics</p>

Turnaround

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

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
<p>Pearson</p> <p>The LRSD issued a Request for Qualifications for external partner/providers. The RFQ included a description of the specific services requested for the 1003 (g) SIG initiative. Respondents must submit a track record of their success with schools that include similar demographics to Baseline Elementary School. Copy of RFQ included in attachments.</p>	Y	Y	<p>School Leadership Development; Standard-Based Education; Professional Development; Assessment System Support; and Monitoring of School Progress</p>	<p>Provided documentation/evidence of successful technical assistance to improve achievement with comparable demographics</p>

Restart

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

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

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)
Currently not considering EMO	NA	NA	NA	NA

Closure

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

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

Step 3: Determine Best-Fit Model and Partners

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

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

Community Capacity				
<input checked="" type="checkbox"/> Strong community commitments to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

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

Best Fit Ranking of Intervention Models

1. Best Fit: Turnaround

2. Second Best Fit: Transformation

3. Third Best Fit: Restart

4. Fourth Best Fit: Closure

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

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?

LRSD will conduct a rigorous and extensive search for a qualified leader. The position will be advertised nationally in educational publications such as Education Weekly and both electronic and print advertisements will be published across the nation to confirm we attract the best and highest quality candidates.

QUALIFICATIONS:

1. A master's degree or higher with eligibility for Arkansas certification as a Building Level Administrator.
2. A minimum of three years of successful school turnaround leadership experiences at the elementary school level with documentation of increased student achievement.
3. Excellent writing skills, as well as experience and expertise in strategies to infuse technology across the curriculum.
4. Broad knowledge of the principles and practices of school administration and the Turnaround model for rapid school improvement.
5. Expertise in building instructional capacity, curriculum development, and knowledge of literacy integration throughout the curriculum.
6. Persistent use of data and research-based focus on student achievement.
7. Has demonstrated experience in building partnerships and resources for a school.
8. Knowledge of financial management.
9. Outstanding and visible communication skills with the ability to welcome interaction with all members of the school community (students, teachers, families, community)

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The principal will provide effective instructional leadership for Baseline Elementary School; model, advocate, and provide leadership for the rapid school turnaround. The principal will also manage those activities which contribute to the authentic implementation of the Turnaround model including strategies and interventions to improve student outcomes.

A. Student Achievement Leadership:

- Emphasizes student achievement as the primary goal of schooling and achieves the desired student achievement results or performance goals
- Maintains high expectations and motivation of all students to engage in continuous learning and development

B. Organizational Leadership:

- Possesses commitment and facilitates the development of a vision and mission of learning for the school that promotes the success of all students
- Establishes and clearly communicates building priorities, long range goals and objectives.
- Communicates effectively both orally and in writing

C. Instructional Leadership:

- Analyzes, utilizes, and communicates school and student data to implement programs, technology, and curriculum that improves teaching and learning
- Provides leadership in the implementation of the Turnaround model, strategies, and interventions to rapidly improve teaching and learning outcomes for students
- Leads curriculum development activities providing opportunities and encouragement for increased staff expertise

D. Management:

- Assists in effective recruitment and recommends, develops, supervises, and evaluates staff

E. Community Partners:

- Maintains a clear and open communication process with all internal and external school communities in the shared leadership of the school
- Promotes and encourages community partnerships

F. Ethical Leadership:

- Demonstrates appreciation for and sensitivity to the diversity among individual and specific populations.
- Respects confidentiality.

G. Environmental Context Leadership:

- Creates a feeling of trust and openness with students, families, and staff promoting the welfare of all members of the learning community
- Knows and applies policies, procedures, laws, and regulation enacted by school/district, state, and federal authorities
- Fosters a creative and innovative learning environment in which all students are inspired to excel
- Participates and maintains an effective and culturally diverse learning environment among the entire school community (faculty, staff, students, etc.).

Sample Questions and Scoring Rubric for Baseline Elementary School Turnaround Principal

1. Share your experience and professional training that qualifies you for the position of elementary school Turnaround principal.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists of extensive experience or professional training.	Limited evidence is present to document extensive experience or professional training.	There is clear evidence of extensive experience and professional training.	The candidate provides clear and extensive evidence that documents a track record of successful turnaround leadership experiences, professional trainings that support school turnaround strategies, and experience as a building principal who significantly increased student achievement.

2. What do you consider to be your major strengths as a leader?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists of a visionary or well developed leadership style.	Some evidence exists of a visionary or well developed leadership style.	Evidence exists of a visionary leadership style that is inclusive and complemented by experience in implementing strategies for collaboration and accountability. Respect for others is	There is clear evidence of a strong, effective leadership style that is inclusive of all key stakeholders (teachers, staff, parents, and community) complemented by experience in implementing specific strategies for comprehensive collaboration and accountability and high

		demonstrated and described.	<p>expectations for teachers and students. Specific references describing the importance of respect for others are described.</p> <p>Candidate describes the importance of supporting teachers as leaders; to empower and support others as leaders.</p>
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3. Give three examples of strategies you have for dealing with conflict resolution.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
No specific examples were shared.	One example of conflict resolution was described.	The candidate provided two examples of conflict resolution including listening and communication skills.	The candidate provided three examples of conflict resolution skills and described listening, communication, and problem solving skills. The candidate also described being proactive to avoid escalation of problems. The candidate described experience in resolving conflicts and encouraging collaboration and cooperation.

4. Describe how you would establish positive relations with the school community.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show that the candidate supports the involvement of all stakeholders	Some evidence exists that the candidate will develop and include some stakeholders in shared decision	Evidence exists that the candidate will develop and include parents and the community in	The candidate shares specific ideas and examples of how to involve parents and the community. The candidate discusses examples and strategies

in shared decision making.	making.	shared decision making.	to develop positive relationships with parents and community partners.
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5. Baseline Elementary School has been identified by the Arkansas Department of Education as a priority school. As the principal, how will you lead the implementation of the Turnaround model including the selected best practices and interventions to ensure student achievement?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists of extensive experience, understanding or knowledge regarding the turnaround model of elementary school reform.	Limited evidence is present to document extensive experience, knowledge or understanding of the turnaround model or as an instructionally focused leader.	There is clear evidence of knowledge of the turnaround model and the ability to lead a change process that results in improved student achievement.	There is clear evidence of extensive experience, knowledge and understanding of the turnaround model. The candidate discusses strategies and experience in leading innovation and change that results in improved student achievement; demonstrates a vision that all students can learn and expectations of high standards for staff and students. Demonstrates clear commitment to implement the Turnaround model with authentic fidelity at Baseline Elementary.

6. How will you ensure the school has a safe and orderly environment for students, teachers, staff, and parents?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show that the candidate knows what to do to ensure a safe and orderly environment.	Some evidence exists to show that the candidate knows what to do to ensure a safe and orderly environment.	Evidence exists showing that the candidate knows specific steps and strategies to ensure and safe and orderly environment.	The candidate describes specific actions, practices and expectations that ensure a safe and orderly environment for students, teachers, staff, and parents. The candidate expresses the need for high standards in building operations and maintenance to ensure a safe and orderly environment.

7. Describe your plan for increasing student achievement and sustaining continuous improvements in student outcomes.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show strategies or a plan for increasing student achievement.	Some evidence exists to show understanding for increasing student achievement. Candidate mentions professional development and high expectations.	There is clear evidence that the candidate understands techniques and strategies to increase student achievement and how to sustain improved student outcomes. Candidate mentions high expectations, professional development,	The candidate describes specific strategies and techniques to develop capacity to provide increased student achievement and continuous school improvement as well as discussing specific strategies to sustain school improvement over time. Examples of strategies include: 1. Professional development which results in high quality teaching practices. 2. High expectations by all

		and increased parent involvement.	<p>faculty and staff members.</p> <p>3. Effective teacher collaboration practices.</p> <p>4. Comprehensive network of student support programs.</p> <p>5. Exemplary leadership practices exhibited by the school's administrative team.</p> <p>6. High levels of parent involvement.</p> <p>7. Alignment of ACSIP interventions with identified needs.</p> <p>8. Allocation of financial resources aligned with identified needs.</p> <p>9. Describes and expects continuous use of data by all staff.</p>
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8. As the instructional leader, what are the expectations you have for your staff?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to demonstrate leadership and encouragement for staff to foster a positive learning	Some evidence exists to demonstrate leadership and encouragement for staff to foster a positive learning environment	Evidence exists to demonstrate leadership and encouragement for staff to foster a positive learning environment. Candidate	Extensive evidence exists to demonstrate the candidate will provide support and encouragement for all staff; establish a positive climate where staff are constantly working to improve student

environment.	and be prepared for teaching and learning.	expects teachers to be prepared for instruction and to maintain communications with parents.	achievement; and promotes staff creativity and risk-taking. Candidate expects all staff to be prepared each day for every class. Candidate expects teacher to actively involve students in the learning process. Candidate expects teachers to communicate regularly with parents.
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2. How will the LEA enable the new leader to make strategic staff replacements?

The District will support the new leader in making staff replacements through the rigorous implementation of the LRSD Professional Teacher Appraisal System (PTAS), the Teacher Excellence Support System (TESS), and the Arkansas Teacher Fair Dismissal Act (Arkansas code 6-17-1503). A complete copy of the TESS summative evaluation tool for teachers is attached. The LRSD believes that the principle responsibility of the certified teacher is to direct and assess teaching and learning experiences for students. The District places high regard on the quality of teaching and learning in each classroom with high expectations for improved student outcomes. In order to ensure such expectations are met, the LRSD Professional Teacher Appraisal System has been designed and implemented and now administrators and teachers have been trained in TESS for implementation as well. The purposes of the evaluation system are: 1) to enhance the quality of instruction, 2) to provide a basis for professional development, 3) to encourage collegiality and professionalism, and 4) to serve as the basis for sound and defensible employment decisions. The AR Smart Accountability plan provides State guidance to better differentiate interventions and resources to schools most in need. Schools are distinguished by applying different labels, interventions and consequences to schools appropriate to their actual school improvement status based on the 2009 Arkansas Benchmark Scores.

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

The District central office staff is capable and committed to support the transformation efforts. The staff is experienced and has extensive expertise to advise and assist principals and teachers throughout the process. The District's strategic plan that has support from a strong base of stakeholders contains bold steps that are perfectly aligned with the required components included in the turnaround of schools. The District's strategic plan that has support from a strong base of stakeholders contains bold steps that are perfectly aligned with the required components included in the turnaround of schools. The Strategic Plan, *Target 2015*, adopted by the Board of Education in March 2010 is being actively implemented. It contains Key comprehensive battery of student assessments with a strategic mix of diagnostic, formative, benchmark and summative assessments; 3) create school schedules that enable collaborative work by professional learning communities of teachers; 4) enhance and focus ongoing professional development on improved instruction in reading, math, writing, and science, and provide instructional coaches to support teachers across all schools and classrooms; 5) ensure that adequate and effective funding for our schools is accomplished through the effective use of state funding, combined with our own local tax effort, targeted Federal resources for special education and Title I, II, and III, to provide enough money to deploy all the strategies identified as essential to our students' success; 6) recruit and retain a high quality staff through more national recruitment for top teacher and leadership talent; 7) establish a streamlined data and accountability system that links students, teachers and schools so growth and value-added analyses can be conducted and include performance on formative, anchor, end-of-course, and state assessments along with appropriate demographic data; and 8) structure the assessment system in which all programs, students, and teachers are evaluated on a regular basis, including considering a new salary schedule for teachers. (The complete LRSD Strategic Plan is available at www.LRSD.org.)

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

Greater flexibility in hiring, budgeting, and the use of time to support innovations is required for transformation to be successful. Principals must be given latitude to work with their external providers, teachers, parents and community to design a unique educational environment specifically developed to meet the needs of the students that the school serves. This latitude includes time,

personnel, use of space, development of innovative student support programs, etc.

Principals will have control over hiring teachers and will not be forced to take displaced teachers as this has been the practice at other schools.

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

The District curriculum team will meet regularly with the principal, the school's leadership team and the external provider to discuss operational changes that need to be addressed or enhanced. The District's Turnaround Team composed of the Superintendent, Associate Superintendents, and the district's Turnaround Implementation Support Team will meet monthly to provide support guidance and feedback.

The Turnaround Model

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

The Human Resources office will conduct an intensive recruiting campaign within the state as well as on a national level. Recruitment and retention strategies include, but are not limited to, the following:

- Competitive beginning salary and fringe benefits package. In the near future, significant salary increases will be granted on the first five steps of the teacher salary schedule
- Early offers of contracts to candidates in targeted areas of need
- On-campus recruitment visits to job fairs and consortiums
- On-campus recruitment visits and consortium career fairs that focus specifically on historically black colleges and universities (HBCU"s) and other colleges including international recruiting will high level Latinos/Hispanic emphasis. Provide H1-B and Green Card Sponsorship in selected critical supply areas.
- LRSD Teacher Job Fair
- Human Resources Interns to assist with recruitment, hiring, and relocation
- Mid-year recruiting for December graduates
- Assistance in locating housing and relocation information about Greater Little Rock area.
- Fiscal encouragement of paraprofessional transitions to teaching
- E-based recruiting through electronic teacher recruitment sites (Teachers-Teachers.com, Education America Network, Project Connect, etc)

Retention and career enhancement activities include the following:

- Continue the New Teacher Induction program that provides long-range and comprehensive support including;
 - High quality New Teacher Orientation AND beginning teacher support;
 - Mentors who are trained in High Performance Mentoring, Teacher Performance Assessment, and coaching to support student (teaching) interns and new teachers;
 - Beginning teacher seminars throughout first year;
- Tuition Reimbursement for graduate coursework.
- Professional Development opportunities for growth and certification.
- Local availability of a full range of graduate programs in education.

- Leadership seminars for those teachers who aspire to positions of leadership in education.
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?

LRSB will conduct a rigorous and extensive search for a qualified leader. The position will be advertised nationally in educational publications such as Education Weekly and both electronic and print advertisements will be published across the nation to confirm we attract the best and highest quality candidates.

QUALIFICATIONS:

1. A master's degree or higher with eligibility for Arkansas certification as a Building Level Administrator.
2. A minimum of three years of successful school turnaround leadership experiences at the elementary school level with documentation of increased student achievement.
3. Excellent writing skills, as well as experience and expertise in strategies to infuse technology across the curriculum.
4. Broad knowledge of the principles and practices of school administration and the Turnaround model for rapid school improvement.
5. Expertise in building instructional capacity, curriculum development, and knowledge of literacy integration throughout the curriculum.
6. Persistent use of data and research-based focus on student achievement.
7. Has demonstrated experience in building partnerships and resources for a school.
8. Knowledge of financial management.
9. Outstanding and visible communication skills with the ability to welcome interaction with all members of the school community (students, teachers, families, community)

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The principal will provide effective instructional leadership for Baseline Elementary School; model, advocate, and provide leadership for the rapid school turnaround. The principal will also manage those activities which contribute to the authentic

implementation of the Turnaround model including strategies and interventions to improve student outcomes.

A. Student Achievement Leadership:

- Emphasizes student achievement as the primary goal of schooling and achieves the desired student achievement results or performance goals
- Maintains high expectations and motivation of all students to engage in continuous learning and development

B. Organizational Leadership:

- Possesses commitment and facilitates the development of a vision and mission of learning for the school that promotes the success of all students
- Establishes and clearly communicates building priorities, long range goals and objectives.
- Communicates effectively both orally and in writing

C. Instructional Leadership:

- Analyzes, utilizes, and communicates school and student data to implement programs, technology, and curriculum that improves teaching and learning
- Provides leadership in the implementation of the Turnaround model, strategies, and interventions to rapidly improve teaching and learning outcomes for students
- Leads curriculum development activities providing opportunities and encouragement for increased staff expertise

D. Management:

- Assists in effective recruitment and recommends, develops, supervises, and evaluates staff

E. Community Partners:

- Maintains a clear and open communication process with all internal and external school communities in the shared leadership of the school
- Promotes and encourages community partnerships

F. Ethical Leadership:

- Demonstrates appreciation for and sensitivity to the diversity among individual and specific populations.
- Respects confidentiality.

G. Environmental Context Leadership:

- Creates a feeling of trust and openness with students, families, and staff promoting the welfare of all members of the learning community
- Knows and applies policies, procedures, laws, and regulation enacted by school/district, state, and federal authorities
- Fosters a creative and innovative learning environment in which all students are inspired to excel
- Participates and maintains an effective and culturally diverse learning environment among the entire school community (faculty, staff, students, etc.).

Sample Questions and Scoring Rubric for Baseline Elementary School Turnaround Principal

1. Share your experience and professional training that qualifies you for the position of elementary school Turnaround principal.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists of extensive experience or professional training.	Limited evidence is present to document extensive experience or professional training.	There is clear evidence of extensive experience and professional training.	The candidate provides clear and extensive evidence that documents a track record of successful turnaround leadership experiences, professional trainings that support school turnaround strategies, and experience as a building principal who significantly increased student achievement.

2. What do you consider to be your major strengths as a leader?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists of a visionary or well developed leadership style.	Some evidence exists of a visionary or well developed leadership style.	Evidence exists of a visionary leadership style that is inclusive and complemented by experience in implementing strategies for collaboration and accountability. Respect for others is	There is clear evidence of a strong, effective leadership style that is inclusive of all key stakeholders (teachers, staff, parents, and community) complemented by experience in implementing specific strategies for comprehensive collaboration and accountability and high

		demonstrated and described.	<p>expectations for teachers and students. Specific references describing the importance of respect for others are described.</p> <p>Candidate describes the importance of supporting teachers as leaders; to empower and support others as leaders.</p>
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3. Give three examples of strategies you have for dealing with conflict resolution.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
No specific examples were shared.	One example of conflict resolution was described.	The candidate provided two examples of conflict resolution including listening and communication skills.	The candidate provided three examples of conflict resolution skills and described listening, communication, and problem solving skills. The candidate also described being proactive to avoid escalation of problems. The candidate described experience in resolving conflicts and encouraging collaboration and cooperation.

