



ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Pine Bluff School District	
Mailing Address: 512 South Pine Street, Pine Bluff, AR 71601	Starting Date
	July 2014
Name, title and phone number of authorized contact person: Bernice Martin – Russell, Federal & State Programs Director	Ending Date
	June 2017
Amount of funds requested: \$1,431,418.80	Number of schools to be served: 4 Total (This application if for Belair)

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 an 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
Pine Bluff High School	00867	10-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jack Robey Jr. High	01338	8-9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Belair Middle	00855	6-7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oak Park Elementary	00866	K-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

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: Belair Middle School LEA #: 3505025

Context

1. Grade levels (e.g., 9-12): 7-8 2. Total Enrollment: 282
3. % Free/Reduced Lunch: 89.71% 4. % Special Education Students: 14.89%
5. % English Language Learners: 0.35%p
6. Home Languages of English Language Learners (list up to 3 most frequent):
 1. Mandarin
 2. N/A
 3. N/A

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

Pine Bluff School District is situated in the southeast section of the state in the Arkansas Delta. The U.S. Census lists Pine Bluff's population at 48,339. More than three-fourths (75.6%) are African American, 21.8% are Caucasian, and 1.5% are Hispanic. Nearly 3 in 10 (29%) of Pine Bluff residents are below the 100% federal poverty guideline.

Pine Bluff School District (PBSD) serves a population of over 4,279 students at nine campuses, one high school, one junior high, two middle schools and five elementary schools. All schools operate a Title I program. The district student population is 96.77% African American; 2.13% White; 0.58% Hispanic; .31% Asian; 0.05% Native American; and 0.14% other. Approximately 84% of students are economically disadvantaged, .5% is identified as limited English proficient, 12.4% of students participate in the gifted and talented programs and 12 % receive special education services. The district's percent of students eligible for free and reduced lunch meals is 83%, Over twenty percent (22.67 %) higher than the state level and 29.08 % higher than the national level for free and reduced price meals.

Belair Middle School (grade 6-7) is located on the east side of Pine Bluff. More than 87.97% of Belair Middle School students are eligible for free/reduced breakfasts and lunch. Of the 282 student population, 95.74% are African-American, 3.19% are White, .035% is Asian and 0.71 % is Native American. Based on the Arkansas Department of Education’s 2013 School Report Card and Accountability Report, Belair is classified as a Priority Improvement School, (<http://www.arkansased.org>) and one of the lowest performing schools in Arkansas.

The community surrounding Belair has an average median household income of \$31,968 and the median home value is \$80,200. The average household or family size is three with about 13,000 total households within the area.

The tables below provide a graphic picture of Belair’s total student body.

Table 1

Building Primary Race Percentages

Primary Race	Primary Race Count	Primary Race Percentage
ASIAN	1	0.35%
BLACK	270	95.74%
NATIVE AM	2	0.71%
WHITE	9	3.19%
Summary	282	100.00%

Table 2

Building Meal Status Percentages

Meal Status	Meal Status Count	Meal Status Percentage
01	237	84.04%
02	16	5.67%
03	29	10.28%
Summary	282	100.00%

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
34 th Elementary School	K-5			
Southwood Elementary	K-5			
W.T. Cheney Elementary	K-5			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal	M.Ed./ Technology Integration & Leadership in School Administration Doctorate in Education Administration/Teaching and Learning	1 Year	2	2 Year
Assistant Principal	BSE in Early Childhood K-6 MSE Reading Pre-K through 12 th Grade EDS. Reading pre-K through 12 th Grade National Board Certified (NBCT)	1 Year	1 year	2 Years
Literacy Coach	BS/ Elementary Education Building Level Administrator (K-9) Curriculum Specialist (K-12 Certification)	14 Years	2 Years	28 Years
Mathematics Coach	BS/ Computer Science Master's Degree (Workforce Development Education) Certified Middle School 4-8	1 Year	1 Year	8 Years

	(Mathematics, Science, Social Studies, Language Arts)			
Counselor	BA/ English Education 7-12 MS Education 7-12 M. Ed./ Counseling Education PK-12	1 Year	1 Year	1 Year
ACSIP Chair/ Leadership Chair	BA Elementary Education MSE Educational Leadership M. Ed./ School Counseling	1 Year	1 Year	2 years

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

The new superintendent, board of directors and district leadership team places a high value on the quality of teaching in the district. Evaluation of certified staff is seen as an important tool in helping dedicated teachers grow professionally while also recognizing their accomplishments. Through the evaluation process, suggestions for improvement can be made and assistance can be given to achieve this goal of continuous improvement.

Administrators are currently evaluated by the Assistant Superintendent or Deputy Superintendent who supervise their respective academic/school levels, (i.e. elementary or secondary)... Formative evaluations are conducted through-out the year, concluding with an annual summative evaluation.

The process begins with thorough analyses of the school's data which include but may not be limited to the follow:

- Student Achievement Data (down to individual teachers)
- Student Discipline Data
- Student Attendance Data
- Parental Involvement
- Community Involvement

Principals are placed in categories according to Arkansas Leader Excellence and Development System (LEADS). Levels of leadership are divided into three categories, Novice, inquiry and intensive. *The Novice Category* is for individuals who are new to the district, the principalship, or have transition from assistant principal. *The Inquiry Category* is for principals who model life-long learning and consistently demonstrate progressing, proficient, and/or exemplary performance on standards and functions in the Arkansas Principal Evaluation Rubric. *The Intensive Category* is for principals who receive a rating of not-meeting-standards on the Summative Evaluation Rubric. Goals are established for each principal based on their individual school's data during the first two months of school.

Professional Growth Plans (PGP) are developed during the first couple of months of school or no later than October to assist the principal in meeting the established goals and to improve individual effectiveness. The supervisor and the principal select the standards and functions on which the principal will focus in the development of the PGP. The goals and the PGPs are monitored to ensure progress is being made toward achieving the goals and the requirements of the PGPs. Monitoring will also assist with determining if revisions or mid-course corrections are needed based on the schools' data.

At the end of the year a summative evaluation is completed for each principal. This evaluation is based on the evidence of the goals that were established for student

achievement, teacher growth, and the principal's progress on the PGP. This evaluation determines future employment in the position.

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

During the 2013-2014 school year, the Pine Bluff School District adopted the implementation of The Arkansas Teacher Evaluation System (TESS) in all of the schools so that effective implementation of the use of TESS would occur during the 2014-2015 school year.

Principals will determine the observation/evaluation track for each teacher. The observation/evaluation tracks are as follows; Track 1 - *Probationary/Novice* is for teachers who have 1-3 years of experience wherein observations are focused on targeted growth areas and a summative evaluation is conducted on all components; Track 2 - *Interim Teacher Appraisal Process* consist of summative evaluation on all components once every three years, formative observations can focus on targeted growth areas; Track 3 - *Intensive Support Status* may consists of multiple formal and informal observations and conferences which includes intensive professional learning planning. Principals and assistant principals who have completed and passed the TESS test will conduct the teacher observations and evaluations. A summary of each track is outlined below.

Track 1: *Probationary/Novice Teacher*

The purpose of the probationary/novice teacher track is to (1) provide additional assistance to beginning teachers (less than three years total teaching experience) and experienced teachers (in their first year of employment with the Pine Bluff School District) to help them meet the competencies which are identified for their position, (2) develop a positive attitude toward supervision and professional improvement, (3) provide an orientation to the school and to the district, and (4) provide reliable data for making employment decisions.

- Teachers on this track will be observed by the building principal a minimum of four times prior to the April school board meeting and will include 2 formal observations, 1 informal observation, and 1 summative observation.
- Elementary media specialists and counselors on this track will have a minimum of two observations and two conferences during each year that will include 1 formal and 1 summative observation. Secondary media specialists and counselors will have a minimum of two observations and two conferences during each year that will include 1 formal and 1 summative observation.
- A pre-observation conference will be held before summative and formal observations. All observations will be followed by a post-conference within five working days. The appropriate evaluation instrument will be completed by the administrator or supervisor who conducts the evaluation.

- The evaluatee may request an additional observation by the same or a different evaluator.

Track 2: *Interim Teacher Appraisal Process*

The purpose of this track is to (1) provide an evaluation procedure for the experienced educator, (2) encourage continued professional growth and development, and (3) provide reliable data for making employment decisions.

Procedures:

- Teachers will have a minimum of 1 summative evaluation once every 3 years and a formal observation yearly prior to the April school board meeting. Formal observations can focus on targeted growth areas in a teacher's PGP.
- Teachers will be randomly placed in a 3 year cycle.
- A post-observation conference will be held within five working days. The appropriate evaluation instrument will be completed by the administrator or supervisor conducting the evaluation...
- The evaluatee may request an additional observation by the same or a different evaluator.

Track 3: *Intensive Support Status*

The purpose of this Track is to (1) provide training and assistance as necessary to support the teacher who is experiencing difficulty in meeting core competencies or expectations, and (2) to provide reliable data for making employment decisions.

Procedure:

- An Individual Improvement Plan (IIP) is mandatory for personnel on the assistance track.
- The faculty member will be notified in writing when he/she is being placed on the assistance track. The faculty member will then meet with the supervisor to complete an IIP.
- The IIP will be jointly written by the supervisor and the faculty member. The IIP will specify the steps that will be taken to correct deficiencies and be removed from the assistance track.
- Personnel in this track will be evaluated as indicated in the IIP. Teachers will have a summative evaluation and multiple formal and informal observations as determined by the IIP. The supervisor will determine how often to conduct an evaluation in order to bring about the desired improvement in teaching performance. The appropriate evaluation instrument will be completed by the evaluator.
- Successful completion of the IIP will result in the teacher being assigned to a different track. Teacher will receive a summative evaluation within the current or immediately preceding school year.
- Teachers may remain in Track 3 for no more than 2 consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two additional consecutive semesters.

Professional Growth Plans (PGP) with timelines and artifacts are required for all teachers. The PGPS are developed by the administrator with each individual teacher that he/she will be evaluating. The PGP will be developed during the first couple of months to assist the teacher in meeting the established goals and to improve individual teacher effectiveness in improving student achievement. The administrator and the teacher will identify the areas of growth and identify the strategies/activities and professional development in which the teacher will participate. The teachers will be monitored each month to ensure progress is being made toward achieving the requirements of the PGPs. At the end of the year a summative evaluation will be completed for each teacher. This evaluation will determine future employment in the position.

In addition to the Teacher Evaluation Support System, weekly classroom walkthroughs (Teach scape) are utilized to monitor instructional practices throughout the building. Additionally, classroom walk-troughs are conducted to monitor authentic student engagement, curricula implementation, utilization of rigorous assessment and instruction, seamless and effective delivery of differentiated instruction and the implementation of job-embedded professional development strategies. A minimum of 15 CWTS are conducted weekly across disciplines. The principal, assistant principal, instructional coaches, leadership team, and external providers utilize the data generated from CWTs to plan for PLCs, teaming, and school-based professional development with a goal of moving teachers to levels of proficiency and distinction.

The superintendent is informed of the school's progress through weekly reports, CWT feedback, site-visits, and quarterly assessment data.

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

The PBSB also adopted the Middle School Concept as part of its reform initiatives. Utilizing the Middle School Concept, Belair Middle School's schedule allows for collaborative team planning time, electives, Student Cohorts (teaming), and content specific vertical alignment. Additionally, through the teaming concept, students are assigned a team of teachers for Mathematics, Science, Language Arts, and Social Studies. Through teaming teachers are able to analyze student data, engage in cross-curricula planning, as well as engage in discourse geared towards supporting student learning.

Instructional Coaches (mathematics and literacy) have been assigned to each school as part of the district's school improvement efforts. The coach's responsibilities include: Modeling content specific lessons, Engaging teachers in data talks, Facilitating PLCs Conduct and analyze classroom walkthrough (CWTs) data with the school's administrative team, facilitate school-based professional development, provide one-on-one student support, facilitate parent initiatives to include math and literacy night activities, and other activities relative to creating a positive and conducive learning community.

The PBSB conducted a scholastic audit of all of its priority schools. The purpose of the audit was to capture an accurate view of each school's academic profile. The scholastic audit remains centered around the following nine standards:

- Curriculum
- Classroom Evaluation/Assessment
- Instruction
- School Culture
- Student, family, and Community Support
- Professional Growth, Development, and Evaluation
- Leadership
- School Organization and Fiscal Resources
- Comprehensive and Effective Planning

The Scholastic Audit report is shared with all community stakeholders to include teachers, PTO, school community partners, and all members of the school family. The findings are utilized to support the school's ASCIP, Priority Improvement Plan, and the Leadership team's reform efforts inclusive of professional development activities, focus on instruction, strengthening school community partnership, and building and sustain a positive school culture.

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	46%	56%	39%	42%	34%
Mathematics	40%	50%	57%	53%	38%
Science	11%	12%	15%	9%	9%
Social Studies					
Writing					

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

Test Year: 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	N/A	N/A	N/A	45%	55%	39%	N/A	N/A	N/A	N/A	N/A	N/A	3%	12%	8%
Mathematics	N/A	N/A	N/A	40%	49%	48%	N/A	N/A	N/A	N/A	N/A	N/A	10%	10%	14%
Science	N/A	N/A	N/A	11%	12%	14%	N/A	N/A	N/A	N/A	N/A	N/A	6%	0%	0%
Social Studies															

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

Test Year: 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39%	38%	<input type="checkbox"/>				
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57%	56%	<input type="checkbox"/>				
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15%	<input type="checkbox"/>				
Social Studies	<input type="checkbox"/>									
Writing	<input type="checkbox"/>									
Other	<input type="checkbox"/>									

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				41%	70%					
Mathematics				49%	51%					
Science					12%					
Social Studies										
Writing										
Other										

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42%	50%	<input type="checkbox"/>				
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41%	39%	<input type="checkbox"/>				
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11%	<input type="checkbox"/>				
Social Studies	<input type="checkbox"/>									
Writing	<input type="checkbox"/>									
Other	<input type="checkbox"/>									

4. Average daily attendance percentage for the 2013-2014 school year: 96.0%

5. Mobility rate for the 2013-2014 school year: N/A

6. Graduation rate for all students for the 2012-2013 school year: The Districts rate is 72.19%

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?

Benchmark data reveals that African American students both male and female are not performing at acceptable levels in Literacy or Math. There is a significant decline in math which the data indicates the greatest need with only 40% of the combined population scoring proficient or better on the benchmark. The literacy data indicates that 46% of the combined student population tested scored proficient or advanced. Since the majority of the students at Belair are African American, males score lower in literacy than do females. Sixth grade males experience the lowest achievement in literacy. Males at Belair are scoring lower in math than females and 7th grade males experience the lowest achievement in math. Students with disabilities experience the lowest achievement in math and literacy.

On the 2013 Literacy examination, Students with Disabilities were 97% below proficient in Literacy with 29 students being tested. Additionally, all students are experiencing low achievement levels in literacy. A total of 297 students were tested, 277 of which were African American, 55% of those students scored below proficient. Students identified as Economically Disadvantaged, 269 students were tested, 51% scored below proficient levels. Females scored 48% below proficient and males scored 63% below proficient.

On the 2013 Mathematics examination, Students with Disabilities were 90% below proficient in math with 28 students being tested. All students are experiencing low achievements in math. A total of 298 students were tested, 277 of which were African American, 61% of those students scored below proficient. Students identified as Economically Disadvantaged, 269 students were tested, 62% scored below proficient levels. Females scored 58% proficient and males scored 61% below proficient.

Figure 1: ESEA Student Performance Report - Literacy

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	128	281	45.55	50.11	91.00	120	258	46.51	51.27	93.00
Targeted Achievement Gap Group	111	261	42.53	47.81	91.00	104	240	43.33	49.15	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	430	913	47.10	50.11	91.00	410	839	48.87	51.27	93.00
Targeted Achievement Gap Group	362	824	43.93	47.81	91.00	346	756	45.77	49.15	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	119	263	45.25	49.41		113	242	46.69	51.07	
Hispanic				58.33					58.33	
White				66.67					72.23	
Economically Disadvantaged	111	256	43.36	47.65		104	237	43.88	49.28	
English Language Learners				100.00					100.00	
Students with Disabilities	8	38	21.05	32.43		2	24	8.33	24.60	

Figure 2: ESEA Student Performance Report - Literacy

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	116	281	41.28	62.91	92.00	103	258	39.92	65.11	81.00
Targeted Achievement Gap Group	101	261	38.70	59.67	92.00	90	240	37.50	62.27	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	452	913	49.51	62.91	92.00	421	839	50.18	65.11	81.00
Targeted Achievement Gap Group	379	824	46.00	59.67	92.00	354	756	46.83	62.27	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	107	263	40.68	62.13		97	242	40.08	64.71	
Hispanic				100.00					100.00	
White				83.33					72.23	
Economically Disadvantaged	99	256	38.67	59.68		89	237	37.55	62.45	
English Language Learners				100.00					100.00	
Students with Disabilities	9	38	23.68	30.18		3	24	12.50	44.44	

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

District-wide African American students, economically disadvantaged students and students with disabilities are experiencing the lowest graduation rate

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

Students experience the lowest achievement in Mathematics. Further review of the math data for 2013 indicated that of the 298 students tested, 40% of the combined population scored proficient or advanced on the math benchmark; 40% of African American students scored proficient or advanced; 38% of Economically Disadvantaged students scored proficient or advanced; 10% of students with disabilities scored proficient or advanced.

Belair's AMO (Annual Measurable Objective) for 2013 in math was 62.91%, but students scored 40% which fell below target. A three year trend analysis indicates the number of Belair Middle School student's scoring proficient or advanced have consistently decreased from 57% in 2011 to 50% in 2012 to 40% in 2013. The data for 6th and 7th grade indicates a strength in the Data Analysis and Probability strand with 62% (6th) and 59% (7th), respectively of multiple choice (MC) questions answered correctly. 6th grade weaknesses include 43% of Algebra MC questions answered correctly and an overall average of 2.36 points (29%) earned out of 8 possible on open response (OR) questions. 7th grade weaknesses include only 30% of Measurement and 36% of Algebra multiple choice questions answered correctly. Open Response for measurement scored 1.3 out of 8 (16%). Algebra and numbers and Operations scored

1.5 out of 8 (18%).

A review of the literacy data for 2013 indicated that of the 297 students tested, 46% of the combined population scored proficient or advanced on the literacy benchmark; 45% of African American students scored proficient or advanced; 49% of Economically Disadvantaged students scored proficient or advanced; 3% of students with disabilities scored proficient or advanced.

Belair's AMO (Annual Measurable Objective) for 2013 in literacy was 50.11% which fell below target. Achievement data obtained from the benchmark test revealed that 6th grade students' lowest scoring domains were content passages with scores of 46% on multiple choice questions and 38% on open response. For 7th grade literacy, students scored lowest on open response with scores of 30% for literary open response and 27% for practical open response.

A review of the science data for 2013 indicated that of the 166 students tested, 11% of the combined population scored proficient; 11% of African American students scored proficient; 10% of Economically Disadvantaged students scored proficient; and 6% of Students with disabilities scored proficient on the science benchmark. Data indicates that no one scored advanced on the 2013 science benchmark exam.

Table 3. Belair 2011 Literacy Results by Performance

Student Data Performance Level	Below Basic	Basic	Proficient	Advanced	Ave. Prof or Above
Grade 6	10%	51%	29%	10%	39%
Grade 7	7%	54%	35%	3%	38%

Table 4. Belair 2012 Literacy Results by Performance

Student Data Performance Level	Below Basic	Basic	Proficient	Advanced	Ave. Prof or Above
Grade 6	11%	48%	29%	12%	41%
Grade 7	4%	27%	50%	20%	70%

Table 5. Belair 2013 Literacy Results on Performance

Student Data Performance Level	Below Basic	Basic	Proficient	Advanced	Ave. Prof or Above
Grade 6	10%	48%	29%	13%	42%
Grade 7	8%	41%	40%	10%	50%

Table 6. Belair 2011 Mathematics Results by Performance

Student Data Performance Level	Below Basic	Basic	Proficient	Advanced	Ave. Prof or Above
Grade 6	22%	22%	28%	29%	57%
Grade 7	24%	20%	45%	11%	56%

Table 7. Belair 2012 Mathematics Results by Performance

Student Data Performance Level	Below Basic	Basic	Proficient	Advanced	Ave. Prof or Above
Grade 6	19%	32%	29%	20%	49%
Grade 7	25%	24%	34%	17%	51%

Table 8. Belair 2013 Mathematics Results by Performance

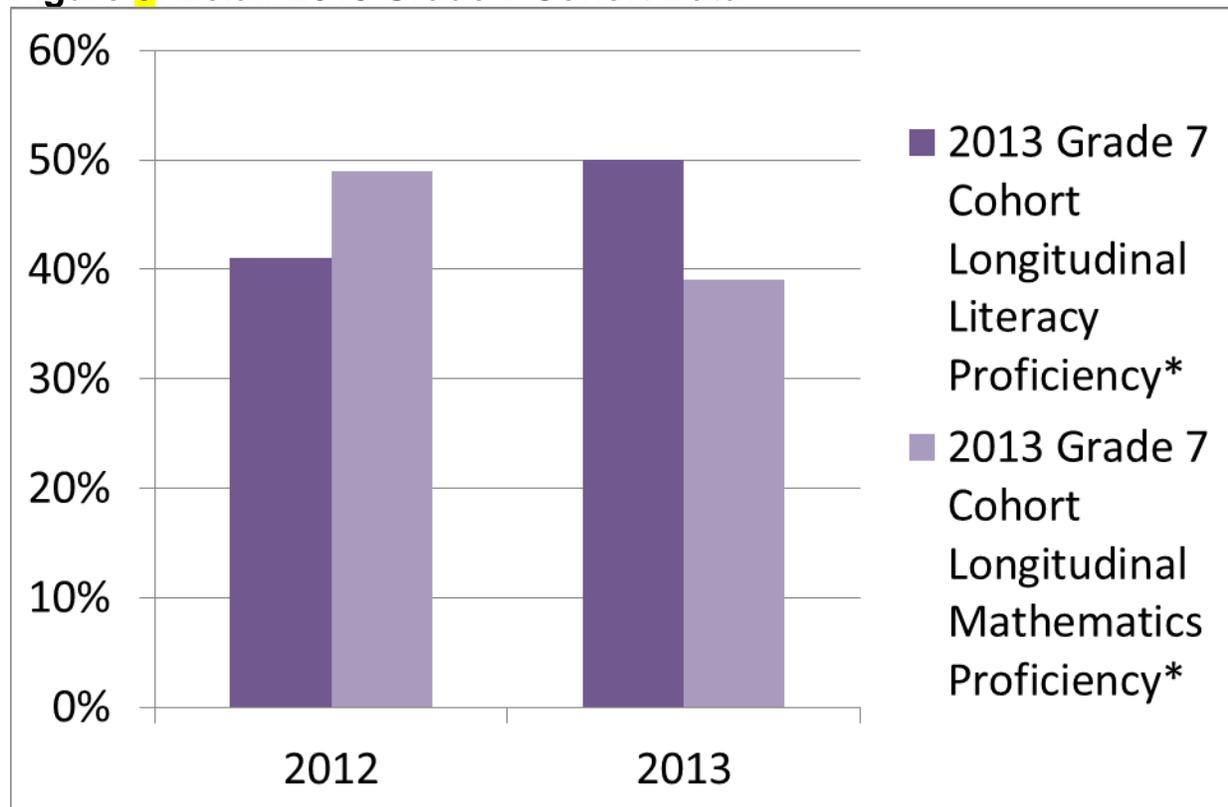
Student Data Performance Level	Below Basic	Basic	Proficient	Advanced	Ave. Prof or Above
Grade 6	24%	35%	21%	20%	41%
Grade 7	31%	30%	30%	9%	39%

Grade 7 Cohort Data Over Time

In 2013 the number of students scoring proficient or above on the ACTAAP criterion-referenced assessments increased in grade 7 Literacy and decreased in grade 7 Mathematics. 2012 = Grade 6; 2013 = Same Students – Grade 7

However, there is still room for improvement. As instructional leaders balance teaching the Common Core State Standards with preparing our students for the 2014 State assessments, which reflect the Arkansas Curriculum Frameworks, heavy emphasis should be placed on the following items. (The Arkansas Department of Education’s Released Items may be useful in addressing these deficiencies.)

Figure 3. Belair 2013 Grade 7 Cohort Data



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 student demographics that should be taken into consideration in selecting a model and external partners and/or providers include Belair Middle School's low income and African American student population. Students with poor academic performance measured by various forms of data, background and environmental variables should be taken into account as well. Ninety percent of Belair Middle School's population receives free or reduced meals. Many students at Belair come from households of low economic status and a culture of low expectations has been displayed. Students have been moved along through the system without having gained the prerequisites to be successful at the next level. A review of retention data has indicated that a total of zero students have been retained at Belair during the 2012-2013 school year. It is clear that even though Belair has a plan for increased parental involvement; it has not been a priority. A model is needed that will develop highly effective instructional leaders and teachers who believe that success is possible and who will deliver a quality education to ALL students.

In selecting the model and external providers, the team carefully considered the Transformation Model's approach that would confront the culture of low expectations the racial and economic aspects of the student population. The team decided that a requirement for assistance and support would come from Specialist with successful documented experience working in urban schools. Chosen external providers/partners will be evaluated and chosen based on their understanding of the challenges of working with priority schools as well as low socio-economic students, parents and the African American culture. The providers must understand the cultural differences that impact parental involvement. The Provider will work with the school to create an action plan that includes involving parents and community members to partner with the school in significant ways and to remove barriers to student learning.

The qualifications of the provider is to have specialist trained in and able to support Arkansas initiatives as identified in Arkansas ESEA Flexibility, including the Classroom Walk-Through model and the Arkansas coaching Model. The provider will also be required to have specialist qualified to work with students with disabilities since they are a subgroup of low performance as well the Arkansas Department of Education's new teacher and administrator evaluation system. The provider has to have experience in analyzing and evaluating achievement data and work with teachers to use this data to inform classroom instruction in order to meet the needs of the EVERY student.

Elbow –two-Elbow (E2E), a team of instructional specialists from the approved Arkansas Department of Education External Provider list currently serve as an external support partner for Belair. The principal and Math/Literacy Coach also receive leadership training from Evans-Newton (ENI), a team of noted specialists in changing low-performing schools. If this grant is funded, the University of Virginia Turnaround program will become a partner beginning next school year, (2014-2015). The resulting consortium offers a researched based approach for transforming schools into successful learning environments without requiring mass dismissals of staff, school closures, or turnovers to charters or outside management organizations- a model that works in part because it maximizes buy in from all stakeholders. UVA is selected as a partner because of their experience working with underperforming schools. UVA has worked with urban and rural school. They also have an extensive portfolio of success data working in schools with high poverty and specific sub populations.

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?

Pine Bluff School District is one of the poorest in the state of Arkansas, serving some of the most disadvantaged children in the state. Neighborhoods in the Pine Bluff area have high crime rates. According to a report by the CQ Press; *Crime in Metropolitan America*, February 2013, on a scale of 1 to 10 (1 being the most severe), Pine Bluff

rates a two or the second most dangerous area in the country. Data indicates that the enrollment area is comprised of highly mobile, low income, and high minority students.

This enrollment area requires reform efforts that take into account single family homes, parents who may have dropped out of high school, and unemployment. The needs of the enrollment area points to a need for parental involvement. Parents should be informed about the education their child is receiving. The communication between school and parents should be transparent.

Table 9

Building Person Living With Percentages

Person Living With Description	Person Living With Count	Person Living with Percentage
FATHER & STEPMOTHER	9	3.19%
FATHER ONLY	10	3.55%
FOSTER PARENTS	4	1.42%
GRANDPARENTS	13	4.61%
HOMELESS	1	0.35%
LEGAL GUARDIAN	8	2.84%
LIVING/BOTH PARENTS	49	17.38%
MOTHER & STEPFATHER	22	7.80%
MOTHER ONLY	166	58.87%
Summary	282	100%

In addition, the population of the school has lacked an embedded model of professional development and accountability for implementation. External providers must have strong professional development component consistent with the requirements of the Transformation Model as well as aligned with the needs of Belair Middle School. Based on the needs of Belair, the superintendent of the Pine Bluff School District selected Elbow 2 Elbow and Evans Newton, Inc. These external providers were chosen based upon their track record of effectiveness and their ability to customize their support to the school's needs and distinctive profile.