4. Describe how you would establish positive relations with the school community.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show that the candidate supports the involvement of all stakeholders	Some evidence exists that the candidate will develop and include some stakeholders in shared decision	Evidence exists that the candidate will develop and include parents and the community in	The candidate shares specific ideas and examples of how to involve parents and the community. The candidate discusses examples and strategies

in shared decision making.	making.	shared decision making.	to develop positive relationships with parents and community partners.
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5. Baseline Elementary School has been identified by the Arkansas Department of Education as a priority school. As the principal, how will you lead the implementation of the Turnaround model including the selected best practices and interventions to ensure student achievement?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists of extensive experience, understanding or knowledge regarding the turnaround model of elementary school reform.	Limited evidence is present to document extensive experience, knowledge or understanding of the turnaround model or as an instructionally focused leader.	There is clear evidence of knowledge of the turnaround model and the ability to lead a change process that results in improved student achievement.	There is clear evidence of extensive experience, knowledge and understanding of the turnaround model. The candidate discusses strategies and experience in leading innovation and change that results in improved student achievement; demonstrates a vision that all students can learn and expectations of high standards for staff and students. Demonstrates clear commitment to implement the Turnaround model with authentic fidelity at Baseline Elementary.

6. How will you ensure the school has a safe and orderly environment for students, teachers, staff, and parents?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show that the candidate knows what to do to ensure a safe and orderly environment.	Some evidence exists to show that the candidate knows what to do to ensure a safe and orderly environment.	Evidence exists showing that the candidate knows specific steps and strategies to ensure and safe and orderly environment.	The candidate describes specific actions, practices and expectations that ensure a safe and orderly environment for students, teachers, staff, and parents. The candidate expresses the need for high standards in building operations and maintenance to ensure a safe and orderly environment.

7. Describe your plan for increasing student achievement and sustaining continuous improvements in student outcomes.

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show strategies or a plan for increasing student achievement.	Some evidence exists to show understanding for increasing student achievement. Candidate mentions professional development and high expectations.	There is clear evidence that the candidate understands techniques and strategies to increase student achievement and how to sustain improved student outcomes. Candidate mentions high expectations, professional development,	The candidate describes specific strategies and techniques to develop capacity to provide increased student achievement and continuous school improvement as well as discussing specific strategies to sustain school improvement over time. Examples of strategies include: 1. Professional development which results in high quality teaching practices. 2. High expectations by all

		and increased parent involvement.	<p>faculty and staff members.</p> <p>3. Effective teacher collaboration practices.</p> <p>4. Comprehensive network of student support programs.</p> <p>5. Exemplary leadership practices exhibited by the school's administrative team.</p> <p>6. High levels of parent involvement.</p> <p>7. Alignment of ACSIP interventions with identified needs.</p> <p>8. Allocation of financial resources aligned with identified needs.</p> <p>9. Describes and expects continuous use of data by all staff.</p>
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8. As the instructional leader, what are the expectations you have for your staff?

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to demonstrate leadership and encouragement for staff to foster a positive learning	Some evidence exists to demonstrate leadership and encouragement for staff to foster a positive learning environment	Evidence exists to demonstrate leadership and encouragement for staff to foster a positive learning environment. Candidate	Extensive evidence exists to demonstrate the candidate will provide support and encouragement for all staff; establish a positive climate where staff are constantly working to improve student

environment.	and be prepared for teaching and learning.	expects teachers to be prepared for instruction and to maintain communications with parents.	achievement; and promotes staff creativity and risk-taking. Candidate expects all staff to be prepared each day for every class. Candidate expects teacher to actively involve students in the learning process. Candidate expects teachers to communicate regularly with parents.
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10. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?

In order to ensure rapid school turnaround and student achievement, the Little Rock School District has taken into consideration Baseline students and their needs as the first priority in designing the teacher selection process for this school. The multi-staged selection process has been designed to identify highly qualified teacher candidates so that their unique competencies can be considered in assigning positions.

The district will advertise teaching positions on the national level in both electronic and print publications. Teacher job descriptions will be crafted with requirements that meet student needs as well as the Turnaround model and design to include trainings for working with ESL and culturally diverse populations.

Qualified candidates will participated in a rigorous multiple step interview process. Each candidate will be expected to submit an electronic portfolio which documents their teaching skills and integration of technology in the classroom. Interview questions and scoring rubrics will be constructed to measure a candidate's willingness and ability to work a longer school day; participate in all professional development opportunities; and to implement their professional learning into the classroom to directly impact student achievement. Candidates will also provide a writing sample as part of the process in order for the selection committee to further determine the candidate's level of competency for the placement at Baseline. A sample writing prompt would be, "Write about a time when you accomplished something satisfying as a teacher despite one or more obstacles."

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

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

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

The principal has the authority to recommend teachers for hiring to the Superintendent.

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

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

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

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

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

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

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

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

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

The District will provide district-level and school-level improvement teams charged with the responsibility of understanding the strategies included in the turnaround model and establishing processes, practices and policies that support the turnaround model. District policies and procedures will clarify the scope of site-based decision making and summarize in a letter of understanding. As team structure is officially incorporated into the school improvement plan and school governance policy.

The Restart Model

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

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

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

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

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

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

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

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

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

According to the LRSD and the Professional Negotiated Agreement.

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

There are negative budgetary implications.

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

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

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

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

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

The charter will outline in detail all expectations.

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

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

School Closure Model

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

The metrics that would identify a school to be closed will include enrollment, student achievement, fiscal analysis, community input, and stakeholder input.

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

The steps that are in place to make certain closure decisions are based on tangible data and readily transparent to the local community are District established procedures for closing schools. These procedures include comprehensive data analysis as well as conducting a series of stakeholder meetings with teachers, parents and communities.

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

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

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

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

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

Receiving schools will be staffed with quality staff to accommodate the increase in students based on the district's student to teacher ratio.

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

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

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

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

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

Support provided to recipient schools if current staff members are reassigned will include staffing, professional development, and technical assistance and will be based on needs assessments.

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

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

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

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

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

The district tracks student progress in the recipient school by tagging students in the district's data base program to follow specific groups of students.

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

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

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

When necessary the district supports the efforts.

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
<p>State Education Agency Arkansas Department of Education</p>	<p>Provide technical assistance, professional development opportunities, and monitoring.</p>
<p>Local Education Agency Little Rock School District</p>	<p>Implement district level SIG Turnaround Team. Provide support for grant management; financial and budget issues; and contracting issues.</p>
<p>Internal Partner (LEA staff) Dr. Dexter Suggs, Superintendent Marvin Burton, Deputy Superintendent Dr. Sadie Mitchell, Associate Superintendent of Elementary School Linda Young, Director of Grants & Program Develop Laura Beth Arnold, Social Studies Curriculum Specialist Karen James, Director of Elementary Literacy Coniell Bursac, Grants Specialist</p>	<p>Provide implementation and evaluation assistance; provide grant management services; assist with monitoring the budget; engage in weekly site visits; provide coordination of external partners; and serve the on school-based leadership team.</p>
<p>Lead Partner Pearson</p>	<p>Provide professional development and technical assistance including teacher support, implementation tools, and data systems and analysis support.</p>
<p>Support Partner University of Arkansas at Little Rock (UALR)</p>	<p>Assist and support teachers in using the inquiry teaching methods and designing projects and problem based instruction facilitated through planning, modeling, observing, and providing</p>

	feedback.
Support Partner City Year	Provide one-on-one or small group tutoring to students in math and literacy classrooms. Lead energetic morning greetings, make attendance and positive phone calls home, and lead mentor groups. Organize and lead activities, celebrations, and projects to improve the community and school environment.
Support Partner New Futures	Provide an on-site Youth Specialist who will implement interventions progress monitoring tools address the social and emotional needs of students.
Support Partner DaySpring Behavioral Health Services	Provide students with social and emotional mental health services and interventions. Provide professional development to teachers and administrators in reference to mental health interventions, strategies, and available resources.
Principal To Be Determined – Position to be advertised	Provide leadership for SIG implementation.
School Staff	Participate in leadership and SIG implementation. Meet regularly to ensure collection of data, collaboration, and ongoing evaluation.
Parents and Community	Participate in school activities and their child's education.

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

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

Responsibilities of Pearson School Achievement Services:

Will undertake the following responsibilities/actions:

1. Ensure all applicable federal and state laws, regulations/rules, and Flexibility guidelines are met.
2. Ensure all Flexibility requirements as related to becoming an Approved External Provider are met.
3. Use a systemic approach at the school, district, board, community and state level that is likely to build capacity at the local level when the external provider completes its partnership with the district. The external provider's systemic approach shall:
 - a. Be grounded in research in effective school improvement.
 - b. Develop instructional leadership at all levels of the system.
 - c. Provide timely, frequent (weekly) support and reports to district and state.
 - d. Incorporate a system for adult learning (Professional Development).
4. Facilitate a deep diagnostic analysis of systems that support student instruction and family/community engagement.
5. Work with district and school leadership, ADE SIS, and ADE SST to develop a three year PIP as a component of the Arkansas Consolidated School Improvement Plan (ACSIP).
6. Assist Baseline Elementary School in meeting Interim Measurable Objectives (IMO's) as set forth in the PIP.
7. Engage to assist in building local capacity and local expertise through a "gradual release of responsibility" model.
8. Be present and working with staff on a weekly basis at Baseline Elementary School site.
9. Report weekly progress to ADE oversight team through ADE SIS and to the district superintendent.
10. Complete all required documentation in a timely manner.
11. Engage leadership teams and school board in ongoing development/training to include regular community engagement opportunities.

12. Engage with the ADE Learning Services Division in effectiveness evaluations of the external provider, district and school.

I. Contractual Duties of Pearson School Achievement Services to Little Rock School District:

1. Consultants will serve schools at least weekly during the school year.
2. Principals will have input into the selection of consultants serving at their school.
3. The number of Pearson consultants will be limited to no more than two literacy and two math consultants per school site (not including ELL, SPED, science, or instructional technology specialists).
9. Pearson consultants will focus on improving instructional strategies and use of data to inform re-teaching.
10. Pearson consultants will assist teachers with specific instructional strategies that actively engage students in the learning process.
11. Pearson consultants will assist teachers in infusing technology into the teaching and learning process.
12. Pearson consultants will promote the continuous use of data to inform and differentiate instruction in order to meet the academic needs of individual students.
13. Pearson will utilize evidence-based practices to build internal leadership capacity.
14. Pearson will assist schools in implementing the turnaround principles of school improvement and the Transformation Model as specified by the Arkansas Department of Education and the U.S. Department of Education.
15. Pearson will assist high school teachers in utilizing the full 90 minute instructional time – teaching bell to bell.
16. Assist schools in the development of the school's Priority Improvement Plan (PIP) and Interim Measurable Objectives (IMOs).
17. Customize professional development services through consultation with building principals and as specified in the school's Priority Improvement Plan (PIP).
18. Use outcome-based measurement tools to collaboratively analyze, problem-solve, reflect and coach on the depth and quality of implementation: focus walks, classroom observations, artifacts in school portfolios, and utilization of data.
19. Support teachers in using key strategies and differentiating instruction for English language learners and students with special needs.
20. Strengthen the skills of school-based coaches and instructional support personnel.
21. Assist teachers to analyze student work as a way to build teacher collaboration on instructional practices.
22. Provide professional development sessions on selected topics during professional learning communities (PLCs) as requested and needed.

23. Pearson consultants will not promote the purchase of Pearson products or curriculum to teachers or principals.
24. As the selected External Provider, Pearson will complete all reports as specified by the Arkansas Department of Education.
25. Pearson will provide weekly reports to the building principals and designated central office personnel.

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

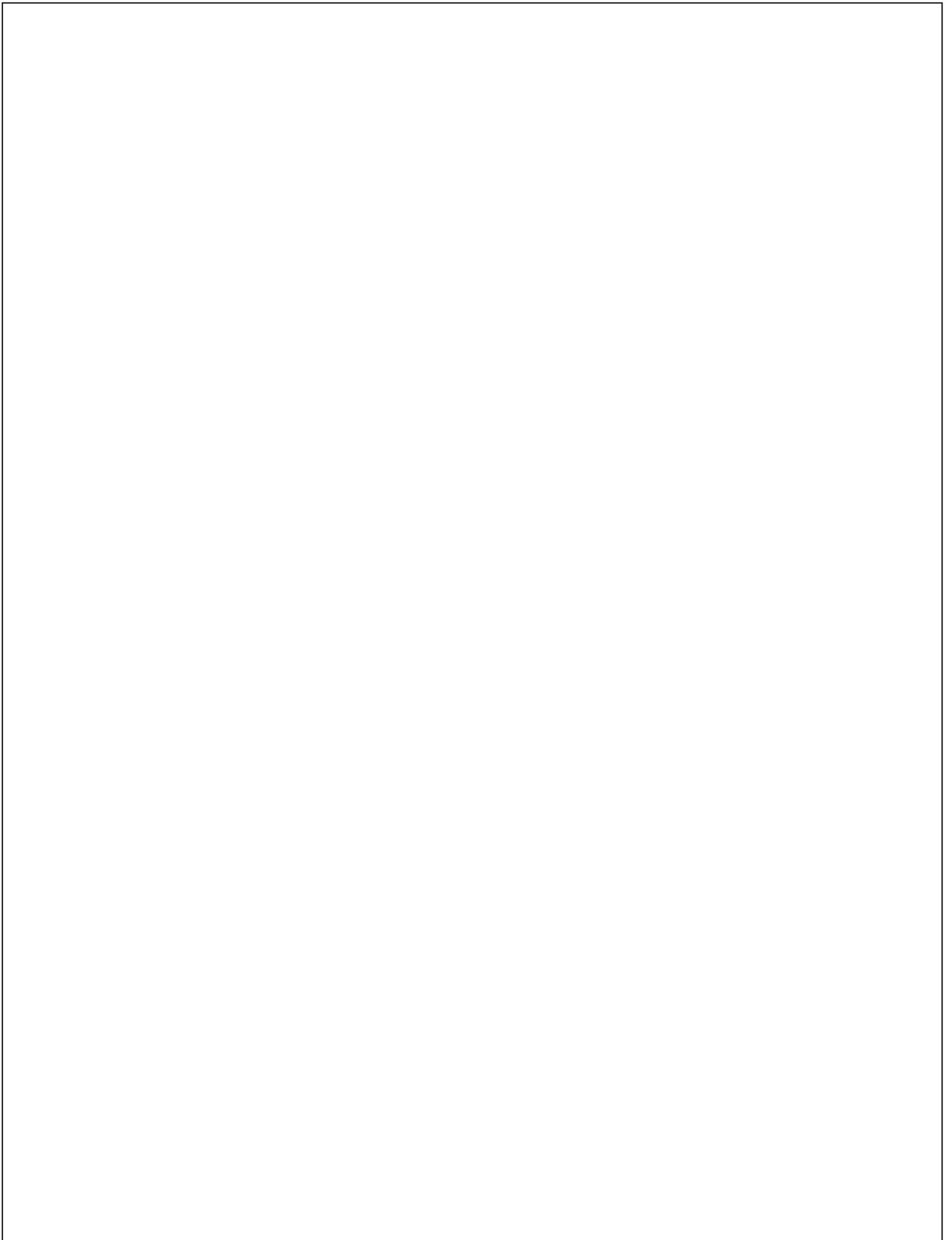
The LRSD SIG Advisory Committee composed of the Superintendent of Schools, the Associate Superintendent of Elementary Schools, the Associate Superintendent of Elementary Schools, the Turnaround Implementation Team, the external provider representative and key stakeholders will meet quarterly to review the status of the SIG implementation at the school. The quarterly meetings provide the opportunity to review progress, identify barriers, make mid-course adjustments and suggested revisions to the plan on a continuous basis. The Turnaround Implementation Team will submit quarterly monitoring reports to the Superintendent of Schools. These reports will also be shared with the Advisory Committee.

The Chief Financial Officer and the Director of Finance and their staff will work with the Grants Department to monitor all fiscal matters and report the use of SIG funds as required and specified by the Arkansas Department of Education. Copies of all contracts and procurement records will be maintained in the Grants Department as well as in the LRSD Procurement Department.

The LRSD Grant Specialist is responsible for continuous monitoring of all SIG grant activities. Weekly activity reports are submitted by SIG staff at the school site to the Principal, Grants Department and the ADE SIG monitor. The information captured in the weekly activity reports are reflected in the monthly reports. The weekly reports are detailed and capture the specific activities, services to students and number of students served. Weekly site visits will be made to the school and observations will be recorded and included in the monthly reports. Interviews with the principal, teachers, and partners will be conducted regularly. The interview records provide a mechanism to gain process feedback and will be noted in the monthly reports.

Targeted professional development sessions during the summer, after school, and on designated Saturdays, will consist of sign in ledgers, agendas, and action steps. Documentation forms have been collected to record and track the topics, attendance and decisions made during the collaborative/professional development sessions conducted during the regular school day.

Electronic communication will be utilized to keep all stakeholders involved, informed, and included on all decision-making strategies and updates necessary for implementation.