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 Scholastic Audit of Belair Middle School during the period of December 2, 2012 – December 7, 2012. Based on the Scholastic Audit Performance Levels, the level of performance for each of the 9 standards for school improvement of Belair Middle school are as follows:

Belair will have addressed all Standards and recommendations of the report in a three to five year period beginning with 2013-2014 school term. School Leadership, in partnership with faculty, decided on the timeline to address the standards and deficit areas. The focus for year one (2014-2015) is to address Standard 1 (c,d,f,g), Standard 2 (b,d,e,h), Standard 3 (a,b,c,d,e,g,h). The focus for year two (2014-2015) is to address Standard 4 (a,b,c,d,e,f,h,j,k) and Standard 5 (a,b,c,d). The focus for year three will be to address Standard 6 (6.1 a,c,f, 6.2 c,d,e,f) and Standard 7 (a,b,f,h,k). For year four the focus will be to address Standard 8 (8.1b,c,d,f, 8.2b) and Standard 9 (all indicators-ongoing from year 1). In year five all Standards will have been addressed and implementation on-going.

The visual below indicates the percentage of indicators in each standard for the following four performance levels. The levels of implementation further supports the schools need for transformation

4 - Exemplary level of development and implementation

3 - Fully functional and operational level of development and implementation

2 - Limited development or partial implementation

1 - Little or no development and implementation

Figure 4

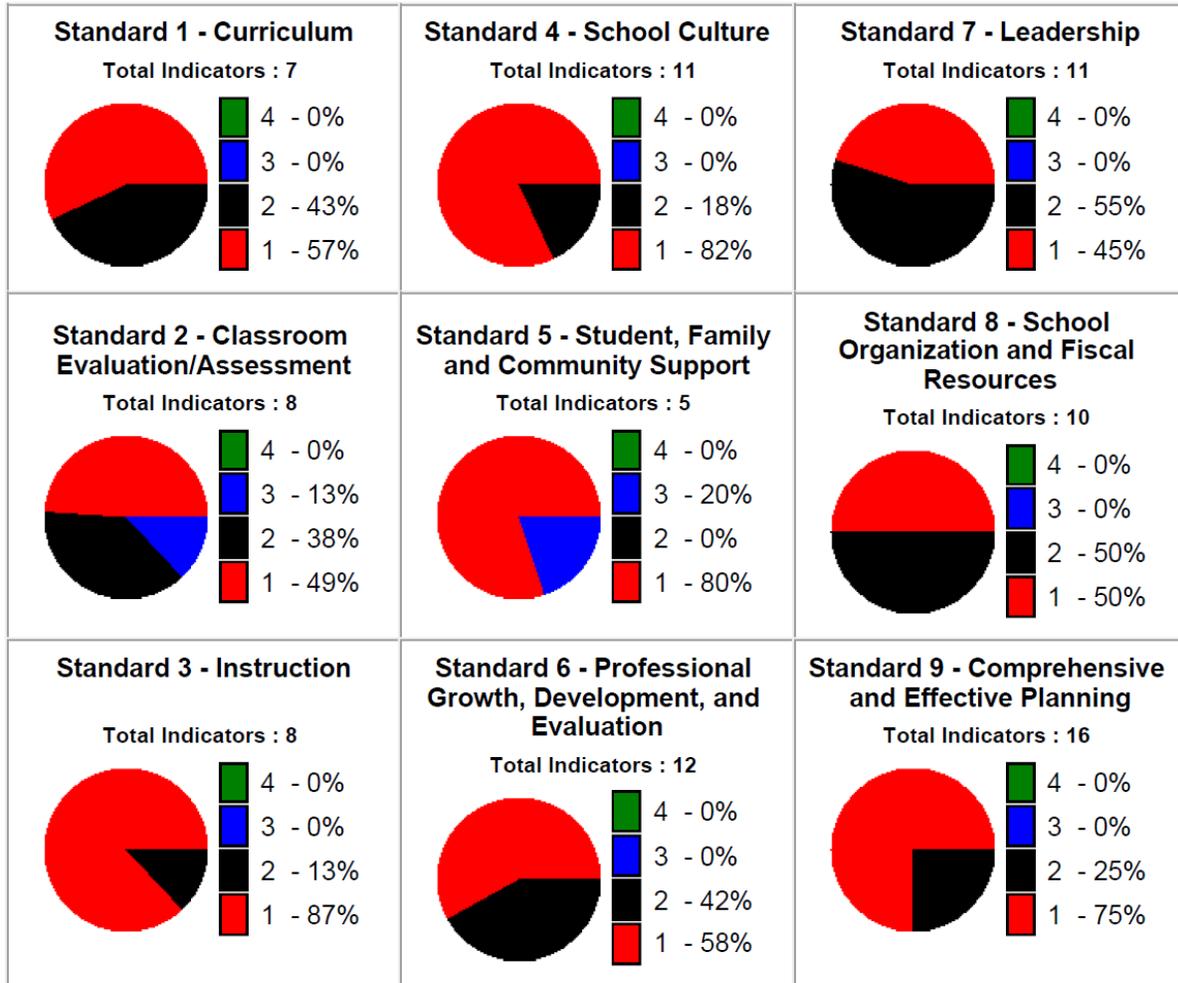


Table 10: Belair's Scholastic Audit Standards/Indicators

Standard	Indicators	Level 4	Level 3	Level 2	Level 1
Standard 1	Curriculum	0%	0%	43%	57%
Standard 2	Classroom Evaluation/Assessments	0%	13%	38%	49%
Standard 3	Instruction	0%	0%	13%	87%
Standard 4	School Culture	0%	0%	18%	82%
Standard 5	Student/Family and Community Support	0%	20%	0%	80%
Standard 6	Professional Growth, Development and Evaluation	0%	0%	42%	58%
Standard 7	Leadership	0%	0%	55%	45%
Standard 8	School Organization and Fiscal Resources	0%	0%	50%	50%
Standard 9	Comprehensive and Effective Planning	0%	0%	25%	75%

Standard 1: Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 4 indicators evaluated as level 1. A brief description of the evaluation of the indicators follows.

Findings:

- 1.1c: The district has not developed a systematic process based on state and local standards, to eliminate unintentional curricular overlaps and close gaps.
- 1.1d: The district facilitates few opportunities for vertical communications within and among schools to address transition points in all subject areas. The Principal at BMS and students from the respective elementary schools meet with fifth graders at each elementary for an orientation on the transition to middle school. There is no evidence that school leadership assists in providing for a smooth transition from middle to Jr. High School.
- 1.1f: The district has formed a District curriculum Committee. The committee is in its infancy. The school does not have a curriculum committee. Most curriculum documents are prepared through The Learning Institute. The implemented curriculum does not reflect attention to rigor, relevance or relationships required to produce college and career ready graduates.
- 1.1g: The master schedule provides access to an academic core for all students. Some students with disabilities are scheduled in language arts and math classes co-taught with general education grade-level teachers and special education teachers. The implemented co-teaching model does not reflect the research-based model. Student learning expectations are communicated to students by writing objectives on the board in most classrooms. The objectives and classroom instruction does not correlate. Most classroom instruction does not reflect higher-order thinking and problem solving skills for students. There is minimal evidence of teachers using differentiated instruction to meet the needs of all students. Opportunities for authentic engagement in the learning process are not evident in most classrooms. Clearly-defined rubrics that describe performance standards are used in some classrooms.

Recommendations for Implementation:

The school leadership should utilize the District Curriculum Committee to initiate an ongoing, systematic process to develop an aligned curriculum that incorporates Common Core State Standards and the needs of all grade levels.

The school curriculum must provide specific links to continuing education, life and career options. Teacher must intentionally design authentic lessons that

connect instruction to life and career opportunities for all students. Real-world applications must be incorporated into all components of lessons and activities. Technology must also be used to create performance-based assessments such as career opportunities. Possible resources to use are netTrekker, The Teaching Channel, and www.edutopia.org/stu-college-career-stem-school.

Implementation Progress/Evaluation

A school curriculum committee will be formed during the 2013-2014 school year. The committee will work to ensure that the current curriculum has rigor, relevance and relationships required to produce college and career ready graduates.

To address the ineffectiveness of the co-teaching model, special education and general education teachers have attended professional development for the last three years, during the spring of 2013-2014 school year. During the 2013-2014 school year the special education & general education teachers have been given an allotted period of time to plan lessons together. A facilitator for ADE, Rose Merry Kirkpatrick comes to the school to monitor the co-teaching program and make recommendations for improvement of the co-teaching model.

As of the 2013-2014 school year, school leadership mandates that content standards, student friendly objectives and agenda are posted daily in every classroom. During the 2012-2013 school year, the school district provided professional development on Classroom Instruction That Works, which gives the teacher the strategies necessary to move instruction from the lower level to the higher level of Bloom's Revised Taxonomy. The school leadership conducts Classroom Walk Through to ensure that higher order thinking as well as rigor and relevance are part of all instruction in every classroom.

During the 2013-2014 school year the school leadership implemented the "Belair Institute which is an intense professional development that takes place on a Saturday. The PD is provided for all instructional staff (teachers & paraprofessionals). The Fall Institute focused on authentic engagement of students through cooperative learning. The Spring Institute will focus on differentiated learning strategies to address the diverse needs of all students. The 2013-2014 Summer session of the Belair Institute will include a training on the development and usage of rubrics in the classroom. This standard will be evaluated through documented classroom walk-throughs, teacher lesson plans and students data from authentic and interim assessments.

Standard 2: Classroom Evaluation/Assessment

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 4 indicators evaluated as level 1. A brief description of the evaluation of the indicators follows.

Findings:

- **2.1b:** There is limited evidence that a formal process is in place to ensure that teachers are following protocols for the development of authentic assessments. Grade-level team meetings, Professional Learning Communities/Structured Teacher Planning Time, and faculty meetings allow teachers the opportunity to collaborate on the development of authentic assessments with the support of math and literacy coaches. Many assessment tasks are linked to the interim assessments through The Learning Institute or state-mandated assessments. Leadership does not review or provide feedback on the collaborative design of assessment tasks. Few students are given a choice in the forms of assessments that they receive to demonstrate what they know.

- **2.1d:** Student test data, obtained as a result of the administration of Augmented Benchmark Exams, The Learning Institute interim assessments, Accelerated Reader, Accelerated Math, STAR Reader, and STAR Math, are collected and distributed to designated teachers. Teachers review the data to determine areas that need to be remediated or enhanced, tutoring activities, and student placement in remediation classes. Results are discussed during before-school in-service as well as designated team planning times, Professional Learning Communities/Structured Teacher Planning Time, and faculty meetings. There is no formal process to use the results of the data analysis to modify curricular, instructional, and assessment practices as needed for all subgroups that make up the school's population.

- **2.1e:** Most classroom activities and teacher-designed assessments do not take into consideration the various learning styles of the students or that students respond to learning in different ways. Few teachers use multiple forms of assessment for students to respond to the learning and use data to improve instruction for the school's sub populations. Assessments, such as Accelerated Reader, Accelerated Math, STAR Math, STAR Reader, and The Learning Institute interim assessments, are used to determine the level of remediation that is needed to ensure that students will perform at the proficient level on the Augmented Benchmark Exams. Feedback to students on assignments include stickers, letter grades, the percent of correct answers, the number of answers that are incorrect, check marks, and the correct answers. Some teachers provide comments such as very nice, nice!, excellent, awesome, you are writing in a professional way, why?, and good point. Few teachers provide specific feedback that will lead to improved student learning.

- **2.1h:** Few teachers have received professional development on the protocols for analyzing student work aligned to student learning expectations across all academic areas. The Learning Institute interim assessments open-response items are scored by classroom teachers using the supplied writing rubric. Teachers do not score their students' papers. The data obtained from the students' performance on the interim assessments that include multiple choice items are used to guide remediation as well as changes needed in daily instructional activities. Portfolios are maintained by few teachers that show student growth over time in all content areas. Most portfolios are compilations of student work for a designated period or writing samples that are required by the district's literacy program.

Recommendations for Implementation:

Scoring guides should be used when assigning a grade is the purpose of the assessment or evaluation. Scheduled planning time during Professional Learning Communities/Structured Teacher Planning Time and team planning times offer great opportunities for rubrics to be developed collaboratively. Grade-level teams and Professional Learning Communities/Structured Teacher Planning Time should focus on developing a general rubric. The next step should be the development of specific rubrics for projects, lab activities, presentations, etc. Students should be given the opportunity to have input into the development of rubrics they are using. Rubrics should be compiled and electronically stored so that they become a resource for all teachers and there is consistency between content areas as well as grade levels. Math and literacy coaches can play a role in helping teachers feel comfortable in developing and using rubrics in daily instruction and curriculum development. Math and literacy coaches may also serve as a conduit for the sharing of information between and among all teachers. School leadership must develop procedures and processes for monitoring the development and use of rubrics. Team meetings and Classroom Walk-Throughs provide opportunities to monitor development and use of rubrics as well as provide valuable feedback to teachers. Possible resources are "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement (2nd ed.)" by Ceri B. Dean, et al., (2012, ASCD), and "Where Great Teaching Begins: Planning for Student Thinking and Learning" by Anne R. Reeves (2011, ASCD).

The development and implementation of authentic assessments should be a focus for all teachers at Belair Middle School. The school leadership, literacy and math coaches, as well as teachers who have the expertise to be resources for their colleagues should help advance all teachers' use and understanding of authentic assessment. Professional development opportunities should be provided to allow teachers time to develop and use rigorous, authentic performance assessments. Performance assessments include the following: 1) identification of what is expected of the student to demonstrate proficiency on the task and 2) a scoring guide or rubric that measures the degrees to which the task criteria are accomplished. Rigor requires the capacity to understand content that is complex and personally or emotionally challenging. Authentic assessments

relate to real- world experiences and purpose. The experiences allow students to do things that they would do as adults or outside of the classroom. Authentic performance assessments may include science/laboratory experiments that allow students to experience the world of scientists which requires them to do critical thinking and problem-solving skills; problem- based learning that focuses on events that need solutions that occur in real-world time; projects that relate to real-world events in their communities; and student writings that require students to be the publishers or editors of events that are occurring, will occur or have some significant meaning to their lives. Teachers should collaborate within and across grade levels as well as across content areas (including music, art, physical education and etc.). School leadership should develop procedures and processes for monitoring the development and level of implementation of authentic assessments and provide timely feedback to teachers so that authentic assessments become a part of classroom practice. Possible sources to get teachers focused on developing authentic assessments are "What You Can Do in 5 minutes, 5 days, 5 months, 5 years. How you can replicate authentic assessment with the resources and time you have" found at www.edutopia.org, and "Ten Take Away Tips for Using Authentic Assessment in Your School" by Edutopia Staff at www.edutopia.org.

Providing meaningful feedback should become a part of the teaching and learning process in every classroom. It is important that students know what they did or did not do to meet the identified objective or goal. Appropriate feedback enhances student learning as well as allows students to become independent learners. Feedback that provides advice and focuses students on improving their performance on learning activities is at the heart of effective teaching. Teachers must relinquish the use of letter grades, overgenerous praise, and unfocused comments as the only feedback that students receive. Instead, teachers must adopt the practice of providing oral and written comments that tell students something about their work and what they can do to make it better. School leadership should provide focused professional development on how to give effective feedback to students: 1) Feedback strategies should be reviewed, and 2) Teachers should select one to two strategies to work on and build on these as the year progresses. Team meetings and Professional Learning Communities/Structured Teacher Planning Time should be used to allow teachers time to collaborate, share their successes and concerns regarding the strategies they and their students are using, and obtain job-embedded professional development. The school leadership team should develop a process or procedure for monitoring the level of understanding of the strategies and the level of implementation in each classroom. Possible sources are "Making Time for Feedback" by Douglas Fisher and Nancy Frey ("Educational Leadership," September 2012, Vol. 70, No. 1) and "Know Thy Impact" by John Hattie ("Educational Leadership," September 2012, Vol. 70, No. 1).

Implementation Progress/Evaluation:

Belair Middle School Leadership Team will develop a general school-wide assessment rubric that will include criteria determined from the following

resources: formative/summative assessments, classroom walk-throughs, research, curriculum guides, and common core standard expectations.

Belair Middle School Teachers will supplement district interim assessments by developing authentic assessments. Authentic assessments will be tailored to accommodate students' learning styles, differentiated instruction, multiple intelligences, performance-based tasks, and technology.

Belair Middle School will create conditions for students to seek and manage feedback for themselves, and provide various sources of feedback within the classroom. Feedback will include the following: (1) Traditional expert feedback in which the teacher will utilize instructional comments and/or cues to direct student thinking; (2) Clarifying feedback from the teacher and/or peers through rich discussion; (3) Reflective feedback that students generate themselves through metacognitive deliberations, or thought that are triggered by prompts embedded within instructional material; and (4) Listening-in feedback from others, including what students see or overhear about lesson content or other student performances (Pollock, Ford & Black, 2012).

The aforementioned classroom evaluation/assessment performance recommendations will begin during the summer retreat provided by Belair Middle School Leadership Team. Pollock and Ford (2009) suggest that teachers and principals who work in tandem to change automatic teaching habits see greater gains in student achievement; thus the professional development agenda will begin with Feedback. Teachers' use of feedback will be monitored through Classroom Walk-throughs, post-conferences with instructional coaches, Professional Learning Communities, and Teaming. The effectiveness of implementation will be observed through student outcomes on interim and authentic assessment.

Authentic assessment and rubric development professional development will be implemented concurrently beginning the second semester of year I. Teacher effectiveness with the use of authentic assessments and rubrics will be monitored through Classroom Walk-throughs, pre- and post-conferences with instructional coaches, Professional Learning Communities, and Teaming. The effectiveness of implementation will be observed through student outcomes on interim and authentic assessments, rich discussion during Professional Learning Communities, and teacher reflection conferences with building principal.

Continued support in areas supported by data from classroom walkthroughs, informal and formal observations, student performance data, rubrics, authentic assessments, and feedback will also be provided during Year I of implementation.

Standard 3 Findings: Instruction

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 7 indicators evaluated as level 1. A brief description of the evaluation of the indicators follows.

Findings

- **3.1a:** The Scholastic Audit findings for instruction indicate that high-probability; research-based instructional strategies are not utilized across the curriculum. Most instruction is whole-group, teacher-directed, and does not accommodate various learning styles, multiple intelligences, or current brain research. Many classroom activities include the use of worksheets and textbook generated materials and do not require students to use higher-order thinking or problem-solving skills. Active learning opportunities, cooperative learning groups and differentiated of instruction does not occur in most classrooms. Well-developed rubrics that describe performance standards and indicate an evaluation of performance are not used by most teachers.
- **3.1b:** The Scholastic Audit findings for instruction indicate that instructional strategies and learning activities are not always intentionally aligned with district, school, and state learning goals and assessments. Daily learning activities, questions, and assessments in most classrooms do not reflect the rigor and level of thinking required for improved learning. The belief that all students can learn at high levels is not evident in most classroom instruction and practices. Some items posted as objectives in the classroom are activities and assignments. Some instructional materials and activities are not age appropriate (e.g., coloring sheets). The essential questions and Word Walls that are displayed in some classrooms are seldom referenced during the instructional sequence to guide student learning and thinking. What students are expected to learn and why it is important to learn it are rarely communicated to students at the beginning of the lesson. Many lesson plans reflect strategies and assessments that are aligned to textbooks. Interim assessments from The Learning Institute are used for practice and required students to complete tasks similar to those on state assessments. Most teachers do not analyze the results of these assessments for self-reflection, to guide instruction, and plan instructional next steps.
- **3.1c:** The Scholastic Audit findings for instruction indicate school leadership does not consistently monitor classroom instruction or provide timely feedback to teachers to ensure implementation of high-probability, research based instructional strategies. Classroom Walk Throughs are conducted periodically by school leadership to observe specific components of teaching and learning. Most feedback to teachers is in the form of a checklist and provides minimal assistance in their efforts to modify instruction. Observations of all classrooms with accompanying face-to-face conferences for the specific purpose of providing teachers with meaningful, targeted feedback that will result in improved teaching and learning do not regularly occur. Many of the instructional practices used by teachers are not responsive to multiple intelligences, brain research, or students'

varied learning styles. Most teachers do not plan instructional strategies and activities that are intentionally aligned to the various learning needs of the students in each class.

- **3.1d:** The Scholastic Audit findings for instruction indicate some teachers demonstrate an adequate knowledge of their content areas. Some teachers were observed having difficulty with delivering instruction during the audit. Some teachers could not respond to student questions at all. Few teachers motivate students to work independently at high levels. Teachers participate in the required 60 hours of professional development. Professional development does not always update teachers' content knowledge, result in improved student academic performance, or meet the individual professional growth needs of all teachers. Some teachers' Individual Professional Growth Plans do not reflect their individual instructional growth needs.
- **3.1e:** The Scholastic Audit findings for instruction indicate the school has available technology for student use. Some teachers use current available technology, such as desktop computers and SMART Boards in instruction. SMART Boards are used primarily as overhead projectors in most classroom use. District and school leadership have not monitored or evaluated the effective use of technology in classroom instruction.
- **3.1g:** The Scholastic Audit findings for instruction indicate Professional Learning Communities/Structured Teacher Planning Time has been established to provide opportunities for teachers to collaborate on strategies to increase student achievement, develop common assessments, examine student work, and identify student strengths and weaknesses across the curriculum. Most teachers have received limited job-embedded professional development on analyzing student work, data disaggregation, and developing common assessments. Professional Learning Communities/Structured Teacher Planning Time is not monitored for impact on improved student academic performance or improved teacher instructional practices. Agendas, minutes, and sign-in sheets are not maintained to document the actions of committee meetings.
- **3.1h:** The Scholastic Audit findings for instruction indicate most teachers do not assign homework regularly. Homework is primarily an extension of classroom assignments and rarely connects to real-world experiences. There is limited follow-up or feedback provided by teachers for homework assignments. School leadership articulates that homework should be an essential component of effective lesson planning. The district homework policy emphasizes the use of homework to increase student motivation, relate directly to class work, allow for a high degree of success, and give meaning to the skill being taught.

Recommendations:

Belair Middle School 's leadership will immediately develop and provide an ongoing, job-embedded professional development for all administrators and faculty through the Belair Institute to create a common understanding of high-probability, research-based instructional strategies. Teaming and professional learning communities will embed professional development in its meetings. The process may include 1) each team selecting one strategy for implementations, 2) literacy and math coaches modeling the use of this strategy in a classroom with teachers observing the process, 3) teachers implementing the selected strategy, 4) administrators and coaches conducting weekly observations to support and monitor implementation, 5) face-to-face conferencing with teachers to provide targeted feedback, and 6) coaching and feedback provided until the strategy is effectively used on a consistent basis. This process should be repeated until all chosen strategies are a part of the teachers' tool box.

The active engagement of all students in the learning process must become the expectation for every classroom and every instructional sequence. School administrators will demonstrate a presence in classrooms for the purpose of observing instruction and conferencing with teachers regarding ways to improve the abilities of teachers to effectively engage students in the learning process. Teachers and administrators must change the existing culture of the school that accepts less than proficient performance from students to a culture of high behavioral and academic expectations for all students and staff. Teacher questioning strategies that hold all students accountable for answering must become a priority if all students are going to be engaged in the learning process. School leadership should provide professional development in questioning strategies for teachers at the earliest possible date.

Teachers should utilize technology as an integral part of instruction in all content areas. School leadership should seek professional development for teachers on content specific uses of instructional technology. One source for ideas on technology in the classroom is "Using Technology with Classroom Instruction that Works" by Howard Piller, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski, and the "Workshops for Teachers" series by Tom Snyder. Teachers should support students in making choices in the use of technology to extend their learning and create products. This integration should be monitored during Classroom Walk Throughs, lesson plans, and sample student products submitted at least monthly to administration.

Implementation Progress:

Professional development was provided in the usage of high- yield strategies and embedded higher-order thinking skills into classroom instruction. During teaming, core teachers converse in data talks about student performances and instructional strategies. Instructional coaches model the high-yield strategy in a classroom with teachers observing the process. Administrators and instructional coaches conduct weekly observations to support and monitor implementation. Instruction will be tailored to accommodate students' learning styles,

differentiated instruction, multiple intelligences, performance-based tasks, and technology. Belair will monitor classroom instruction through the facilitation of classroom walk throughs and student data from authentic and interim assessments.

Standard 4: Learning Environment -School Culture

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 9 indicators evaluated as level 1. A brief description of the evaluation of the indicators follows.

Findings:

- **4.1a:** The local school board has adopted policies to support a safe and equitable learning environment. All policies are not fully implemented at Belair Middle School. Procedures have been established to minimize interruptions to the instructional day. Classroom interruptions include excessive discipline infractions occurring within the instructional period (student defiance, use of profanity, talking out loud, scuffling, insubordination, etc.), students arriving to school tardy and student tardiness to class, parents checking students out of school early (2:30 p.m.), intercom announcements and pull outs, and a lack of targeted, research-based instructional strategies utilized in the instructional sequence. Most classroom instructional sequences reflect whole-group, worksheet-based instruction. The use of differentiated instructional strategies and assessments was observed in few classrooms. The Pledge of Allegiance is recited and morning announcements are read at 8:00 a.m. each morning. Additional announcements are made at the end of the school day. Classroom management is a concern of teachers, parents, and students. Classroom management and discipline policies are posted in most classrooms. Teachers communicate academic expectations and discipline procedures to students and parents during Open House and through telephone calls to individual parents. Teachers read sections of the handbook to students at the beginning of the school year. School policies and individual classroom behavior rules are not consistently followed. Student tardies and incidents of student disrespect and disregard for directions are not consistently reported by classroom teachers. Insubordination, classroom "shout outs", excessive talking, and student disrespect occurs frequently in some classrooms without teacher interventions or corrections. The school discipline report does not reflect the frequency of discipline infractions observed during the Scholastic Audit. School leadership does not intentionally analyze school safety data to improve the learning environment. One security officer is employed to patrol the school. There are 20 functional video surveillance cameras to monitor hallways, exits, parking lots, cafeteria, in-school suspension, and the gymnasium. Surveillance cameras are not monitored on a regular basis. School leadership monitors cameras as needed. All outside doors are unlocked throughout the day. Most classroom doors are unlocked throughout the instructional day. Patrons are expected to sign-in and are issued a visitor's pass upon entering the school. Excessive rain creates dangerous conditions for students. Flooding in classrooms, hallways, and outside walkways are concerns for teachers, administrators, and students.

- **4.1b** Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning. Finding for this indicator is based on: Review of Local School

Board Policies Review of ACSIP Review of Lesson Plans Review of Professional Development Documents Review of Vision and Belief Statements Interviews with Teachers, Students, and Parents Observations of Classrooms School leadership verbalizes that students at Belair Middle School are "low", "the staff has high expectations for them", and "some come with the desire to learn." Classroom Walk-Throughs, the observation/conferencing process, and Individual Professional Growth Plans are tools used by school leadership intended to produce continuous teacher growth. School leadership does not utilize these tools to provide continuous, focused feedback to teachers that lead to changes in the instructional practices focusing on increased student academic achievement. Most teachers have team planning time. The use of this team planning time is not formally monitored for impact on improved student academic performance or improved teacher instructional practices. Professional Learning Communities/Structured Teacher Planning Time has been established to provide opportunities for teachers to collaborate on strategies to increase student achievement, participate in common book discussions, develop common assessments, and identify student strengths and weaknesses across the curriculum. Agendas, minutes, and sign-in sheets to document the actions of these meetings were not available during the Scholastic Audit team visit. There is no clear differentiation between the function/purpose of Professional Learning Communities/Structured Teacher Planning Time and team planning time. Co-teaching has been implemented at the school. The implemented co-teaching strategies do not reflect the research-based model. Observations reflect the co-teach roles and responsibilities are similar to those of paraprofessionals. Student learning opportunities are not maximized utilizing the implemented co-teach model. Most teachers do not reteach/retest to provide additional opportunities for students to master skills or to demonstrate learning based on preferred learning styles. Faculty meetings are not consistently utilized as a means to assist teachers and staff in the improvement of teaching and learning. School leadership articulates a vision statement for the school, "Achieving Excellence Together." The vision statement is not posted in most classrooms, on the school's Web site, or in the student handbook. Most teachers cannot articulate the vision statement.

- **4.1c:** High academic expectations are not evident in the classroom management, instructional practices, or instructional delivery methods of all teachers. Few teachers utilize research-based instructional strategies that require students to use higher-order thinking and problem-solving skills during observed teaching sequences. Most observed questioning techniques are at the knowledge (knowing) level of Revised Bloom's Taxonomy. Most teachers provide answers/information (page numbers indicating where to find answers to questions, exact Web site to look up information, etc.) for students limiting the opportunity for students to think, inquire, and experience the "productive struggle" of learning. The limited research-based strategies observed include non-linguistic representations, such as the use of webs, Venn diagrams, and Word Walls. The implemented curriculum in most classrooms and the lessons delivered by teachers do not reflect differentiation of instruction to address the

individual learning styles and individual academic growth needs of students. Few teacher-created instructional sequences and assessments are differentiated to meet the diverse needs of students. Most instructional sequences are textbook- and worksheet-driven, whole-group instruction, and recall. Some teachers do not possess content knowledge to effectively deliver instruction evidenced by responding inaccurately to student questions and ignoring student questions. The co-teach model has not been implemented with fidelity. Some teachers received formal training in September 2012. Opportunities to provide strong content knowledge and varied instructional and assessment strategies utilizing the co-teach model have not been maximized. Most student work displayed in classrooms and hallways is not accompanied by scoring rubrics with targeted performance standards. Most rubrics presented with student work reflect scoring guides and lack the specificity to guide students in the self-assessment/improvement process. Few exemplars are displayed in classrooms or hallways. Most staff members develop classroom rules in addition to school-specific rules.

- **4.1d:** Few licensed staff are involved in the decision-making process at the school regarding teaching and learning. Most non-licensed staff members are not involved in the decision-making process and do not feel a part of the school. Most faculty and staff are aware of a school mission statement. Various mission statements were observed throughout the building, in the student handbook, and on the school's Web site. The mission statement as stated in the 2012-2013 ACSIP reads, "The mission of Belair Middle School is to provide a committed program that addresses the academic needs of all students and ensures the widest possible intellectual, social, emotional, and physical growth within an equitable environment." The school's Web site displays a mission statement that reads, "The Belair Middle School understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, the school shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community." Two different joint mission statements for Belair and Southeast Middle Schools were visible in the school and included in the student handbook. All stakeholders were not involved in a collaborative process to develop the mission statement. The mission statement does not guide decision-making in the school. School leadership articulates a vision statement for the school, "Achieving Excellence Together." The vision statement is not present throughout the school. Few teachers can articulate the vision statement.
- **4.1e:** All teachers do not reflect on the impact of their teaching (instructional sequences, strategies, assessments, and activities) on student academic outcomes. A lack of parent concern/support, student apathy, student discipline, inconsistency in the administration of student discipline, and "slow students" are cited, by most teachers, as reasons for low student academic achievement. Opportunities are available for faculty to review and revise instructional practices

based on student performance. Professional Learning Communities/Structured Teacher Planning Time and team planning time are provided for most teachers as an avenue for reflection, professional growth, and collaborative support. Changes in the instructional practices of teachers based on student data are not formally monitored by school leadership. All teachers do not demonstrate the content knowledge necessary to effectively deliver instruction. Some teachers cannot respond to knowledge-level questions asked by students. Some teachers use non-standard English modeling incorrect usage for students. Few teachers reteach using different teaching strategies to address the learning needs of struggling students. Few teachers differentiate instruction to meet the needs of diverse learners. Most instruction is the same for all students. Homework and class work returned to students are not monitored for the use of meaningful feedback as a means to help students self-assess or improve their products toward proficiency. Most feedback is limited to a percentage correct, number correct out of the total number possible, "good job" comment, or a letter grade. All faculty members are highly qualified. School climate survey data (Parent-Teacher Conference, Parent, and ADE School Stakeholder Perception Surveys) are collected. There is limited evidence that school leadership uses survey data to improve teaching and learning. Teacher professional development does not always update content knowledge or current professional practices. School leadership does not monitor/evaluate the implementation of professional development to assess its impact on improved teacher professional practices or increased student academic achievement. Few teachers provide opportunities for students to evaluate their instructional performance.

- **4.1f:** The local school board does not have a policy on the creation of a flexible master schedule to accommodate the changing needs of the students. The school does not intentionally assign staff to maximize opportunities for all students to have access to the staff's instructional strengths. Most students have equitable access to classes. The school uses The Learning Institute interim assessment data to group students in the after-school tutoring program. Tutoring is not mandatory. Transportation is provided. After-school tutoring is held each Tuesday and Wednesday beginning October 9, 2012, and ending December 12, 2012. During the school day remediation is provided (in the areas of reading and mathematics) for students scoring basic and below basic on Benchmark exams. Limited attention has been given to the goals/outcomes for student achievement in the remediation program. School leadership has not made a deliberate effort to assign content-specific math and literacy teachers to assist in the remediation program to provide students with opportunities to receive instruction from content-trained teachers. School leadership does not evaluate the remediation program to determine its impact on increased student academic achievement. Clearly-defined exit criteria have not been established for the remediation program. Paraprofessionals are assigned to general education classrooms to provide point-in-time remediation for students. Paraprofessionals have received no professional development on instructional strategies. Students enrolled in remediation are limited to one elective. Students scoring proficient or advanced can enroll in the enrichment program. Two electives are available for students

scoring proficient or advanced on Benchmark exams. There is a local school board policy regarding student/teacher ratio. The district complies with state regulations regarding class size. The district has provided resources (financial and human) to support a reduction in class size for most core subjects. Math and literacy coaches have been hired to provide additional support for classroom teachers. Multiple classes are scheduled into the gymnasium during the same class period (e.g. Physical Education, Health and Athletics) limiting students access to space, materials, and technology.

- **4.1h:** Few teachers and staff demonstrate a caring attitude toward students and encourage academic excellence. Student-to-teacher and teacher-to-student disrespect was observed during the Scholastic Audit. Some students talked back to teachers, disrupted classroom instruction, engaged in "shout outs", and demonstrated other off-task behaviors. Some teachers yelled at students and engaged in unproductive dialogues with students ("That's not my problem", "Hush!", "Shut up!"). Few teachers praise students for their correct responses or academic improvement. There is no formal, research-based advisor/advisee or mentoring program at the school. The school has formed Art, Chess, All Girls (Belair Belles), Gentlemen (Belair Beaus), Yearbook, and Science Technology Engineering and Mathematics clubs. The implemented curriculum in most classrooms and teacher lesson plans do not reflect attention to differentiation of instruction to address the individual learning styles and academic growth needs of students. Most instructional sequences and assessments are the same for all students.
- **4.1j:** There are limited displays throughout the school showcasing student academic success. Three showcases (Starry Knights, Stars Team, and Knight Team Students of the Week) displaying student photos are available for viewing in the entryway to the main office. Limited additional displays or acknowledgement of academic accomplishments were observed throughout the school. Student work samples are visible in classrooms and hallways. Most displayed work is not accompanied by scoring rubrics with performance standards or meaningful feedback that leads to student self-correction for proficiency. School leadership celebrates student success each nine weeks based on academic achievement, most improved behaviorally, and good citizenship status. Award recipients are recognized as honor roll students or merit students. The awards programs are held at 8:45 a.m. and 9:45 a.m. to provide opportunities for some parents to attend the celebration. School leadership sponsors a tailgate party to acknowledge students scoring 85% on one Accelerated Reader assessment. Students invited to the tailgate party are provided with music and hot dogs and participate in basketball games, etc. Few teachers informally recognize the academic accomplishments of students within the classroom.
- **4.1k:** There is a local school board policy regarding educational equity. The implemented curriculum in most classrooms and the lesson plans written by teachers do not reflect differentiation of instruction to address the individual

learning styles and individual academic growth needs of students. Most instructional sequences and assessments are the same for all students. The school does not have a full-time counselor. A counselor is available two days per week to assist the school. There is limited support for eliminating the physical, cultural, and socio-economic barriers to learning. Mental and physical health services are provided by Southeast Arkansas Mental Health, People Advocating Transition Center, Jenkins Memorial Children's Center, and Department of Human Services. There are 12 computers in the media center for student use. The media center uses Atrium as an online catalog and automated check-out system. The Atrium system is not fully functional. Students and teachers have access to over 11,000 print materials and a limited number of DVDs and VHS tapes through the media center. The media center does not currently contain Play-a-Ways or iPads for student and teacher use. Limited attention has been given to providing high interest, diverse reading materials throughout the school. The Parent Center is located in the back of the media center. Parents can use the media center to access Ed-line. At the time of the Scholastic Audit, no parents had signed in documenting visitation to the Parent Center in the media center. Most parents have no knowledge of this resource.

Recommendations for Implementation:

It is the adults in the school that make the difference regarding student academic outcomes. It is the teacher and what the teacher knows and can do that is the determining factor in student achievement. School leadership should immediately provide professional development to assist teachers in accepting their role in the success and failure of all students. To improve professional practices, teachers should engage in ongoing professional learning to improve their practice, draw on resources and frameworks provided by the district to inform their work and classroom practice, work collaboratively with professional colleagues to improve teaching and learning within the school, and use multiple sources of feedback on their classroom practice to inform their professional learning goals. School leadership must utilize the existing Professional Learning Communities/Structured Teacher Planning Time to provide job-embedded professional development (book studies, modeling, coaching, and other resources) for all teachers to fully understand their roles and responsibilities regarding student success and failure. Failure should not be an option for students at Belair Middle School. Leadership must frequently monitor daily formative assessments, interim assessments, and summative assessments to ensure that re-teaching (using different strategies) and retesting (allowing alternative methods of demonstrating) opportunities are provided. Students must receive information in various ways to access prior learning and to utilize preferred learning styles to demonstrate what they know and are able to do. School leadership must provide immediate, specific, face-to-face feedback to teachers regarding instructional strategies and academic outcomes.

In order to increase student academic achievement, instruction must be maximized. An important aspect of students' access to education is the amount of time actually spent in the classroom. School leadership must create a list of

non-negotiables. Non-negotiables should include, but not be limited to the following:

1. Excessive student tardies cannot be tolerated at Belair Middle School. Research shows that attendance problems correlate directly to achievement problems, and attendance problems are associated with lack of preparation for careers. The principal must set high expectations and require students to arrive to school on time. When students do not arrive in a timely manner, the school policy must be implemented consistently. Allowing late attendance to affect classroom instruction cannot be tolerated. Teachers waste many minutes to begin morning instruction waiting for students to arrive in class. Students that arrive late sometimes bypass the office to avoid receiving a tardy slip. Teachers should consistently enforce the tardy policy and require students to return to the office without proper documentation of arriving tardy. Tardy information must consistently be entered into the computer system to properly monitor which students need additional assistance. The principal must hold teachers and students accountable for implementing and adhering to school policies. The principal should utilize whatever means necessary to ensure that tardies do not interrupt the instructional day.
2. Disciplinary infractions must not be ignored. School leadership must revisit classroom management procedures/protocols with teachers. School leadership and teachers must revisit the consequences for recurring infractions and come to consensus regarding teacher/school responsibilities for addressing disciplinary infractions. Teachers must be held accountable for maintaining order to provide educational opportunities for all students each day.
3. Parents must respect beginning and dismissal time. The principal must establish specific procedures and collaborate with district leadership to gain support for those procedures that will ensure that all students have access to instruction for the entire day.
4. Bell-to-bell teaching and learning reflecting the use of research-based instructional strategies must become the norm at Belair Middle School.

Students must feel a sense of belonging in the school. Adults must provide a nurturing environment for students. The advisor/advisee program is one avenue that could strengthen student advocacy at Belair Middle School. School leadership should research the topic and search for similar middle school advisor/advisee models. Visits to schools similar to Belair Middle School that have successful advisor/advisee programs would be beneficial. The leadership team could be the conduit to create an awareness and potential value of an advisor/advisee program for Belair Middle School. All of the staff should become knowledgeable and understand how the advisor/advisee program could promote student growth socially and academically and how the program could allow all students to have an adult advocate within the school. Goals should be established for the advisor/advisee program and there should be measurable means to evaluate program success.

Implementation Progress/Evaluation:

Belair Middle School's leadership team will analyze data focusing on discipline in order to determine the root cause of excessive discipline infractions to develop a plan of action. Teachers have begun to stand in the middle of hallways and common areas to address infractions that occur between classes. For students that are severe repeat offenders, Leadership will assign a teacher to mentor those specific students. All teachers are expected to teach from bell to bell. This has been monitored by the Principal, Assistant Principals, and the Math and Literacy Coach. Teachers that do not comply with this procedure will receive additional professional development along with a growth plan. Currently there is a policy for excessive tardies, however it is not being utilized consistently. Teachers were given a professional Development for Classroom Management. School wide procedures and expectations were developed by all staff to enforce within the classroom. Professional Development has been and will continue to be conducted on specific content knowledge for teachers on planned professional development days offered through the district.

Standard 5: Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 4 indicators evaluated as level 1. A brief description of the evaluation of the indicators follows.

Findings:

- **5.1a:** The school does not actively seek continuous and sustained assistance and involvement from parents and community in the learning and planning process. The local school board has a policy which addresses community involvement. A parent involvement plan is posted on the school Web site. Some opportunities for family and community involvement are available (e. g., Open House, Parent Night once a month, Grandparents' Day). Few parents attend these functions. The school has a Parent Center and parent coordinator. The Parent Center is located in a corner of the media center. It is opened Monday - Friday 8:00 a.m. - 4:00 p.m., Tuesday - Thursday 4:30 - 6:30 p.m. and the second and fourth Saturday from 9:00 a.m. - 12:00 p.m. Few resources are available for checkout by parents. Items such as the Arkansas Refrigerator Curriculum for grades sixth and seventh, informational pamphlets, the school's parent newsletter, and a brochure listing Parent Center operational hours are in the center. Some past school announcements are also in the Parent Center as are the school's map, bell schedule, district calendar, and master schedule. Computers are available in the media center for parent use. Sign- in sheets are not provided to document who visits the parent center. Parents who attend activities sponsored by the school receive Parent Bucks. Parent Bucks can be redeemed at the district Parent Center and are used as incentives given to parents for being actively involved at their child's school and attending events sponsored by the Title I Parent and Family Resource Center. The district's Parent Center store is opened twice during the school year (December 3-14, 2012, and May 6-14, 2013). A volunteer survey and parent/guardian information sheet was distributed and collected from parents by the principal at the beginning of the school year. School leadership and staff do not utilize parents to assist, support, or extend learning. Documentation of parent volunteers is limited to one parent who volunteered on November 5-6, 2012. A newsletter is disseminated by the Parent Center. Other methods of family and community communication include phone calls, e-mails, texts, letters, and Web site. Most of the communication with parents is limited to behavior, attendance, and grades. A parent and two community representatives are listed on the ACSIP committee. In the spring the principal and a current student return to the feeder school to speak to all fifth graders and discuss transition options to Belair Middle School. There is no evidence that opportunities for a smooth transition from middle to junior high school occurs. Parents are invited to the feeder school to attend the transition meeting via letter sent home with students. A transition day for these students to visit and tour the middle school is not always held. Few business partnerships exist between Belair Middle School and area businesses. Few teachers can identify community partnerships other than Walmart. The Ronald McDonald Care Mobile, a fully equipped dental clinic through Arkansas

Children's Hospital, provided dental care to some students at Belair Middle School. Approximately 50 students received immunizations through a flu clinic held in late November sponsored by the Jefferson County Department of Health. Opportunity for student service learning projects is limited. Parent involvement programs/initiatives and student service learning projects are not evaluated to determine an impact on removing barriers to learning for all students.

- **5.1b:** All students have access to a core curriculum. Few students have access to a core curriculum that is rigorous or meets their diverse learning needs. Few teachers differentiate instruction to meet the needs of individual students. Few teachers provide instruction that reflect rigor and relevance to challenge students to think above the application level of Revised Bloom's Taxonomy. Teachers seldom use data from formative and summative assessments in planning instruction in response to students' preferred learning styles, multiple intelligences, or developmental characteristics. A plan for remediation of skills for students at risk of not achieving proficiency in mathematics and literacy is included in the ACSIP. Some interventions include a remediation class period, summer and after-school program, after-school tutoring provided fall and spring semesters for a designated number of days, and Academic Improvement Plans. Few teachers consistently offer point-in-time remedial activities to remove barriers to student learning. Remediation class periods are scheduled throughout the school day. Evaluation of the impact of remediation on student achievement is limited to state assessments and The Learning Institute interim assessment results. Technology is prevalent throughout Belair Middle School in most classrooms. Few teachers use technology for instruction. There is limited student interactive use of technology during instruction or for research and writing assignments. Most classrooms were observed to have SMART Boards, a portable computer lab, document cameras, and four or more classroom computers. There are computer labs available for student use. Twelve computers are in the media center. Students and parents have access to use these computers during the school day and at other times when the Parent Center is opened. The use of technology by students is limited to keyboarding classes and media center computer use during lunch. Student computer use during lunch is limited to playing games. My Skills Tutor, Accelerated Reader, Accelerated Math, STAR Reading and STAR Math are available for student use to enhance skills. A computer lab is not consistently utilized for remediation or reinforcement of skills. Most classrooms have up to four desktop computers and a classroom set of NEOs for student use. Few teachers use this technology on a regular basis in the day-to-day instructional practices within their classrooms. Use of varied high probability, research-based instructional strategies is not a common practice by teachers at Belair Middle School. High probability, research-based instructional strategies are not purposefully planned and utilized in most classrooms. Belair Middle School has a part-time counselor on site two days per week. The guidance program at Belair Middle School does not implement programs that support the intellectual, social, career, and developmental needs of all students. Mental health and physical referrals and support are offered through Southeast Arkansas Mental Health, People

Advocating Transition Center, Jenkins Memorial Children's Center, Sixth Division Circuit Court, Jefferson County Department of Human Services, and Jefferson County Department of Health Services for some students. The district expects all teachers to utilize Response to Intervention strategies for students with identified educational needs. Few teachers have had professional development on Response to Intervention. Some teachers indicated that clubs were formed this school year to encourage student participation at Belair Middle School. Some co-curricular activities for students include Art, Chess, Belair Belles, Belair Beaus, History, Yearbook, Pep, and Science Technology Engineering and Math clubs, athletics, cheerleading, band, choir, and orchestra. Teachers are encouraged by school leadership to assist with the sponsorship of the various clubs at Belair Middle School.

- **5.1c:** Most instructional practices and use of instructional materials are not sufficient to promote active learning or effectively reduce barriers to learning for all students. Teachers in core subject areas have two planning periods. One planning period is designated as Professional Learning Communities/Structured Teacher Planning Time. Professional Learning Communities/Structured Teacher Planning Time provides opportunities for teacher collaboration and sharing of research-based best practices. Collaboration efforts are not documented or monitored consistently by school leadership to determine its relevance in the daily instructional practices in most classrooms. Most teachers state that adequate instructional materials and resources for active learning are available in all classrooms. Few teachers utilize technology (e.g., SMART Boards, computer labs, NEOs) for instructional purposes. Student use of technology is limited in the classrooms. Most classrooms have computers for student use. Few students were observed using computers other than in designated computer classes such as keyboarding. All teachers have not received sufficient training to integrate and implement technology as an instructional tool for best instructional practice in most classrooms. Technology use is not incorporated into the daily lesson plan instructional sequences of most teachers. SMART Boards are used primarily as overhead projectors. Professional development opportunities are sometimes job-embedded, ongoing, and informed by research. There is limited evidence of differentiated instruction based on the individual learning styles, developmental stages, and skill levels in most classroom practices to impact student learning. Instruction in most classes is teacher- directed. Lecture, textbooks, worksheets, and knowledge-level questioning techniques are the primary methods used for the delivery of instructional practices in most classrooms. Few teachers use questioning techniques that stimulate higher-order thinking skills. School leadership does not monitor classroom instruction for the purpose of providing immediate, specific feedback to change teacher professional practices. Mental health and physical referrals and support are offered through Southeast Arkansas Mental Health, People Advocating Transition Center, Jenkins Memorial Children's Center, Sixth Division Circuit Court, Jefferson County Department of Health Services, and Jefferson County Department of Human Services. A nurse is on campus two days per week. The nurse's office houses student health records. The nurse coordinates health care

with some area agencies (e.g., flu clinic through the Jefferson County Department of Health). There is no clear, systematic process for requisitioning materials and supplies at Belair Middle School.

- **5.1d:** The school provides some opportunities for students to receive assistance beyond initial classroom instruction. The after-school tutoring program, daily remediation classes, and summer school program provide tutoring opportunities for students achieving at or below proficiency. Collaboration between classroom teachers and interventionists is limited. In most cases, classroom teachers serve as interventionists for after-school tutoring and summer programs. Few students attend the district-sponsored summer school programs. Supplemental, enrichment, remedial, and school guidance programs do not collaborate for the purpose of eliminating gaps or overlaps in the delivery of services supporting student achievement. Data from the support programs are not collected for analysis to measure student growth. School leadership has not developed a comprehensive protocol to create, implement, coordinate, monitor, and evaluate opportunities for remediation, intervention, and enrichment in order to maximize additional support for increasing student achievement. Computer labs are not being used to extend student learning through research or writing projects. In some classes, computers are used as dictionaries. The media center has 11,000 print volumes for student use. Atrium, the online data management system is not fully operational. Students do not have access to e-readers. During the Scholastic Audit, use of the media center was minimal by teachers and students. A Scholastic Book Fair concluded on the first day of the Scholastic Audit.

Recommendations for Implementation:

Increased parental involvement must become a priority for Belair Middle School. Few parent signatures on sign-in sheets indicate a significant lack of parental involvement. An intentional process for gaining authentic input from all stakeholders should be developed. School leadership must recruit community members, parents, and grandparents to serve on school committees. These committees should investigate ways to involve all parents in the educational process. Administration and faculty must assist with ensuring that the established Parent/Teacher Organization becomes an active and integral part of the educational community at Belair Middle School. Parents, grandparents, and community members should be included in decision-making partnerships to help promote the school mission, vision, and beliefs. The school should become proactive in connecting and communicating with parents and the community. The district/school Web site must be expanded to include current updates, celebrations, grade information, student-related information, and upcoming events/meetings. Parents should be reminded of the existence of the on-site Parent Center, its purpose, and hours of operation. The Parent Center should be stocked with information that will assist parents with making informed decisions regarding the education of their children. Additional emphasis concerning academic information should be readily accessible to parents (e.g., graduation plans). Many announcements regarding school/community activities could also be distributed through the local churches.

All teachers must move from the traditional methods of providing access to the curriculum such as lectures, knowledge-level questions, worksheets, and other teacher-centered activities to more challenging and rigorous strategies based on current research. Instructional activities must provide opportunities for students to think critically and creatively, solve problems, make decisions, research, and make connections to real-world situations. Lesson delivery and not just lesson plans must reflect the use of differentiated instructional strategies that address the diverse learning styles, multiple intelligences, academic abilities, and interests of the students. Ongoing, job-embedded professional development must be provided on research-based instructional strategies (e.g., cooperative learning, questioning on the higher levels of the Revised Bloom's Taxonomy, reflective writing, learning logs, and graphic organizers). Use of bell-ringers should not exceed five to eight minutes of the 45-minute class period. Exit slips should require students to reflect on their learning in a meaningful way. Teachers should closely visit these scientific-based research sources "Integrating Differentiated Instruction & Understanding by Design" by Carol Ann Tomlinson and Jay McTighe and "The Differentiated Classroom: Responding to the Needs of All" by Carol Ann Tomlinson. These resources can be accessed at <http://www.ascd.org>.

Interventions for at-risk students and the accompanying resources should reflect high expectations to remove barriers to learning. The school provides interventions for students to receive additional instruction within and outside of the school day. School leadership should implement procedures to evaluate the extent to which these interventions meet the goals of improving student achievement. Data should be continually gathered and analyzed for prescriptive planning of interventions. A possible resource is "School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems" by Paul G. Preuss.

It is imperative that a plan be developed to implement a project-based learning approach to the curriculum that integrates technology to meet Common Core State Standards and expand the educational horizon of students. Belair Middle school is rich in technology equipment, yet poor in its use. School/district leadership must provide professional development for all faculty and staff on the use of technology and how to seamlessly integrate technology into classroom instructional sequences with a deliberate focus on interactive student engagement. The use of resources should move from being teacher-centered to student-centered. Students should demonstrate learning using technology resources (e.g., Internet research projects, writing projects, photo stories, newsletters). The commitment to provide student access to these resources must be accompanied by an assurance from school leadership to monitor, evaluate, and give prompt, specific, meaningful feedback regarding the effectiveness of technology use in the instructional program of every class. This monitoring can be accomplished through existing Classroom Walk-Throughs, observations, Individual Professional Growth Plans, and evaluation procedures.

Implementation Progress/Evaluation:

Professional Development has been conducted on the use of technology in the classroom. Consultants from Renaissance Learning conducted training on the use and implementation of the NEO. Implementation for project based research will be initiated in year three of implementation. In 2012-2013, Belair only had a part time counselor on campus, since then the district has a hired a full time counselor. A parent center had been incorporated in the media center, but was not being utilized effectively. The present counselor was appointed as the parent facilitator and has incorporated a fully functioning room specifically for parent volunteers, trainings and other varies community activities. Belair has always had community partners however; they were not being used effectively. With new leadership, Belair has reached out to more community partners. These community partners have been very beneficial to Belair. They have made considerable amounts of monetary donations, purchased and donated school uniforms for students, as well as provided their services and time to give incentives and help change the culture of Belair Middle School.

Standard 6: Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 7 indicators evaluated as level 1. A brief description of the evaluation of the indicators follows.

Findings:

- **6.1a:** Long-term professional growth needs of staff are not always supported at Belair Middle School. There is no long-term building professional development plan. The school leadership team serves as the building professional development committee. Professional development is planned on an annual basis. A formal building-level needs assessment was conducted in May 2012 to identify individual staff or building-wide professional development needs for the 2012-2013 school year. In addition, each department submitted requests for professional development to school leadership in October 2012. Examples of requested professional development are classroom management, Common Core State Standards, and instructional strategies. Some of the requested professional development has been provided through job-embedded activities. District-wide professional development is planned on an annual basis through the district-level Professional Development Committee. This committee has met one time this school year. A Professional Development Plan is established for the 2012-2013 school year. A Technology Needs Assessment was administered to all district teachers in October, 2012. District- and building-level professional development was provided August 10-16, 2012. The agenda reflects professional development available for teachers in the district, such as Common Core State Standards and Lesson Planning. Paraprofessionals do not participate in professional development offerings, such as instructional strategies. A Principal's Institute was held on July 23- 27, 2012. Data-Driven Decision Making, Classroom Walk-Through, and Response to Intervention are examples of the sessions. Response to Intervention has not been implemented at Belair Middle School. New Teachers' Orientation was held August 1- 3, 2012. Topics included Bus Tour of the District, Classroom Management by Harry Wong, and Development and Utilization of Lesson Plans. Additional professional development was provided to teachers and administrators on various days in August, September, October, and November, 2012. Examples of sessions are Horizontal and Vertical Curriculum Planning/Review of Curriculum Guides, High-Yield Strategies, Inclusion/Co-Teaching, Seven Turn-Around Principals, and Root Cause Analysis. Not all teachers who are co-teaching have received recent formal training. Professional Learning Communities/Structured Teacher Planning Time meet weekly; not all teachers are able to participate. School leadership attends and participates in many of the meetings. At the time of the Scholastic Audit, minutes were not available that document the actions of those meetings. Teachers also meet daily for grade-level teaming meetings. A brief summary of each teacher's weekly lessons, student achievement data and unpacking the Common Core State Standards are samples of the items that are discussed at the meetings. Some teachers access professional development from a variety of

sources such as offerings from Internet Delivered Instruction for Arkansas Schools and Arkansas River Education Service Cooperative.