Step 5: Forge Working Relationships

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

The Little Rock School District will promote the working relationships among the groups and partners committed to this intervention by creating a district SIG Advisory Committee. This Advisory Committee will include representatives from key stakeholder (New Futures for Young; City Year; UALR; LREA President; Turnaround Team members; Turnaround Implementation Support Team members; school leadership; teachers; parents; students; and external provider representatives). On a quarterly basis (or more often if needed), the committee will meet to engage in authentic conversation about the school setting, culture, and the turnaround process. Participants will also review data reports and comments from principals, reports from the Turnaround Implementation Team, external providers, teachers, and students. Success stories and case studies from similar schools across the nation will be shared as well. Emphasis will be placed on effective facilitation to ensure efficient use of time and honest and open lines of communication. Modifications in program implementation will be as warranted. Working relationships will be strengthened as stakeholders and the district “work on the work” together. Giving a voice for legitimate input into implementation will improve relationships.

Strong community partners and a diversity of stakeholders support turnaround efforts at Baseline. Partnering agencies include New Futures for Youth and the City of Little Rock City Year program. These stakeholders will be engaged during the implementation of their program components as well as through participation on the Advisory Board. Partners will contribute by recruiting additional stakeholders as well as lending their perspectives to program conversations and monitoring efforts.

Baseline proposed activities will place a Youth Intervention Specialist (YIS) at the school site with the primary role to provide positive youth development opportunities and supportive services to students. The YIS will be providing Tier II (targeted) and Tier III (intensive) RTI behavioral interventions. The RTI interventions are effective at addressing the social-emotional needs of students who present behavioral challenges in school. YIS will provide positive behavior intervention supports. The YIS will ensure that participants engage in positive academic and social activities in the school setting. The YIS will work to solidify participants’ connections with the school learning environment. The YIS will be responsible for facilitating ongoing communication among participants, their families, school staff and other community stakeholders in collaboration with the school’s Title I Parent Coordinator. Parent meetings will be held to provide parents with practical guidance to establish a quiet place for children to study at home and consistent study habits for studying at home; maintain daily conversations with their children about their school experiences and progress; and maintain regular and supportive verbal interaction with their children. As the YIS,

students, and parents meet together, conversations and sharing child-rearing concerns will occur. Specific sessions will include meeting with teachers to discuss children's progress in school and their children's home-based study and reading habits. The positive youth development experiences will connect students to the community and encourage community awareness of and involvement in the school turnaround process.

The Baseline YIS will work to establish a working connection with the City of Little Rock Youth Intervention and Prevention (YIP) site located across the street to the school. This site offers resources and assistance for parents and small children. Many programs are bilingual and targeted to Hispanic residents. Encouraging access to these resources will be a cornerstone of creating a caring environment and developing stakeholder connections for Baseline parents and families.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Dr. Dexter Suggs	Superintendent	Dr. Phil Clark	Accountability Specialist
Dr. Sadie Mitchell	Associate Superintendent	Iciphine Jones	Accountability Specialist
Dr. Dan Whitehorn	Associate Superintendent	Dr. Mark Perry	Director/New Futures for Youth
Linda Young	Director/Grants & Program Development	Sarah Roberson	Director/City Year
Dennis Glasgow	Associate Superintendent	Dr. Kristin Mann	Professor/UALR
Laura Beth Arnold	Lead Teacher/Social Studies	Sabrina Stout	Lead Teacher/Elementary Reading
Dr. Karen James	Director/Elementary Literacy	Cathy Kohler	President/Little Rock Education Association
Dr. Lloyd Sain	Director/Administrator Leadership	Mike Martello	Director/Transportation
Coniell Bursac	Grants Specialist	Dr. Ed Williams	Data Specialist/Accountability
Beth Clifford	Lead Teacher/Math	Suzi Davis	Director/Secondary Literacy

Meetings

Location	Date		Location	Date
Superintendent's Office	Jan. 15, 2014		Associate Superintendent's Office with City Year	Feb. 18, 2014
LRSD IRC Conference Room with Baseline SIG design team	Jan. 29, 2014		LRSD IRC Conference Room with New Futures/Promise Neighborhood	Feb. 6, 2014
LRSD IRC Conference Room with LRSD Director of Transportation	Feb. 19, 2014		Baseline Elementary School Steering Committee Meeting	Feb. 21, 2014

Step 7: Sustainability

Please tell how the LEA will continue the commitment to sustain reforms after the funding period ends.

The LEA plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. The application should include an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

Baseline Elementary School and the Little Rock School District recognize effective implementation that is embedded into daily school operations and procedures as key to sustaining programs. The LRSD recognizes the turnaround process as a dynamic and responsive journey, rather than a static plan of action. (Duke & Landahl, 2011) With the combined support of school leadership, central office expertise, and community stakeholder involvement, Baseline turnaround programs are poised to launch a continuous school improvement process. School leadership will be strengthened and empowered for ongoing oversight and monitoring of the programs. Principal connections to key decision-makers will central office expertise will welcome

ongoing feedback. Authentic conversation regarding challenges and successes will be cultivated to ensure program revisions as needed. Teachers will be trained to provide effective instruction for all students and then supported throughout the school year with ample planning and collaboration and shoulder-to-shoulder supports. Through the intensive professional development plan, administrative leadership capacity and teacher capacity will be increased to provide ability to sustain the turnaround model. Incentives will be put in place to promote improved teacher performance and stimulate student motivation. The program design integrates best practices found in sustained turnaround efforts including intensive focus on data-driven instruction and student-centered learning strategies, increased curricular relevancy, and team structuring for distributed leadership. (D'Entremont, et al., 2012)

District offices will provide fiscal management and implementation support and are prepared to utilize local, state and federal funding streams for continued programs. Community stakeholders will be vested in the success of Baseline students and teachers. Sustainability will be considered throughout all planning meetings and program design processes. District and school leadership will communicate the need for reform, identify resources and capabilities for sustaining reforms and convey to the school community the appropriateness and the effectiveness of the research-based efforts. The district leadership will anticipate changes in personnel, security of needed resources and revisions of policy and practices that would threaten the practices and structures and attitudes that result in improvement of student outcomes. Contingency plans that respond to such threats will be developed as necessary. A direct connection to the Superintendent will assist in identifying sustainability challenges early on and ensuring support for leadership needed to build the school's capacity to sustain for components of the turnaround model.

In order to make good decisions along the pathway of reform, effective collection and use of data are key to sustaining improvement. Time will be dedicated to data analysis and planning by teams at the district and school levels in a regular and systematic manner that will be a non-negotiable. Monitoring will be embedded into the implementation process to measure and support capacity building resulting from the programs. Through analysis of data and indicators of implementation, school and district teams will identify key reforms.

The full and complete integration of the Baseline turnaround goals and objectives in their ACSIP plan will further ensure sustainability and capacity for ongoing implementation after the life of the grant. Baseline's proposed activities also address the recommendations of the Scholastic Audit and include specific strategies to respond directly to necessary next steps to remedy identified deficiencies.

Additional information regarding sustainability of the program is outlined in the "description of Proposed Activities" section of the 1003(g) application.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Please complete the following goal and objective pages for each priority school being served.

School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

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

Goal #1 All students and the targeted achievement gap group will meet the ESEA Annual Measurable Objective in literacy no later than 2016 – 2017.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Enhance core literacy instruction through:</p> <ul style="list-style-type: none"> • Ongoing job-embedded professional development • Increased teacher collaboration • Increased student and teacher support • Classroom reforms <p>Implement classroom reforms including:</p> <ul style="list-style-type: none"> • Rigorous, relevant instruction • Student-centered instruction • Differentiation • Routine, consistent, quality assessment • Inquiry-based learning 	<p>Progress monitoring reports reflect effective identification of students for RTI</p> <p>Classroom reforms routinely utilized in 60% of classrooms</p> <p>80% of teachers report perceptions of student engagement</p> <p>80% of teachers report increases in collaboration</p> <p>100% of TESS informal observations completed by Oct. 1.</p>	<p>Formative assessment data</p> <p>Benchmark test scores</p> <p>Walkthrough data</p> <p>Teacher surveys (2x/year)</p> <p>Student surveys (annual)</p> <p>Course failure data</p> <p>External provider reports</p> <p>Attendance and tardy records</p> <p>RTI class enrollments</p> <p>Grant Monitoring Records</p>	<p>August 2014 and Ongoing</p>	<p>June 2017</p>	<p>Building Principal</p> <p>Teachers</p> <p>Assistant Principals</p> <p>External Provider</p> <p>Central Office Staff</p> <p>Interventionist</p> <p>UALR Professor Consulting team</p>

<p>Implement Response to Intervention School-wide Daily Intervention Classes</p> <p>Increase learning time of the literacy block</p> <p>Implement the Integrated Enrichment Studies class to engage students actively in applied, collaborative, and intellectually rigorous work.</p> <p>Integrate technology into the learning environment</p> <p>Implement effective co-teaching</p>		<p>Professional development records (sign-in sheets, agendas, feedback surveys)</p>			
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School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

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

Goal #2 All students and the targeted achievement gap group will meet the ESEA Annual Measurable Objective in math no later than 2016 – 2017.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Enhance core math instruction through:</p> <ul style="list-style-type: none"> • Ongoing job-embedded professional development • Increased teacher collaboration • Increased student and teacher support • Classroom reforms <p>Implement classroom reforms including:</p> <ul style="list-style-type: none"> • Rigorous, relevant instruction • Student-centered instruction • Differentiation 	<p>Progress monitoring reports reflect effective identification of students for RTI</p> <p>Classroom reforms routinely utilized in 60% of classrooms</p> <p>80% of teachers report perceptions of student engagement</p> <p>80% of teachers report increases in collaboration</p>	<p>Formative assessment data</p> <p>Benchmark test scores</p> <p>Walkthrough data</p> <p>Teacher surveys (2x/year)</p> <p>Student surveys (annual)</p> <p>Course failure data</p> <p>External provider reports</p> <p>Attendance and tardy records</p>	<p>August 2014 and Ongoing</p>	<p>June 2017</p>	<p>Building Principal</p> <p>Teachers</p> <p>Assistant Principals</p> <p>External Provider</p> <p>Central Office Staff</p> <p>Interventionists</p>

<ul style="list-style-type: none"> • Routine, consistent, quality assessment • Inquiry-based learning <p>Implement Response to Intervention</p> <ul style="list-style-type: none"> • School-wide • Daily Intervention Classes <p>Implement the Integrated Enrichment Studies class to engage students actively in applied, collaborative, and intellectually rigorous work.</p> <p>Integrate technology into the learning environment</p> <p>Implement effective co-teaching</p>	<p>100% of TESS informal observations completed by Oct. 1</p>	<p>RTI class enrollment</p> <p>Professional development records (sign-in sheets, agendas, feedback surveys)</p> <p>Master schedule</p> <p>Grant Monitoring Records</p>			<p>UALR Professor Consulting Team</p>
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School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

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

Goal #3 Enhance the professional teaching culture as a means of accelerating the academic achievement of all students.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Provide extended time daily for planning, teaming, and collaboration</p> <p>Provide intensive professional development programs</p> <ul style="list-style-type: none"> • Ongoing embedded support • SIG Leadership Training • SIG Summer Institute • Saturday Sessions • Reflection Academy • Co-teaching for effective collaboration in delivering instruction for students with disabilities • ESL Academy <p>Provide incentives for National Board Certification Implement classroom reforms including:</p> <ul style="list-style-type: none"> • Rigorous, relevant instruction • Student-centered instruction • Differentiation 	<p>Classroom reforms routinely utilized in 60% of classrooms</p> <p>80%of teachers report increases in collaboration</p> <p>80% of teachers report progress towards professional goals</p> <p>Increased number National Board certified teachers by 5%</p>	<p>Professional development records (sign-in sheets, agendas, feedback surveys)</p> <p>Classroom walkthrough data</p> <p>National Board Certification records</p> <p>External provider reports</p> <p>Teacher surveys (2x/year)</p> <p>Student surveys (annual)</p> <p>Climate surveys (annual)</p> <p>Student attendance rates</p> <p>Formative assessment scores</p> <p>Benchmark test scores</p> <p>Co-teacher lesson plans</p> <p>Master schedule</p> <p>Grant Monitoring Records</p>	<p>August 2015 and Ongoing</p>	<p>June 2017</p>	<p>Teachers</p> <p>Building Principal</p> <p>External Provider</p> <p>District Central Office Staff</p> <p>Interventionists</p> <p>UALR Professor Consulting Team</p>

School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

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

Goal #4 Establish a safe, orderly school climate characterized by an effective approach to discipline, a personalized learning environment and a supportive school culture.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Provide PD to improve teacher knowledge of adolescent development Improve student attendance rates Improve teacher attendance rates Reduce student in-school and out-of-school suspensions Implement an effective coordinated student support system Increase parent involvement Increase community involvement	Reduce student absences by 10% Reduce teacher absences by 10% Reduce # of referrals by 5% Increase in access to student service by 15% Increase in parent involvement rates by 20% Community volunteer presence increases by 20% 50% of students and teachers report improved perceptions of school climate and safety	Student and teacher attendance records # of Students participating in student incentives Discipline records Grant Monitoring Records School mental health records (Youth Intervention Specialist, school nurse and counselor, mental health providers) Volunteers in Public Schools (ViPS) sign in sheets Student surveys (annual) Parent surveys (available throughout the year) Teacher surveys (2x/year) Climate surveys (annual) Record of parent participation in language acquisition (Rosetta Stone) program	August 2015 and Ongoing	June 2017	Building Principal Youth Intervention Specialist Teachers School Counselor Parent Coordinator Central Office Staff City Year Corp Members

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

Intervention Design and Implementation

Baseline Elementary School will achieve rapid improvements in student achievement and improvements in school culture by implementing the Turnaround model. The Turnaround model was found to be the best fit to impact student achievement and school improvement.

As a comprehensive model, the proposed activities include:

1. Increased learning time to enable embedded daily intervention, enrichment, and teacher professional development and collaboration
2. Selection of a new building Principal and immediate review, rehire, and recruitment of new school staff
3. Multiple programs to meet student academic and social-emotional needs
4. Intensive, embedded development of teacher, leader and administrator capacity
5. Cultivation of family and community connections
6. Provision of school leadership autonomy and program implementation and monitoring structures directly linked to central office expertise and Superintendent support
7. Implementation of incentives tied to meeting Baseline's AMO goals for math and literacy
8. Implementation of a research-based instructional program
9. Support for continuous and consistent use of assessment and application of resulting data
10. Provision of social-emotional student and family services and community-oriented programs

Programs will be characterized by increased rigor and relevancy, differentiation, and student-centered and interdisciplinary learning. School leadership and staff will be vested in the process through the provision of extensive, embedded professional development. Throughout the turnaround process school leadership, teachers, central office staff, community stakeholders, and external providers will work collaboratively to ensure that students meet Arkansas academic requirements. Proposed activities are tightly aligned to the Turnaround model requirements.

Establishing New Leadership, Staff, and the Turnaround Environment

The transformation of Baseline Elementary will begin with the selection of a new principal who exhibits expertise and experience in school improvement, reconstitution of staff, extensive initial and ongoing training/professional development, and regular

monitoring for the fidelity of implementation. Once the new staff is established according to District guidelines and policies outlined in Step 3 of the 1003(g) application, a two-day SIG leadership training for the Principal, lead teachers, and the Turnaround Implementation Support Team and a 15-day Summer Institute will set the stage for working collaboratively, understanding the key components of the Baseline SIG Turnaround plan, and preparing for an effective opening of school.

The summer training will be provided in the format of a 15 4-hour day Summer SIG Institute and a three day ESL Institute. Both institutes will open with an in-depth overview of the Baseline 1003(g) programs and activities and participation is required for all staff members. Participants will review the research base of best practices of successful school turnarounds and highlight case studies from similar schools that have achieved and sustained substantial gains in academic achievement. The central position of teachers in the turnaround process will be celebrated and all participants will gain an understanding of their personal responsibility for success. Building on the overview of the turnaround programs and goals and objectives, the staff will delve into exploring the strategies and techniques to be utilized as the backdrop of successful turnaround. Key instructional strategies and techniques include differentiation, student-centered learning, inquiry, project-based learning, student engagement and higher-order thinking. Ample focus will be placed on data and assessment. Teachers will be primed on youth development issues, challenges and opportunities for elementary aged students. A substantial amount of time will be spent in teams establishing protocols, becoming familiar with student data, and engaging in collaborative planning and instructional alignment. In addition, staff will receive job-specific training related to new curriculum tools to be utilized as well as implementation of intervention and integrated enrichment classes to be initiated as part of turnaround efforts. Sessions will provide course overviews and training of the digital and interactive tools that will be used in the culminating projects as well as the development of rubrics to score and respond to student work. Trainings will prepare staff for consistent and effective implementation.

Baseline School Improvement programs will employ a defined and muscular set of effective practices that will rely on the talent, energy, and human capital of the faculty. Provision of the intensive summer seminar will ensure that Baseline staff fully comprehend turnaround efforts and are prepared to embrace their responsibility for taking an active role in ensuring success. The pronounced level of staff engagement promoted by authentic conversations occurring as part of the SIG Summer Institute play an essential role in creating the proactive culture of high expectations which is a cornerstone for successful turnaround programs.

Extended Learning Time

One of the most visible and high impact turnaround reforms at Baseline includes extending the current school day from 7:50am until 2:35pm to 7:50am through 4:05pm, adding 1.5 hours to each school day, or 267 extra hours each year for students. Teachers will receive a total of 130 additional hours of professional development

outside the contract. Each year that time will increase by four additional hours for a total of 402 additional professional development time over the three-year grant period. The extended school day will accommodate daily small group and one-on-one intervention for students as well as the addition of a collaboration period to accompany the teachers' planning/prep period. A sample student schedule is provided below.