- **6.1c:** Professional development priorities are not always set in alignment with goals for student achievement or with Individual Professional Growth Plans. There is no long-term building or district professional development plan. There is no formal process to identify professional development priorities. Teachers complete Individual Professional Growth Plans without collaboration with the building administrators. Individual Professional Growth Plans are submitted to the principal for approval and a signature by October 15, 2012. The Individual Professional Growth Plan identifies the professional development goal, a timeline, the process by which the Individual Professional Growth Plan will be achieved, a plan for measurement, and a description of what staff development activities would best address the Individual Professional Growth Plan. Some professional development goals are written globally. Examples are "assist in increasing student achievement" and "incorporate more technology". Some goals reflect gaining licensure in instructional areas. Specific resources or professional development opportunities necessary to accomplish the goal are not always identified by teachers. Some state a global activity, such as "technology" or "continue staff development training". The Individual Professional Growth Plan is not included as a required component of the evaluation process. Teachers do not document progress updates on their Individual Professional Growth Plans. School leadership have Individual Professional Growth Plans. The goals on the Individual Professional Growth Plans relate to job functions and are not reflective of developing leadership skills.
- **6.1f:** There is no support system at the building level to help teachers make the connection between professional development, student achievement data analysis, and changes in the instructional practices in the classroom. Student achievement and perceptual data are not analyzed to determine short-or long-term professional development needs. Data are reviewed. Student behavior data are not reviewed, analyzed, or used to identify short-or long-term professional development needs. There are some professional development offerings that focus directly on the student learning goals identified in the ACSIP, such as Target Teach and administrative staff conducting the required 15 classroom observations. There is limited feedback and follow up from the classroom observations that result in increased student achievement or improved instructional practices. Most teachers and school leadership have received professional development in analyzing student data. Most teachers and school leadership have not received professional development in analyzing student work or how to use the analysis to make changes in their instructional practices.
- **6.2c:** Personnel evaluations and Individual Professional Growth Plans are not purposefully correlated with the specific instructional needs of students and the professional needs of all staff members. The Individual Professional Growth Plans are developed by teachers without collaboration with school leadership. The Individual Professional Growth Plan is viewed as the personal goal for the

year and is not determined by the results of the evaluation process or identified student learning needs. Some Individual Professional Growth Plans refer to improving classroom management skills and becoming familiar with the Common Core State Standards. Teachers and school leadership have Individual Professional Growth Plans. Evaluation is viewed as an employment requirement by most teachers, not as an opportunity to improve instructional practices. School leadership has begun formal observations and evaluations of teachers. School leadership conducts Classroom WalkThroughs. Minimal feedback is provided to teachers following Classroom WalkThroughs.

- **6.2d:** School leadership implements a process of personnel evaluations which meet state statutes and regulations. School leadership has begun the evaluation process of licensed staff. Classroom observations, with meaningful written feedback for improved instructional practices, seldom occur. Feedback or comments on the completed Teacher Evaluation/Observation Forms rarely guide teachers to improved teacher effectiveness. Individual Professional Growth Plans are not developed based on the evaluation process, nor are they developed collaboratively between the teacher and building leadership. Some of the completed Teacher Evaluation/Observation Forms have ratings of Not Applicable for criteria under Manages Student Behavior. At the time of the Scholastic Audit, classroom and behavior management concerns were observed in most classrooms. The evaluation policy requires probationary teachers have two formal observations/evaluations and one informal observation/evaluation. Career teachers receive one formal observation/evaluation. The process for evaluation includes a pre-conference, the observation, and a post-conference. Opportunities for explanation and discussion are provided during the pre- and post-conferences. Classroom Walk-Through responsibilities are shared with the school leadership team.
- **6.2e:** The ACSIP does not address the instructional leadership needs of the school leadership. School leadership has developed Individual Professional Growth Plans. Individual Professional Growth Plans focus on job functions, not developing leadership skills. School leadership selects and attends professional development that fulfills the requirements of the state and district policies governing professional development. The district provided a Principals' Institute on July 23-27, 2012, with sessions that were specific to administrators. Examples are "Leading in a Culture of Change" and "Financial Services."
- **6.2f:** The development of Individual Professional Growth Plans is not a collaborative process between school leadership and teachers. The Individual Professional Growth Plans of teachers are not formally reviewed during the formal evaluation process. School leadership conducts some Classroom Walk-Throughs. Teachers receive limited, meaningful feedback that impacts classroom instruction. The evaluation process is seldom used to provide

teachers with follow-up and support to change behavioral and instructional practices.

Recommendations for Implementation:

Individual Professional Growth Plans must be developed collaboratively between the teacher and building leadership and should be an integral component of the evaluation process. Plans should be directly related to the specific instructional needs of each teacher as determined through the evaluation process, analysis of student achievement data, formal needs assessment, and the school's ACSIP. Specific professional development should support the identified professional growth needs of each teacher and the goals identified in the ACSIP. The Individual Professional Growth Plan must be frequently monitored and revised throughout the school year. School leadership must develop Individual Professional Growth Plans that focus on the development and/or refinement of instructional leadership skills that will guide and support the instructional practices of teachers and increased student achievement.

Accountability for implementing professional development is necessary for change in instruction. When the professional development is implemented with fidelity in the classroom, increased time on task, student engagement and student achievement should be evident. Classroom behavior should also improve. School leadership must monitor that skills, strategies, and knowledge content from professional development are being fully and correctly implemented by teachers. This can be accomplished through Classroom WalkThroughs, extended classroom observations, review of lesson plans, and discussions in the Professional Learning Communities/Structured Team Planning Time. Written and oral feedback on the implementation of the professional development should be specific to guide for more effective instruction. Constructive suggestions and recommendations that further student achievement must be included in the feedback. This feedback should be used to guide the development of future Individual Professional Growth Plans and become an integral component of the teacher evaluation process.

School leadership must provide formal professional development on how to design and implement Response to Intervention to address both academic and behavioral concerns. Current research must guide the development and implementation. All teachers, paraprofessionals, and administrators at Belair Middle School must attend the professional development to clearly understand the purpose, design, and implementation of Response to Intervention. Professional development must focus on the functions of the tiers of interventions as well as the difference between what is "good teaching and good classroom management" and interventions. School leadership must monitor on a regular basis that Response to Intervention is being implemented with fidelity and per the research; corrective feedback must be given. An evaluation system must be included to determine effectiveness of Response to Intervention. RTI Action Network (www.rtinetwork.org) and National Center on Response to Intervention (www.rti4success.org) are Web sites that may prove to be helpful. For additional

information on Response to Intervention contact the Arkansas Department of Education, Special Education.

Retraining for co-teaching must be provided to ensure co-teaching is implemented with fidelity. Co-teaching requires that both teachers are active in the delivery of instruction in the classroom. The roles of the teachers may be different. Both teachers must participate and be actively engaged throughout the instructional process. This retraining must include all general and special education teachers who implement or who will be implementing co-teaching in their classrooms. All administrators must attend the training to understand the roles of both teachers in the classroom, as well as the guidelines and procedures necessary for effective implementation. The professional development must focus on the full implementation of the various models of co-teaching, including Parallel, Station Teaching, and Team Teaching, and the ways to execute them in the classroom. The training should present strategies for common planning, sharing of materials and resources, and evaluating the effectiveness of co-teaching. School leadership must monitor on a regular basis that co-teaching is being fully implemented and provide corrective feedback. Training must be provided before the end of the 2012- 2013 school year. You may contact the Arkansas Department of Education, Special Education or the Educational Renewal Zone at Henderson State University for information on co-teach training. Two Web sites that may also provide additional information are "The Co-Teach Connection" by Dr. Marilyn Friend found at www.marilynfriend.com and "The Power of Two" at www.powerof2.org.

Implementation Progress/Evaluation:

The T.E.S.S. (Teacher Excellence and Support System) has been implemented and addresses all areas rated as 1. This system is an ongoing assessment and evaluation system of teachers and their professional growth. Teachers and administration has and continue to collaborate to develop individual professional growth plans.

Standard 7: Leadership

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 5 indicators evaluated as level 1. A brief description of the evaluation of the indicators follows.

Findings:

- **7.1a:** The mission statement for Belair Middle School has not been clearly communicated to teachers, students, parents, and community members. Two mission statements are listed on the ACSIP and school's Web site: "The Belair Middle School understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, the school shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community" and "The mission of Belair Middle School is to provide a committed program that addresses the academic needs of all students and ensure the widest possible intellectual, social, emotional, and physical growth within an equitable environment." In addition, two different joint Belair and Southeast Middle Schools mission statements were observed in classrooms and common areas. The mission statements do not guide decision-making in the school. School specific, vision and belief statements were not displayed in most classrooms.
- **7.1b:** School leadership utilizes The Learning Institute interim assessment data and Benchmark data to inform decision-making regarding teaching and learning. The school leadership team and literacy and math coaches review, disaggregate, and distribute these data to teachers during Professional Learning Communities/Structured Teacher Planning Time meetings. Most faculty members are involved in reviewing these data. The data are used to determine student strengths and weaknesses. Data are not used to change instructional practices. Few teachers use daily formative assessments to modify future instruction or design differentiated activities for both high-and-low performing students. School leadership (principals and math and literacy coaches) conducts Classroom Walk-Throughs. Feedback is primarily limited to a form placed in the teachers' mailboxes.
- **7.1f:** The local school board has not adopted a policy that addresses the protection of instructional time. Instructional time is not protected throughout the day. Most teachers do not use research-based instructional strategies daily. Few lessons are differentiated to meet the needs of diverse learners. Some students were observed arriving to school late and tardy to class during the week of the Scholastic Audit. Teachers and staff stated that students arriving to school late and leaving early was a concern at Belair Middle School. Some parents begin checking students out as early as 2:30 p.m. School dismisses at 3:15 each day. All teachers do not report tardies on a consistent basis. Each teacher is required to start class with bell ringers. Five-minute bell ringers sometime

extend into the instructional period. Bell ringers are seldom related to the objectives for the day. Some intercom interruptions were observed throughout the instructional day after the morning Pledge of Allegiance. Students were observed being disruptive and demonstrating off-task behaviors in most classrooms without teachers redirecting their behavior. School leadership and some staff are visible in hallways during class changes. No separate schedule has been developed for assemblies to ensure that all students will be able to attend each class on assembly days.

- **7.1h:** Most teachers, students, and parents feel safe at Belair Middle School. The local school board has adopted policies addressing safe and orderly schools. Instruction is not always protected throughout the school day. Classroom management, intercom interruptions, student discipline, and tardy issues limit opportunities for all students to benefit from the full instructional sequence. There is no consistency in the administration of consequences for these infractions by school leadership or teachers. Classroom Walk-Throughs are conducted weekly. Classroom Walk-Through data are not used to make point-in-time modifications to instruction and/or classroom management issues observed in the school. Most outside doors are unlocked during the school day. Doors to classrooms are not locked during the day. The door to in-school-suspension is locked during the day. Twenty surveillance cameras located throughout the campus monitor hallways, some outside parking lots, most entrances, and other common areas within the school. The gym is equipped with a surveillance camera. These cameras are not monitored consistently. The school employs a security officer. The physical facilities are not always maintained. Flooding is a concern of students and staff. Many areas of the school including hallways, classrooms, and walkways become flooded during heavy rain. Many signs of pests (e.g., mice, crickets, spiders, etc.) were observed.
- **7.1k:** The principal is viewed by some district administrators, teachers, and parents as a caring and inspirational leader and the instructional leader of the school. The principal does not always demonstrate leadership skills in the areas of academic performance, learning environment, and efficiency. The principal has established a leadership team. The roles, responsibilities, and operational procedures for this team have not been clearly defined. The principal monitors team meetings. These meetings do not always lead to improved teacher practice or increased student achievement. Professional Learning Communities/Structured Teacher Planning Time and teaming time have been developed by school leadership allowing teachers time to collaborate to improve student outcomes and to improve teacher professional practices. All teachers are not involved in teaming or Professional Learning Communities/Structured Teacher Planning Time meetings. Some teachers do not receive communications regarding these meetings and do not implement strategies/activities expected to be used by all faculty. The principal does not evaluate the use of these collaborative opportunities for impact on improved student academic performance and changes in teacher instructional practices.

Lesson plans are required to be turned in by Friday of each week. Teachers receive feedback on lesson plans by Monday of the following week. Feedback does not transcend into improved teaching observable through the effective use of high-probability, research-based instructional strategies, and differentiated learning opportunities. The principal does not monitor the use of high-probability, research-based strategies and differentiated instructional practices in all classrooms. The principal has an Individual Professional Growth Plan that was collaboratively developed with the district-level evaluator. The Individual Professional Growth Plan does not contain the signature of an evaluator. The principal visits classrooms and conducts Classroom Walk-Throughs. Eight formal teacher observations/evaluations have been conducted at the time of this Scholastic Audit. School leadership does not consistently monitor classroom instructional sequences to ensure that teacher and student use of available technologies are seamlessly integrated throughout the teaching and learning sequence. The principal does not fully implement all local school board policies. Student discipline, tardies, and protection of instructional time are concerns. There is not an intentional focus to eliminate/reduce student discipline issues. Late arrivals to school, tardies during transition, and parents checking students out of school as early as 2:30 p.m. each day reduce learning opportunities for students. School leadership has not facilitated a process to continue the Parent Teacher Organization. There had been no formal Parent Teacher Organization meetings at the time of the Audit.

Recommendations for Implementation:

School leadership must insist that time be viewed as a valuable resource for dealing with the school's deficiencies. Professional Learning Communities/Structured Teacher Planning Time provided in the master schedule must allow teachers to focus collaboratively on impacting classroom instruction, and improving student and teacher performance. Collaborative planning time should also allow and encourage vertical and horizontal collaboration within departments. Faculty meetings should similarly focus on developing knowledge and skills in such areas as research-based effective teaching strategies, development of common, authentic assessments and rubrics, strategies for providing meaningful feedback to students, and alignment of the curriculum, instruction, and assessment components of the school's program. Agendas, minutes, and sign-in sheets of all faculty meetings should be maintained for reflection purposes. All teachers should ensure that instructional time is maximized through student accountability procedures, effective classroom management, and organizational practices. All students should be engaged in meaningful work for the entire class period. Bell-to-bell instruction is essential for maximizing time-on-task for students. Student tardiness, intercom announcements during class time, and other distractions should not occur. The goal should be to work toward continuous improvement of teaching and learning.

School leadership should identify and communicate clear expectations for teaching and learning in every classroom. School leadership must assist

teachers in moving from teacher-centered instruction to student-centered instruction, and moving from knowledge-level questioning and responses to higher-order thinking and learning. School leadership should deliberately focus on questioning strategies identified in teachers' lesson plans. A focus for instruction should begin with the inclusion of questions in lesson plans and instructional delivery that access student engagement beyond recall, understanding, and applying. Student engagement must begin with questioning in order to access prior knowledge. Lesson plans should be checked for inclusion of questions to facilitate student learning, and observations should focus on identifying the effective use of questioning. Questioning techniques should include, but not be limited to: 1. Asking for a summary to promote active listening. ("Could you please summarize John's response or answer?") This can be done in whole group or with Elbow Partners. Follow up will be critical. Students can "phone a friend" or request a "life line." 2. Modeling your (teacher's) thinking and asking students to model their thinking. For example, "Describe how you arrived at your answer" or "How do you know that?" 3. Asking follow-up questions. ("Why?"; "Can you give me an example?"; "Why not?"; "Can you elaborate?"; "Give me another way.") 4. Asking more open-ended questions. Move from questions with a single answer to questions that have multiple, appropriate, and alternative solutions.

Classroom Walk-Throughs should be viewed as a non-threatening, non-evaluative method to give principals a quick snapshot of student learning. That snapshot should be used to engage teachers in conversations about how to improve teaching. Classroom Walk-Throughs should be used as a means for engaging teachers in dialogue and reflection about teaching practices and school-wide goals. Teachers benefit from the use of Classroom Walk-Throughs by learning to use reflection to increase their knowledge, skills, and performance; strategically aligning classroom instruction to district curriculum; and increasing student learning across grade levels. The use of Classroom Walk-Throughs can also provide opportunities for: 1. Increased principal awareness of what is happening in classrooms 2. Increase in teacher time-on-task 3. Better principal understanding of curriculum gaps and inconsistencies 4. Better principal understanding of professional development needs 5. Improvement in the quality of student work 6. Improved quality of conversations about instruction and assessment, and 7. Development of a common language around instruction and assessment making teachers comfortable with the Classroom Walk-Through process is the key to making it work. Combating teachers' fears, establishing trust, and helping teachers see Classroom Walk-throughs as a non-threatening tool is key. It is essential that school leadership and staff discuss the process and determine collectively the focus questions around which Classroom Walk-through observations are conducted. School leadership must create a climate where feedback is viewed as a means to improve instruction.

In order to create efficiency and build leadership capacity within the school, the leadership team must be trained. Roles and responsibilities (disaggregating data, modeling best-practice instructional strategies for teachers, assisting in the

development, monitoring, and revisions of the ACSIP, and observing teaching and learning to provide feedback to teachers) must be clearly articulated, and operational plans and procedures must be developed. Upon receiving the Scholastic Audit Report, school leadership and the leadership team must read the report, engage in thoughtful conversations regarding contents of the report, and develop strategies for sharing the report to all faculty. Leadership and the leadership team must address Next Steps to begin implementation immediately. The leadership team and school leadership should digest the recommendations, collapse recommendations into categories based on the recommendation (such as culture, leadership, assessment, etc.), prioritize recommendations, and develop a three-year plan for embedding the recommendations into the ACSIP.

Implementation Progress/Evaluation:

A new principal has been assigned to Belair Middle School after the scholastic audit was done. The mission statement has been collaboratively updated, revised and clearly communicated to faculty, staff and the community. The principal has implemented school wide procedures and expectations that has and will improve the school's culture, students' behavior, professional learning communities and structured teacher planning time, student tardies and absences as well as the overall maintenance and upkeep of the school. The principal has implemented weekly data talks that is intended for teachers to use to target instructional strategies.

Standard 8: School Organization and Fiscal Resources

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 5 indicators evaluated as level 1. A brief description of the evaluation of the indicators follows.

Findings:

- **8.1b** The local school board has adopted policy that addresses equitable access to the curriculum for all students. Most scheduling at Belair Middle School does not reflect the intentional placement of students matching their individual academic needs with the strengths of teachers. Course offerings are sufficient to address the Arkansas Academic Content Standards and ACTAPP. Pre-Advanced Placement classes are offered for students in literacy, math, science, and social studies. Few lesson plans or instructional strategies are modified or enhanced for the Pre-Advanced Placement courses to meet the needs of students that are performing at higher levels of learning. Remediation classes are provided for students that are identified as basic or below basic. Some elective classes, such as band and athletics, may not be available to all students due to scheduling conflicts.

- **8.1c** The local board of education has not adopted policy to ensure that staff assignments are based on the learning needs of all students. One teacher is in the Arkansas Professional Pathway to Educator Licensure Program working toward licensure. All other teachers are licensed to teach in their assigned areas. The master schedule provides opportunities for teachers to meet weekly with their content academic coach and daily with grade-level teachers. There is no process to measure the impact of this collaborative sharing on increased student achievement. Instructional assistants are assigned to remediation and special education classrooms to support classroom teaching. Instructional assistants do not participate in professional development such as instructional strategies.

- **8.1d** The local school board has not adopted policies to protect instructional time. Classroom instructional time is not always maximized. Some teachers repeatedly warn students about inappropriate behavior with no consequences given when behavior persists. Some students are not actively engaged in the learning process. Most teachers post bell work and objectives. Staff members do not adjust the schedule to address instructional needs. The master schedule does not reflect a modified assembly schedule to provide all students access to daily instruction. The master schedule allows for seven 45-minute periods and one 54-minute period to incorporate silent reading time during the first 15 minutes of each day. Programs that occur during instructional time usually relate to general learning goals.

- **8.1f** The master schedule is not intentionally aligned with the school's mission. Various mission statements are posted in offices, hallways, student handbook,

classrooms, and the Web site. Instructional time is not maximized in all classrooms. Some students are late to school and/or tardy for classes. Most students do not present admits to class. Most teachers do not request to see admits when students arrive to class. Most teachers are not aware of their students' learning styles and/or do not intentionally accommodate those preferences. Research-based instruction is not used in many classrooms. Knowledge-level assignments and activities are used in many classrooms. The use of interdisciplinary units across content areas is not the norm at Belair Middle School.

- **8.2b** The use of discretionary funds is not directed by a needs assessment or intentionally related to meeting student learning needs. The local school board does not have a policy on the use of discretionary funds and has not established procedures for the distribution of those funds. Most discretionary funds are used to support student activities, such as trips to national conferences, as approved through the District Leadership Team. A comprehensive needs assessment for budget planning has not been developed. Discretionary funds at Belair Middle School are used for projects such as the yearbook, student council, textbook/library, and t-shirts. Discretionary funds support school operational procedures.

Recommendations for Implementation:

District and school leadership should develop formal procedures to involve staff members and other stakeholder groups in the development of a budget that allocates resources to support the identified needs of the school. These procedures should incorporate state, federal, and discretionary program resources. The goal of these procedures should be to provide resources that support improvement of student learning and achievement. A comprehensive needs assessment that includes teachers, school leadership, and school staff should be used to identify supplies, equipment, maintenance, and repairs that are needed to provide for student learning needs. The developed budget should be implemented within a schedule that provides for timely access to the needed resources, maintenance, and/or repairs. The budget should be continually revisited and monitored to evaluate its effectiveness in meeting the improvement of student learning and achievement.

School leadership must aggressively protect instructional time by establishing strong expectations for on-task behaviors of all staff and students. There must be a shared commitment, by all teachers, staff, students, and parents, that instruction time is valued in the school. Disruptions, late arrivals, early check-outs, and disruptive behaviors are not acceptable. Bell-to-bell engagement of all students in meaningful learning must be the norm in each classroom. Bell-ringers must not exceed five to eight minutes of the 45-minute instructional time and must reflect a direct relationship with the current learning objective.

Teachers must use research-based instructional strategies daily and intentionally

provide opportunities for students to expand their thinking. School leadership must develop a specific list of "look fors" when conducting Classroom Walk-throughs to ensure effective instructional practices and classroom management procedures are being implemented. Feedback must be given in a timely manner that will reinforce the full implementation of effective instructional strategies.

Staff members must implement a variety of effective, research-based, instructional strategies to promote successful student performance for students of all developmental needs and learning styles. Effective strategies to be used include 1) identifying similarities and differences, 2) summarizing and note taking, 3) reinforcing effort and providing recognition, 4) homework and practice, 5) non-linguistic representations, 6) cooperative learning, 7) setting objectives and providing feedback, 8) generating and testing hypotheses, and 9) cues, questions, and advance organizers. "Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement (2nd ed.)" by Ceri B. Dean, et al., (2012, ASCD) provides summaries, descriptions, and examples of each of these 9 instructional strategies. School leadership must seek the assistance of the local education service cooperative specialists to introduce and model one strategy at a time for all faculty and administrators. Teachers must then implement the chosen strategy. School leadership must observe the teaching to ensure the strategy is correctly implemented. Implementation, conferencing, and feedback must be continual until mastery has occurred. This process must be repeated until all teachers possess a tool kit of high-probability, research-based instructional strategies.

Implementation Progress/Evaluation:

In order to accommodate students' individual learning styles teachers gave all students a learning styles inventory to assess how their students retain information. The master schedule does provide for common planning time and cross curricular planning does exist but is not consistent. The school does have funding available for materials and supplies, teacher professional development and teacher and administrator travel. The school improvement plan has also allocated money for parental involvement activities. Some achievement incentives take students out of class; school leadership believes this is an acceptable choice in order to encourage improved learning.

Standard 9: Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 12 indicators evaluated as level 1. A brief description of the evaluation of the indicators follows.

Findings:

- **9.1a:** The 2012-2013 ACSIP mission statement is not the same as the mission statement that appears on the school's Web site. The school mission statement was revised this current school year. Joint mission statements for Belair and Southeast Middle Schools, different from those stated on the ACSIP and on the Web site, are printed in the handbook and posted in a few classrooms/common areas throughout the school. Few teachers, parents, community members and students were included in the revision process. Vision and belief statements are not reflected on the ACSIP.
- **9.2a:** A fully functioning process for collecting, managing, and analyzing data to determine the root cause of low student achievement has not been established by school leadership. Supporting student assessment data in the ACSIP are from the 2009, 2010, and 2011 Benchmark exams. The ACSIP indicates that teachers, staff, parents, and community members will annually evaluate data from testing and other sources to determine the effectiveness of existing instructional programs. The ACSIP reads, "Our district will continue to provide ten days of relevant data-based staff development each year to address academic achievement."
- **9.3b:** The ACSIP provides limited support and interventions to address the unique learning needs of all students. The ACSIP identifies levels of students' performance on state assessments. The school uses The Learning Institute assessments to identify areas of needed student improvement. Data utilized in the development of the ACSIP are not always current or focused on the combined school population. Limited attention has been given to specific strategies addressing the needs of the Targeted Achievement Gap Group. Formative and summative assessment results are used to assess student progress.
- **9.3c:** The ACSIP includes four priorities (literacy, math, wellness, and priority intervention) and four goals. The literacy and mathematics goals address the general student population and areas of student performance deficits identified by a review of ACTAAP data. Literacy and mathematics goals do not state benchmarks for measuring goals. Most actions are not stated in measurable terms of intended impact on student learning.
- **9.4a:** The ACSIP does not include the use of perceptual data to identify the perceived strengths and limitations of the school. The ACSIP does not reference the school's Targeted Achievement Gap Group or identify specific research-

based interventions to address student needs as reflected by student data. There is no systematic process to objectively evaluate, measure, or provide feedback to improve the level of implementation for instructional or organizational effectiveness. The ACSIP cites that the Accelerated Reader program will be evaluated by the number of student participants, the number of books read, and the number of points earned. To evaluate the effectiveness of last years' programs, test data will be analyzed, parents and teachers will be surveyed, and results will be analyzed to determine areas of concerns.

- **9.4b:** The ACSIP identifies four priorities (literacy, mathematics, wellness, and priority intervention) and four goals. Mathematics and literacy goals reflect the teacher use of rigorous instruction to remediate deficits in the areas of reading comprehension, vocabulary usage, writing open-response items, content, and practical passages, problem solving, data analysis, computation and open-response items with emphasis on measurement, geometry, algebra, and number operations. Mathematics and literacy goals are not stated in measureable terms. ACSIP goals do not intentionally address the school's mission statement. The ACSIP has not been updated to reflect the current mission statement. The ACSIP does not reflect vision or belief statements.
- **9.5a:** Most interventions and actions in the ACSIP do not include an intentional, directed focus on meeting the stated priorities and goals. Many action items are general and do not specifically address the learning needs of the identified subgroups cited in the supporting data sections of the ACSIP. The combined actions for each priority do not present an intentional, research-based approach to improving student achievement. Most action components have research as a basis for their foundation. Some of the research is not current and does not specifically address the actions.
- **9.5c:** There is no process identified in the actions to evaluate the effectiveness of the ACSIP. The literacy and mathematics priorities do not have benchmarks to guide an evaluation for effectiveness of the actions.
- **9.5d:** The ACSIP is not always aligned to the mission and desired results for student achievement. The mission statement, as identified in the ACSIP, is different from the statement identified by school leadership as the current mission statement. There are no vision or belief statements stated in the ACSIP. Priorities one and two, which are literacy and mathematics, do not have benchmarks to guide implementation. There are no actions that address social or emotional growth needs of students.
- **9.6b:** The school does not have an evaluation instrument to determine the impact of each of the ACSIP action components on student learning. There is a process for collecting The Learning Institute data and to determine student learning needs and areas of academic improvement. Literacy and math coaches work with some teachers to make instructional decisions and to provide mentoring to identify areas of weakness indicated by test data. Student progress is assessed

periodically throughout the year. The primary method by which the school evaluates progress is to review student performance on Benchmark assessments and The Learning Institute interim assessments.

- **9.6c:** School leadership does not compare levels of student performance to evaluate the degree to which the expected impact of the ACSIP interventions on classroom practice is achieved. Leadership does not consistently conduct a systematic, ongoing, comprehensive analysis of the school's progress in achieving the goals of the ACSIP. An annual review of the ACTAAP test results and results from parent and teacher surveys serve as the main sources to evaluate the ACSIP action components. A systematic process for evaluating the overall effectiveness of the actions identified in the ACSIP have not been established. The identified weaknesses within the ACSIP are given limited attention in addressing the disparities in student performance across all sub populations. Few action components in the ACSIP address how school leadership will ensure that classroom practice across the curriculum reflects attention to the unique learning needs of all students. School administrators conduct classroom observations and provide limited feedback to the instructional staff. There is no process established in the ACSIP for collecting and analyzing data from the classroom observations to determine the impact ACSIP actions are having on classroom instructional practices.
- **9.6d:** There is no ongoing, systematic process to provide a comprehensive analysis of the school's progress toward meeting ACSIP goals. An annual review of student achievement results is limited to Arkansas Benchmark exams and parent and teacher surveys. The school has partnered with school improvement consultants to provide professional development to the teachers. School leadership, faculty, and teaming meetings are held periodically to look at deficits and areas of concern. Some feedback is collected from stakeholders throughout the school year. Parents are surveyed bi-annually to give input on whether the school is making improvements in academic quality and parent participation. There is limited evidence that these data are utilized to make point-in-time modifications to the ACSIP. Few formal processes are in place to systematically identify new or emerging learning objectives for improving student performance throughout the school year.