Baseline Elementary Sample Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 - 8:15	Breakfast in the Classroom/Calendar Math				
8:15 - 10:45	Reading Workshop/Whole Group Comprehension/Word Study/Writing Process/Grammar				
10:45 - 11:45	Differentiated Instruction/ RTI Block				
11:45 - 12:30	Lunch/Recess				
12:30 - 1:45	Math				
1:45 - 2:30	Integrated Enrichment Studies				
2:30 - 3:00	Science/Social Studies				
3:00 - 4:00	GT Enrichment Push In	P.E.	Art	Computer	Music
4:00 - 4:05	Return to Homeroom Class/Dismissal				

Curriculum and Instructional Interventions

The instructional plan for math and literacy success and effectiveness outlined in the proposal includes a systematic design for providing core instruction that affords opportunities for students to learn skills in meaningful ways using the explicit teaching model, provides intensive intervention to struggling students, and engages students in an enrichment study that affords them opportunities to become critical thinkers using the knowledge and skills they have been taught.

In Integrating Differentiated Instruction, Carol Ann Tomlinson and Jay McTighe state four core beliefs of effective classrooms. These beliefs include: 1) students should consistently experience curricula rooted in the important ideas of a discipline; 2) students need opportunities to learn the “basics” and opportunities to apply them in meaningful ways; 3) there is a need for balance between student construction of meaning and teacher guidance, and 4) students need to know the learning goals of a

unit or lesson and criteria for successfully demonstrating proficiency with the goals. In differentiated classrooms teachers use multiple approaches and support systems in these important roles to ensure understanding of a full range of learners. Teaching for understanding in skill- and process-orientated subjects such as language arts and math cultivates a metacognitive awareness of how and why specific skills are beneficial and when they are best applied. Failure to teach skills in this way often results in mechanistic learning that fails to transfer. Most standards describe the knowledge and skills required of students across the grade levels. Rarely do they prescribe the content and materials through which these knowledge and skills are to be learned. This is where teachers have the opportunity to find the right texts and learning experiences to engage students. The Baseline SIG plan includes two specific features designed to provide teachers and students dedicated instructional time for integrated differentiated instruction through hands-on learning activities and time to address student academic deficiencies. These are the SIG Differentiated Block and the SIG Integrated Enrichment Block.

Core Literacy and Math Instruction, SIG Differentiated Instructional Block, and the SIG Integrated Enrichment Block each have definitive roles that provide different learning experiences to ensure student success. They provide the content and skill instruction, support for struggling students and an opportunity to delve into inquiry projects through extended, experiential, and collaborative investigations. The importance of the Integrated Enrichment Block is supported in the Journal of Teacher Education article "Preparing Culturally Responsive Teachers: Rethinking the Curriculum". Ana Maria Villegas explains that to support students' construction of knowledge, teachers must help learners build bridges between what they already know and believe about the topic at hand and new ideas and experiences in which they are exposed. This involves engaging students in questioning, interpreting, and analyzing information in the context of problems and issues that are interesting and meaningful to them, and promotes critical thinking, problem solving, and collaboration. Villegas believes that emphasizing higher order thinking and problem solving, promotes academic rigor, a necessity. Too often, students are denied more rigorous experiences because of their lack of the knowledge, skills, and personal experiences that other students may have and that leads to their disengagement from school. This is also the knowledge and skills that they need to prepare them for the 21st century and the rigor of the common core standards. One of Tomlinson's and McTighe's core beliefs states that there needs to be a balance between student construction of meaning and direct instruction. This is the premise for the instructional plan for Baseline's SIG Turnaround Proposal.

In his book *The Paideia Proposal*, Mortimer Adler (1982) proposes three key instructional roles for teachers: direct instruction, facilitator, and coach. There are specific teaching strategies that can be related to each role. During the SIG Integrated Enrichment Class the main focus will be on the teacher's role as a facilitator and will address guided inquiry through problem-based and project-based and learning. All roles and the instructional strategies that support each role are important throughout the instructional day but vary in practice based on the learning experience. A strong instructional program has a structure that enables effective teachers to balance these

roles by purposefully using a variety of strategies to ensure student understanding and maximum growth. Therefore, it is important when teaching diverse student populations to use instructional strategies effectively and provide targeted interventions to struggling students to ensure success. The chart below outlines the instructional strategies that support the various teacher roles and what students need to do.

Instructional Strategies That Support Various Teacher Roles	
<p>What the teacher uses:</p> <p>Didactic/Direct Instruction</p> <ul style="list-style-type: none"> • Demonstration/modeling • Lecture • Questions (convergent) <p>Facilitative/Constructivist Methods</p> <ul style="list-style-type: none"> • Concept attainment • Cooperative learning • Discussion • Experimental inquiry • Graphic representative • Guided inquiry • Problem-based learning • Questions (open-ended) • Reciprocal teaching • Simulation • Socratic seminar • Writing process <p>Coaching</p> <ul style="list-style-type: none"> • Feedback/conferencing • Guided practice 	<p>What students need to do:</p> <p>Receive, take in, and respond</p> <ul style="list-style-type: none"> • Observe, attempt, practice, refine • Listen, watch, take notes, question • Answer, give responses <p>Construct, examine, and extend meaning</p> <ul style="list-style-type: none"> • Compare, induce, define, generalize • Collaborate, support others, teach • Listen, question, consider, explain • Hypothesize, gather data, analyze • Visualize, connect, map relationships • Question, research, conclude, support • Pose/define problems, solve, evaluate • Answer and explain, reflect, rethink • Clarify, question, predict, teach • Examine, consider, challenge, debate • Consider, explain, challenge, justify • Brainstorm, organize, draft, revise <p>Refine skills and deepen understanding</p> <ul style="list-style-type: none"> • Listen, consider, practice, retry, refine • Rethink, revise, reflect, refine, recycle through

Source: Integrating Differentiated Instruction Understanding by Design (p. 87), by Carol Ann Tomlinson and Jay McTighe, 2006, Alexandria, VA: Association for Supervision and Curriculum Development.

Students will be provided literacy instruction in three daily forums: Literacy and Math Core Instruction; a SIG Differentiated Instruction Block; and a SIG Integrated Enrichment Class. Social studies and science content will be embedded in the reading

and writing workshop during the literacy block. Charts outlining both the literacy and math's instructional plans are provided.

Literacy Instructional Plan

Baseline Literacy Instructional Plan		
<p>Literacy/Social Studies and Science Integrated 2 Hours and 30 Minutes English Language Arts Common Core Standards</p> <p>Core Instruction Classroom teacher</p> <p>Reading Workshop Comprehension Fluency Vocabulary Foundational Skills</p> <p>Writing Workshop Writing Grammar <i>Step Up to Writing</i> Workshop Model Direct Instruction Guided Practice Independent Practice Assessment (Formative and Summative)</p> <ul style="list-style-type: none"> • Prescriptive • Ongoing progress monitoring • Ongoing Data Analysis <p>Social Studies and Science Curriculum Aligned to Weekly Reading and Writing Focus</p> <p>Tier 1 and Tier 2 Intervention</p> <p>Teacher Roles--- Blend of direct instruction/facilitator/coach</p>	<p>Differentiated Instructional Block</p> <p>1 Hour Students will be given screening assessments to reveal areas of need. Diagnostic assessments will be administered to pinpoint skills and strategies for instruction. Small group or individual instruction provided.</p> <p>Daily Intervention Reading Teacher Literacy Instructional Facilitator SIG Academic Interventionist Provides Tier 2 and Tier 3 Interventions</p> <p>Resources tightly aligned with core curriculum including intervention lessons from:</p> <ul style="list-style-type: none"> • <i>Journeys Common Core</i> • <i>Journeys Common Core Reading Toolkit</i> • <i>Step Up to Writing</i> <p>Teacher Roles--- Blend of direct instruction/facilitator/coach</p>	<p>Integrated Enrichment Class 50 Minutes</p> <ul style="list-style-type: none"> ➤ Blended Inquiry/Problem-Based/Project Based Learning Experiences ➤ Features an array of research based instructional practices to accommodate student <u>differences</u> in learning <ul style="list-style-type: none"> • Reinforce literacy and math skills • Performance-based student assessment • Nine week grade specific topic/investigation • UALR team of four professors (English, Science, Social Studies, and Math) work with teacher team to design enrichment task and assist in implementation • Content of enrichment relates to social studies or science content for nine week period aligned with literacy skills for the same nine week period. • Technology aligned with curriculum

		<ul style="list-style-type: none"> • Student centered • Inquiry method • Stem focused activities • Interdisciplinary
<p>Continually assess students to obtain valid data and use this student data to inform instructional decisions throughout the three segments of the daily literacy instruction and monitor program.</p> <ul style="list-style-type: none"> • LRSD Data Dashboard----Academic, attendance and discipline data can be obtained for the district/school/individual students. Academic data includes ITBS/Benchmark/TLI assessments. • Literacy Unit Assessment---Prescriptive lessons for intervention • Data Walls • Student Work 		
<p>Reading Teacher—delivers intervention to small groups and individual students and work with teachers to improve instructional practices Literacy Instructional Facilitator—delivers intervention to small groups and individual students and works with teachers to improve instructional practices SIG Academic Interventionist---delivers intervention to small groups and individual students GT Facilitator—provides enrichment to all classes once a week and delivers instruction to identified GT students *** An Accountability Plan for monitoring the providers of student intervention has been developed. It is designed to track the effectiveness of their work. This will be done at the building and district level. Monitoring and support by the district Curriculum and Instruction team will be ongoing. Additionally, the Turnaround Implementation Support Team will conduct weekly team visits to monitor the effectiveness of Tier 2 and Tier 3 intervention.</p>		

Math Instructional Plan

Baseline Math Instructional Plan		
<p>Math Instructional Block One Hour and 15 Minutes</p> <p>Core Instruction Classroom teacher</p> <p>Opening/Warm Up Problem Solving Lesson/rotations small groups Class discussions strategies/reasoning Explicit instruction and summary of lesson Journal/exit ticket/short</p>	<p>Differentiated Instructional Block</p> <p>1 Hour Small group instruction provided by classroom teacher, math instructional facilitator, SIG academic interventionist, GT specialist</p> <p>Instructional Facilitator Tier 2 and Tier 3 Interventions</p> <p>Response to Intervention (RTI)</p>	<p>Integrated Enrichment Studies</p> <p>50 Minutes</p> <ul style="list-style-type: none"> ➤ Blended Inquiry/Problem-Based/Project Based Learning Experiences ➤ Features an array of research based instructional practices to accommodate student <u>differences</u> in learning <ul style="list-style-type: none"> • Reinforce math and

<p>assessment</p> <p>Assessment Assessment (Formative and Summative) Prescriptive Ongoing progress monitoring Ongoing Data Analysis</p> <p>Tier 1 and Tier 2 Intervention Resources</p> <ul style="list-style-type: none"> • <i>Scholastic Math Inventory (SMI)</i> 4 Assessments a Year—Provides an alignment to numerous district resources that provide intervention lessons. • <i>Go Math Diagnostic---</i> Pretest—Chapter Assigns lessons Ongoing formative assessment • <i>Do the Math</i>— Intervention program to address all tiers of intervention focusing on number and operations Grades1-6 • <i>Counting Collections</i>— Grades K-1. • Counting Collections— K-1 • <i>Step Up to Math Step Up to Writing in Math</i> provides the following support: <ul style="list-style-type: none"> ✓ Learning and using new math terms ✓ Reading actively to improve comprehension ✓ Using note taking to learn content and explain how word problems are solved ✓ Summarizing text on 	<p>Use the following to assess and provide ongoing progress monitoring and prescriptive lessons.</p> <ul style="list-style-type: none"> • <i>SMI—Scholastic Math Inventory-</i> 4 Assessments a Year—Provides an alignment to numerous district resources that provide intervention lessons. • <i>Go Math Diagnostic---</i> Pretest—Chapter Assigns lessons Ongoing formative assessment • <i>Do the Math</i>—(Marilyn Burns)--Intervention program for Tier 1, Tier 2 and Tier 3 focusing on number and operations. Content is sequenced and paced to build on understanding and skills. Grades 1-6 <p>Interventions address fundamental problems in math conceptual understanding.</p>	<p>literacy skills</p> <ul style="list-style-type: none"> • Performance-based student assessment • Nine week grade specific topic/investigation • UALR team of four professors (English, Science, Social Studies, and Math) work with teacher team to design enrichment task and assist in implementation • Content of enrichment related to Math concepts blended with other core instructional areas • Technology aligned with curriculum • Student centered • Inquiry method • Stem focused activities • Focus on applying math concepts in relevant situations • Interdisciplinary
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<p>math topics and concepts</p> <ul style="list-style-type: none"> ✓ Using summarizing strategies to write about graphs ✓ Writing for prompts typically found on assessments ✓ Writing creatively about math content and math concepts ✓ Using learning logs and journals to demonstrate mathematical thinking and knowledge <ul style="list-style-type: none"> • Resources on curriculum map 		
<p>Continually assess students to obtain valid data and use this student data to inform instructional decisions throughout the three segments of the daily math instruction.</p> <ul style="list-style-type: none"> • LRSD Data Dashboard---Academic, attendance and discipline data can be obtained for the district/school/individual students. Academic data includes ITBS/Benchmark/TLI assessments. • District quarterly assessment data (TLI) • Math Unit Assessment---Prescriptive lessons for intervention • Other assessments • Data Walls • Student Work 		
<p>Instructional Facilitator—models and delivers effective instruction as indicated by data through intervention for small groups or individual students SIG Academic Interventionist---delivers intervention to small groups and individual students GT Facilitator—provides enrichment to all classes once a week and delivers instruction to identified GT students *** An Accountability Plan for monitoring the providers of student intervention has been developed. It is designed to track the effectiveness of their work. This will be done at the building and district level. Monitoring and support by the district Curriculum and Instruction team will be ongoing. Additionally, the Turnaround Implementation Support Team will conduct weekly team visits to monitor the effectiveness of Tier 2 and Tier 3 intervention.</p>		

Each of the three instructional blocks outlined above in the Math and Literacy Instructional Plans have essential elements needed to ensure that students engage in learning activities that are grounded in best practices. The proposal design provides a framework for rich integrated core instruction which provides a solid foundation for student success in the SIG Integrated Enrichment Block. It is an essential piece that

gives students the opportunity to show what they can do with what they are learning. Such tasks take extended time and concentrated effort, and require students to plan, work cooperatively, and communicate results in a variety of formats. The “doing” implicit in the tasks allows the assessment of a student’s developing cognitive and behavioral capacities for successful achievement.

Core Instruction Math and Literacy

While interventions are essential they must have a strong research-based core instructional program. Additional time has been allotted for both literacy and math core instruction each day. During this block of time explicit and systematic instruction will be provided. Explicit instruction includes modeling by the teacher, guided practice with interaction between the teacher and student, and independent practice by students for mastery. The math lesson design follows the same Explicit Teaching Model but begins the lesson with an inquiry problem solving approach. Attached is a copy of the Mathematics Lesson Line for daily instruction. This requires a variety of whole group and small group activities each day. Students will receive high-quality and culturally relevant, standards-based instruction in their classroom setting. The instruction provided in the classroom will be culturally responsive and have been demonstrated to be effective through scientific research. Based on collected data, it will be determined which students will require close progress monitoring, differentiated instruction, additional targeted assessment, a specific research based intervention, or acceleration. The classroom performance of all students will be monitored continually.

District curriculum maps in literacy, math, social studies and science provide a roadmap of what to teach and have resources that support the content and interventions. All curriculums are aligned to common core standards. The rigor of the common core standards is evident in the content of district curriculum maps. Quarterly assessments (TLI) provide student data on mastery of literacy and math curriculum and are used to plan instruction and intervention. Both the adopted math and literacy textbooks have extensive resources and the district uses them for intervention, ESL support and differentiation. Social Studies and Science curriculum maps are aligned to the weekly reading and writing foci in literacy. The content in these areas will be used to reinforce and/or teach literacy skills. Projects that are already on Social Studies and Science curriculum maps can be used in the development of nine week topics for the SIG Integrated Enrichment Studies Block. Evidence of interventions, cultural responsive teaching, student engagement, differentiated instruction and implementation of the math and literacy curriculum will be monitored on the building level and district level. The principal and LRSD literacy and math department personnel will visit classrooms to determine fidelity of curriculum implementation.

Differentiated Instructional Block

Through extension of the core curriculum, SIG Academic Interventionists and the Instructional Facilitator will work with groups of students with similar needs to improve literacy and math performance and achievement. They will provide daily, intensive

lessons focused on the needs of the students as determined by screening and diagnostic assessments designed to identify strengths and areas of need. Instructional strategies are designed to clarify, efficiency, cohesion, engagement, mastery, purposeful integration of content areas, and flexible application of learning. Students will be given screening assessments to reveal areas of need. Diagnostic assessments will be administered to pinpoint skills and strategies for instruction. Frequent progress monitoring assessments will be administered. The focus and format for lessons will be chosen based on the degree of need and the areas of need for each group. These flexible options of lesson design and systematic application of lesson will ensure that students receive instruction designed to accelerate their learning so that they can perform on grade level. The literacy lesson design will follow the Explicit Teaching Model: Direct Explanation, Modeling, Guided Practice, and Application/Independent Practice. The instruction provided to students will be closely linked to core classroom instruction, which must be implemented with fidelity. A series of lifeguards will be in place to take action immediately when it is evident that a student or students are not making progress. The principal and district coordinator/specialist will visit the classroom during instruction and review the monthly and weekly documents submitted by the instructional facilitator and interventionist to verify adherence to the program. The principal and LRSD literacy and math department personnel will also visit classrooms to determine fidelity of curriculum implementation. Additionally, a Turnaround Implementation Support Team will conduct weekly team visits to monitor the effectiveness of Tier 2 and Tier 3 intervention. Attached is a copy of a monitoring tool "Accountability" to be used to track the effectiveness of providers of intervention and the success of students that are being provided services.

Integrated Enrichment Studies

There is wide agreement that the Common Core Standards for Mathematics and for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects call for higher learning expectations. The shift from state standards to the Common Core is more than just an embrace of rigor; it's a move from teaching facts to teaching thinking. Teachers today are defining themselves less as dispensers of knowledge and more as facilitators of critical thinking, reasoning, and argumentation.

A SIG Integrated Enrichment Block will be a segment of the instructional day. Through a variety of rich text and resources social studies and science content will be used to support the instruction and application of literacy and math skills. The content and skills taught during the Core Instructional Block and reinforced during the Differentiated Instruction Block will be used by students as they participate in a blended project-based, problem-based, and inquiry based learning experience. Project-based learning, problem-based learning, and inquiry-based learning are all processing information. They all fit well with technology-rich learning environments where the focus is on the learning experience. Technology will be used to facilitate learning. It may be used as a tool to organize ideas (such as Inspiration), to search for current information (such as an online news source), or present ideas (such as Prezi presentations). However, the focus of the learning environment is the student's involvement in solving a problem,

addressing an issue they find meaningful or seeking knowledge, information, or truth through questioning. A team of selected teachers, LRSD curriculum staff and university professors will develop curriculum in May and June. Curriculum will be refined throughout the year during scheduled Saturday sessions and grade level meetings. These will be interdisciplinary and the overarching topic will be related to a social studies or science topic in that nine week period. In developing the investigation, the team will spend time examining student data to use in designing specific lessons and in planning the final product. The final product will provide student's the opportunity to apply math and literacy skills for the nine week period. For example, students may take a real-world topic and begin an in-depth investigation. It would be based on an authentic situation or topic that is relevant to them. Students will be required to research and gather data to be used in the creation of a final product. Collaborative team work will be essential to the development of the student product. Implementation of the SIG Integrated Enrichment Studies Block will be supported through the professional development component of the UALR/Baseline Collaborative Team. The Baseline staff will receive professional development on Problem-Based/Project-Based/Inquiry Learning and the use of technology that students will be using in the lab. Professors will provide onsite job embedded technical assistance and professional development to ensure and support the inquiry method and enrichment. Classroom teachers will work with the UALR professors to plan and implement these learning experiences, align instruction with literacy, math, science or social studies and provide ongoing instruction.

Based on the review of the needs assessment data, the scholastic audit and the external provider report three areas of professional development essential to the success of this proposal were identified. These were differentiated instruction, engaging students in learning, and the inquiry method of instruction.

Student Engagement

Learner engagement is the extent to which all learners are motivated and committed to learning. Students are in engaged when they “devote substantial time and effort to a task, when they care about the quality of their work, and when they commit themselves because they the work seems to have significance. Engaged students also are more likely to perform well academically. Therefore, teachers need a large inventory of instructional strategies to engage a variety of students. High quality instruction—one that is rigorous, aligned with content standards, and uses instructional strategies to meet the academic needs of all students is a key factor in promoting a culture of engagement and achievement. The instructional plan outlined in this proposal provides the learning experiences, support, and resources for increasing the likelihood of strong student engagement. It also includes the professional development for teachers to have the tools to engage students in learning.

Differentiated Instruction

Differentiated instruction is not a single strategy or practice but rather an approach that utilizes research-based instructional and organizational practices to accommodate student differences in the classroom. Teachers can differentiate instructional content, process, product, and/or learning environment based on student readiness, interest, and/or learning profiles (Tomlinson, 2001) to respond to the unique needs of each student. Teacher understanding of their student needs and how to differentiate to address their needs is essential to the Turnaround of Baseline.

Student Inquiry

Inquiry-based learning describes a range of philosophical, curricular and pedagogical approaches to teaching. Pedagogy and curriculum requires students to work together to solve problems rather than receive direct instructions on what to do from the teacher. Project-based learning and problem-based learning are inquiry-orientated instruction and will be used in the Integrated Enrichment Studies. Other types of inquiry will be used during core instruction as a learning experience to enrich the content and provide additional opportunities for this type of learning. Some examples are literature circles, writing circles, simulations, Socratic Seminar, and peer writing

Turnaround Classroom Reforms

A key component of successful turnaround at Baseline is implementation of research-based instructional practices in every school classroom. Strategies and resources to be implemented include Language and Literacy Rich Classrooms/Literacy Across the Curriculum, Student-centered differentiation, School-Wide Response to Intervention, Use of Student Data to Drive Instruction, Culturally Responsive Instruction, Improved Curricular Alignment, and use of Step Up to Writing in Math curriculum in math classes. Implementation will be supported by intensive, embedded professional development and ramped up monitoring efforts to ensure effective use in all classrooms. A description of strategies and resources is detailed below.

Language and Literacy Rich Classrooms/Literacy Across the Curriculum

In the culturally-responsive setting, students will have access to print and online materials that reflect their culture and neighborhoods as well as multiple other areas (Goldenberg, Rueda, & August, 2006). This addition to the instructional pedagogy will include intentional and purposeful opportunities for talking to each other and adults in meaningful and open dialogue. Language and literacy-rich environments set the stage for academic success, encourages and supports communication and language development, and promotes listening, reading and writing in authentic and relevant ways (Stephan, Renfro & Stephan, 2004).

The classrooms will be furnished with culturally-representative libraries for student use including a variety of genre and text types, posters and media related to various events and topics, teacher and co-constructed charts that document classroom learning and serve as a reference for later work, labels and pictures, displays of student work, with students arranged to hold conversations with one another as well as engage in reading and writing tasks.

Language and Literacy Rich classrooms will result in an immediate change in student performance at Baseline based on the longstanding research which indicates students who have ample classroom libraries, opportunities to communicate with peers, and places to read and write they tend to spend more time reading, exhibit more positive attitudes toward reading, and demonstrate overall increased academic achievement (NAEP, 2002). In addition, students who are provided regular, differentiated instruction in literacy and content areas, those students who have access to books they *want* to read and they can *read* with success and understanding are likely to reach higher achievement in literacy and content areas (Gambrell, Malloy, & Mazzone, 2007). These unique opportunities will match the students' needs and cultural backgrounds as a primary means of assuring a swift change in teacher practice and student achievement.

Student-Centered Differentiation

Tomlinson (2003) describes the importance of differentiation and meeting the vast needs of the students within each classroom. In addition, Miller (2009) and Atwell (2007) describe the immediate change in student achievement when students are provided some choice and allowed the opportunity to share ideas and opinions related to learning – with guidance, but not over bearing demands – from the teacher. Specifically, Kuntz (2012) points to the importance and sustained changes in student learning and higher achievement when they are empowered and view themselves as a critical part of their own learning.

At the new Baseline Elementary School, this concept will be implemented by providing student choice while teachers will provide regularly scheduled, small group learning opportunities. Teachers will intentionally and carefully match tasks and texts to student needs, interests, and cultural background while encouraging students to share in some of the decision making, plans for demonstration of their learning, and in providing open ended questions and problems. These experiences will include increased conversation and discussion, precisely tailored instruction in literacy, mathematics, and general academic areas, and increase student engagement (Cohen, 1994; Lee, 2006). Students will interact with many students throughout the day with carefully and thoughtfully designed instruction for small groups of students with similar needs or interests and teachers will engage with students to provide individual feedback to support the development of the whole child including social, emotional, language and academic needs. These tasks will collectively foster language development, social acumen and dramatic changes in academic skills.

Continuous Use of Student Data to Drive Instruction

Recognizing the use of timely, accurate and well-analyzed data is central to effective classroom instruction, Baseline will utilize *Data Dashboard* online data management solution. *Data Dashboard* is a user-friendly data and assessment management system that lets educators easily correlate multiple types of data. *Data Dashboard* synthesizes state, district, school and classroom data, allowing educators to monitor student progress in real time, using data as the starting point to design relevant curriculum strategies and deliver effective interventions or enrichment activities. *Data Dashboard* integrates data from many sources, including state tests, demographic information and grades, district or system administered tests, and daily classroom assessments given by teachers. At the district, system, school and classroom level, educators can analyze and create custom reports on patterns and needs, enrichment programs and interventions, and areas for further professional development. Teachers and administrators will examine assessment tools available through the *Data Dashboard* system and evaluate the potential for such assessments to assist in the school improvement process. A comprehensive view of student and teacher information is essential not only to effective, data-driven decision making but also to meeting ever-changing accountability and reporting requirements. (Bernhardt, 2004.)

Common Formative Assessments (CFAs) will be developed to enable effective assessment. Matching pre- and post-assessments will ensure balanced and consistent comparison of student growth. Use of the CFAs will enable increased collaboration between grade-level, course and department teachers and assist in establishing common priorities for developing student proficiency.

School-wide, consistent Response to Intervention

Response to Intervention, a multi-level framework, includes the use of universal screening for all students as well as core instruction. Students demonstrating a need for support receive increasingly intensive interventions and ongoing progress monitoring. An intervention specialist will work with the reading teacher and ELL Interventionist to provide RTI intensive Tier Two and Tier Three services. Specific intervention materials, supportive technology, screening measures and progress monitoring tools will support RTI implementation. Intensive instructional interventions will be provided as part of the extended school day and RTI practices will extend into all Baseline classrooms as RTI and differentiation become embedded as routine practice at Baseline.

School leaders will work with faculty and stakeholders, with the assistance of external providers, to build staff capacity to implement RTI and ensure systems are in place to document and evaluate the results of RTI activities. The *Response to Intervention Blueprint: School Building Level Edition* developed by the National Association of state Directors of Special education and the Council of Administrators for Special education will be utilized in professional development.

To implement Tier One interventions, all teachers will routinely utilize differentiated instruction. Tier Two and Three interventions will be facilitated by the instructional specialists as they pull identified students out of non-core classes into intensive remediation classes. Specialists will work with classroom teachers to schedule small group and one-on-one intensive remediation at the most optimal times available.

Culturally Responsive, Relevant Instruction

Culturally Responsive pedagogy emphasizes an academically enriching and engaging curriculum and experiences for students that are inclusive of the wide diversity of ethnicities, abilities, and backgrounds which promotes positive academic achievement on student learning (Irvine & Halvey, 2011). This student-centered approach highlights students' unique strengths and nurtures the academic, social, and emotional development through three dimensions: the institutional dimension, the personal dimension, and the instructional dimension. As the first school in the district to implement this overarching theme, this is the basis for reform within the school. The institutional dimension focuses on the overall school climate and organization that supports a diverse student body including family/community relationships, the design and organization of the school day. The personal dimension refers to the intentional process of valuing and understanding the cultures represented in the school. The instructional dimension emphasizes the instructional practices and experiences that enhance the learning of the students in the class to ensure the success of all students. In such an environment, teachers not only understand and embrace student differences, but use these differences to enrich the learning opportunities.

Extensive empirical research describes the impact on Latino/a, African American, Hawaiian and Native American students including the positive impact of developing caring relationships and high expectations, engaging students, assessing and grouping for instruction, and selecting effective learning tools and technologies (Cammarota & Romero, 2009; Cohen et al., 2009; Copenhaver, 2001; Ferguson, 2002; Hill, 2009; Hurley, Allen & Boykin, 2009; Lee, 2010). Indeed, students of all backgrounds benefit from clear goals, tightly aligned curriculum and assessment, coherent programs (Byrk, et la., 2010; Scott, 2009; Murphy, 2010).

According to Milner (2011) a culturally relevant and responsive pedagogy is a specialized method for viewing the strengths of students from varied backgrounds and provides teachers with the skills to maximize student learning opportunities throughout the school and curriculum. Research by DeCuir-Gunby et al. (2010) found students who were part of culturally relevant and responsive settings made accelerated academic achievement. As a bridge to match instruction with student needs (Howard, 2003), there is no set instructional model, but a variety of research-based methods that align with meeting students with different backgrounds lead to swift and sustained student achievement (Brown-Jeffy & Cooper, 2011). At Baseline, the culturally responsive environment will vary from other schools within the district and meet the unique needs of the students in this school through rigorous, engaging experiences within *language and literacy rich classrooms, provide student-centered differentiation,*

afford extensive opportunities to learn and use academic language throughout the learning day, and embed multiple performance and project focused events to demonstrate learning. These features, which align with culturally responsive pedagogy, will provide learner-centered instruction which will result in rapid and dramatic gains in student achievement at Baseline.

Consistent Focus on Improved and Effective Instruction Aligned to Standards

The Institute of Educational Services (IES) released a guide to turning around low-performing schools (Herman et al., 2008). One of the four practices described was “Maintain a consistent focus on improving instruction.” Details included many approaches to increasing and sustaining improved classroom instruction, the following will focus on *enhancing the core instruction through collaboration, conducting and reviewing regularly scheduled curriculum-based assessments, and ongoing professional learning related to student progress and school data.*

The staff will engage in ongoing collaboration and professional student to *enhance the core curriculum and instruction.* This will occur through regular planning and staff meetings, close analysis of the standards being taught and assessed, planning for differentiated and culturally relevant instruction based on the needs of the students in the school, and implementation of high-yield instructional practices including the use of graphic organizers, advanced planning, cues and non-linguistic guides, regular feedback, and the use of higher-level questions. The core instruction will be enhanced and specialized through the correlation of core learning and student needs alongside evidence of student progress and needs. These sessions will be led by either a grade level leader, instructional facilitator, or the principal. The purpose of the enhancing the core instruction is to ensure all students have access to a uniquely tailored instructional path that incorporates both their strengths and supports their needs in academic areas. One area that will require intentional focus will be the skills and standards related to Speaking and Listening. These areas draw heavily on oral communication and will shape the instructional conversations and events within the classroom. Unique assessments and anecdotal records will document progress on these skills in combination with the core content.

In addition to the enhancement of the core curriculum, teachers will align curriculum-based assessments throughout the calendar to ensure regular progress monitoring and documentation of student progress. Assessments must be authentic, rigorous, reflective of the curriculum taught, and provided in a variety of formats including presentation, written responses, and performance tasks that integrate learning. While formal measures of student progress, the assessments will be given throughout the instructional day and integrated within the learning process. Teachers and students will review the results and set goals for their learning and progress. The cumulative nature of the assessments will serve as a portfolio of student and class learning toward the grade level standards.

Finally, ongoing professional learning will link student learning and assessments with classroom instructional practices in order to study, reflect, and refine instructional practice. Student work, data, and assessments along with the enhanced curriculum plans will be used to shape professional learning related to student progress. These sessions will be purposefully integrated and build across the academic year in order to provide a deep understanding of instructional practices and establish a culture of reflection based on the day-to-day work of students. These sessions will also provide the opportunity to design, study, and prepare for the performance tasks and projects that will integrate learning.

Step Up to Writing in Math

Step Up to Writing in Math will be utilized as a supplemental math resource for integrating literacy practice into Baseline math classes. This curricular program teaches practical strategies for learning math terms and vocabulary, improving reading fluency and comprehension, practicing note taking and writing composition, understanding charts and graphs, and keeping logs and journals. Flexible lessons provide ample opportunities for classroom use and encourage targeted instruction and differentiation.

The National Council of Teachers of Mathematics (NCTM) has identified communication as an essential part of mathematics education. Writing in mathematics helps students analyze and evaluate ideas and retain the math content that they learn for longer periods of time. Writing plays several key roles in improving math performance. For students who are proficient, writing about math learning reinforces skills and creates a stronger base for future learning. For students who are struggling, writing about their math experiences help them to understand where they are faltering in the mathematical process. Writing requires that students organize ideas and information, demonstrate comprehension, plan before they begin writing, and provide specific examples and evidence in their responses.

Recognizing that time is often lacking for class preparations and the demands of varying student levels pose significant classroom changes, Step Up to Writing in Math tools and techniques are designed to save time for both teachers and students. They require minimal preparation time and are practical and easy to teach. Guidelines for scoring writing products are provided to assist math teachers with limited experiences grading literacy work.

Materials are visual, hands-on, and sequential. The multisensory approach incorporated by Step Up to Writing in Math appeals to students. Many of the activities require folded or cut paper, colors, lists, symbols, and/or practice guides. Lesson materials guide teacher demonstrations, include hands-on activities, and offer opportunities for independent practice. Utilization provides sustained interdisciplinary practice and routine use of math skill sets. Step Up to Writing in Math improves communication about and comprehension of math subject matter and the interdisciplinary approach extends student learning beyond the math classroom.

Professional Development

Intensive and embedded professional development programs are outlined in the chart below. The chart is followed by more extensive detail of professional development efforts for the Baseline turnaround.

BASELINE TURNAROUND PROFESSIONAL DEVELOPMENT EFFORTS			
Session	Description	Participants	Timeline
SIG training – Understanding the Turnaround Model	Intensive overview and discussion of Baseline SIG activities, timeline, and goals and objectives.	Principal/Associate Supt./instructional facilitators/Turnaround Implementation Support Team	2 days, Summer 2014 Summer 2015 Summer 2016
ESL training	ESL strategies, resources and endorsement	All teachers	3 days, Summer 2014 Summer 2015 Summer 2016
ESL reinforcement training	Review ESL strategies and resources	All teachers	2 days, Summer 2015 Summer 2016
Saturday Sessions	Participatory planning for the Integrated Studies class and follow up training on the inquiry method, project/problem based learning and teaching strategies and differentiated instruction	25 teachers	4 days, Fall 2014 4 days, Spring 2015
Reflection Academy	Review, reflect, celebrate successes, address challenges and begin planning for following year	All school faculty	2 days, June 2015 3 days, June 2016 4 days, June 2017
Summer SIG Institute*	Turnaround class, intervention and curriculum training, Training for school-wide classroom	All school faculty	15 days, Summer 2014 Summer 2015 Summer 2016

	reforms and collaboration		
* Tentative daily schedule provided below offers a more in-depth description for the Summer SIG Institute			

The Summer SIG Institute provides the basis of orientation for new staff members and lays the foundations of teacher perception of the turnaround efforts. The Institute will be held for 15 half days (4 hours per day). The Summer Institute will be repeated each summer of the grant. Topics will be modified each year based on teacher needs and student results. The chart below outlines the tentative daily agenda for the inaugural Summer Institute.