Recommendations for Implementation:

The mission statement should guide decision-making in the school. The mission statement must be collaboratively developed with input from all stakeholder groups (parents from all school communities, the principal, teachers, students, community members, and local school board representatives). School leadership should facilitate a process for all stakeholders to review/revise/develop the beliefs, the vision, and the mission for Belair Middle School. The process should begin by the staff first determining the needs for a student attending Belair Middle School. This would ensure that the vision, beliefs, and mission are current and relevant in addressing the needs of today's students. The staff should then create a clear and concise list of core beliefs

which would impact and influence teaching and learning. The vision and mission statements, along with the core beliefs, should be embedded throughout the ACSIP and serve as guiding principles toward continuous school improvement. Credibility and buy-in should be built by involving all staff members at Belair Middle School in the process to lead the development of an agreed upon product for public review and comment. The final product from the school should be shared in a public meeting for comment and input from all stakeholders. The final set of beliefs, the vision, and the mission should then be displayed throughout the school (classrooms, hallways, in all publications, offices, cafeteria, and gymnasium) as significant and relevant documents to guide school improvement planning and the teaching and learning process.

The ACSIP must become a viable document that drives curriculum, assessment, and instruction that will improve teaching and learning for all students at Belair Middle School. School leadership and the leadership team must immediately include all stakeholders in a process to revise the current ACSIP. Attention should be given to 1) using current research that applies to all interventions and action steps, 2) analyzing and incorporating all school data (including perceptual, attendance, discipline, and curricular assessments including Benchmark, The Learning Institute interim assessments, Accelerated Reader, Accelerated Math), 3) identifying Targeted Achievement Gap Group, and 4) developing measurable goals. Agendas, minutes, and sign-in sheets should be maintained for reflection.

There must be a formal process to assess the degree of implementation and the effectiveness of each action component in the ACSIP. Effective monitoring involves establishing protocols for assessing the impact of each action on improved student performance. Protocols should include analyzing changes in learning behaviors and performance, analyzing changes in teacher instructional practices, and analyzing changes in teaching and learning. Data should be analyzed to verify assertions. Once the ACSIP is approved and implemented, the leadership team should develop a calendar of frequent monitoring of actions to assess whether change is occurring and the desired results are being achieved. Administrators, instructional coaches, and teachers should assist in monitoring the ACSIP. The leadership team should collect data, make inquiries, reflect, and make modifications to the ACSIP based on current student data. Agendas, sign-in sheets, and minutes should be maintained of all meetings to assist in reflecting/progress monitoring.

Implementation Progress/Evaluation:

Belair Middle school with the help of the leadership team, parents and students has revised the Mission, Vision and Belief of statements at the beginning of 2013-2014 school year. The Literacy and Math coaches analyze, collect and manage data to determine the root cause of low student achievement. Belair has implemented a classroom tracker that students and teachers have to track on-going data of student performance. In order to objectively evaluate, measure, and provide feedback to improve the level of implementation for instructional

effectiveness the principal and assistant principal as well as coaches conduct Classroom walk-throughs. Current research is and continues to be implemented to address student achievement. There is on-going, progress being made to ensure that the ACIP/School Improvement Plan is being used effectively.

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).

To ensure capacity and provide support for continuous school improvement the district will hire a Title I School Improvement Officer to work with and provide ongoing support and technical assistance to each priority school. The person in this position will work closely with the Superintendent and the district leadership team and will play an integral role in helping PBSO fulfill its mission of providing quality educational opportunities for all of its students. The District Improvement Officer is responsible for the successful turnaround of four priority schools through directly managing and coaching school principals, evaluating instruction, building key systems to support effective instruction, and Liaise with ADE/ UVA Turnaround Office to ensure priority schools fulfill district requirements and district office meet needs of the school. The district will also provide the following:

1. Operating flexibility
2. Budgeting and tracking of funds, to be reflected in the ACSIP and aligned with other funds (Title I/NSLA/Operating), budget expenditures for tracking provided at the end of each month along with approval of purchase orders
3. Support for school improvement officer and data coach in the collection and analysis of data for targeted interventions; ensuring a data warehouse of student data disaggregated by student demographics, grade level, and teacher interim and summative assessments, including cohort and trend data
4. Ensure the provision of ongoing, high-quality, job-embedded professional development (e.g. differentiated instruction, subject specific pedagogy)
5. Scheduling for common planning time (e.g., grade level teams, vertical teaming, early dismissal days)
6. Continued funding of math and literacy coaches
7. Work with the board as needed to develop policies for teacher performance pay
8. Work with the board as needed to develop policies for an extended day and /or extended year program
9. Work with the board as needed to develop policies to provide stipends for teachers who use planning time for pre-approved parent teacher conferences over and above the traditionally scheduled conferences, (conferences held within the regular contract parameters).

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

A new leadership team has been assigned to the Belair Middle School. The newly appointed leadership demonstrates an unwavering commitment to building and sustaining a positive school culture that promotes academic growth for all members of the learning community. Through the establishment of a building level leadership team, content specific PLCs, Cross-curricula teaming, common planning for teacher teams, job-embedded professional development training, and the leadership exemplifies the importance of building and promoting a culture where academic excellence serves at the core for lasting school reform. Daily academic celebrations and announcements, the recognition of individual teacher, and student academic successes are the norm throughout the building.

In an effort to build and support best practices in school-based leadership, the district has assigned the school's leadership with an educational specialist. The specialist provides one-on-one support, consultation, and guidance based on the school's unique needs. The school leadership and specialist conduct regular classroom CWTs and data talks. The educational specialist serves as a nonparticipant during leadership team meetings, PLCs, one-on-one data talks, and other administrative functions in an effort to provide first hand unbiased feedback to the school's leadership. On other occasions, the educational specialist actively participates in PLCs, team meetings, leadership meetings, and data talks sharing ideas and suggestions focused on implementing best practices in school reform.

The leadership's overarching goal is to create and sustain a learning community that exemplifies best practices throughout the school inclusive of leadership, instruction, data analysis, planning, assessment, and school-community partnership. The ENI school specialist and E2E consultant along with district level coordinators are essential to establishing a culture of academic excellence. E2E consultant, ENI educational specialist, district level coordinators and directors collaborate with the leadership in order to build capacity and provide leadership supports. Inclusive of this process are instructional coaches and the leadership team. In an effort to monitor school reform efforts, the District Superintendent receives regular reports from ENI specialist and E2E consultants. In order to build capacity and support reform efforts, E2E consultants provide training to instructional coaches and model best practices within the classroom. The E2E consultant also collaborates with coaches and teachers to improve practices geared towards aligning district-developed curriculum maps & guides reflective of the Common Core State Standards and in the effective use of differentiated teaching strategies. Varied data sources unique to the needs of the learning community are used

to inform classroom and school-wide decision making. Additional reform supports are received from Federal Programs Coordinator, Special Education Supervisor, and District Assistant Superintendent of Curriculum and Assessment.

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).

Perceptual Data:

Pre-Application Needs Assessment for FY 2014 SIG 1003(g):

All staff members (certified/classified) were encouraged to participate. Thirty staff members participated. The survey consisted of Twenty-six (26) questions covering four areas; (1) staff background and qualifications, (2) school and district capacity, (3) school perception, and (4) staff commitment. An analysis of results indicates the following key factors:

- 7% of teachers are in their first year of teaching
- 28% of teachers are in their first year at Belair
- 50% of teachers agree that they work well together
- 80% of staff agree that professional development is valued by the faculty
- 90% of staff agree that the staff is qualified to deliver quality, targeted instruction for all students
- 90% of staff agree that the District Leadership Team focuses on measuring learning results of failing schools
- 93% of staff agree that the school leadership has the capacity (commitment, strategy and systems in place) to lead bold changes in the school
- 83% of staff agree that the district leadership has the capacity (commitment, strategy and systems in place) to lead bold changes in the district
- 69% of staff agree that there are clear indications that the local board will provide strong support for bold change
- 79% of staff agree that the school is a dynamic and creative environment
- 100% of staff are proud of the school
- 65% of staff feel the school is well respected in the community
- 96% of staff support the SIG application process
- 96% of staff is willing to assist the school in all aspects of the application and implementation process during the grant period
- 3% of staff is willing to transfer to another school campus

Title I Parent Involvement Survey:

The Pine Bluff School District (PBSD) Parent Resource Center conducted the PBSD Annual Evaluation/Parent Survey at Belair Middle School in March, 2013. The purpose of the survey was to gather information regarding parents' perceptions of the school/district and their ideas concerning how the school/district can improve student achievement. Students took the parent survey home for their parents to complete and returned the completed surveys to the school. The survey was sent to all parents and it was also accessible via the district's web site. Only 16% (N= 50) of parents participated in the study. In terms of race, a majority of parents reported being African-American (98%), 2% of parents indicated Hispanic or Latino, and 1% reported being White. Eighty-seven percent stated their child was eligible for the free or reduced-priced lunch programs.

As displayed in (Figure 4), results from the parent survey indicated that a majority of parents at Belair believed summer activity packs would be the most beneficial service offered by the Title I Parent Resource Center. Thirty-eight percent (38%) reported the need for benchmark tests and other student assessments. It's worth noting that 61% of the parents stated they did not participate in activities designed to explain state standards/curriculum and 86% indicated they were not involved in the parent advisory committee council. In addition, 32% of parents suggested evening meetings (6:00 p.m.) as the best time for them to attend Title I activities. However 80% of parents stated they had not participated in an annual meeting of Title I parents. Results from the survey also indicated that 38% of parents had not read or received the PBSD parental involvement plan and only 20% reported participating in the development of the parent involvement plan. While 52% of parents indicated they had not read or received the school-parent compact even fewer reported participating in the development of the school-parent compact (7%).

As stated earlier, Belair was required to participate in a Scholastic Audit Review. One component review as a part of the needs assessment was Student, Family and Community Support (Figure 5). Results from the SA Summary Report indicated little or no development and implementation of indicators relative to parent and community engagement. Specifically, students are not provided opportunities to receive additional assistance nor are families and communities active partners in the school educational system. The chart below indicates the percentage of indicators in each standard for the following four performance levels: a) Exemplary; b) Fully Functional; c) Limited Development and d) Little or No Development.

Figure 4: Most Beneficial Title I and Family Resource Center Services

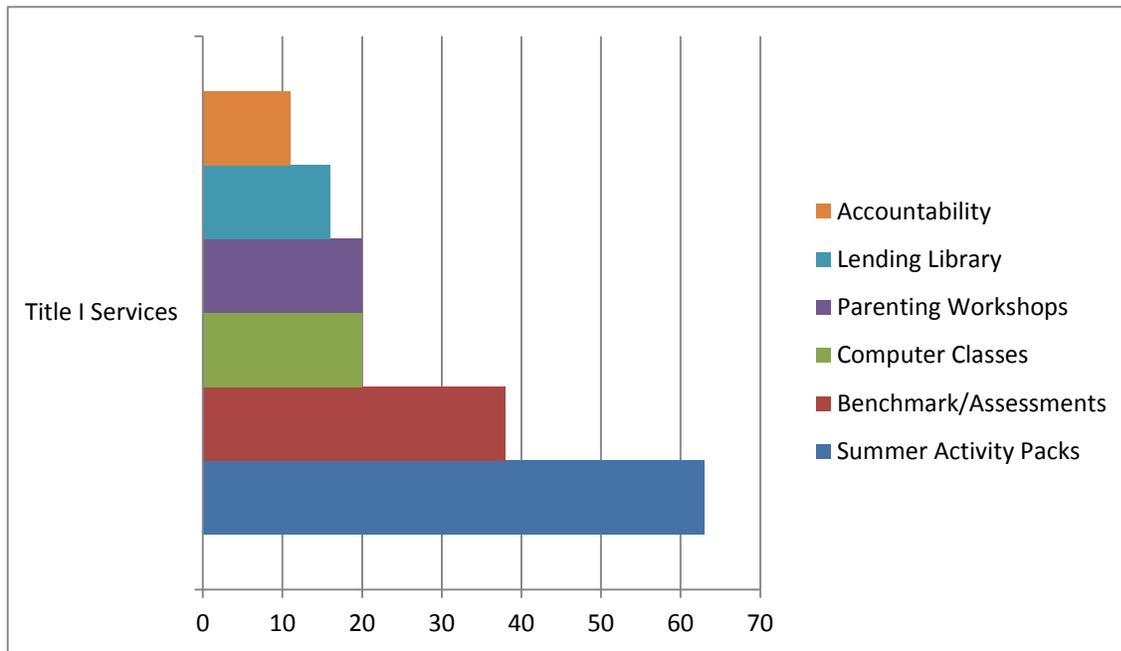


Figure 5: Results of Scholastic Audit Student, Family & Community Involvement

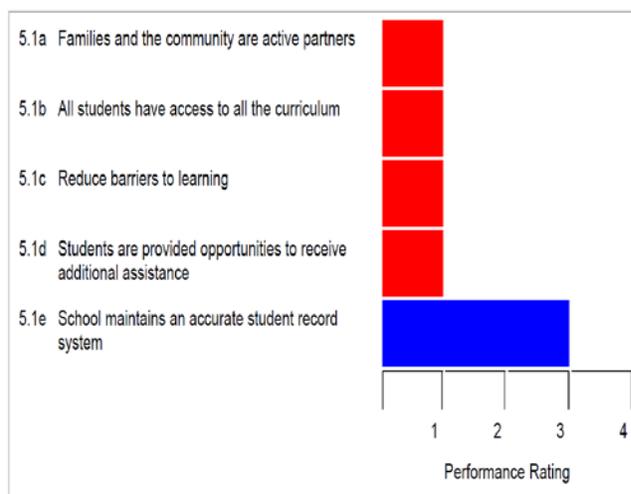
Scholastic Audit Summary Report

Belair Middle School
Pine Bluff School District

12/02/2012 - 12/07/2012

5.1 Student, Family and Community Support

Learning Environment



4 - Exemplary level of development and implementation
 3 - Fully functional and operational level of development and implementation
 2 - Limited development or partial implementation
 1 - Little or no development and

APNA Survey:

The APNA Survey is provided by the Arkansas Department of Human Services, Division of Behavioural Health Services Office of Alcohol and Drug Abuse Prevention. Data assessment and analysis is conducted by the International Survey Associates, LLC, dba Pride Surveys.

The survey is designed to assess adolescent substance use and related behaviors, and risk and protective factors that predict these behaviors. The survey is administered yearly. Participants for the Fall survey were students in grades 6, 8, 10 and 12. Risk and protective factors are grouped into 4 domains: community, family, peer-individual, and school. Each domain includes characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, and violent behaviors among youth. Protective factors exert a positive influence or buffer against the negative influence of risk, thus reduction the likelihood that adolescents will engage in problem behaviors. Protective factors, identified through research reviewed by the Social Development Research Group, include social bonding to family, school community and peers; and healthy belief and clear standards for behavior (Hawkins, Catalano & Miller, 1992; Hawkins, Arthur & Catalano, 1995; Brewer, Hawkins, Catalano & Neckerman, 1995).

On the APNA annual survey of student drug use, the percentage of 6th grade students who admitted to tobacco, drug and alcohol use has increased by more than 4%. The number of students admitting to have been suspended from school increased from 20.5% to 30.5%, (a 10% increase). Students also identified high community disorganization and poor family management as risk factors. Of 6th grade students surveyed, 33% indicated a low commitment to school and 32.6% of indicated a risk for academic failure.

According to a 2009 survey conducted by the Afterschool Alliance, 28% (2,473,140) of African-American children have no adult supervision after school and are responsible for taking care of themselves during the afternoon hours (The Afterschool Alliance, 2009; www.afterschoolalliance.org). The goals of the proposed program are to provide a safe alternative to self-care during out-of-school time, improve academic performance, improve self-attitudes and behaviors, decrease student use of substance use and prepare students to become active and successful community members.

Process Data:

Discipline and Tardy Reports

The Belair Middle School Leadership Team reviewed discipline and tardy reports for the first semester of the 2013-2014 school year. Less than fifty percent of the discipline incidents that were reported are associated with inappropriate classroom behaviors and disruptions. Tardy notices were most frequent during the transition period between classes. The December 2012 scholastic audit highlighted official referrals and excessive tardiness as major areas of concern. The leadership team has addressed those issues and as a result Belair Middle School has experienced a 25% decrease in the overall number of office referrals and tardiness.

Lesson Plans

Lesson plans are reviewed by leadership to include mathematics and literacy coaches. Lesson plans are reviewed weekly. A board adopted scoring rubric is utilized during the review of teacher lesson plans. The components of the scoring rubric include: Plans are comprehensive, organized, and easy to follow; Essential objectives from state frameworks are being used; Teachers know the essential objective emphasis of the lessons; Objectives references a Strand from the State Frameworks; Materials/Resources/Technology that will be used are listed; A variety of instructional strategies will be utilized; All resources (i.e., Assessments, Presentations) were provided; Objective written at a higher level of Bloom's Taxonomy; Assessment method appropriate and mirror State Released Items; Related vocabulary words provided; Plans reflect collaboration between general and special education teachers including students with IEP's; and The objective, modeling, guided and independent practice are on the same level of Bloom's Taxonomy.

Differentiated Instruction and engaging students in high levels of inquiry and learning are significant deficit areas noted in weekly lessons. Teachers are in desperate need of professional development to effectively address these deficit areas.

Classroom Walkthrough Data

A minimum of 15 classroom walkthroughs are conducted weekly by the principal, assistant principal, mathematics and literacy coaches. The leadership team recognizes a major gap in the tabulation and analysis of CWT data to determine trends and deficit areas. The district provided intensive professional development to instructional coaches and administrators in Classroom Walk-through based on the Teachscape Platform; this training occurred during the 2012-2013 school year.

Classroom Walkthrough feedback is provided to teachers immediately after each individual walk-through is completed. E2E consultants, instructional coaches, and administrators noted a lack of differentiated instruction, authentic assessment, grouping, and high levels of student engagement are not evident in all classrooms. Questioning does not challenge students to think at high levels of Bloom's Taxonomy. Technology

integration does not support classroom instruction. Leadership recognizes a major gap in utilizing CWT data to transform classroom instruction and is working to address this deficit area.

Teacher Attendance Data

Analysis of teacher attendance data during the 2013-2014 school year revealed that from August 2013 to January 2014, 15 certified employees were absent from instruction for a combination of the following reasons an average of 15.5 days: Sickness, Jury Duty, School Business Leave, and Personal Leave. Due to a lack of high skilled substitute teachers throughout the state, the absences of certified staff often results in the loss of valuable instructional time. Leadership has communicated to all teachers the impact that excessive absents have on student achievement. Although not a major issue, teacher attendance is a concern to the leadership at Belair Middle School.

Improvement Plan Outcome

The Leadership Team which also functions as the School Improvement Team is comprised of the principal, instructional facilitators for math/literacy, other team members (grade level or subject area teams) and parent members for purposes of reviewing and amending the school improvement plan met in March to review and evaluate the school improvement actions in ACSIP. The committee was charged with reviewing goals, data sources, and implementation to determine impact and the degree to which goals and objectives for student learning had been met. In the past ACSIP was developed by one or two staff members without much input from others. The ACSIP was not shared with staff, thus certified and classified staff was not aware of key goals and objectives. This resulted in a SA finding for the school. Key questions to address were;

- Did the school achieve its performance levels (AMOs) as stated in the 2012-2013 ACSIP plan?
- What other data sources will be utilized to monitor and evaluate performance levels? (Demographics: Changes in student, teacher, and/or administrative populations; classroom observations. Surveys: Teacher, parent, student; Focus groups, interviews; TLI, ENI, E2E data).
- Review ACSIP and determine what has been implemented school-wide and in the classroom?
- Determine what has been implemented and what has not.
- Determine how well the action steps have been implemented. (If you did not include action steps, we will work on this one for next year.
- If certain actions have not been implemented well, determine why. What factors have impeded the desired change?

- Based on the actions that have been implemented, what accomplishments can be documented during the 2012-2013 school year that resulted in improved outcomes for students scoring below proficient?
- For schools identified as “In Need of Improvement” and/or “Priority”, ,what accomplishments (column 4) can be documented during the 2012-2013 school year that resulted in improved outcomes for students scoring below proficient in the areas which the school is identified for improvement?
- Where there is greatest evidence of improvement, what factors were most influential in generating change?
- Review how well the ACSIP and/or Leadership Team have been monitoring the existing plan.
- What is the school’s AMO status for 2013-2014? Based on the outcomes described above, and the school’s new AMO status, what changes to the ACSIP are proposed (column 5).

Ninety-four actions were included in the ACSIP plan (this does not include the PIP). The committee reviewed all actions in conjunction with the Scholastic Report and determined that all actions would continue with additional or new resources and checkpoint to measure implementation of the action impact on student learning. The committee also determined that training was needed on collecting, managing, and analyzing data to determine root cause of low student achievement. The figure below provides a sample of the program evaluation process.

Intervention: Comprehensive Standards Based Literacy Model

BELAIR MIDDLE SCHOOL 2012 - 2013

Arkansas Comprehensive School Improvement Plan Evaluation and Review

Actions	Resources and/or Expenditure	Documentation (Data used to measure the impact)	Impact (As you compare the identified needs to the established performance objectives in ACSIP, what change occurred? Did the strategy or initiative accomplish what was expected? If yes, why? If no, why not?)	Next Steps for 2013 - 2014 (What are the committee's recommendations to continue, alter or discontinue the strategy or initiative)
<p>Highly Qualified Teachers will collaborate to align common core standards (standards from the Arkansas Frameworks identified as essential for mastery on state mandated test) with the Comprehensive Literacy Model to improve student achievement in the writing process and conventions, reading comprehension, and vocabulary. Classroom teachers will also collaborate to align curriculum and instruction for students identified as gifted and talented through assessment. The curriculum and instruction will challenge critical thinking skills.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<ul style="list-style-type: none"> ✚ Instructional Coaches, ✚ Mrs. Robbie Williams, Principal, ✚ Suzette L. Bloodman, Assistant ✚ Principal ✚ Consultants ✚ District Coordinators ✚ Classroom Teachers 	<ul style="list-style-type: none"> ✚ Weekly lesson Plans ✚ Classroom Walk Throughs & Feedback ✚ STPT/ Minutes ✚ PLC meetings & agendas 	<ul style="list-style-type: none"> ✚ Teachers collaborated during weekly structured teacher planning time to align common core standards with Arkansas Framework and differentiate instruction as needed ✚ An increase in student achievement has been noted and will continue because teachers are using instructional strategies across the curriculum 	<ul style="list-style-type: none"> ✚ Establish weekly STPT/PLC meetings facilitated by instructional coaches, E2E consultants, and administrators
Total Budget:				\$84821.34

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?

Based on the analysis of criteria and norm referenced assessments, scholastic audit and the advanced level of school improvement for Oak Park, Pine Bluff High and Jack Robey and Belair, the district contracted with JBHM (2009-2010) a school improvement consultant to employ the JBHM model in each of the restructuring schools. The district monitored, assessed, and provided technical assistance for each school at it works to implement the JBHM model. JBHM was to provide on-site consultants who focus was to evaluate program effectiveness and provide professional mentoring, training and support on five (5) essential practices to promote a data driven school performance system. The district renewed the contract in 2010-2011. This contract was not renewed for the 2011 – 2012 school year.

In 2010 Renaissance Learning, a technology-based provider specializing in professional development for school improvement programs as well as student assessment programs was also contracted to provide services.

During the 2011 -2012 school year administration changed and the district employed two (2) outside consultants, Elbow 2 Elbow and Fetterman & Associates to provide intensive targeted support by school performance specialists at the individual school sites for multiple days within the school year.

It is difficult to measure the actual success rate of these initiatives. There was some gain in both Literacy and Math. However, the school remained in restructuring and was later identified as a priority school, lowest 5% in the state.

District leadership changed again for the 2012-2013 school year. The district maintained the services of E2E for the secondary priority schools and added the services of Evan Newton (ENI) for the elementary priority school. The contract was renewed for the 2013 – 2014 school year and will continue for 2014-2015. Data is being maintained on the services provided through weekly reports from each external provider and quarterly reports to the board. As with any new initiative the first year serves as the baseline year for measurement of growth

2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.

All stakeholders including school board, faculty, parents and the business community supports Belair's efforts to implement the Transformation Model. Meetings were held with the faculty and parents. Parents, students and faculty also participated in a survey. A presentation was presented to the board during the January meeting and the board voted to support the implementation of the Transformation Model.

3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?

PBSD fully supports the school improvement specialist assigned to Belair. Currently Belair works with a specialist from ADE and a consultant from E2E and ENI.

4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?

Since the other schools within the district have been identified as "In Need of Improvement", the district has required specific school improvement initiatives. ENI provides Coach to Coach Practicum training for all literacy and math coaches as well as Developing Instructional Leaders training for the building principals. The principals in school improvement school are not contracted for the same number of days as the priority schools.

5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.

The Pine Bluff School District's management structure is a standard hierarchical structure, with both the executive and policy-setting entities elected by the general population. The district has seven board members and a superintendent. The newest members were elected for their first term in 2012, and two members were reelected. Board members are elected by zones. Three (3) board members are currently serving a three-year term (2012-2015); two (2) members are serving a two-year term (2012-2014); and two (2) members are serving a one-year term (2012-2013).

The Pine Bluff School District is using best practices in management structures. The district has a clearly defined organizational structure, with the board and superintendent exercising effective oversight of the district's staffing and financial resources and giving principals the authority to effectively manage their schools. The organizational structure for PBSD consists of staff members who are qualified with more than ten (10) years of experience. However, with retirements of key staff the superintendent has had to make key adjustments in some positions. This capacity building and restructuring is a phenomenal opportunity to maximize support

and overall leadership to schools. Every effort is made to ensure that experienced staff are assigned where they can be the most effective.

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.

Recruitment and retention of high quality teachers has been identified as one of the most pressing challenges facing the district. Along with the challenge of recruiting, it is common for teachers to leave mid-year. To address this challenge, the district partners with Teach for America and UAPB in the placement of student teachers. PBSD also participates in job fairs at other universities. The district utilizes the Pathwise Mentoring program for all new teachers. The board also voted to provide signing bonuses beginning this school year (2013-2014).

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

PBSD leadership has been a good steward with the district finances. The 2013-2014 projected budget contains revenues of \$ 48,780,287.41 and projected expenses of \$47,779,122.87 leaving a projected ending fund balance of \$15,595,657.96. The projected fund balance in the Operating Fund is \$10,953,500.04. This is an increase of \$1,164.54 over the 2012-2013 ending fund balance. Federal Programs funds and NSLA funds are used to support programs, faculty and staff positions that are not required (e.g., Math/Literacy Coach).

The 2012-2013 budget contained revenues of \$49,725,790.64 and expenses of \$50,294,728.81 leaving an ending fund balance of \$15,594,498.42. The fund balance in the Operating Fund was \$10,952,336.46.

8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.

To support full and effective implementation of the Transformation Model at Belair, the District will allocate resources as necessary to ensure success. The allocation of funds is reflected in the ACSIP. The school has programs supported by local, state and federal funds.

9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

PBSD has four (4) Priority Schools. One barrier is the limited administrative staff at the district level. However, the superintendent is committed to leveraging outside resources to help build a capacity of leaders. This is necessary to build the staff of local leaders who can eventually lead such transformational work internally. PBSD will serve all schools.

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:

State statutes and policies that address transformation either directly or indirectly includes:

- The Arkansas ESEA waiver offers the opportunity to request flexibility on behalf of the Districts, and Schools to better focus on
 - improving educational outcomes,
 - closing achievement gaps, and
 - increasing the quality of instruction.
- Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. These rules are designed to
 - ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.
 - improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
 - require point-in-time intervention when it is determined that a student(s) is not performing at grade level.
 - outline testing and assessment security and confidentiality requirements.
 - establish a program to identify, evaluate, assist and advise public school districts in academic distress.

- Act 949 of 2009 To increase Accountability for Achievement Gaps in school districts and to provide intervention and support to Public School Districts to address the severity of achievement gaps
- 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 “The Omnibus Quality Education Act” (codified as A.C.A. § 6-15-201 et seq), http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf.

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

The LEA and Board of Directors are currently updating district policies. One change in support of the transformation model is the adoption and implementation of the State Teacher Evaluation System (TESS) beginning 2013-2014. TESS provides direction for reform of teacher and leader evaluation systems and is currently being utilized in all buildings (Adopted: December 17, 2013). In addition, community stakeholders are very much a part of the effort to transform PBSB and its schools. One effort of support is to provide one year of funding for district leadership training opportunities.

The Board approved the request for all priority schools to submit an application for the SIG grant using the transformation model.