Baseline Summer SIG Institute
Day 1: Introduction to the SIG Turnaround Model and a thorough analysis of the Baseline SIG goals and objectives. Review of best research which supports the SIG Turnaround Model and the intervention components of the SIG grant. Introduction to City Year and a careful discussion of their role at Baseline – in the classroom – how they work with students, etc (Risk factors and best practices for working with volunteers in the school setting)
Day 2 – 8: (Seven days) Differentiated Instruction/Inquiry Method/ Actively engaging students in the learning process
Day 9 - 10: Understanding and Designing Culturally Responsive Instruction/Becoming Culturally Responsive Teachers
Day 11: Digging into the Data (by school and by grade level) explore Data Dashboard functions, common formative assessments, and Scholastic Math Index
Day 12: Step Up To Math – Preparing to teacher the new curriculum, overview embedded assessments
Day 13 – 15: Planning and preparation for implementation of the Integrated Enrichment Studies Class. Introduce course overview and participatory unit planning process (mapping activities to core classroom work), explore thematic units and topics, orient to classroom technologies, prepare for practical applications for student centered, project-based learning, planning for first quarter units (rubrics, learning outcomes)

The intensive initial training will be complimented by ongoing, job embedded professional development through daily, collaborative planning sessions to refine instructional practice, and specialized professional training related to the performance events and training designed to meet the needs of second language learners. Daily collaboration sessions made possible through extension of the school day will occur during the extended school day and led by the Instructional Facilitator, a lead teacher, and/or the principal. These sessions will include the analyzing of student data/work, designing (and redesigning) lessons, and planning for the unique needs of students within the school. These daily sessions will become the heart of the effective instruction will be supplemented with in-classroom support related to the collaborative work.

Together, these closely aligned processes will yield immediate changes to teacher practice and student achievement at Baseline.

Embedded Professional Development

Through partnership with the University of Arkansas at Little Rock (UALR), an interdisciplinary team of teacher preparation faculty will provide support for students and teachers in core classes as well as intensive professional development programs. The partnership represents an educational exchange wherein UALR middle and secondary English/social studies education pre-service teachers (5-10 pre-teachers per semester) will be placed in Baseline core subject classrooms to engage in classroom observations with students in one-on-one and small group settings, and assist teachers with planning lessons and teaching. In return, UALR content and pedagogy specialists commit to working with pre-service teachers and Baseline teachers to provide site-based professional development available for Baseline teachers and UALR pre-service teachers, particularly in the areas of content-area reading strategies, embedding grammar and writing instruction into units, and working with primary source documents and texts. A UALR faculty team will train teachers on inquiry-based strategies and lead planning and development of the Integrated Enrichment class interdisciplinary units and activities/assessments. Support activities will include co-teaching some lessons or units as well as a provision of extensive trainings in the SIG summer institute.

The UALR team is composed of a math, English, social studies and science professor who will work in teams to support the schools. Each semester two professors (social studies/English) will provide 24 hours of planning with the teachers and 24 hours of technical assistance/modeling/observing and providing feedback in the integrated studies class. The overarching purpose is to assist and support teachers in using the inquiry teaching methods and designing project/problem based instruction. At semester, the teams will switch and the math/science UALR team will work with the same groups of teachers. Using this flipped approach, teachers will receive a variety of expertise across the content areas and gain experience in units and activities that blend all core areas into the enrichment experience. In Years Two and Three, this support will be reduced to 12 hours of planning and 12 hours of actual classroom observation/modeling/co-teaching. However, this still gives teachers 24 hours of support and embedded PD during years 2 and 3. The summer academy will continue each year. The Saturday sessions will continue each year. At the end of Year One, a two-day reflection academy will be implemented so that teachers, administration, and the UALR faculty can reflect and engage in discussions about the successes and challenges encountered throughout year one. At the end of Year Two, a three-day reflection academy will be held to do the same activities. Finally at the end of Year Four, the Reflection Academy will have increased professional development to four days at four hours per day.

Prior to the start of the school year, a summer SIG Institute will provide 15 4-hour days of targeted professional development. The summer institute provides an overview of the SIG program grant goals and objectives and school improvement activities and

processes, and then provides intensive training on inquiry-based learning and development of critical thinking skills including strategies for student engagement and differentiated instruction, introduces the Integrated Enrichment class structure and curriculum, and highlights adolescent development issues and solutions. Effective teamwork training and resources will ensure maximization of team and collaboration time throughout the school year. Discussion of school improvement programs and strategies, sharing case studies from similar schools and outlining best practices in elementary schools will familiarize and motivate teachers for a rigorous year of school turnaround.

The expanded schedule will allow for intensive professional development integrated into the school day schedule. The extended school day allows for the customary teacher preparation period as well as daily collaboration/team period. Four days per week the additional teacher period will be dedicated to collaboration and one day per week to team time. Extensive professional development for effective collaboration, support provided by UALR teacher training faculty, school leadership, and central office staff and routine monitoring of classroom implementation will ensure full integration of best practices and newly acquired strategies.

Extensive co-teaching training will be utilized to effectively assist special education students and implement best practices for inclusion. Participating teachers will 1) review the “Best Practices” for efficient and effective co-teaching, 2) share examples of their best co-taught lessons this year, and 3) plan their next co-taught lessons. At the end of each session, co-teachers share their next co-teaching plans with the group. Measures will be put in place to ensure a highly functioning co-teaching/inclusion program. Current programs will be assessed and reformed to ensure that special education teachers work in a single subject with no more than two grade levels. Special education and content teachers will share planning time. Special education teachers will attend content-specific in-services and receive the same teaching materials and resources as content area teachers.

ESL Trainings

Through SIG, a 3 day Sheltered Instruction Observation Protocol (SIOP) Model training will be offered in July 2014. Teachers will participate in the SIOP Model which is a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. Sheltered instruction is an instructional approach that engages ELLs to develop grade-level content area knowledge, academic skills, and increased English proficiency. Participating instructors will **understand the research-based framework of the sheltered instruction approach** for English language learners, become **versed in the components of effective sheltered instruction lessons, and practice observing and evaluating sheltered instruction lessons.**

School Culture and Climate

Establishing a Supportive School Climate and Effective Discipline

A safe, orderly climate is one of several characteristics of schools that consistently show good achievement gains (Redding, 2006). Individuals' experiences of school climate are shaped by perceptions of safety, teaching and learning, interpersonal relationships (including among students, among adults, and between students and adults), and the school environment (Center for Social and Emotional Education, n.d.). When considering climate and culture, the evidence of the close relationship between academic and behavioral difficulties calls for integrating intervention efforts through a single system that can monitor progress in both areas and respond according with intervention as needed (Center for Instruction, 2008). Positive relationships and effective classroom management strategies are necessary to establish contexts that support the academic and behavioral competence of all students at all grade levels, and they can also promote student connectedness, reduce behavior problems, and bridge the achievement gap.

Incentives

Baseline will use a social and emotional learning framework to foster an overall climate of inclusion, acceptance, respect which can prevent bullying and promoted educational success. The school campus will be maintained to ensure a clean, attractive and safe environment. The administration and teachers will implement positive behavior supports and incentives. Professional development in cultural awareness and appreciation and improving the school climate will also be provided. Individual classroom management strategies will be linked to the schoolwide behavioral support system. Data regarding discipline, tardies and school climate will be collected and periodically reviewed by the SIG leadership team and teacher teams to guide decision making.

When Baseline achieves their AMO in literacy and math teachers will receive \$500 to purchase classroom materials and supplies of their choice.

Teachers wishing to go through the National Board certification process will have the opportunity to cover their initial candidate fee for National Board Candidacy through the SIG grant.

Student awards and recognitions for improved attendance as well as improved discipline and academics will be utilized throughout the year. A major attendance campaign will emphasize the need for students to attend school every day. Inexpensive rewards will be used to reinforce positive improvements. Decisions regarding student incentives will be delegated to grade level teams with an incentive event occurring a minimum of once per quarter.

Social and Behavioral Intervention/Community-Oriented Programming

New Futures for Youth – Youth Intervention Specialist

New Futures for Youth, a Little Rock nonprofit established in 1988 as a collaborative of public and private, community and institutional representatives committed to improve outcomes for youth. New Futures has provided training and technical assistance for agencies from across the state of Arkansas. Since formation they have worked closely with the City of Little Rock on youth employment programs, initiatives for improved neighborhood development, and supports for youth intervention and prevention sites across the city. New Futures will assist the Baseline school improvement effort by providing a Youth Intervention Specialist (YIS) to work at the school site. The YIS will work to identify high-risk students and conduct individual assessments, one-on-one counseling, crisis intervention, and group interventions. The YIS will be trained on 1) engaging youth, 2) interacting with school administrators, teachers and staff, 3) Little Rock School District policy, 4) group dynamics, 5) effective communication, 6) transitions to adulthood, and 7) basic principles of cognitive, social and personality development.

Interactions with the YIS provide impetus for positive youth development. one-on-one counseling sessions cover a variety of areas. Early in the year meetings focused on relationship building. These sessions focused on goal setting, classroom behavior, academic progress, and issues and opportunities outside school as the school-year progressed. Crisis interventions included immediate involvement in classroom behavior issues, working with assistant principals during disciplinary actions, interacting with parents, assisting school resource officers, attending school hearings, attending court, de-escalating angry students, and intervening when students disrupt class. Topics for group sessions included respect and self-control, relationship building, peer pressure and cliques, listening skills, and communication skills.

The YIS will ensure that participants engage in positive academic and social activities in the school setting. Efforts will solidify participants' connections with the school learning environment. The YIS will be responsible for facilitating ongoing communication among participants, their families, school staff and other community stakeholders. Expected outcomes include increased academic achievement, improved attendance, reduced behavior problems, decreased suspensions and decreased drop-outs.

City Year Youth Corps

City Year is an education focused, nonprofit organization that unites young people of all backgrounds for a year of full-time service to keep students in school and on track to graduation. City Year has agreed to serve as a partner in the Baseline turnaround efforts to increase student achievement by providing whole school and focused supports through a research-based programming model: Whole School, Whole Child (WSWC). The program will provide eight full-time, highly organized, supervised and

trained young adults to serve on the school campus Monday through Thursday of each week. The City Year WSWC members will bring valuable human capital to the students who need it most and serve as “near peer” (ages 17-24) tutors, mentors and performance coaches. City Year members are committed to organizing school-wide and community events that engage families in the life of the school. Addition of the eight full-time City Year members provides increased intervention capacity to provide real time response to need.

WSWC services are guided by a rigorous data collection and review process that is used in partnership with school staff to regularly monitor individual student performance and to tailor the types and intensity of supports needed – both academically and socio-emotionally. City Year reviews student-level data and works with school leadership to identify off-track students through the early warning indicators of attendance, behavior and course performance in English and math. This continuous process of data-informed intervention allows City Year to assist with student supports. Corps Members work closely with students to monitor and improve attendance, coach students toward behaviors and attitudes that reflect a strong, purpose-driven character, and tutor students one-on-one and in small groups, integrating with the school’s academic curricula. Corps Members also support whole class activities and lead out-of-class extension activities that complement the school’s instruction and help to put students on a path towards college.

External Providers

Pearson serves as the external provider and was selected through a rigorous application process. A copy of the LRSD Request for Qualifications is attached. Pearson provides ongoing, embedded professional development and technical assistance support for five key areas of school improvement including standards-based education, professional development, assessment systems, monitoring school progress, and school leadership development. Services include training and support for implementation of the Common Core Standards and assistance with aligning curriculum and instruction. Pearson consultants also assist with RTI programs and works with teachers to ensure they are implementing routine formative assessments, utilizing student performance data, and implementing data-driven instruction. The primary focus will be on the academic areas of literacy and mathematics. They provide coaching and instructional support and spend time working directly with teachers through assistance with lesson planning and modeling of effective practices, serving as key resources for working effectively with high need ELL and SPED students. Providers train school leaders for effective coaching and mentoring and assist key administrators with resource management, capacity building and decision making to establish leadership to support excellence in instruction and learning.

Pearson develops and refines their services and intervention programs based on research and evaluation, with an eye to efficacy and sustainability.

The school partnership is to develop, implement and get results based on the guiding principles, which include the following:

- Making high academic standards a reality
- Fostering a culture of learning
- Building on what is working and addressing what is not working
- Developing the capacity to continue improving

Its efforts at improving the learning process and classroom experience has won it many accolades - including the President Award for IT, Manthan Award for Best E-Content Development and the Marico Innovation Award. Pearson educational consulting services have resulted in numerous schools achieving excellence. The LRSD Procurement Department negotiated a reduced daily rate for services which assisted in achieving additional days of consulting services.

Alignment of Resources

State and federal funding sources including Title I, Title IIA, and Title III funds and all other state, federal, and other grant funding received will be leveraged to ensure effective interventions to address areas of greatest need.

Modifications

The major barrier to implementation will be to ensure that new teaching strategies are effectively mastered and implemented by each participating teacher. A second challenge will be to ensure that that all aspects of the program are implemented with fidelity maintaining a constant focus on improving student outcomes. Fundamental change can be met with resistance. However, through the Turnaround Model, implementation has the fundamental elements necessary to implement change with positive outcomes.

Sustaining the Reforms

The Baseline turnaround plan includes strategic focus to promote sustainability of reforms. Measures to promote sustainability are embedded into the intervention implementation. The program design promotes development of capacity across the school with activities targeting teachers, school leadership, community partners, and parents; fosters new leadership; cultivates strong community and district support; develops infrastructures to enable ongoing monitoring and evaluation of programs; and integrates time for big-picture program planning, reflection, and revision into the school schedule.

The school and the district understand that strong program implementation is the key to sustainability. Ongoing monitoring of implementation and measurement of impact on student and school performance will occur from the onset of programs, embedding these crucial activities in the dynamic turnaround process.

Recognizing that costs are inherent to program continuation, the District will assume much of the financial responsibility of sustaining school improvement efforts. The District is prepared to support the program with a combination of local, federal, and state funds including Title I, Title IIA, Title III, and discretionary grant funds. The district's Grants Director, who is responsible for procuring grants, will assist the schools in applying for State, Federal and foundation grants to continue the innovative educational activities initiated. Baseline leadership and LRSD Central office staff are committed to the school improvement process. The reform efforts will be embedded in the school ACSIP plan and an ongoing accountability process will be put in place to ensure continual review and renewal of transformation implementations and monitor for continual progress. By the end of the grant period, the program will be supported by an array of community supports and district funding.

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	December 19, 2013
3. Release LEA applications and guidelines for eligible applicants and technical assistance for applicants.	January 7, 2014
4. LEA application due for priority schools.	February 12, 2014
5. Application Review by ADE * Review process is on the following page.	February 17-28, 2014
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2014-2015 school year.	April 1, 2014
7. Provide technical assistance for initial grant implementation.	April 2014 – June 2014

ADE REVIEW PROCESS:

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 100 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each priority school identified in Part A of the application.

May 2014– June 2014 Pre-implementation

Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

May	
June	

2014-2015 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

2014-2015 School Year	
April	<ul style="list-style-type: none"> • Initiate and complete hiring process for turnaround Principal • Formulate Turnaround Communication Plan and Master Calendar • Initiate Turnaround Implementation Support Team (Linda Young, Director of Grants and Program Development; Coniell Bursac, Grants Specialist; Laura Beth Arnold, Lead Teacher of Social Studies; Suzi Davis, Director of Secondary Literacy; Beth Clifford, Lead Teacher of Elementary Math; Dr. Lloyd Sain, Leadership and Secondary Teacher Development) to provide ongoing implementation assistance and Monthly Status Reports • Convene planning meeting with UALR, LRSD Curriculum Experts, and Turnaround Implementation Support Team
May	<ul style="list-style-type: none"> • UALR College of Education and LRSD central office curriculum experts to complete curriculum map alignment and unit design framework for Integrated Enrichment Course • Initiate staff review, recruitment, and rehiring for all faculty and SIG Interventionists • Distribute and review Monthly Status Report
June	<ul style="list-style-type: none"> • Finalize Summer SIG Institute agenda • Complete hiring process for turnaround staffing • Continue implementation support from Turnaround Implementation Support Team • Distribute and review Monthly Status Report
July	<ul style="list-style-type: none"> • Make initial orders of technology and supplies • Complete preliminary student data analysis and identification of student areas of strengths and needs for classroom instruction and intervention • Develop strategic intervention plan, create ability-level lesson plans for daily intervention classes • Convene monthly Turnaround Team meetings with Principal (Superintendent, Dr. Dexter Suggs; Deputy Superintendent, Marvin Burton; Associate Superintendent for Elementary Schools, Dr. Sadie Mitchell; and Associate Superintendent for Elementary Schools, Dr. Dan Whitehorn) • Conduct School Leadership Turnaround Training (Principal/Assistant Principal/Associate Supt./Instructional facilitators/Turnaround Implementation Support Team) • Review Master Calendar based on team feedback • Continue implementation support from Turnaround Implementation Support Team • Distribute and review Monthly Status Report
August	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team

	<ul style="list-style-type: none"> • Distribute and review Monthly Status Report • Orientation for Youth Intervention Specialists • Implement SIG Summer Institute • Implement ESL Trainings for all staff • Distribute master calendar • Convene the school based leadership team • Orientation to the SIG grant with all staff members (at SIG summer Institute) • Convene school teams and set parameters for productivity (at SIG summer Institute) • Meet with external provider to review SIG activities, establish protocol for collaboration and ongoing communication • Implement SIG expanded schedule (Intervention and Integrated Enrichment classes, teacher collaboration period) • Consult Communication Plan and conduct ongoing communications as planned • Initiate intensive embedded professional development activities • Initiate data team creation and distribution of monthly student data update reports
September	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and review Monthly Status Report • Launch attendance and behavior incentive campaign for students • Initiate quarterly SIG Advisory Council meetings • Continue purchasing requested supplies, materials and equipment • Promote National Board Certification to staff • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
October	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support

	<ul style="list-style-type: none"> • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
November	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Quarterly SIG Advisory Council meetings • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
December	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Convene district leadership team • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
January	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Conduct, Analyze, Distribute and Review Mid-Year Turnaround Feedback and Assessment Surveys • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider

February	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Quarterly SIG Advisory Council meetings • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
March	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
April	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Quarterly SIG Advisory Council meeting • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
May	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report

	<ul style="list-style-type: none"> • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Finalize Agenda and Facilitation plan for Year 1 Reflection Academy • Identify teacher candidates for the National Board Certification Process • Continue intensive, embedded professional development activities • Conduct, Analyze, Distribute and Review Year-End Turnaround Feedback and Assessment Surveys • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
June	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Implement Year 1 Reflection Academy • Year-End Summer Institute needs assessment survey for preliminary planning • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Submit candidate fees to National Board for selected candidates • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
July	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Determine staff assignments • Order all necessary materials for implementation for the next year • Outline and discuss year one lessons learned and implementation adjustments with stakeholders • Inventory and order technology and supplies • Prepare Year End Summary Report for Year 1

2015-2016 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

August	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and review Monthly Status Report • Orientation for Youth Intervention Specialists • Implement SIG Summer Institute • Implement ESL Trainings for all staff • Distribute master calendar and Year End Summary Report for Year 1 • Convene the school based leadership team • Orientation to the SIG grant with all staff members (at SIG summer Institute) • Convene school teams and set parameters for productivity (at SIG summer Institute) • Meet with external provider to review SIG activities, establish protocol for collaboration and ongoing communication • Implement SIG expanded schedule (Intervention and Integrated Enrichment classes, teacher collaboration period) • Consult Communication Plan and conduct ongoing communications as planned • Initiate intensive embedded professional development activities • Initiate data team creation and distribution of monthly student data update reports
September	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and review Monthly Status Report • Launch attendance and behavior incentive campaign for students • Initiate quarterly SIG Advisory Council meetings • Continue purchasing requested supplies, materials and equipment • Promote National Board Certification to staff • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
October	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting

	<ul style="list-style-type: none"> • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
November	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Quarterly SIG Advisory Council meetings • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
December	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Convene district leadership team • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
January	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned

	<ul style="list-style-type: none"> • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Conduct, Analyze, Distribute and Review Mid-Year Turnaround Feedback and Assessment Surveys • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
February	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Quarterly SIG Advisory Council meetings • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
March	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
April	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Quarterly SIG Advisory Council meeting • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support

	<ul style="list-style-type: none"> • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
May	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Finalize Agenda and Facilitation plan for Year 1 Reflection Academy • Identify teacher candidates for the National Board Certification Process • Continue intensive, embedded professional development activities • Conduct, Analyze, Distribute and Review Year-End Turnaround Feedback and Assessment Surveys • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
June	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Implement Year 2 Reflection Academy • Year-End Summer Institute needs assessment survey for preliminary planning • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Submit candidate fees to National Board for selected candidates • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
July	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Determine staff assignments • Order all necessary materials for implementation for the next year • Outline and discuss year one lessons learned and implementation adjustments with stakeholders • Inventory and order technology and supplies

- Prepare Year-End Summary Report for Year 2

2016-2017 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

August	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and review Monthly Status Report • Orientation for Youth Intervention Specialists • Implement SIG Summer Institute • Implement ESL Trainings for all staff • Distribute master calendar • Convene the school based leadership team • Orientation to the SIG grant with all staff members (at SIG summer Institute) • Convene school teams and set parameters for productivity (at SIG summer Institute) • Meet with external provider to review SIG activities, establish protocol for collaboration and ongoing communication • Implement SIG expanded schedule (Intervention and Integrated Enrichment classes, teacher collaboration period) • Kick off implementation of the attendance incentive for staff • Consult Communication Plan and conduct ongoing communications as planned • Initiate intensive embedded professional development activities • Initiate data team creation and distribution of monthly student data update reports • Distribute Year-End Summary Report for Year 2
September	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and review Monthly Status Report • Launch attendance and behavior incentive campaign for students • Initiate quarterly SIG Advisory Council meetings • Continue purchasing requested supplies, materials and equipment • Promote National Board Certification to staff • Continue daily collaboration and team time (4 days collaboration, 1 day team each week)

	<ul style="list-style-type: none"> • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
October	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
November	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Quarterly SIG Advisory Council meetings • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
December	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Convene district leadership team • Consult Communication Plan and conduct ongoing communications as planned

	<ul style="list-style-type: none"> • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
January	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Conduct, Analyze, Distribute and Review Mid-Year Turnaround Feedback and Assessment Surveys • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
February	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Quarterly SIG Advisory Council meetings • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
March	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design

	<ul style="list-style-type: none"> • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
April	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Quarterly SIG Advisory Council meeting • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
May	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Saturday session for participatory Integrated Enrichment course design • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Finalize Agenda and Facilitation plan for Year 1 Reflection Academy • Identify teacher candidates for the National Board Certification Process • Continue intensive, embedded professional development activities • Conduct, Analyze, Distribute and Review Year-End Turnaround Feedback and Assessment Surveys • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
June	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting

	<ul style="list-style-type: none"> • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Implement Year 3 Reflection Academy • Year-End Summer Institute needs assessment survey for preliminary planning • Consult Communication Plan and conduct ongoing communications as planned • Continue daily collaboration and team time (4 days collaboration, 1 day team each week) • Continue intensive daily student intervention and academic support • Submit candidate fees to National Board for selected candidates • Continue intensive, embedded professional development activities • Distribute monthly student data update reports • Continue ongoing collaboration and communication with external provider
July	<ul style="list-style-type: none"> • Turnaround Team Monthly meeting • Continue implementation support from Turnaround Implementation Support Team • Distribute and Review Monthly Status Report • Determine staff assignments • Order all necessary materials for implementation for the next year • Outline and discuss year one lessons learned and implementation adjustments with stakeholders • Inventory and order technology and supplies • Prepare Final Summary Project Report

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

List planning meetings the school has with departments (e.g. special education, transportation) or other schools in the LEA.

Date	Department	Attendees	
		Name	Position
1/15/2014	Superintendent	Dr. Dexter Suggs	Superintendent
		Dr. Sadie Mitchell	Associate Superintendent of Elementary Schools
		Dr. Dan Whitehorn	Associate Superintendent of Elementary Schools
		Linda Young	Director of Grants & Program Development
2/19/2014	Transportation	Mike Martello	Director of Transportation
		Linda Young	Director of Grants & Program Development
2/29/2014	SIG Design Team	Linda Young	Director of Grants & Program Development
		Laura Beth Arnold	Lead Teacher of Social Students
		Coniell Bursac	Grants Specialist
		Dr. Karen James	Director of Elementary Literacy

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

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's priority schools: and
- Implement intervention activities for each priority school it commits to serve.
- Extends the school year or day.
- Reflects a 15% limit of the grant monies awarded for the purchase and professional development concerning technology expenditures.
- Reflects a 10% limit of the grant monies awarded for the purchase of external provider supplemental services.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of priority schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years. \$100,000 of the \$2,000,000 awarded each year will be held for a state site director.

Please note that for a given required criteria, the estimated budget amounts may differ each year depending on your needs and progress in the implementation process. These amounts may be amended in subsequent years based on your actual needs.

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Priority School

Total 3-Year Budget \$

Pre-Implementation:

SIG funds used for pre-implementation must be tied to the model being selected. These are some examples of potential activities.

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model during the school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

All of the SIG funds an LEA uses in a priority school must be used to support the LEA’s implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA’s needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a schoolwide program, the school must receive all of the non-Federal funds it would have received if it were not operating a schoolwide program, including all non-Federal funds necessary for the operation of the school’s basic educational program.

Please check any budget activity that is part of your pre-implementation and use the first column under year 1 for the budgeted amount.

TURNAROUND MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> 1. Developing teacher and school leader effectiveness				
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Make staff replacements				
<input type="checkbox"/> Support required, recommended and diagnostic strategies				
<input type="checkbox"/> Change and sustain decision making policies and mechanisms				
<input type="checkbox"/> Change and sustain operational practices				
<input type="checkbox"/> Implement local evaluations of teachers and principal				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				

<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	2. Reforming instructional programs			
<input type="checkbox"/>	Develop data collection and analysis processes			
<input type="checkbox"/>	Use data to drive decision making			
<input type="checkbox"/>	Align curriculum vertically and horizontally			
	Additional options (specify) Any of the required and permissible activities			
<input checked="" type="checkbox"/>	Curriculum	400,363	439,400	456,000
<input checked="" type="checkbox"/>	Technology	269,965	171,928	141,928
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	3. Increasing learning team and creating community-oriented schools			
<input checked="" type="checkbox"/>	Increase learning time (extended day, week, or year)	440,304	440,304	456,680
<input checked="" type="checkbox"/>	Develop community partnerships that support the model	205,000	206,350	207,740
<input checked="" type="checkbox"/>	Implement parent and community involvement strategies for ongoing engagement and support	0	0	0
	Additional options (specify) Any of the required and permissible activities			
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	4. Flexibility and Sustain Support			
<input checked="" type="checkbox"/>	Implement a comprehensive approach to school transformation	11,400	11,400	11,400

<input checked="" type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA		487,171.63	496,630.17	506,935.34
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 5. LEA-activities designed to support implementation of the turnaround model				
<input checked="" type="checkbox"/> Academic Intervention Teachers		180,000	185,400	190,962
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
Total for Transformation Model		1,994,203.63	1,951,412.17	1,971,645.34

CLOSURE MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-imp			
<input type="checkbox"/> Costs associated with parent and community outreach				
<input type="checkbox"/> Costs for student attending new school				

Subtotal				
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Restart Model	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process				
<input type="checkbox"/> Enroll, within the grades it serves, any former student who wishes to attend the school.				
<input type="checkbox"/> LEA-activities designed to support implementation of the restart model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Total				

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input type="checkbox"/> Recruit, place and retain staff				
<input type="checkbox"/> Select new staff				
<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input type="checkbox"/> Create partnerships to support transformation model				
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input type="checkbox"/> High-quality, job-embedded professional development				
<input type="checkbox"/> Implementing data collection and analysis structures				
<input type="checkbox"/> Increase learning team (extended day, week, and/or year)				
<input type="checkbox"/> Student supports (emotional, social, and community-based)				
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
Total				

Priority:

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

Activity	Explanation	Amount

Total		

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized
- Must address an extended school day or year
- Must limit external provider support at 10% of the amount of grant monies awarded
- Must limit technology and technology professional development at 15% of the grant monies awarded

Baseline 1003(g) Year 1 2014-2015

Category	FTE	Salary	Total
Employee Salaries Personnel			

(1) 32 certified staff: 1.5 hours (90 minutes) increased learning/teacher collaboration time added to the school day. Cost estimated at \$52.50/per 90 minutes/per teacher x 178 student contact days.	32	\$9,345.00	\$299,040.00
(2) 12 classified staff: 1.5 hours (90 minutes) increased learning/teacher collaboration time estimated at \$24/per 90 minutes/per person x 178 student contact days.	12	\$4,272.00	\$51,264.00
(3) Summer Institute: Teacher participation is mandatory. 15 days x \$35 per hour x 4 hours per day x 32 certified staff.	32	\$2,100.00	\$67,200.00
(4) Academic Intervention Teachers	3	\$60,000.00	\$180,000.00
(5) Thirty 1 hour planning/professional development sessions conducted at the end of the contract day. 32 teachers x \$35/per hour x 30 hours. Participation is required. For mandatory off contract work, teachers are compensated based on their contracted hourly rate.	32	\$1,050.00	\$33,600.00
(6) Teacher stipends for curriculum development for the new Integrated Enrichment Class. Team of 8 teachers to work 40 hours during June 2014 at \$25 per hour.	8	\$1,000.00	\$8,000.00
(7) Saturday professional development sessions: Eight Saturday four hour sessions x 25 selected staff@ \$25 per hour.	8	\$2,500.00	\$20,000.00
(8) Reflection Academy: Participation is required. Two four hour sessions @ \$35 per hour x 32 teachers.	32	\$280.00	\$8,960.00
(9) Three day summer ESL Academy: Three four hour sessions @ \$35 per hour x 32 teachers. Required participation.	32	\$420.00	\$13,440.00
SubTotal/Personnel			\$681,504.00
Fringe			
(1) Full time personnel		\$681,504.00	
FICA (7.65%)		0	
Retirement (14%)		\$681,504.00	7.65%
Workmen's Compensation (.04%)		0	14%
Health Insurance		\$681,504.00	0.40%
		0	\$5000.00
		3	\$15,000.00

SubTotal/Fringe			\$165,271.63
Purchased Services			
Student Transportation: Estimated cost for two additional bus routes to accommodate the extended school day. Two routes at \$45,000 per route.			\$90,000.00
New Futures for Youth: Contracted position with outside agency for the position of Youth Intervention Specialist	1	\$45,000.00	\$45,000.00
City Year: Contract with City Year to place eight corp members at Baseline to provide full time tutoring, attendance monitoring and behavioral support. 8 corp members at a rate of \$20,000 per member for full time services.	8	\$20,000.00	\$160,000.00
Consultant: Co-teaching to support the special needs student's professional development. Ten days of service delivered in two day sessions. \$800 per day + Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 per trip x 5 trips.		\$8,000.00	\$5,600.00
National Board for Professional Teaching Standards (NBPTS): Candidate fee for 6 participants @ \$1,900 each.	6	\$1,900.00	\$11,400.00
UALR Professor Consultants: Eight professors (four per semester) to provide onsite support, technical assistance and coaching on implementation of the Integrated Enrichment Class using the Inquiry method/problem based and project based learning. 24 hours of planning and collaboration and 24 hours of in classroom support/modeling/observation/feedback. Total of 48 hours each semester per professor at \$2,500 each.	8	\$2,500.00	\$20,000.00
UALR Professor Stipends for a team of five professors to provide professional development during the SIG Summer Institute: 7 days x five professors @ \$700 per day.	5	\$4,900.00	\$24,500.00
UALR Professor consulting fee for facilitation and technical assistance during the end of year Reflection Academy. Four professors x \$700 per day x two days.	4	\$1,400.00	\$5,600.00
UALR curriculum development support for the Integrated Enrichment Class.	2	\$3,500.00	\$7,000.00

Five days x \$700/per day x 2 professors.			
SubTotal/Purchased Services			\$377,100.00

Equipment			
Computers for integrated enrichment labs and classrooms:			
200 HP laptops (25 units per cart for Integrated enrichment classes and other instructional activities.)	200	\$645.00	\$129,000.00
8 mobile carts for laptops	8	\$1,500.00	\$12,000.00
125 iPad Air 64 GB with Applecare	125	\$798.00	\$99,750.00
5 Bretford Powersync Carts for iPads	5	\$2,800.00	\$14,000.00
5 13" MacBook Pro for iPad management	5	\$1,282.00	\$6,410.00
Document Camera	3	\$979.00	\$2,937.00
Six desktop computers: (Two units for the parent resource room; three for intervention teachers; one for youth intervention specialist).	6	\$978.00	\$5,868.00
SubTotal/Equipment			\$269,965.00
Materials and Supplies			
Student incentives for improved attendance, academic achievement and reduced discipline and reduced tardies: 340 students x 8 incentives x 10.00 each.	340	\$80.00	\$27,200.00
Discovery Education Streaming Plus: One school wide license for access to 155,000 digital media resources to support and enrich all content areas and the Integrated Enrichment Class.	1	\$2,600.00	\$2,600.00
Flip Cameras	3	\$60.00	\$180.00
Digital Video Cameras	3	\$140.00	\$420.00

Curriculum materials and supplies for Integrated Enrichment Class : (includes consumable and non-consumable student materials and resources) 340 students x \$100 per student	340	\$100.00	\$34,000.00
Rosetta Stone computer based language learning CD sets: For use by parents in the Parent Center. Two Spanish to English CD sets @ \$499 per set.	2	\$499.00	\$998.00
Math intervention materials/manipulatives/calculators: 340 students x \$50 per student.	340	\$50.00	\$17,000.00
Do the Math for Middle Grade Students: Math intervention materials. Three complete sets which includes 14 modules per set @ \$565 per set.	3	\$7,910.00	\$23,730.00
Literacy intervention materials for each classroom: 340 students x \$150 per student.	340	\$150.00	\$51,000.00
Teacher Incentives for certified staff when the school achieves their AMO in math and literacy 32 staff x \$500 per staff award/classroom materials.	32	\$500.00	\$16,000.00
Professional literature and materials to support professional growth and development sessions: 32 teachers x \$500 per teacher.	32	\$500.00	\$16,000.00
Levelized nonfiction text resources for the intervention classes and regular classrooms: 14 classrooms x \$5,000 per class.	14	\$5,000.00	\$70,000.00
ESL materials and realia for all classrooms: 12 classrooms @ \$6,000 per classroom.	12	\$6,000.00	\$72,000.00
Step up To Writing in Math: 13 sets containing student materials and teacher guides.	13	\$95.00	\$1,235.00
Science materials, equipment, supplies for core science and STEM activities: 340 students x \$200 per student.	340	\$200.00	\$68,000.00
SubTotal/Materials and Supplies			\$400,363.00