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

The Pine Bluff Education Association serves as a representative for teachers; however, the LEA does not have any contractual agreements and/or collective bargaining agreements that would affect the implementation of the transformation model

Turnaround

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

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

State statutes and policies that address transformation either directly or indirectly includes:

- Act 949 of 2009 To increase Accountability for Achievement Gaps in school districts and to provide intervention and support to Public School Districts to address the severity of achievement gaps
- 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 “The Omnibus Quality Education Act” (codified as A.C.A. § 6-15-201 et seq),
http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf.

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

The LEA and Board of Directors are currently updating district policies. However, there is not a district policy specific to school turnaround. Arkansas Flexibility provides support for this model, if it was the best fit. One change in support of the transformation model is the adoption and implementation of the State Teacher Evaluation System (TESS) beginning 2013-2014. TESS provides direction for reform of teacher and leader evaluation systems and is currently being utilized in all buildings (Adopted: December 17, 2013). In addition, Community stakeholders are very much a part of the effort to transform PBSB and its schools. One effort of support is to provide one year of funding for district leadership training opportunities.

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

The Pine Bluff Education Association serves as a representative for teachers; however, the LEA does not have any contractual agreements and/or collective bargaining agreements that would affect the implementation of the turnaround model.

Restart

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

Charter Schools

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

State statutes and policies that address transformation either directly or indirectly includes:

- The Arkansas ESEA waiver offers the opportunity to request flexibility on behalf of the Districts, and Schools to better focus on
 - improving educational outcomes,
 - closing achievement gaps, and
 - increasing the quality of instruction.
- Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. These rules are designed to
 - ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.
 - improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
 - require point-in-time intervention when it is determined that a student(s) is not performing at grade level.
 - outline testing and assessment security and confidentiality requirements.
 - establish a program to identify, evaluate, assist and advise public school districts in academic distress.
- Act 949 of 2009 To increase Accountability for Achievement Gaps in school districts and to provide intervention and support to Public School Districts to address the severity of achievement gaps
- 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 “The Omnibus Quality Education Act” (codified as A.C.A. § 6-15-201 et seq),
http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf.
- Act 509 limits the number of State Open-Enrollment Public Charter Schools to no more than a total of twenty-four (24).

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

Restructuring that is too speedy produces poor results. Time is needed for recruiting and choosing providers who then need time to plan and organize the school. Considering this and the numerous other issues that would need to be addressed in order to successfully turn a school over to a CMO the district/school has not considered this option.

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

None at this time

Education Management Organizations

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

State statutes and policies that address transformation either directly or indirectly includes:

- The Arkansas ESEA waiver offers the opportunity to request flexibility on behalf of the Districts, and Schools to better focus on
 - improving educational outcomes,
 - closing achievement gaps, and
 - increasing the quality of instruction.
- Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. These rules are designed to
 - ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.
 - improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
 - require point-in-time intervention when it is determined that a student(s) is not performing at grade level.
 - outline testing and assessment security and confidentiality requirements.
 - establish a program to identify, evaluate, assist and advise public school districts in academic distress.
- Act 949 of 2009 To increase Accountability for Achievement Gaps in school districts and to provide intervention and support to Public School Districts to address the severity of achievement gaps
- 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 “The Omnibus Quality Education Act” (codified as A.C.A. § 6-15-201 et seq),
http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf.

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:

Restructuring that is too speedy produces poor results. Time is needed for recruiting and choosing providers who then need time to plan and organize the school. Considering this and the numerous other issues that would need to be addressed in order to successfully turn a school over to an EMO the district/school 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:

None at this time

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:

None at this time

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

None at this time – The LEA closed Greenville Elementary at the end of the 2012-2014 school year. While this closure was not strictly about restructuring, the process used to make the very difficult decision to close the school shows that student achievement is at the forefront of decision making.

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

None at this time

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

The LEA has four additional K-5 school; however, each school has been identified as “In Need of Improvement”.

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas River Education Cooperative (ARESC)	N	Y	Student services (i.e., HIPPPY - Developmental Lessons (prenatal-36 months, Pre-school, Distance Learning); Job - embedded professional development	ARESC provides services to the Arkansas Correctional School System, Arkansas School for the Deaf, Dollarway School District, Sheridan School District, Stuttgart School District, Watson Chapel School District White Hall School District and the Pine Bluff School District. There are approximately 620 teacher participants. Services provided include in-service training and staff development workshops, direct services to students, teacher instructional support, and administrative service support.
The Learning Institute (TLI)	N	Y	Interim assessments & job-embedded	TLI was developed in 2004-2005. The program provides formative assessment

			professional development	services to participating Arkansas public school districts. These services include modular assessments in math, literacy and science and are modeled closely after the Common Core Standards. Through the web portal, immediate feedback is provided to facilitate quality remediation. Professional development and curriculum support is also provided for teachers. More than two-thirds of Arkansas schools utilize these services.
Evan Newton (ENI)	N	Y	Leadership and Coaching	ENI was incorporated in 1973. ENI works with schools to improve student achievement using innovative, customized programs tailored to state objectives and standardized test. The company has been approved as a Transformation Turnaround Provider in multiple states. Services provided include: Prescriptive Coaching and capacity building training for building administrators and coaches; Developing Instructional Leaders for building administrators; and Coach2Coach training for math and literacy coaches.
Arkansas Leadership Academy	N	Y	Job-embedded professional development and capacity building	Established in 1991, the Arkansas Leadership Academy is a nationally recognized statewide partnership of 15 universities; 9 professional associations; 15 educational cooperatives; the Arkansas Department of Education,

				Higher Education, and Career Education; Arkansas Educational Television Network; Tyson Foods, Inc; Wal*Mart Stores, Inc; 2 superintendent representatives; the Office of the Governor and the State Board of Education. For a total of 50 partners. Through the use of research and best practices, the Academy designs creative and innovative approaches to establish learning communities in public schools by developing human resources and by modeling and advocating collaboration, and support for building capacity and sustainability. PBS school administrators are required to participate in this professional development opportunity.
University of Virginia (UVA) School Turnaround Specialist Program – Darden Curry PLE	Y	Y	Job-embedded professional development - Building capacity and training high-impact school leaders	The UVA program is the only school turnaround program in existence that utilizes a systemic approach to change by working with school, district, and state-level leadership teams to help build the internal capacity necessary to support and sustain effective school turnarounds. The program was initiated in 2004; cohorts have included urban, suburban and rural districts in 17 states. 138 schools have completed the program. Data indicates that school reading proficiency increased an average of 36% and school

				mathematics proficiency increase an average of 46%. Forty-six (46) percent of those schools made AYP compared to only 16% that made AYP prior to entering the UVA program.
Pine Bluff School District Business Community	N	Y	Funding for the District Leadership Teams participation in a one year school turnaround leadership symposium	N/A

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)
UVA Darden & Curry Partnership for Leaders in Education (PLE)	Y	Y	Job-embedded professional development - Building capacity and training high-impact school leaders	The UVA program is the only school turnaround program in existence that utilizes a systemic approach to change by working with school, district, and state-level leadership teams to help build the internal capacity necessary to support and sustain effective school turnarounds. The program was initiated in 2004; cohorts have included urban, suburban and rural districts in 17 states. 138 schools have completed the program. Data indicates that school reading proficiency increased an average of 36% and school mathematics proficiency increase an average of 46%. Forty-six (46) percent of those schools made AYP compared to only 16% that made AYP prior to entering the UVA program.
Evan Newton (ENI)	N	Y	Leadership and Coaching	ENI was incorporated in 1973. ENI works with schools to improve student achievement

				<p>using innovative, customized programs tailored to state objectives and standardized test. The company has been approved as a Transformation Turnaround Provider in multiple states. Services provided include: Prescriptive Coaching and capacity building training for building administrators and coaches; Developing Instructional Leaders for building administrators; and Coach2Coach training for math and literacy coaches.</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				

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 EMOs				

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				

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 checked="" type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
School Capacity				
<input checked="" type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input checked="" type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input checked="" type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	

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

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

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. 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

The most important thing a school district can do is ensure the selection of effective personnel to serve its students. Having effective teachers is the primary avenue for recruiting effective instructional leaders. There is a belief in educational circles that principals can make a difference to the teaching and learning environment by creating conducive conditions for improved instruction (Alig-Mielcaric, 2003:7; Copeland, 2003:2; Yu, 2009:715; McKewan, 1998:2). In fact, one research study revealed that principals who were perceived by their faculty as instructional leaders spent more years in the classroom than their counterparts.

In order to transform the school the leader must have the competencies of a turnaround leader. Two critical competencies for a turnaround leader are school performance and impact and influence. Other competencies include a focus on sustainable results, ability to engage the team, commitment to students, monitoring and accountability, conceptual and analytical thinking. These competencies will be desired of all instructional leader candidates, in order to transform PBSD schools into high performing schools.

The selection system will consist of a rigorous interview process that includes the use of a research-based behavior event protocol indicating the school leader's alignment with turnaround competencies critical to success as a school leader. The selection will consist of an initial pre-screening and interview process to narrow the candidates to the most qualified for the position. Those candidates who pass the initial selection screening are scheduled for a Behavior Event Interview (B.E.I.). Once the B.E.I. is complete other, predetermined, sources of information are reviewed to make a final selection and placement decisions. Selected candidates are properly oriented and a plan for ongoing development is put in place. Outside consultants for the University of Virginia Darden School Turnaround Program will assist with the interviews and validating the results.

Competencies are key predictors of how someone will perform at work. Two leaders of schools with similar students may have the same training and level of experience, but lead schools with very different student learning outcomes. Research suggests that competencies make the difference. Acting with initiative and persistence is an example of a competency, as are planning ahead, team leadership and self-confidence. People who have previously exhibited high levels of the competencies that determine

leadership success in a turnaround are more likely to succeed as future turnaround leaders.

The following are key competencies and expectations used for candidate consideration:

- An ability to signal and communicate change with clear purpose.
- Able to put forth the message that business as usual will not be accepted.
- Demonstrates skills as a dynamic instructional leader who is visible in the classrooms.
- Creates continuous high expectations for staff and students.
- Ability to lead in the use of student data for determining gaps of instruction and in the student learning.
- Willing and able to share leadership and authority for school change.
- Demonstrated knowledge and skills in building consensus among staff for school improvement.
- Builds a school culture for regular focused dialogue around professional development as it relates to effective instruction.
- Skills and desire to address and confront unsuccessful teaching behavior.

It is important to note that the current school leader was assigned to Belair at the beginning of the 2013-2014 school year. However, she will participate in the interview process in order to ensure selection of the best leader for this transformation.

In an effort to ensure further development of these competencies; PBSB developed a Principals' Leadership Academy. Academy training is scheduled January 2014 – summer 2014. The training is designed to train and equip teacher leaders, specialists, and assistant principals to transition seamlessly in becoming effective transformational and turnaround leaders.

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

As stated earlier, recruitment and retention of high quality teachers has been identified as one of the most pressing challenges facing the district. However, the LEA is committed to implementing a range of processes and strategies that will enable the new leader to make strategic staff replacements as needed for transformation. This includes increased teacher accountability and tailored support for struggling teachers.

To further support the new leader, the district will also work with the board to develop an incentives and rewards policy. Currently the district does not have a policy for the provision of incentives and rewards for teachers, leaders, and other staff. The benchmarks developed for this transformation plan will be for leaders, teachers and

other staff who, in implementing this model, have increased student achievement. Benchmarks will be developed between the School Improvement Office and the teachers and principals at the SIG school and approved by the board.

Beginning this school year (2013-2014) building leaders identified the most struggling teachers in each priority school and placed those teachers on individualized support & accountability plans. School leaders will utilize formal and informal observations following the new Teacher Evaluation System (TESS) for teacher evaluations. Teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so will be removed. The new leader will work collaborative with the Human Resource Office to screen and select new teachers. Any decisions made will be in compliance with the Arkansas Teacher Fair Dismissal Act (Arkansas code 6-17-1503).

Teachers who do not and/or are not supportive of the actions and are not committed to implementing this model will have an opportunity to request a transfer.

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

PBSD fully supports the transformation model for Belair Middle School. The district leadership team is fairly new in the district, with six of seven members having experience in their current positions but less than three years in the district. The team has worked hard to increase District-level capacity to support curriculum alignment, assessment development, professional development, articulation of the Standards and the integration of content knowledge and skill across the curriculum. While building capacity, the Superintendent and team reviewed the performance data and enrollment trends for each school. After reviewing data, Superintendent Watson recommended Greenville Elementary School for closure. This move has been stated as "Bold for a new Superintendent" by Dr. William Robinson of UVA. The move symbolically demonstrated the need for immediate change.

The immediate selection and hiring of instructional coaches for all district schools also sent clear messages that student achievement was priority one. Embedding the coaches in the buildings provides an opportunity to build the instructional capacity at each school. Ensuring these coaches are supervised by central administration, despite push back from principals, promotes enhanced coordination and resource use district-wide. Together these actions symbolize the district's commitment to transformation.

The district supports the external provider and follows through with recommendations regarding ineffective programs and practices. The LEA provides fiscal and human resources that will support Belair in their process of transformation.

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

If this grant is funded as proposed, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly UVA). Throughout the action planning process district and school leadership, including the local school board, will review and revise budget and resource allocation decisions, as necessary, to align with other revisions in agreements, policies, procedures and practices.

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

At the district level, a School Improvement Office is being developed, which will serve as a division under our Assistant Superintendent of Learning Services. This new School Improvement Office will be directed by the School Improvement Officer. With four schools involved in school improvement, we felt it was incumbent upon our district to develop solid capacity at the district level for this reform effort and to ensure a unified approach to school improvement throughout our schools

SIG funds will be used to provide professional development on each step of the cycle as we move forward with the implementation of the Transformation Model (i.e., data collection and analysis, action plan development, and development of effective student interventions). The Assistant Superintendent of Learning Services will guide the curriculum and classroom instruction by further clarifying and promoting high expectations for teachers.

In addition, the new School Improvement Officer, new Data Coach, Assistant Superintendent for Learning Services and District Test Coordinator will collaborate with all supporting partners (i.e., external providers, ADE School Improvement Specialist, ADE SIG Improvement Specialist) , regarding monitoring of instructional practices, student achievement data, and resulting action plans for intervention. As a result of this high level collaboration the district and school should have the capacity needed to sustain the best practices, goals, objectives and systems put in place with these SIG funds.

A School Community Council comprised of the principal, counselor, social worker, teachers, and parents (typical configuration), with parents constituting the majority of the membership will be developed. The School Community Council advises, plans, and assists with matters related to implementation to the parent component of the grant. The council may also provide input on the school-home compact, homework,

open houses, parent-teacher conferences, school-home communication, and parent education (including training and information about learning standards and the parents' role in supporting children's learning at home). This council may be inclusive of the current PTO.

The Turnaround Model

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

PBSD has developed a Principals' Leadership Academy. Academy training began January 2014 – summer 2014. The training is designed to train and equip teacher leaders, specialists, and assistant principals to transition seamlessly in becoming effective transformational and turnaround leaders. The academy training will become an annual activity. The District also partners with Teach for American and has a great collaborative relationship with UAPB and other surrounding Universities who support the Districts recruitment efforts.

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?

PBSD's Leadership Team will utilize the Behavior Event Interview process for selecting Turnaround Principals. The selection system consists of a rigorous interview process that includes the use of a research-based behavior event protocol indicating the school leader's alignment with turnaround competencies critical to success as a school leader. The selection will consist of an initial pre-screening and interview process to narrow the candidates to the most qualified for the position. Those candidates who pass the initial selection screening are scheduled for a Behavior Event Interview (B.E.I.). Once the B.E.I. is complete other, predetermined, sources of information are reviewed to make a final selection and placement decisions. Selected candidates are properly oriented and a plan for ongoing development is put in place. Outside consultants for the University of Virginia Darden School Turnaround Program will assist with the interviews and validating the results.

The following are key competencies and expectations used for candidate consideration:

- An ability to signal and communicate change with clear purpose.
- Able to put forth the message that business as usual will not be accepted.
- Demonstrates skills as a dynamic instructional leader who is visible in the classrooms.
- Creates continuous high expectations for staff and students.
- Ability to lead in the use of student data for determining gaps of instruction and in the student learning.
- Willing and able to share leadership and authority for school change.
- Demonstrated knowledge and skills in building consensus among staff for school improvement.
- Builds a school culture for regular focused dialogue around professional development as it relates to effective instruction.

- Skills and desire to address and confront unsuccessful teaching behavior.
3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?

PBSD will continue to provide resources and opportunities for high quality professional development which is job embedded. Teachers appreciate the opportunity to have relevant job embedded professional development. The LEA actively seeks grants and other funding resources to supply teacher resources and needed technology/software. The district also utilizes the Pathwise Mentoring program for all new teachers are provided signing bonuses beginning this school year (2013-2014). If this grant is approved, Differentiation Pay will serve as an excellent recruiting tool.

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

The principal and selection committee under the direction of the superintendent and human resources will conduct interviews and recommended the hiring of new staff. Positions that are available will be posted online and in newspaper print. The committee will conduct the interviews, rate the candidates and choose the best fit applicant. Candidates must be supportive of the actions and are not committed to implementing this model

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

Currently our district does not have collective bargaining. The district follows the Arkansas teacher fair dismissal act.

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

The LEA will continue to provide resources and opportunities for high quality job embedded professional development. The staff will be partnered with another teacher to assist with transition and assigned to a team of staff for onsite support. There is a literacy and math coach assigned to each school who will support the staff in transition.

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

There may be negative budgetary implications of maintaining surplus staff. The superintendent, her administrative staff, and the School Board are currently working on the budget for next year.

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

Within the district, the local university, and the local education cooperative there is a cadre of capable leaders, curriculum staff, and school improvement specialists that would assist in the implementation of the turnaround model. In addition, assistance will be provided by UVA.

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

Decision making policies and mechanisms are explored, evaluated and recommended by the school and district level leadership teams. The LEA will work to ensure that the school team and administration have time and opportunities to plan/decide on budget needs, scheduling, and staffing at Belair.

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

The district will support the principal and the school's leadership team in determining the changes in operational practices and policies needed to fully implement the

The Restart Model

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

N/A

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

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

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

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

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

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

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

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

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

School Closure Model

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

N/A

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

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

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

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	The Arkansas Department of Education provides guidance regarding State and Federal Regulations, professional development opportunities, technical assistance (e.g., finance, program planning, monitoring) and guidance with the development of school improvement plans
Local Education Agency	PBSD will provide a District School Improvement Officer to work only with the Priority Schools; Provide a Data Coach to assist school with the analysis of data and using data to drive instruction. Create and implement a district level SIG Leadership Team; Provide support for grant management; financial and budget issues; and contracting issues; Give principals the flexibility to act based on what works for the school’s student population—including making decisions about scheduling, staffing, and budgeting. The District will also provide technical assistance in the areas of planned professional development, individual coaching and assistance, data collection and monitoring visits on which to base decisions regarding plan implementation and amendments, and the coordination of external partner support and training.
Internal Partner (LEA staff)	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 on school-based leadership team. Provide an ongoing aspiring leader institute to ensure a cadre of effective building principals.
Lead Partner	Darden/Curry Partnership for Leaders in Education (UVA-PLE), who work in partnership with the Academic Development Institute (ADI), and the National Implementation Research Network (NIRN), (i.e., WestEd) bring years of experience, vast expertise in education and, most importantly, proven track records in successfully building state and local

	<p>capacity to turn around the lowest-performing schools.</p> <p>UVA - Provide the building principal with leadership coaching and job embedded professional development, tools, and data systems and analysis support. (A contract will be developed with UVA, to include Benchmarks and deliverables, upon notice of grant approval.)</p>
Support Partner	<p>Evan Newton - Provide on-site job embedded prescriptive coaching (Standard Coaching, Lesson Design, Post Assessment Debriefing); Other professional development and technical assistance via conference calls; Evaluative visits; Resource materials and Scheduling assistance.</p>
Support Partner	<p>Arkansas River Education Cooperative (ARESC) – Provide job -embedded professional development; Student services (i.e., HIPPOY - Developmental Lessons (prenatal-36 months, Pre-school, Distance Learning); Career and Technical services ;</p> <p>Technology Support – A contract will be issued with ARESC to provide a part time technician for campus technology integration support.</p>
Principal	<p>Participate in UVA Leadership Training; Serve as the instructional leader; Work collaborative with the District School Improvement Officer and the State School Improvement Specialist to achieve the goals and objectives outlined in the SIG grant application; Ensure high level instruction.</p>
School Staff	<p>On-going support of all SIG activities; Implementation of the PIP and ACSIP; Participate in job-embedded professional development; Research and participate in out of district training and higher ed. opportunities; Continue to study current and past results to understand what they can do to ensure that all students meet or exceed district standards. Continue to strengthen the partnerships between parents and the school.</p>

Parents and Community	On-going support of the schools implementation of SIG activities; Participation in conferences as needed; Participation in Annual Title I Meetings and School Improvement Meetings; Support for the overall academic program.
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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.

PBSD's Leadership Team has reviewed relevant research for working with and selecting a lead partner (i.e. Hassel, B.H., & Steiner, L. (2004). *Guide to working with external providers*. Naperville, IL: Learning Point Associates. Retrieved from <http://www.centerforcsri.org/pubs/ExternalProviders.pdf>; Kowal, J. M., & Arkin, M. D. (2005). *School restructuring options under No Child Left Behind: What works when? Contracting with external education management providers*. Naperville, IL: Learning Point Associates. Retrieved from <http://www.centerforcsri.org/pubs/restructuring/KnowledgeIssues3Contracting.pdf>; Resource Toolkit for Working with Education Service Providers, <http://www.qualitycharters.org/files/public/ESPToolkit2005.pdf>; Restructuring Checklist: Contracting with External Education Management Providers, [Education Management Organization (EMO), the teachers union, parents, and community groups]).

After a careful review of the above research, the District's UVA Readiness Assessment Results and acknowledgement of the many challenges of the district, it was decided that the priority schools and district should receive leadership training from the same external partner; allowing for a fluid process and ensuring true transformation.

If funded, the district will negotiate a contract with UVA – Darden to serve as lead partner providing leadership services for the principal. The capacity of UVA to serve PBSD's schools has been clearly demonstrated. Evan Newton would continue to serve as a supporting partner, providing professional development and Coach-two-Coach training for the Math and Literacy Coaches.

All external partners must meet the requirements as outline in Arkansas' ESEA Flexibility Request.

- External providers will demonstrate expertise in evidence-based practices to build internal leadership capacity (scaffolded supports).
- External providers will provide evidence of effectiveness in improving school performance (student and adult learning).

- External providers will provide evidence of effectiveness in closing achievement gaps.
- 4. External providers will demonstrate how they will collaborate with other partners and community on a frequent basis.
- 5. External providers will demonstrate how they will collaborate with districts and schools in the development of a TIP or PIP within the ACSIP framework.
- 6. External providers must provide evidence of a proven track record—credible/valid results in other systems.
- External providers will be required to 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 shall:
 - Be grounded in research in effective school improvement.
 - Develop instructional leadership at all levels of the system.
 - Provide timely, frequent (weekly) support and reports to district and state.
 - Incorporate a system for adult learning (Professional Development).
- External providers shall provide ADE appropriate credentials and prior experience of staff.
- External providers shall engage with the ADE Learning Services division in effectiveness evaluations of the provider, district and schools.

As a part of finalizing the partnership, the lead provider would be expected to provide an action plan which clearly delineates its responsibilities and adheres to district's expectations and defines and aligns with the districts goals. In addition, PBSB will hold all external partner's accountable to high performance standards. The district will:

- Conduct formal, frequent, and routine reviews throughout the time of the contract, reviewing progress toward deliverables within the consistent framework.
- Provide timely feedback on an ongoing basis to eliminate any potential problems
- Ensure clear accountability measures and expectations to use when evaluating the services of the partner

An amended application outlining the benchmarks and final contract will be submitted to the Arkansas Department of Education Division of Learning Services – School Improvement Office.

Evan Newton (Target Teach)
(Non SIG Funds).

Onsite, support will be provided for Literacy and Math Coaches, too include Coach2Coach training and job-embedded professional development. Twenty-five percent (25%) of technical assistance is completed each nine weeks. Professional development workshops as follows:

Prescriptive coaching includes:

- State Standards to Common core
- Introduction & Uses of Classroom Formative Assessments
- Standards Study I & II
- Lesson Design I & II
- Sample Assessments & Benchmarking
- Rubric Design
- Differentiated Instruction

Academics & Institute:

- High Yield Strategies – Reaching Out to Struggling Populations

Instructional Management Program Operator In-service:

- TargetPLC Introduction and Support Modules

Services will be evaluated utilizing a modified version of *Guide to Working With External Providers – School or District Evaluation of Provider Services*. created by Learning Point Associates. This evaluation tool allows the school or district to evaluate provider services in seven categories: outcomes, staff, materials, professional development (ongoing), professional development (training sessions), networking opportunities, and other.

Elbow 2 Elbow Educational Consulting
(Non SIG Funds).

Onsite, job-embedded professional development will be provided for core teachers. Twenty-five percent (25%) of technical assistance is completed each nine weeks. Professional development workshops as follows:

Academic Support Literacy, Mathematics, Science & Social Studies

- Guide the development of the Priority Improvement Plan to guide instruction.

- Professional Development and on-going monitoring of teacher implementation of instructional strategies will be provided by E2E consultants. Services will include the following with 25% of services completed each nine weeks.
- Assisted teachers in the development of lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning in every classroom
- Monitored strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
- Provided teachers with research-based instructional strategies and job-embedded professional development (modeling in classrooms and one-on-one or small group coaching)
- Provided varied student centered instructional practices and individualized student plans to promote mastery learning in each classroom

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

The Title I School Improvement Officer will closely monitor and support overall district transformation and turnaround efforts, school improvement practices, and implementation of the Transformation Model. The person in this position will personally visit each priority school weekly and evaluate instructional practices (e.g., Assess and make recommendation for the improvement of the quality of instruction, instructional practices and systems at each priority school; Design and oversee the implementation of comprehensive systems to provide targeted support and monitoring of transformation performance through clearly defined indicators). In collaboration with UVA, develop an extensive evaluation and program review process.

The superintendent is responsible for ensuring the monitoring of the lead and support partners. The PBSL Leadership Team will meet monthly to review the implementation of strategies and interventions at the school. The School Improvement Officer will provide weekly reports during the District Leadership Meetings and will prepare quarterly reports for submission to UVA and the School Board. The School Improvement Officer will also maintain supporting documentation to support planning, progress toward meeting established outcomes for SIG goals and objectives. Additional monitoring will include the following:

- The Finance Office will appoint a staff member to serve as SIG Finance Manager. This person will monitor all fiscal matters and track SIG funding.
- The Federal and State Programs Director will monitor and review school plans, provide assistance with accountability, budget training, and support for alignment to school plan and district accountability requirements for school improvement; work with the finance office to track and approve requisitions ensuring compliance with the use of funds and maintain copies of contracts and procurement records.
- The Office of the Assistant Superintendent for Elementary will visit the school weekly and meet with the Title I School Improvement Officer, support partner and building principal to ensure targeted classroom walkthroughs, focus walks, teacher meetings and PLCs are successfully implemented.
- The Office of the Assistant Superintendent for Learning Services will supervise the provision targeted professional development, working with the support partner and ARESC.
- The Data Coach will provide support for integrated data collection, analyzing and reporting.
- The SIG Leadership Team will be visible on campus and provide support for the principal and Title I School Improvement Officer
- The Special Education Supervisor will provide ongoing support and monitoring of services to students with special needs, ensuring that

appropriate services are provided and designed to fit the transformation model.

- The Technology Director will work collaborative with the school technology support person to ensure technology integration.
- The District Parent Involvement Coordinator will provide support for parent and community involvement activities and initiatives.
- The Human Resource Office will assist the school with recruiting and hiring staff that are highly skilled and supportive of the school transformation initiative.

Title I School Improvement Officer: The Title I School Improvement Officer is required to spend one day in each priority school to monitor success and implementation and to hold the leader accountable for student learning gains.

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.

Pine Bluff school District has established strong collaborative relationships with businesses, community organizations, human service providers and other potential program providers. Administration has worked hard to have an open door policy and have recognized the benefits of building partnerships to address student academic and developmental needs. The district will work to deepen and formalize partnerships that already exist as Belair implements the Transformation Model.