Other ADE SIG Supervisor			\$100,000.00
Total			\$1,994,203.63

Baseline 1003(g) Year 2 2015-2016

Category	FTE	Salary	Total
Employee Salaries Personnel			
(10) 32 certified staff: 1.5 hours (90 minutes) increased learning/teacher collaboration time added to the school day. Cost estimated at \$52.50/per 90 minutes/per teacher x 178 student contact days.	32	\$9,345.00	\$299,040.00
(11) 12 classified staff: 1.5 hours (90 minutes) increased learning/teacher collaboration time estimated at \$24/per 90 minutes/per person x 178 student contact days.	12	\$4,272.00	\$51,264.00
(12) Summer Institute: Teacher participation is mandatory. 15 days x \$35 per hour x 4 hours per day x 32 certified staff.	32	\$2,100.00	\$67,200.00
(13) Academic Intervention Teachers	3	\$61,800.00	\$185,400.00
(14) Thirty 1 hour planning/professional development sessions conducted at the end of the contract day. 32 teachers x \$35/per hour x 30 hours. Participation is required. For mandatory off contract work, teachers are compensated based on their contracted hourly rate.	32	\$1,050.00	\$33,600.00
(15) Teacher stipends for curriculum development for the new Integrated Enrichment Class. Team of 8 teachers to work 40 hours during June 2015 at \$25 per hour.	8	\$1,000.00	\$8,000.00
(16) Saturday professional development sessions: Eight Saturday four hour sessions x 25 selected staff@ \$25 per hour.	8	\$2,500.00	\$20,000.00

(17) Reflection Academy: Participation is required. Three four hour sessions @ \$35 per hour x 32 teachers.	32	\$420.00	\$13,440.00
(18) Three day summer ESL Academy: Three four hour sessions @ \$35 per hour x 32 teachers. Required participation.	32	\$420.00	\$13,440.00
SubTotal/Personnel			\$691,384.00
Fringe			
(2) Full time personnel	\$691,384.0		
FICA (7.65%)	0	7.65%	\$52,890.88
Retirement (14%)	\$691,384.0	14%	\$96,793.76
Workmen's Compensation (.04%)	0	0.40%	\$2,765.54
Health Insurance	\$691,384.0	\$5000.00	\$15,000.00
	0		
	3		
SubTotal/Fringe			\$167,450.17
Purchased Services			
Student Transportation: Estimated cost for two additional bus routes to accommodate the extended school day. Two routes at \$45,000 per route.			\$90,000.00
New Futures for Youth: Contracted position with outside agency for the position of Youth Intervention Specialist	1	\$46,350.0 0	\$46,350.00
City Year: Contract with City Year to place eight corp members at Baseline to provide full time tutoring, attendance monitoring and behavioral support. 8 corp members at a rate of \$20,000 per member for full time services. Consultant: Co-teaching to support the special needs student's professional development.	8	\$20,000.0 0	\$160,000.00
Ten days of service delivered in two day sessions. \$800 per day + Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 per trip x 5 trips.	\$8,000.00	\$5,600.00	\$13,600.00

National Board for Professional Teaching Standards (NBPTS): Candidate fee for 6 participants @ \$1,900 each.	6	\$1,900.00	\$11,400.00
UALR Professor Consultants: Eight professors (four per semester) to provide onsite support, technical assistance and coaching on implementation of the Integrated Enrichment Class using the Inquiry method/problem based and project based learning. 24 hours of planning and collaboration and 24 hours of in classroom support/modeling/observation/feedback. Total of 48 hours each semester per professor at \$2,500 each.	8	\$2,500.00	\$20,000.00
UALR Professor Stipends for a team of five professors to provide professional development during the SIG Summer Institute: 7 days x five professors @ \$700 per day.	5	\$4,900.00	\$24,500.00
UALR Professor consulting fee for facilitation and technical assistance during the end of year Reflection Academy. Four professors x \$700 per day x three days.	4	\$2,100.00	\$8,400.00
UALR curriculum development support for the Integrated Enrichment Class. Five days x \$700/per day x 2 professors.	2	\$3,500.00	\$7,000.00
SubTotal/Purchased Services			\$381,250.00

Equipment			
Computers for integrated enrichment labs and classrooms:			
100 HP laptops (25 units per cart for Integrated enrichment classes and other instructional activities.)	100	\$645.00	\$64,500.00
4 mobile carts for laptops	4	\$1,500.00	\$6,000.00
100 iPad Air 64 GB with Applecare	100	\$798.00	\$79,800.00
4 Bretford Powersync Carts for iPads	4	\$2,800.00	\$11,200.00
4 13" MacBook Pro for iPad management	4	\$1,282.00	\$5,128.00
Classroom Sound Amplification System:	4	\$1,325.00	\$5,300.00

Four classroom systems@ \$1,325			
SubTotal/Equipment			\$171,928.00
Materials and Supplies			
Student incentives for improved attendance, academic achievement and reduced discipline and reduced tardies: 340 students x 8 incentives x 10.00 each.	340	\$80.00	\$27,200.00
Discovery Education Streaming Plus: One school wide license for access to 155,000 digital media resources to support and enrich all content areas and the Integrated Enrichment Class.	1	\$2,600.00	\$2,600.00
Flip Cameras	3	\$60.00	\$180.00
Digital Video Cameras	3	\$140.00	\$420.00
Curriculum materials and supplies for Integrated Enrichment Class : (includes consumable and non-consumable student materials and resources) 340 students x \$250 per student	340	\$250.00	\$85,000.00
Math intervention materials/manipulatives/learning games/resources: 340 students x \$150 per student	340	\$150.00	\$51,000.00
Literacy/print materials for each classroom: 340 students x \$150 per student	340	\$150.00	\$51,000.00
Teacher Incentives for certified staff when the school achieves their AMO in math and literacy 32 staff x \$500 per staff award/classroom materials.	32	\$500.00	\$16,000.00
Professional literature and materials to support professional growth and development sessions: 32 teachers x \$500 per teacher.	32	\$500.00	\$16,000.00
Levelized nonfiction text resources for the intervention classes and regular classrooms: 14 classrooms x \$6,000 per class	14	\$6,000.00	\$84,000.00

ESL materials and realia for all classrooms: 12 classrooms @ \$6,000 per classroom	12	\$6,000.00	\$72,000.00
Science materials, equipment, supplies for core science and STEM activities: 340 students x \$100 per student	340	\$100.00	\$34,000.00
SubTotal/Materials and Supplies			\$439,400.00
Other ADE SIG Supervisor			\$100,000.00
Total			\$1,951,412.17

Baseline 1003(g) Year 3 2016-2017

Category	FTE	Salary	Total
Employee Salaries Personnel			
(19) 32 certified staff: 1.5 hours (90 minutes) increased learning/teacher collaboration time added to the school day. Cost estimated at \$55/per 90 minutes/per teacher x 178 student contact days.	32	\$9,790.00	\$313,280.00
(20) 12 classified staff: 1.5 hours (90 minutes) increased learning/teacher collaboration time estimated at \$25/per 90 minutes/per person x 178 student contact days.	12	\$4,450.00	\$53,400.00
(21) Summer Institute: Teacher participation is mandatory. 15 days x \$35 per hour x 4 hours per day x 32 certified staff.	32	\$2,100.00	\$67,200.00
(22) Academic Intervention Teachers	3	\$63,654.00	\$190,962.00

(23) Thirty 1 hour planning/professional development sessions conducted at the end of the contract day. 32 teachers x \$35/per hour x 30 hours. Participation is required. For mandatory off contract work, teachers are compensated based on their contracted hourly rate.	32	\$1,050.00	\$33,600.00
(24) Teacher stipends for curriculum development for the new Integrated Enrichment Class. Team of 8 teachers to work 40 hours during June 2016 at \$25 per hour.	8	\$1,000.00	\$8,000.00
(25) Saturday professional development sessions: Eight Saturday four hour sessions x 25 selected staff@ \$25 per hour.	8	\$2,500.00	\$20,000.00
(26) Reflection Academy: Participation is required. Four four- hour sessions @ \$35 per hour x 32 teachers.	32	\$560.00	\$17,920.00
(27) Three day summer ESL Academy: Three four hour sessions @ \$35 per hour x 32 teachers. Required participation.	32	\$420.00	\$13,440.00
SubTotal/Personnel			\$717,802.00
Fringe			
(3) Full time personnel		\$717,802.0	
FICA (7.65%)		0	
Retirement (14%)		\$717,802.0	7.65%
Workmen's Compensation (.04%)		0	14%
Health Insurance		\$717,802.0	0.40%
		0	\$5000.00
		3	\$15,000.00
SubTotal/Fringe			\$173,275.34
Purchased Services			
Student Transportation: Estimated cost for two additional bus routes to accommodate the extended school day. Two routes at \$45,000 per route.			\$90,000.00
New Futures for Youth: Contracted position with outside agency for the position of Youth Intervention Specialist	1	\$47,740.0	\$47,740.00
		0	

City Year: Contract with City Year to place eight corp members at Baseline to provide full time tutoring, attendance monitoring and behavioral support. 8 corp members at a rate of \$20,000 per member for full time services. Consultant: Co-teaching to support the special needs student's professional development.	8	\$20,000.00	\$160,000.00
Ten days of service delivered in two day sessions. \$800 per day + Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 per trip x 5 trips.	\$8,000.00	\$5,600.00	\$13,600.00
National Board for Professional Teaching Standards (NBPTS): Candidate fee for 6 participants @ \$1,900 each.	6	\$1,900.00	\$11,400.00
UALR Professor Consultants: Eight professors (four per semester) to provide onsite support, technical assistance and coaching on implementation of the Integrated Enrichment Class using the Inquiry method/problem based and project based learning. 24 hours of planning and collaboration and 24 hours of in classroom support/modeling/observation/feedback. Total of 48 hours each semester per professor at \$2,500 each.	8	\$2,500.00	\$20,000.00
UALR Professor Stipends for a team of five professors to provide professional development during the SIG Summer Institute: 7 days x five professors @ \$700 per day.	5	\$4,900.00	\$24,500.00
UALR Professor consulting fee for facilitation and technical assistance during the end of year Reflection Academy. Four professors x \$700 per day x three days.	4	\$2,100.00	\$8,400.00
UALR curriculum development support for the Integrated Enrichment Class. Five days x \$700/per day x 2 professors.	2	\$3,500.00	\$7,000.00
SubTotal/Purchased Services			\$382,640.00

Category	FTE	Salary	Total
Employee Salaries			
Personnel			
(28) 32 certified staff: 1.5 hours (90 minutes) increased learning/teacher collaboration time added to the school day. Cost estimated at \$55/per 90 minutes/per teacher x 178 student contact days.	32	\$9,790.00	\$313,280.00
(29) 12 classified staff: 1.5 hours (90 minutes) increased learning/teacher collaboration time estimated at \$25/per 90 minutes/per person x 178 student contact days.	12	\$4,450.00	\$53,400.00
(30) Summer Institute: Teacher participation is mandatory. 15 days x \$35 per hour x 4 hours per day x 32 certified staff.	32	\$2,100.00	\$67,200.00
(31) Academic Intervention Teachers	3	\$63,654.00	\$190,962.00
(32) Thirty 1 hour planning/professional development sessions conducted at the end of the contract day. 32 teachers x \$35/per hour x 30 hours. Participation is required. For mandatory off contract work, teachers are compensated based on their contracted hourly rate.	32	\$1,050.00	\$33,600.00
(33) Teacher stipends for curriculum development for the new Integrated Enrichment Class. Team of 8 teachers to work 40 hours during June 2016 at \$25 per hour.	8	\$1,000.00	\$8,000.00
(34) Saturday professional development sessions: Eight Saturday four hour sessions x 25 selected staff@ \$25 per hour.	8	\$2,500.00	\$20,000.00
(35) Reflection Academy: Participation is required. Four four- hour sessions @ \$35 per hour x 32 teachers.	32	\$560.00	\$17,920.00
(36) Three day summer ESL Academy: Three four hour sessions @ \$35 per hour x 32 teachers. Required participation.	32	\$420.00	\$13,440.00
SubTotal/Personnel			\$717,802.00
Fringe			
(4) Full time personnel			\$54,911.85
FICA (7.65%)	\$717,802.00	7.65%	\$100,492.28
Retirement (14%)	0	14%	\$2,871.21

Workmen's Compensation (.04%) Health Insurance	\$717,802.0 0 \$717,802.0 0 3	0.40% \$5000.00	\$15,000.00
SubTotal/Fringe			\$173,275.34
Purchased Services			
Student Transportation: Estimated cost for two additional bus routes to accommodate the extended school day. Two routes at \$45,000 per route.			\$90,000.00
New Futures for Youth: Contracted position with outside agency for the position of Youth Intervention Specialist	1	\$47,740.0 0	\$47,740.00
City Year: Contract with City Year to place eight corp members at Baseline to provide full time tutoring, attendance monitoring and behavioral support. 8 corp members at a rate of \$20,000 per member for full time services. Consultant: Co-teaching to support the special needs student's professional development.	8	\$20,000.0 0	\$160,000.00
Ten days of service delivered in two day sessions. \$800 per day + Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 per trip x 5 trips.		\$8,000.00	\$5,600.00 \$13,600.00
National Board for Professional Teaching Standards (NBPTS): Candidate fee for 6 participants @ \$1,900 each.	6	\$1,900.00	\$11,400.00
UALR Professor Consultants: Eight professors (four per semester) to provide onsite support, technical assistance and coaching on implementation of the Integrated Enrichment Class using the Inquiry method/problem based and project based learning. 24 hours of planning and collaboration and 24 hours of in classroom support/modeling/observation/feedback. Total of 48 hours each semester per professor at \$2,500 each.	8	\$2,500.00	\$20,000.00

UALR Professor Stipends for a team of five professors to provide professional development during the SIG Summer Institute: 7 days x five professors @ \$700 per day.	5	\$4,900.00	\$24,500.00
UALR Professor consulting fee for facilitation and technical assistance during the end of year Reflection Academy. Four professors x \$700 per day x three days.	4	\$2,100.00	\$8,400.00
UALR curriculum development support for the Integrated Enrichment Class. Five days x \$700/per day x 2 professors.	2	\$3,500.00	\$7,000.00
SubTotal/Purchased Services			\$382,640.00

Equipment			
Computers for integrated enrichment labs and classrooms:			
50 HP laptops (25 units per cart for Integrated enrichment classes and other instructional activities.)	50	\$645.00	\$32,250.00
2 mobile carts for laptops	2	\$1,500.00	\$3,000.00
100 iPad Air 64 GB with Applecare	100	\$798.00	\$79,800.00
4 Bretford Powersync Carts for iPads	4	\$2,800.00	\$11,200.00
4 13" MacBook Pro for iPad management	4	\$1,282.00	\$5,128.00
Classroom Sound Amplification System:			
Eight classroom systems@ \$1,325	8	\$1,325.00	\$10,600.00
SubTotal/Equipment			\$141,928.00
Materials and Supplies			
Student incentives for improved attendance, academic achievement and reduced discipline and reduced tardies:			
340 students x 8 incentives x 10.00 each.	340	\$80.00	\$27,200.00
Discovery Education Streaming Plus:			
	1	\$2,600.00	\$2,600.00

One school wide license for access to 155,000 digital media resources to support and enrich all content areas and the Integrated Enrichment Class.			
Flip Cameras	3	\$60.00	\$180.00
Digital Video Cameras	3	\$140.00	\$420.00
Curriculum materials and supplies for Integrated Enrichment Class : (includes consumable and non-consumable student materials and resources) 340 students x \$100 per student	340	\$100.00	\$34,000.00

Math intervention materials/manipulatives/learning games/resources: 340 students x \$100 per student.	340	\$100.00	\$34,000.00
Literacy/print materials for each classroom: 340 students x \$40 per student.	340	\$40.00	\$13,600.00
Teacher Incentives for certified staff when the school achieves their AMO in math and literacy 32 staff x \$500 per staff award/classroom materials.	32	\$500.00	\$16,000.00
Professional literature and materials to support professional growth and development sessions: 32 teachers x \$500 per teacher.	32	\$500.00	\$16,000.00
Levelized nonfiction text resources for the intervention classes and regular classrooms: 14 classrooms x \$5,000 per class.	14	\$5,000.00	\$70,000.00
ESL materials and Realia for all classrooms: 12 classrooms @ \$6,000 per classroom.	12	\$6,000.00	\$72,000.00
Trade books/e-books/resource materials for media center: 340 students x \$300 per student.	340	\$300.00	\$102,000.00
Science materials, equipment, supplies for core science and STEM activities: 340 students x \$200 per student.	340	\$200.00	\$68,000.00
SubTotal/Materials and Supplies			\$456,000.00

Other ADE SIG Supervisor			\$100,000.00
Total			\$1,971,695.34

D. ASSURANCES

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

By the signature of the Superintendent of the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority 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 priority school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds;
3. If it implements a restart model in a priority 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

SECTION E:

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

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

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

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

LEA Application Checklist
(Copy and complete a separate checklist for each school applying.)

School Name:

LEA #:

SECTION A, Part 1 General Information
 LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served
 Selection of Identified Schools

 Identification of Intervention Models

SECTION B, PART 1 Needs Assessment
 Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities
 Selecting the Intervention Model and Partners for a Low-Achieving School

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 Annual Goals

SECTION B, PART 4
 Proposed Activities

SECTION B, PART 5
 Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

- Signature Page (page 2 in the application is to be mailed)
- School Board Minutes Showing Approval of SIG 1003(g) Application
- Principal's Professional Growth Plan

Additional Resources

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

<http://www2.ed.gov/programs/sif/faq.html>

<<http://www.centerii.org>>.

<http://www.centeroninstruction.org>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&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/AdoLitResearchBrief.pdf>

The Leader in Me by Stephen R. Covey
How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time
www.TheLeaderinMeBook.com

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>