In addition to forging partnerships to meet academic needs, the district actively support non-academic needs by coordinating and aligning programs and outcomes with classroom learning, which therefore support student success (e.g. 21st CCLC). PBSB will continue to work to create broader opportunities for students, families, and community members. This will be achieved through maximizing the out-of-school time for academic enrichment (such as chess clubs, science clubs, tutoring) to cultural enrichment (art classes, dance classes, drumming, music, chorus, history) to adult learning (ELL classes, GED classes, women's writing workshops, soft job skills training) to health and wellness activities (organized PE and sports teams, adult fitness classes, family nutrition programs, healthy snack). Most of these activities will be achieved with the assistance of the District Parent Involvement Coordinator and parent center.

The district will also ensure ongoing relationships with PBSB partners and stakeholders, providing opportunities for active participation in school improvement efforts and the overall improvement of instruction.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Linda Watson	Superintendent	Bernice Russell	Federal Programs
Suzette Bloodman	Principal	Felicia Dotson	Asst. Principal
Tameka Hunter	Inclusion	Della Hoarce	Parent
Amber Brown	Teacher	Raymond Gipson	Parent
Monica Bones	Counselor	Zariah Flucker	Student Council
Barbara Jones	Librarian	Mayia Reed	Student Counsel
Tammie Russell	Teacher		
Lavonda Pierce	Teacher		
Rosie Clayton	Literacy Coach		
Sylvia Grady	Math Coach		
Victoria Bowman	Consultant		

Meetings

Location	Date	Location	Date
Belair Middle School	2-14-2014	Belair Middle School	2-14-2014
Belair Middle School	2-18-2014		
Belair Middle School	2-19-2014		
Belair Middle School	2-20-2014		

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.

During the 2011- 2012 academic year, Pine Bluff School District developed a District 5-year Strategic Plan which includes all annual performance goals that are used as the foundation for school improvement. The district's 5-year strategic plan guides the Districts Improvement Plan and supports the long-term implementation of educational reform. Built in checkpoints allows for monitoring the levels of implementation and progress toward outcomes. The strategic plan also serves as a guide for alignment in all school improvement plans. The District's plan in conjunction with the Arkansas Flexibility Plan provides a strong foundation for developing the internal capacity to sustain the activities and initiatives initiated through SIG funding. The strategic plan addresses goals and objectives in ten key areas.

- Curriculum and Instruction
- Student Achievement
- Parent and Community Involvement
- Transportation
- Declining Enrollment
- Recruitment and Retention of Faculty and Staff
- School Safety
- Facilities
- Technology and
- Fiscal Stability

The District is committed to oversight and monitoring of progress on the above goals and objectives. This commitment aligns with the Districts commitment to sustainability of the Transformation reform efforts and researching the most effective needs to sustaining these efforts prior to the expiration of SIG funding.

The Division of Learning Services will continue to provide support for professional development, school improvement, instructional coaching, and core curricular subject areas specialist in Mathematics and Literacy, English language development as well as behavior and classroom management, and educational equity.

- Professional Development: This is the second year for job-embedded professional development and training for the Literacy and Math Coaches. The coaches are better equipped to help sustain instructional practice, provide job embedded professional development and coaching to support instruction. Grade level PLCs will continue. This support is not funded by the grant and will continue beyond the expiration of SIG funding. Targeted professional development will also continue.
- Teacher Mentoring: The District has a mentoring program for new teachers. The mentor/mentee program will continue beyond the expiration of SIG funding.

Office of Federal and State Programs staff will study and review school plans, provide assistance with accountability documentation, budget training and support for alignment to school plan and district accountability, accountability requirements and school improvement.

- Consolidated Funding: Pine Bluff School District will integrate several federal, state and local funding sources with SIG grant activities to ensure sustainability of the Transformation reform measures. These funding sources will be consolidated in the school's ACSIP. Title I funding will sustain any revisions in the Title I schoolwide program.

District Title I Parent Involvement Coordinator and school parent involvement facilitators will assist schools with the development and implementation of effective, culturally relevant and community responsive family/community involvement and family literacy events, parent outreach activities, and improvement in The Title I program and implementation of SIG activities.

Upper level administration (Superintendent/Deputy Superintendent for Secondary/Assistant Superintendent for Elementary) will ensure a supportive governance structure, regular board updates, business leader and stakeholder engagement.

- As the district and school move forward school leaders will continue to communicate the need for reform, identify resources and capabilities (including additional community partners) for sustaining reform, and convey to the school community the appropriateness and the effectiveness of the (research-based) efforts.
- Further, the district anticipates additional challenges and will continually plan for changes in personnel, contraction of resources, or revisions to policies that may threaten the practices, structures, and attitudes that resulted in improved achievement.

Building Capacity: Research indicates that behavioral change is the key to school improvement. Regulation can change organizations, but an effective change agent must also offer incentives, build capacity, and provide opportunities for the people in the system to learn and change (S. Redding, 2007a). To be fully realized and lasting, reform efforts must be accompanied by a fundamental cultural shift throughout the local education community, a shift that results in new mindsets and accompanying behaviors among administrators, teachers, and students. Such cultural changes will require ongoing support (CCSRI, 2009), and a degree of accountability, with incentives for positive change.

- In working with UVA, participating districts and their school(s) commit to a two-year program specifically designed to change leadership practices and build capacity. Through the distinctive training approach and leadership development provided by UVA and supported by ENI and E2E, the principal will have developed the skills needed to continue with leadership initiatives beyond the termination of SIG funding. Teachers will also have developed the competencies needed for consistent implementation of research-based instructional strategies, monitoring of implementation and utilizing data to inform instruction and help increase student achievement.

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- To increase the percentage of students in all identifiable subgroups scoring proficient or above on the 6th and 7th grade Benchmark Exam in Literacy and Mathematics through the use of standards based curriculum and implementation of best practices for instruction/assessment including the use of technology.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
To increase student achievement in reading and writing.	At least 5% annual growth in the percentage of students scoring proficient or advanced on the state 6 th and 7 th Grade Benchmark Exam in Literacy.	Results of the 6 th and 7 th grade Literacy and Mathematics Benchmark Exam.	August, 2014	June, 2015	Building Level Principal
To increase student achievement in mathematics.	At least 5% annual growth in the percentage of students scoring proficient or advanced on the state 6 th and 7 th Grade Benchmark Exam in Math.	Documentation of teacher use of adapted pacing guides, evaluations from TESS observations, curriculum resources and TLI assessments. Classroom Walk-Though documentation conducted by administrators and Coaches.	August, 2014 August, 2014	June, 2014 June, 2014	Building Level Principal, Math and Literacy Instructional Facilitators, E2E Consultant Building Level Principal

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 Cont. - To increase the percentage of students in all identifiable subgroups scoring proficient or above on the 6th and 7th grade Benchmark Exam in Literacy and Mathematics through the use of standards based curriculum and implementation of best practices for instruction/assessment including the use of technology.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>To increase student achievement in reading and writing.</p> <p>To increase student achievement in mathematics.</p> <p>To fully implement professional development strategies for improvement provided by E2E.</p>	<p>At least 5% annual growth in the percentage of students scoring proficient or advanced on the state 6th and 7th Grade Benchmark Exam in Literacy.</p> <p>At least 5% annual growth in the percentage of students scoring proficient or advanced on the state 6th and 7th Grade Benchmark Exam in Math.</p>	<p>Professional Learning Communities agendas and minutes documenting a focus on teaching and learning to include: data analysis, teacher skill attainment of best practice, high yield strategies, effective lesson delivery, using data to guide instruction and identification of curriculum gaps and overlaps.</p> <p>E2E reports submitted weekly to District Leadership Team and principal.</p>	<p>August, 2014</p> <p>August, 2014</p>	<p>June, 2015</p> <p>June, 2015</p>	<p>Principal, Math and Literacy Instructional Facilitators and Teachers</p> <p>E2E Consultant</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 2- School Leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Administrators and staff demonstrate high expectations for learning, discipline, attendance for teachers and student.	Administrators, staff and stakeholders will develop a vision, mission and statement of beliefs reflective and consistent interpretation of board policy and an embedded belief that students can learn.	A developed vision, mission and statement of beliefs	August, 2014	June, 2015	Principals and leadership team
	PLC's meet bi-weekly	PLC meeting agendas indicate collaboration on lesson planning, strategies and shared decision making	August, 2014	June, 2015	Principals, Instructional Facilitators, Teachers and E2E Consultant

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- School Leaders and staff provide a school climate conducive to learning.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Administrators and staff demonstrate high expectations for learning, discipline, attendance for teachers and student.	Increase student attendance rate by 5% over the previous year.	Attendance data for 2011-2012 and 2012-2013 from district APSCN data.	August, 2014	June, 2015	District Attendance Clerk
	Decrease the percentage of discipline referrals by 5% over 2013-2014.	Parent contact logs from teachers. Copies of parent notifications according to District Policy. Documentation of referrals to Principal	August, 2014	June 2015	Building Principal
Teachers employ research based strategies to engage students in meaningful and relevant activities that include teacher and student use of technology	At least 5% annual growth in the percentage of students scoring proficient or advanced on the state assessments.	CWT data indicates an increase level of engagement to include the use of high yield strategies and technology.	August, 2014	June 2015	Building Principal

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- School Leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Administrators and staff demonstrate high expectations for learning, discipline, attendance for teachers and student.	Increase teacher attendance rate by 5% for 2014-2015 term	Monthly teacher attendance reports	August, 2014	June, 2015	Building Principal

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

Describe actions the LEA has taken or will take, to:

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

Staff:

RTI Specialist

Year 1 – 2 – 3

The RTI Specialist will support teachers with implementation of the intervention process so that students who are struggling academically and/or behaviorally do not fall between the cracks. The specialists would collaborate with the mathematics and literacy coach, E2E consultant, leadership, and content specific teachers to provide needed interventions and support to students who are at risk of failing. Extensive support would also be provided to students in need of intensive interventions based on ongoing challenges and a pattern of academic failure. The interventionists will not be assigned to a class roster but would assist students in the classroom, small groups, and one on one intervention through pullouts to develop and enhance literacy and mathematics skills. Trend data demonstrates the need for both a math and reading specialist to support/improve learning outcomes.

Finance Manager

Year 1 – 2 – 3

The finance manager is a critical component of the SIG stipulations. The manager's role would be to carefully monitor allocation of funds.

Data Coach (33.3 FTE)

Year 1-2-3- The Data Coach will work closely with the Title I School Improvement Officer and the Assistant Superintendent for Learning Services. The person in this position will ensure the principal and turnaround staff are supported with coaching

around assessment practices, the use of student data to inform instruction, and implementing instructionally-focused PLCs.

Human Service Parental Involvement Coordinator

Year 1- 2 – 3 –

Belair Middle School has a student population of 283. Belair Middle School is mostly comprised of African American students with 90% of the students receiving free and reduced meals. Many students within the school are in need of services such as school uniforms, clothing, food and supplies. There is a great need for social and emotional support for students and their families. The position of Human Service Parental Involvement Coordinator is intended to support the efforts of Belair Middle School to address the needs of the whole child by providing support for students in need of immediate services. The Human Service Coordinator is responsible for procuring supplies such as school uniforms, belts, social and emotional well-being, and serve as a liaison between the home and school connection for each student in need of special services. Human Service Parental Involvement Coordinator must consistently demonstrate effective communication skills, establish rapport with the community, and be a strong advocate for the students at Belair Middle School. The coordinator would coordinate parental involvement efforts, activities, and partnerships within the community. The coordinator will work to coordinate activities with the local mental health providers to assist parents in need. Activities would be done to encourage meaningful involvement with parents/guardians sessions focusing on topics of interests to parents, Edline usage, discipline, effective parent/social issues, smart core, common core, response to intervention, and future plans-including college, technical school, military, beauty school, etc. The parent coordinator would also serve on the Parent Advisory committee (PAC). The purpose of PAC is to involve parents in addressing relevant issues in the district, including changing enrollment, to provide an open forum for discussions between parents and administrators regarding school issues and to give its members the responsibility of keeping their respective schools informed. These activities will complement the additional efforts of the administration and staff. It is the expectation of the teachers to establish a two way communication with parents/guardians. Teachers will be required to initiate a positive contact with parent/guardians within the first thirty days of school. Incentives will be decided depending on the activities for the day. Refreshments will be provided during each parental involvement activity. If needed, onsite child care will be provided. Parents/Guardians who attend each session will receive a \$10.00 gift card. Parents/Guardians who volunteer at least 10 hours at school each month will receive a \$20.00 gift card.

Technology Integration Coordinator

Year 1 – 2 – 3 –

A large part of being a technology coordinator will be to manage Belair Middle School's technology. The technology coordinators will be ultimately responsible for entire networks, hundreds of computers and printers, and a host of other assorted electronic devices. Besides keeping track of all the technology, a technology coordinator is also

expected to conduct and maintain training and training schedules, attend technology meetings, help with grants and funding, introduce technology-integrated curriculum, fix and upgrade computers, install software, troubleshoot networks, etc...

Extended Day and Enrichment

Extended Day- Saturday School and Community Based Service Learning Project Year- 1 – 2 – 3

The Transformation Model for Belair Middle School will include extending the school day by 45 minutes. School will begin at 7:30a.m. and end at 3:35p.m. This schedule will reflect true teaming for teachers built around the middle school concept as well as seven 50-minute classes and one 60-minute class for bell to bell instruction. The Saturday School Program is designed to foster academic and social needs to support all participants. Saturday school will provide structure through group or individual sessions, tutoring, academic support, and social skills. Students will be empowered to improve reading, math, while integrating all content areas; in a structured curriculum stressing education, recreation and socialization. The programs will be provided for six (6) weeks each semester. Restructuring/Enhancing in these programs will include a thorough review of the curriculum being taught. The curriculum will be revised to ensure rigor, relevance and authentic experiences are appropriate for grade level activities for all students engage in the learning process.

After School Enrichment Programs

Year 1 – 2 – 3

Community based service learning projects are intended to engage students in enhancing academics through Common Core Standards using enrichment activities. Belair proposes to offer after school enrichment programs in conjunction with the 21st CCLC after school program. The 21st CCLC program has a cap on enrollment. By offering these additional enrichment programs, more students will have an opportunity to participate.

Robotics: The Robotics and Automation course is designed to explore the current and future use of automation technology in industry and everyday use. The students will receive a comprehensive overview of robotic systems and the subsystems that comprise them. Students will program several robots. There will be a class competition. In addition, the student will program artificially intelligent robots around the laboratory and can also be control from anywhere in the world via the internet. Careers in robotics, programming, and engineering will be discussed.

Web Design: Using an online website editor, students will learn how to create a website. Students will explore topics such as DNS, network hosting, and bandwidth while also discussing the overall purpose and appropriateness of their sites. The online application also lets the student explore web programming using basic HTML and CSS styles. The web design class will also explore Web 2.0 Tools. Students will use a variety of websites that incorporate the newer read/write/create web technology.

Applications that students will explore include: photo editing, website creation, blogging, and multimedia creation. All sites will be safe for the students and have an educational connection.

School Day Enrichment Classes

Year 1*2*3

Academic enrichment is the process of using courses or classes to further a child's educational and academic potential. It could also include taking unconventional classes such as web design and foreign languages. The term enrichment can be described as the act of making something fuller, more meaningful, or more rewarding. Belair would like to offer enrichment classes to the students in the following areas:

Foreign Language: These courses are designed as a two year course to be started in 6th grade and then completed during 7th grade. Spanish I is designed to train the student to understand, speak, read, and write basic Spanish, as well as presenting a cultural background of the Spanish-speaking people. Oral communication is stressed.

Mixed Media Technology:

Mixed Media Technology explores the ever growing world of digital media. The class will look through a lens at the effect of audio media, visual media and the combination of audio and visual media in the world. The curriculum will included podcasting, public speaking, radio broadcasts, photography, advertising, making movies, photojournalism and digital storytelling.

Professional Development

Summer Faculty Institutes

Year 1 – 2 – 3

This program is designed to:

- Engage in critical reflection regarding teaching practice
- Engage in both formal and informal Interdisciplinary collaborations
- Learn more about the art and science of teaching and learning
- Examine new ideas, dust off old ideas, and explore their relative efficacy in helping to improve students' learning

Many of the faculty members who participate in the Institute will emerge with a more comprehensive understanding of the teaching and learning process, as well as a broader repertoire of practices that are most effective for engaging and motivating students, as well as facilitating and assessing their learning.

New Teacher Orientation

Year 1 – 2 – 3 –

The teachers hired will be included in the orientation process for the district, but they will be required to attend a building level orientation to familiarize themselves with building vision, mission and beliefs statements as well as policies and information specific to Belair Middle School. These sessions are designed to build rapport, establish expectations for lesson design/delivery, and school climate and classroom management. New teachers will be prepared to address the challenges the school

faces if they are equipped with the necessary tools. Lines of communication will already be established by the first day of school.

The Middle School Concept (True Teaming)

Year 1- 2 - 3

An effective middle school program is designed around the unique developmental needs of early adolescents. Because the intellectual, social, physical, and emotional needs of this age group are different from either elementary or high school students, a customized educational program is necessary. The middle school is a bridge between elementary school and high school. It is not an exaggerated elementary school nor a miniature high school, but a blend of the two. There are many advantages to the teaming concept. Since team teachers have the same planning period, they are able to plan for curriculum integration, interdisciplinary units, field trips and special activities for their students. Communication and support among teachers is much greater with this approach. Parent conferences and special education meetings are made easier by the fact that all of a student's basic skills teachers are available at the same time of the day. Students also feel like they are part of a group when on a team. It creates a "school within a school." The team helps provide the child (who is accustomed to elementary school) an atmosphere which is similar to that in his elementary school.

Vertical Alignment- 5th -8th Grade content specific teachers

Year 2 - 3

Vertical alignment is the process of creating a seamless flow of instruction from one grade level to the next. By segregating education into grade levels without allowing the time for professional collaboration, we have decreased the efficiency of instruction. The process of aligning the curriculum vertically will be designed to eliminate unnecessary review time and maximize instruction time on the elements that have been determined by everyone in the process to be the most important. That means we will have to look at the entire school career of a student as one system within that system. We will need to line up what things are given priority and how much time is spent on each of the critical components. Vertical Alignment will be facilitates twice a year, once in the fall and once again in the spring. Professional Development on successful implementation strategies will be provided.

Model School and Middle Schools Conference

Year 1 – 2 - 3

Each year, the International Center for Leadership in Education facilitates a national conference that showcases high performing model schools throughout the nation. Attendance at this conference offers a unique opportunity for educators to witness firsthand the challenges and ultimate successes that schools inherent to school change. Through participation at these conferences, teachers at Belair Middle School would be able to collaborate with educators at other schools and discuss best

instructional practices and forge relationships that would lead to site visits to specific model schools.

Attendance at the annual Middle School conference is also an exceptional opportunity for educators to discuss, experience, and collaborate around key concepts unique to the middle school concept, middle school students, and the middle school experience. It is our firm belief that attendance at these national conferences would help to solidify our school's goals of becoming a high performing school.

Student Support

Summer Transition Academy- Incoming 6th Grade Students

Year- 1 – 2 - 3

This program is designed to aide students in grade transition. Our goal is to help students through intensive review to prepare for Middle School. We will introduce students to the layout of the building and school adopted procedures. We will introduce sixth grade foundations in math, reading, and language arts. We will introduce organization skills for the multi subject format of Middle School.

Teacher/Student Mentor/Mentee Program

Year 1- 2 - 3

Mentor/mentee programs will be designed so that a student who underachieves academically or who lacks social skills is matched with an adult who serves as a mentor. The purpose of this program is listed below:

1. To establish rapport between faculty/community partner and student in order to increase acclimation to school and school tasks, including helping with adjustment and organization difficulties. It will also allow student concerns to be articulated and resolved.
2. To provide monitoring of the student's performance in academics and social and emotional development. This can be done through the use of assignment sheets, tutoring on specific tasks and concepts, communication with classroom teachers regarding regular performance, and communication with parent(s) and guardians.
3. To provide tutoring in specific class assignments such as reports, reading assignments, test preparation, oral testing and retakes, and completion of written assignments.

It works best when teacher/mentors arrange for one-on-one time with their students at least once each week. Touching base with students and their teachers would occur more frequently than that, but it is important that a regularly scheduled weekly meeting be planned. Methods and frequency of communication with parents will be worked out between teacher/mentor and parents.

Classroom Libraries

Year 1 – 2 - 3

A classroom library is a collection of books and reading material that allow students to make connections within and across curricular areas. The purpose for classroom libraries at Belair Middle School would be to:

- 1) Support literacy instruction by providing varied curricular connections. (Math, science, social studies, and language arts)
- 2) Help students learn about books:
 - How to take care of books.
 - Effective strategies for selection of relevant and appropriate reading strategies.
- 3) Provide a central location for classroom resources.
- 4) Provide opportunities for independent reading and curricular extensions.
- 5) Serve as a place for students to talk about and interact with reading materials.
- 6) Bring writing and reading literacy skills together.

School Culture-Motivational Speaker

Year 1 – 2 - 3

Belair Middle School Leadership Team realizes that students need motivation to learn, parents need it to track the educational progress of their children, teachers need it to become better, and school administrators need it to ensure that every facet of the schools they manage continue to improve. Belair Middle School will seek individuals that demonstrate leadership and commendable attributes and characteristics that will inspire the students to set goals and aspire to achieve them.

Technology

Technology- computers/I-Pads for teacher and classroom use

Year 1 – 2 - 3

Using technology in the classroom will change the way teachers teach, offer educators effective ways to reach different types of learners and assess student understanding through multiple means. It will also enhance the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers will grow into roles of adviser, content expert, and coach. Technology will help make teaching and learning more meaningful and fun.

Content Specific Technology-Based Classroom Learning Labs

Year 1 – 2 - 3

Considering that Common Core State Standards (CCSS) and the Partnership for Assessment of Readiness for College and Careers PARC assessments emphasize technology integration and online assessments, the BMS leadership proposes the establishment of content specific technology-based instructional learning labs. Currently, it remains a critical challenge for the school to implement school-wide online assessments. These labs would support the implementation of the robotics program,

virtual science labs, and interactive mathematics programs. Considering the critical role that technology plays in supporting student learning, the implementation of content specific technology-based learning labs would certainly aid in support the use of technology to facilitate teaching and learning.

Spark Program for P.E.

Year 1 – 2 - 3

SPARK is a research-based program. The program provides resources to support physical educators by integrating academic learning into the physical education program. SPARK provides lesson plans aligned with Common Core State Standards (CCSS) for physical educators. Integrations include Art, Literacy, Mathematics, Music, Nutrition, and Science, Wellness, Home, Global, and Multicultural topics - See more at: <http://www.sparkpe.org/blog/#sthash.cYXWfEwL.dpuf>.

Performance Based Incentives and Retention

Retention Bonus for Certified/Non-Certified Staff

Year 2 - 3

The Leadership Team, with support from District office, will establish criteria for compensation based on performance and years of service. Belair Middle School understands that increased student achievement is made possible by the hard work and dedication from teachers. It is also imperative that Belair Middle School provides a stable learning environment for its students; therefore, low turn-over is essential in creating such an environment.

Student-Achievement/Teacher-Based Incentives

Year 1 – 2 - 3

Student-Achievement/Teacher-Based Incentives Program is proposed for implementation as a part of the school Improvement grant. In keeping with establishing a culture of high expectations for all, monetary incentives will be available for certified and non-certified staff members as achievement targets are established. Belair would like to develop an incentive/reward plan that includes multiple measures of student and teacher performance which will include data obtained from student performance on Benchmark exams, and staff attendance. Belair will work with the district to formulate a plan to include the measures mentioned above and to determine the percentages allocated to each measure.

➤ Proposed Incentives Year 1:

- All certified staff who meets and/or exceeds the AMO for 2015 will be eligible to receive an incentive in the amount of \$300.00 (Math); \$100.00 (Literacy) and \$100.00 (attendance).

- All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of \$100.00 (Math); \$100.00 (Literacy) and \$50.00 (attendance).
- Proposed Incentives Years 2 & 3:
- All certified staff who meets and/or exceeds the AMO for 2015 will be eligible to receive an incentive in the amount of \$500.00 (Math); \$200.00 (Literacy) and \$100.00 (attendance).
 - All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of \$15000 (Math); \$125.00 (Literacy) and \$100.00 (attendance).

Community Involvement

School/Community Beautification Project Year 1 – 2 - 3

Belair Middle School seeks to provide an aesthetic as well as a positive learning environment both inside and outside for students and the community. It is important that students are exposed to aesthetically pleasing environment. Belair Middle School plans to incorporate colorful vegetation, provide spaces for outdoor classrooms, and incorporate items necessary that will make Belair Middle School an attractive environment for learning.

Adult Education Classes

Year 3

Belair Middle School would like to partner with Jefferson County Adult Education Center to offer Adult Education/GED classes to parents and community members. These classes are designed to help adults improve their skills in Reading, Writing, and Math. Adult Education classes will provide life-long educational opportunities and support services to all adults. The Adult Education Class will address the unique and evolving needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members. Belair would also like to offer childcare assistance to participating individuals with this program.

External Partner Support

Elbow2Elbow Educational Consulting - Job-Embedded Professional Development - Year 1 – 2 – 3 (Support Partner)

1) School Climate

E2E Specialists will assist and form committees consisting of school/district leadership and community members creating a School Improvement Team to assist the school in providing proactive assistance/guidance/support in the design of policy in effort to:

- ensure a safe/nurturing/healthy/orderly/equitable learning environment.
- establish and implement policies and operational procedures including a school-wide discipline plan to minimize disruptions to instruction.
- initiate partnerships with the community justice system and encourage active participation with school leaders in the equitable application of academic and behavior standards.
- initiate partnerships between school and community that design, initiate, and sustain authentic learning experiences and provide additional support structures such as mentors and after school programs.

2) Curriculum and Instruction

E2E Specialists will work side by side with district/school leadership and staff, to evaluate present taught curriculum and facilitate development for more effective and efficient implementation of the intended curriculum that is vertically and horizontally aligned in all areas. All instructional materials and resources will be aligned with the intended curriculum. Research-based practices will be utilized, instructional calendars will be developed, as well as lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning and higher order thinking. An age appropriate and differentiated/tiered curriculum that offers real- world learning experiences will be implemented.

E2E Specialists will facilitate PLC discussions as a means of continuous growth focused on analysis of student achievement to determine (DeFour, DeFour & Eaker, 2009):

Additionally, E2E Specialists will provide job embedded professional development, resources and support for teachers to develop and fully implement PLCs within the school and between schools for the purpose of (DeFour, DeFour & Eaker, 2009):

- vertical and horizontal curriculum articulation in all content areas.
- -identifying curriculum gaps and overlaps.
- ongoing monitoring, evaluation and revision of the curriculum.
- communicating research-based practices for curriculum and instruction (Marzano, 2006).
- analyzing student performance data in making curricular improvement decisions. Specialists will work directly with district staff to review existing curriculum policies/procedures

- alignment of students' learning goals for students with professional growth plans of staff and the Priority Improvement Plan
- proper use of online resources, (AETN, etc.) to enhance professional practice.

University of Virginia School Turnaround Specialist Program Year 1 – 2 (Lead Partner)

The University of Virginia School Turnaround Specialist Program is a two-year district and school leadership development program that addresses the challenges and needs of education leaders charged with turning around our nation's lowest performing schools. Before launching the program, the University of Virginia School Turnaround Specialist Program works with districts and community partners to ensure the necessary conditions, capabilities and leaders are in place. The program aims to create the system-wide infrastructure necessary to quickly, dramatically and sustainably improve student performance. The program thus focuses on two components critical for a successful school turnaround:

School Turnaround Program Focus

1. Building District Capacity Necessary to Initiate and Support Transformational Change

- The UVA School Turnaround Specialist Program provides guidance in selecting and developing school leaders with a high potential for success, using a rigorous, competency-based process. The program also helps provide districts and other entities with the skills necessary to build a pipeline of high-impact turnaround leaders.
- The UVA School Turnaround Specialist Program ensures the district capacity to support and sustain effective school turnarounds is in place. The program works with districts to identify a key district leader, or "district shepherd," who attends all leadership development sessions and ensures the conditions necessary for turnaround success are established.

2. Training High-Impact School Leaders

- The UVA School Turnaround Specialist Program builds capacity of leaders in the fundamentals of what successful turnaround requires.
- The UVA School Turnaround Specialist Program works with school leadership teams (including select teachers) to identify and implement effective turnaround strategies based on each school's unique needs and characteristics.

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	<ul style="list-style-type: none">• Hire finance manager• Hire School Culture-Motivational Speaker• Belair's leadership team meet to review and plan for faculty and stakeholder input in ACSIP revisions
June	<ul style="list-style-type: none">• Recruit/hire current Belair Teachers to facilitate Summer Transition Academy for incoming 6th grade students• Planning of Summer Faculty Institute• Model Schools Conference (June 22-25, Orlando, FL)• Implement the School/Community Beautification Project• Hire University of Virginia Consultant

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	
July	<ul style="list-style-type: none">• Attend UVA 5 day Boot Camp• Develop/Revise Teacher and Student Handbook• Initial meeting between Title I School Improvement Officer, E2E Educational Consulting, School Leadership Team, District Improvement Team and Finance Manager to prepare for implementation of year 1• Begin 6th grade Summer Transition academy for incoming 6th grade students• Contractors for technology integration for Smart-board use• Summer Faculty Institute• Hire on-site Technology Integration Specialist• Hire Human Service Coordinator• Hire RTI Specialist• E2E Consultant for Math (Purchase Service)•• Hire Spanish Teacher• Hire Math Teacher• Hire Literacy Teacher• Hire Science Teacher• Hire Social Studies Teacher• Hire Remediation Teacher• Purchase mobile laptop labs for classrooms and I-pads/tablets for teachers
August	<ul style="list-style-type: none">• New Teacher Orientation• PD for effective Smart-board, tablet and laptop use in the classroom• Motivational Speaker for Teachers and students to kick off the school year• Implement Technology based classroom learning labs for Math• Implement Technology based classroom learning labs for Literacy• Implement True Teaming for teachers and students• Implement Spanish Class• School Leadership Team, Title I School improvement Officer and E2E specialist meet and review goals, objectives and planned activities to include benchmarks and timelines and review established roles and responsibilities of team members

	<ul style="list-style-type: none"> • Schedule weekly Belair leadership team meetings with specific focus on data and instructional practices as evidenced in observations and Classroom walkthroughs • PLC's begin meeting weekly and establish their focus for the year • Teams will meet to discuss daily focus and expectations during their scheduled planning time • Data from state benchmark exams analyzed and data walls created • Discipline committee created and school plan developed • Conduct 2 day New Teacher Orientation for teachers new to Belair • Survey teaching staff to determine needs for basic math and literacy supplies for fully implement engaging activities supporting Common Core State Standards • Technology needs assessment conducted • PD for teachers on usage of the Smart Board • Administrators develop a schedule and begin weekly observations to include reflection conferences with teachers- ongoing throughout the year • Establish processes and procedures for special service teachers to support benchmark readiness for special services students • Special Services department will conduct a review of IEP's to determine appropriate placement, make necessary revisions, provided modifications to teachers • Student incentive plan developed • Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning • Conduct a parental Involvement Survey • Schedule six Parental Involvement sessions to be offered throughout the year • Elect PTO officers
September	<ul style="list-style-type: none"> • PD for effective Smart-board, tablet and laptop use in the classroom • Create action plans for specific areas in need of improvement based on identified teacher and student needs • Administrators develop a schedule and begin weekly observations to include reflection conferences with teachers- ongoing throughout the year • E2E specialist to engage teachers in reflective feedback following classroom observations/modeled lessons • Schedule six Parental Involvement sessions to be offered throughout the year • Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year • Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data

	<p>disaggregation in the core subjects</p> <ul style="list-style-type: none"> • Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment task that mirror Common Core State Standards in Literacy and Mathematics • Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted bell-to-bell instruction • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • PLC's meet weekly • Schedule monthly professional development devoted to Common Core implementation
October	<ul style="list-style-type: none"> • Develop Mentor/Mentee Program and train teachers on protocol for implementation • Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research based practices • Continue implementation of ACSIP revision as needed • Data from interim assessments analyzed and data walls updated • Weekly leadership Team meetings continue • Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Provide job-embedded professional development to address the use of high-yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation • Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror common core state standards

	<ul style="list-style-type: none"> • Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted bell-to-bell instruction • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Implement After school Enrichment Program • PTO meeting
November	<ul style="list-style-type: none"> • Teacher/Student Mentor/Mentee Program begins • Annual Conference for Middle Level Educators (November 6-8, 2014, Nashville, TN) • Weekly Leadership team meetings continue • Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • PTO meeting
December	<ul style="list-style-type: none"> • Inventory current classroom libraries. Compile novel list; books ordered per grade level; additional books ordered for accelerated reading program • Weekly Leadership team meetings continue • Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed

	<ul style="list-style-type: none"> • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • PTO meeting
January	<ul style="list-style-type: none"> • Order Classroom Libraries for Literacy and remediation Classes • Weekly Leadership team meetings continue • Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Saturday School begins, 9 weeks leading up to the spring administration of benchmark • PD for effective Smart-board, tablet and laptop use in the classroom • PTO meeting
February	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed

	<ul style="list-style-type: none"> • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of scholastic audit and ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School, 6 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom • PTO meeting
March	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School, 2 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom • Media Center review data on usage of Classroom libraries. • PTO meeting

<p>April</p>	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • PTO meeting • Continue Saturday School begins, 6 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom
<p>May</p>	<ul style="list-style-type: none"> • Prepare and Plan for Vertical Alignment/Articulation for 5th -8th grade content specific teachers (math, literacy, science, social studies) • Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading • Plan Summer Institute for faculty • Belair's leadership team meet to review and plan for faculty and stakeholder input in ACSIP revisions • Weekly Leadership team meetings continue • Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services

	<ul style="list-style-type: none"> • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School begins, 6 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom • PTO meeting
June	<ul style="list-style-type: none"> • Vertical Alignment/Articulation for 5th -8th grade content specific teachers (math, literacy, science, social studies) • Student Achievement Teacher Based Incentives will be awarded • Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities • Analyze any available data from the benchmark exam • Determine scheduling and staffing needs to transition the beginning phases of year 2 implementation • Recruit/hire current Belair Teachers to facilitate Summer Transition Academy for incoming 6th grade students • Planning of Summer Faculty Institute • Model Schools Conference
July	<ul style="list-style-type: none"> • Determine staffing, scheduling, funding and resource needs for year 2 implementation of SIG funds

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.

2015-2016 School Year	
July	<ul style="list-style-type: none"> • Initial meeting between the Title I School Improvement Officer, E2E Educational Consulting, University of Virginia Consultant, School Leadership Team, District school Improvement Team and Finance Manager to prepare for implementation of year 2 • Begin 6th grade Summer Transition academy for incoming 6th grade students • Planning for Vertical Alignment/Articulation for 5th-8th grade content teachers • Summer Faculty Institute
August	<ul style="list-style-type: none"> • Retention Bonus for Certified/Non-certified Staff • Implement technology based classroom learning lab for science and math • Implement S.P.A.R.K. program for physical education • New Teacher Orientation • Conduct interest surveys of students/faculty/administration for purchase of incentives and professional development • PD for effective technology use in the classroom • Motivational Speaker for Teachers and students to kick off the school year • School Leadership Team, Title I School Improvement Officer, E2E specialist meet and review goals, objectives and planned activities to include benchmarks and timelines and review established roles and responsibilities of team members • Schedule weekly Belair leadership team meetings with specific focus on data and instructional practices as evidenced in observations and Classroom walkthroughs • PLC's begin meeting weekly and establish their focus for the year • Teams will meet to discuss daily focus and expectations during their scheduled planning time • Data from state benchmark exams analyzed and data walls created • Discipline committee amends and revises school plan • Technology needs assessment conducted (repair and replace equipment) • School leadership reviews and revised the incentive program for student attendance • Conduct 2 day New Teacher Orientation for teachers new to Belair • Survey teaching staff to determine needs for basic math and literacy supplies to fully implement engaging activities supporting Common Core State Standards • Conduct technology needs assessment • PD for teachers on usage of the Smart Board • Administrators develop a schedule and begin weekly observations to include reflection

	<p>conferences with teachers- ongoing throughout the year</p> <ul style="list-style-type: none"> • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Establish processes and procedures for special service teachers to support benchmark readiness for special services students • Special Services department will conduct a review of IEP's to determine appropriate placement, make necessary revisions, provided modifications to teachers • Student incentive plan revised • Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning • Conduct a parental Involvement Survey • Schedule six Parental Involvement sessions to be offered throughout the year • Elect PTO officers
September	<ul style="list-style-type: none"> • Inventory current classroom libraries. • Evaluate literacy and math curriculum for vertical and horizontal alignment is in place; identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place. • PD for effective iPads, tablet and laptop use in the classroom • Create action plans for specific areas in need of improvement based on identified teacher and student needs • Administrators develop a schedule and begin weekly observations to include reflection conferences with teachers- ongoing throughout the year • E2E specialist to engage teachers in reflective feedback following classroom observations/modeled lessons • Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year • Assess current use and model effective practices of high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects • Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment task that mirror Common Core State Standards in Literacy and Mathematics • Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted bell-to-bell instruction • Monitor processes and procedures for special services teachers to support benchmark

	<p>readiness for special services</p> <ul style="list-style-type: none"> • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • PLC's meet weekly • Schedule monthly professional development devoted to Common Core implementation • Leadership Support provided by University of Virginia consultant
October	<ul style="list-style-type: none"> • Order Classroom Libraries for Mathematics and Remediation Classrooms • Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research based practices • Continue implementation of scholastic audit and ACSIP revision as needed • Data from interim assessments analyzed and data walls updated • Weekly leadership Team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Provide job-embedded professional development to address the use of high-yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation • Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror common core state standards • Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted bell-to-bell instruction • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education

	<p>students IEP</p> <ul style="list-style-type: none"> • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • After School Enrichment Program • PTO meeting
November	<ul style="list-style-type: none"> • Teacher/Student Mentor/Mentee Program begins • Annual Conference for Middle Level Educators • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • PTO meeting
December	<ul style="list-style-type: none"> • Inventory current classroom libraries. • Library novels purchased coded and available for teachers with check in/out procedures developed and communicated to teachers • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services

	<ul style="list-style-type: none"> • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • PTO meeting
January	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of scholastic audit and ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Saturday School begins, 9 weeks leading up to the spring administration of benchmark • PD for effective Smart-board, tablet, laptop and technology use in the classroom • PTO meeting
February	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark

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March	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of scholastic audit and ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School, 2 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom • Media Center review data on usage of Classroom libraries. • PTO meeting

April	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School, 6 weeks leading up to the spring administration of benchmark • Support for effective technology use in the classroom • PTO meeting • Prepare and Plan for Vertical Alignment/Articulation for 5th -8th grade content specific teachers (math, literacy, science, social studies)
May	<ul style="list-style-type: none"> • Vertical Alignment/Articulation for 5th -8th grade content specific teachers (math, literacy, science, social studies) • Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading • Plan Summer Institute for faculty • Belair's leadership team meet to review and plan for faculty and stakeholder input in ACSIP revisions • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences

	<p>with teachers- ongoing throughout the year</p> <ul style="list-style-type: none"> • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of scholastic audit and ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School begins, 6 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom • Vertical Alignment/Articulation for 5th-8th grade content teachers • PTO meeting • Plan Summer Institute for faculty
June	<ul style="list-style-type: none"> • Student Achievement Teacher Based Incentives will be awarded • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Analyze any available data from the benchmark exam • Determine scheduling and staffing needs to transition the beginning phases of year 2 implementation • Recruit/hire current Belair Teachers to facilitate and plan Summer Transition Academy for incoming 6th grade students • Recruit/hire current Belair Teachers to facilitate Summer Transition Academy for incoming 6th grade students • Summer Faculty Institute • Model Schools Conference
July	<ul style="list-style-type: none"> • Determine staffing, scheduling, funding and resource needs for year 3 implementation of SIG funds

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.

2016-2017 School Year	
July	<ul style="list-style-type: none"> • Start of year meeting between Title I School Improvement Officer, E2E Educational Consultant, School Leadership Team, District school Improvement Team and Finance Manager to prepare for implementation of year 3 • Begin 6th grade Summer Transition academy for incoming 6th grade students • Contractors for technology integration for Smart-board use • Planning for Vertical Alignment/Articulation for 5th-8th grade content teachers • Vertical Alignment/Articulation for 5th-8th grade content teachers
August	<ul style="list-style-type: none"> • Retention Bonus for Certified/Non-Certified Staff • Implement technology based classroom learning lab for science and math • Implement S.P.A.R.K. program for physical education • New Teacher Orientation • Conduct interest surveys of students/faculty/administration for purchase for • PD for effective technology use in the classroom • Motivational Speaker for Teachers and students to kick off the school year • School Leadership Team, Title I School Improvement Officer, E2E specialist, meet and review goals, objectives and planned activities to include benchmarks and timelines and review established roles and responsibilities of team members • Schedule weekly Belair leadership team meetings with specific focus on data and instructional practices as evidenced in observations and Classroom walkthroughs • PLC's begin meeting weekly and establish their focus for the year • Teams will meet to discuss daily focus and expectations during their scheduled planning time • Data from state benchmark exams analyzed and data walls created • Discipline committee amends and revises school plan • Technology needs assessment conducted (repair and replace equipment) • Conduct a parental Involvement Survey

	<ul style="list-style-type: none"> • Elect PTO officers • School leadership reviews and revised the incentive program for student attendance • Conduct 2 day New Teacher Orientation for teachers new to Belair • Survey teaching staff to determine needs for basic math and literacy supplies for fully implement engaging activities supporting Common Core State Standards • Technology needs assessment conducted • PD for teachers on usage of the Smart Board • Administrators develop a schedule and begin weekly observations to include reflection conferences with teachers- ongoing throughout the year • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Establish processes and procedures for special service teachers to support benchmark readiness for special services students • Special Services department will conduct a review of IEP's to determine appropriate placement, make necessary revisions, provided modifications to teachers • Student incentive plan revised • Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning
September	<ul style="list-style-type: none"> • Inventory current classroom libraries. • Evaluate literacy and math curriculum for vertical and horizontal alignment is in place; identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place. • PD for effective iPad, tablet and laptop use in the classroom • Create action plans for specific areas in need of improvement based on identified teacher and student needs • Administrators develop a schedule and begin weekly observations to include reflection conferences with teachers- ongoing throughout the year • E2E specialist to engage teachers in reflective feedback following classroom observations/modeled lessons • Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year

	<ul style="list-style-type: none"> • Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects • Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment task that mirror Common Core State Standards in Literacy and Mathematics • Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted bell-to-bell instruction • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • PLC's meet weekly • Schedule monthly professional development devoted to Common Core implementation • Implement Adult Education Classes on Saturdays • Schedule six Parental Involvement sessions to be offered throughout the year
October	<ul style="list-style-type: none"> • Order Classroom Libraries for Science, Social Studies, Health, Music and Art • Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research based practices • Continue implementation of ACSIP revision as needed • Data from interim assessments analyzed and data walls updated • Weekly leadership Team meetings continue

	<ul style="list-style-type: none"> • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Provide job-embedded professional development to address the use of high-yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation • Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror common core state standards • Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted bell-to-bell instruction • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • Implement After School Enrichment Program • PTO meeting
November	<ul style="list-style-type: none"> • Teacher/Student Mentor/Mentee Program begins • Annual Conference for Middle Level Educators • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark

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February	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of ACSIP revision as needed • Data from interim assessment analyzed and data walls updated

	<ul style="list-style-type: none"> • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School continues, 6 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom • PTO meeting
March	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School continues, 2 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom • Media Center review data on usage of Classroom libraries. • PTO meeting

<p>April</p>	<ul style="list-style-type: none"> • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School begins, 6 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom • PTO meeting
<p>May</p>	<ul style="list-style-type: none"> • Prepare and Plan for Vertical Alignment/Articulation for 5th -8th grade content specific teachers (math, literacy, science, social studies) • Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading • Plan Summer Institute for faculty • Belair's leadership team meet to review and plan for faculty and stakeholder input in ACSIP revisions • Weekly Leadership team meetings continue • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities

	<ul style="list-style-type: none"> • Leadership Support provided by University of Virginia consultant • Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year • Discipline Plan monitored by committee, data analyzed, adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special services • Monitor and support implementation of required modifications of individual special education students IEP • Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting • PLC's meet weekly • Continue implementation of ACSIP revision as needed • Data from interim assessment analyzed and data walls updated • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Continue Saturday School begins, 6 weeks leading up to the spring administration of benchmark • PD support for effective technology use in the classroom • PTO meeting • Prepare and Plan Vertical Alignment/Articulation for 5th -8th grade content specific teachers (math, literacy, science, social studies)
June	<ul style="list-style-type: none"> • Vertical Alignment/Articulation for 5th -8th grade content specific teachers (math, literacy, science, social studies) • Student Achievement Teacher Based Incentives will be awarded • Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities • Analyze any available data from the benchmark exam • Determine scheduling and staffing needs to transition the beginning phases of year 2 implementation • Recruit/hire current Belair Teachers to facilitate and plan Summer Transition Academy for incoming 6th grade students • Summer Faculty Institute

	<ul style="list-style-type: none"> • Model Schools Conference
July	<ul style="list-style-type: none"> • Meeting between Title I School Improvement Officer, E2E Educational Consulting, School Leadership Team, District school Improvement Team to prepare for implementation of year 4 and sustaining of program activities. • Begin 6th grade Summer Transition academy for incoming 6th grade students

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
1/16/14	District Leadership & Leadership Teams All Staff Members (Certified & Classified)	Linda Watson	Superintendent
		Bernice Russell	Federal Programs
		Tiffany Bone	Asst. Superintendent
		Suzette Anderson	Asst. Superintendent- Sp. Ed.
		Suzette Bloodman	Principal
		Tameka Hunter	Inclusion
		Amber Brown	Teacher
2/22/14	Leadership Team	Monica Bones	Counselor
		Tammie Russell	Teacher
		Lavonda Pierce	Teacher
		Rosie Clayton	Literacy Coach
2/24/14	Leadership Team	Sylvia Grady	Math Coach
		Victoria Bowman	Consultant
		Tammie Russell	Teacher
		Felicia Dotson	Asst. Principal
		Della Hoarce	Parent
		Raymond Gipson	Parent
		Zariah Flucker	Student Council
2/25/14	Leadership Team	Mayia Reed	Student Counsel
		Felicia Dotson	Asst. Principal

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each 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: Pine Bluff School District

Priority School Belair Middle School

Total 3-Year Budget \$1,431,418.80

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.

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 checked="" type="checkbox"/> Recruit, place and retain staff		\$64,500.00		
<input checked="" type="checkbox"/> Select new staff		\$193,360.00	\$193,360.00	\$193,360.00
ELA Teacher 51,200.00 per yr				
Math 51,200 per yr				
Science 51,200 per yr				
Social Studies 51,200 per yr				
Data Coach 33.3 FTE 15,360 per yr				
Technology Integration Coordinator 33.3 FTE(14,000.00)				
Finance Manager 33.3 FTE (8,000.00)				
Human Service/Parent Involvement Coordinator 51,200 per yr				
RTI Specialist 51,200.00 per yr				
<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 checked="" type="checkbox"/> Create partnerships to support transformation model	20,000.00	20,000.00		
UVA - Darden				
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development		\$69,200.00	\$69,200.00	\$69,200.00
<input checked="" type="checkbox"/> Implementing data collection and analysis structures	5,017.00			

<input checked="" type="checkbox"/> Increase learning time (extended day, week, and/or year)		165,689.60	165,689.60	165,689.60
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)		10,000.00	10,000.00	10,000.00
Additional options (specify) Any of the required and permissible activities under the transformational model				
<input checked="" type="checkbox"/> Align curriculum vertically and horizontally		20,000.00	\$20,000.00	
<input checked="" type="checkbox"/> iPads for teachers and classroom use		\$21,000.00	5,000.00	5,000.00
<input checked="" type="checkbox"/> Content Technology-based classroom Learning Lab		\$30,000.00		
<input checked="" type="checkbox"/> Saturday School		\$15,603.84	\$15603.84	\$15603.84
LEA-activities designed to support implementation of the transformation model UVA Leadership Boot Camp		3,000.00	2,100.00	
Teacher Incentive for Target Goals		\$20,750.00	\$33,000.00	\$33,000.00
Summer transition academy – Incoming 6 Graders		\$36,500.00	\$36,500.00	\$36,500.00
Classroom Libraries		\$10,000.00	\$10,000.00	\$10,000.00
Student Incentives		\$15,000.00	\$15,000.00	\$15,000.00
Spark Program for P.E.			\$ 300.00	\$ 300.00
materials and supplies for electives (Spanish, robotics, web design, mixed media technology)		\$20,000.00	\$10,000.00	\$10,000.00
School Beautification Project		\$30,000.00		\$25,000.00
ADE Site Director	\$100,000.00		\$100,000.00	\$100,000.00
	\$			
On-Site Technology Integration Coordinator		\$19,200.00	\$19,600.00	\$20,053.00
Total	125,017.00	763,803.44	\$705,353.44	\$708,706.44

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
ADE Site Coordinator	Required	300,000.00
External Partner	Required	40,000.00
Increased learning time	Required	797,068.80
Incentives for academic gains	Teacher incentives	86,750.00
Professional Development	Required	207,600.00
	Total	1,431,418.80

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

Adult Education Classes

Year 1- 0-

Year 2- 0-

Year 3- 0- Partnering with Jefferson County Adult Education Class

Human Service Parental Involvement Coordinator

Year 1 -\$40,000 salary + \$11,200 benefits = \$51,200

Year 2 -\$40,000 salary + \$11,200 benefits = \$51,200

Year 3 -\$40,000 salary + \$11,200 benefits = \$51,200

Position justified by needs assessment. These funds will be used to address the social and emotional support of our students and families by serving as a liaison between the home and school connection.

\$10,000 for Student Support.

Extended Day - Saturday School

Year 1- \$15,603.84 Salary+ benefits (8 teachers x \$31.50 per hour x 4 hours=12 sessions (6 session per semester)

Year 2- \$15,603.84 Salary+ benefits (8 teachers x \$31.50 per hour x 4 hours=12 sessions (6 session per semester)
Year 3- \$15,603.84 Salary+ benefits (8 teachers x \$31.50 per hour x 4 hours=12 sessions (6 session per semester)

Summer Transition Academy- Incoming 6th Graders

Year 1- 187 students x \$50 =\$9,350 (attendance, academics and behavior Incentive of nominal value– 5 Weeks)
Year 2- 187 students x \$50 =\$9,350 (attendance, academics and behavior Incentive of nominal value - 5 Weeks)
Year 3- 187 students x \$50 =\$9,350 (attendance, academics and behavior Incentive of nominal value – 5 Weeks))
(Staff, Meals, Supplies, Facilities, Security Guard) \$20650.00 per year
Total Budgeted =\$30,000; Student Transportation \$6,500.00)

Justification: This service is available to all of Belair entering 6th grade students. Research shows summer learning losses are most significant among high needs students. This program will introduce sixth grade foundations in math, read, and language.

New Teacher Orientation Conducted in August as a follow-up to the District's Orientation Activity. Teachers will be provided information specific to Belair Middle School.

Year 1- New Teachers - 2 day training @100 per day (Facilitator, meals, materials) Total: \$5,000
Year 2- New Teachers - 2 day training @100 per day (Facilitator, meals, materials) Total: \$5,000
Year 3- New Teachers - 2 day training @100 per day (Facilitator, meals, materials) Total: \$5,000

The Middle School Concept (Teaming)

Year 1-

\$40,000 salary + \$11,200 benefits = \$51,200 (ELA Teacher)-
\$40,000 salary + \$11,200 benefits = \$51,200 (Math)
\$40,000 salary + \$11,200 benefits = \$51,200 (Science)
\$40,000 salary + \$11,200 benefits = \$51,200 (Social Studies)

Year 2-

\$40,000 salary + \$11,200 benefits = \$51,200 (ELA)

\$40,000 salary + \$11,200 benefits = \$51,200 (Math)
\$40,000 salary + \$11,200 benefits = \$51,200 (Science)
\$40,000 salary + \$11,200 benefits = \$51,200 (Social Studies)

Year3-

\$40,000 salary + \$11,200 benefits = \$51,200 (ELA)
\$40,000 salary + \$11,200 benefits = \$51,200 (Math)
\$40,000 salary + \$11,200 benefits = \$51,200 (Science)
\$40,000 salary + \$11,200 benefits = \$51,200 (Social Studies)

Vertical Alignment 5th -8th Grade Content Specific Teachers

Year 1- \$20,000 for 22 teachers- 3 days @ \$100 per day

Year 2- \$20,000 for 22 teachers- 3 days @ \$100 per day

Year 3- 0

Meals, supplies, facility, presenter \$11,552.00

Technology - iPads for Teacher and Classroom Use

Year 1- 45 iPads for all instructional staff = \$21,000

Year 2- Maintenance and Repairs \$5,000

Year 3- Maintenance and Repairs \$5,000

Summer Faculty Institutes

Year 1- Summer Institute--\$24,200- Meals, Stipend, Materials, Facilitators/Presenter

Year 2- Summer Institute--\$24,200- Meals, Stipend, Materials, Facilitators/Presenter

Year 3- Summer Institute--\$24,200- Meals, Stipend, Materials, Facilitators/Presenter

(Stipends = 37 teachers X \$30.00 per hr. X 6 hrs. X 2 days = \$13,320.00;

Material & Supplies = professional text/wall charts - \$700.00; Facility \$8,000; Presenter \$2,000.00)

RTI Intervention Specialist

Year 1-2-3 (Reading) salary + benefits =\$51,200.00

Classroom Libraries

Year 1- Book sets and individual titles for core classes = \$10, 000

Year 2- Book sets and individual titles for core classes = \$10, 000

Year 3- Book sets and individual titles for core classes = \$10, 000

Finance Manager 33.3 FTE

Year 1- \$10,000 salary x \$2,800.00 benefits = \$12,800

Year 2- \$10,333 salary x \$2,892.24 benefits = \$13,226.24

Year 3- \$10,666 salary x \$2,986.48 benefits = \$13,652.48

School Culture-Motivational Speaker

Year 1- Such as Willie Jolly- Beginning of School Year, fee and travel (one session- August, 2014) \$10,000

Year 2- Such as Larry Bell- Beginning of School Year, fee and travel (one session- August, 2015) \$10,000

Year 3- Such as Jeff Yalden Beginning of School Year, fee and travel (one session- August, 2016) \$10,000

Model School and Middle School Conference

Year 1-

(Middle School Conference) \$20,000 for 10 staff members registration, lodging, meals and supplies \$500.00 per person
mileage for participants to attend .45 per mile x 357 miles x 10 cars participants = 1,249.50

(Model School Conference) \$20,000 for 20 staff members lodging, registration, meals and supplies \$600 per person
ticket for participants to attend

Year3-

(Middle School Conference) \$20,000 for 10 staff members registration, lodging, meals and supplies \$500.00 per person
mileage for participants to attend .45 per mile x miles x 10 cars participants = 1,249.50

Content Specific Technology-based Instructional Learning Labs

Year 1- 1 mobile labs (30 computers + Cart = \$30.000.

On-site Technology Integration Coordinator

Year 1- Salary/ benefits = \$19,200

Year 2- Salary/ benefits = \$19,600

Year 3- Salary/ benefits = \$20,053

Spark Program for P.E.

Year 1- -0-

Year 2- Spark Research-Based Physical Education Program- \$300

Year 3- Spark Research-Based Physical Education Program- \$300

School Community Beautification Project

Year 1- Update school inside/outside facilities \$30,000

Year 3- Update school inside/outside facilities \$25,000

This initiative will serve as a Parent Involvement/Service Learning Project for students. Activities will be conducted off contract time.

Afterschool Enrichment Classes

Year 1- 2 enrichment courses x \$20,000 (Robotics, Web Design and Mixed Technology)

Year 2- Replenish Material \$10,000

Year 3- Replenish Material \$10,000

Student-Achievement Teacher-Based Incentives

Proposed Incentives Year 1:

- All certified staff who meets and/or exceeds the AMO for 2015 will be eligible to receive an incentive in the amount of \$300.00 (Math); \$100.00 (Literacy) and \$100.00 (attendance).
- All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of \$100.00 (Math); \$100.00 (Literacy) and \$50.00 (attendance).

Proposed Incentives Years 2 & 3:

- All certified staff who meets and/or exceeds the AMO for 2015 will be eligible to receive an incentive in the amount of \$500.00 (Math); \$200.00 (Literacy) and \$100.00 (attendance).
- All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of \$15000 (Math); \$125.00 (Literacy) and \$100.00 (attendance).
-

Teacher/Student Mentor/Mentee Program

Year 1- (Academic Celebration, Field Trips and meals) 300 X 50= \$15,000.00

Year 2- (Academic Celebration, Field Trips and meals) 300 X 50= \$15,000.00

Year 3- (Academic Celebration, Field Trips and meals) 300 X 50= \$15,000.00

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

k

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>