



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: Little Rock School District – Henderson Middle School	
Mailing Address (Street, P.O. Box, City/Zip) 810 West Markham Street, Little Rock, Arkansas 72201	Starting Date 2014
Name, title and phone number of authorized contact person: Linda Young, Director of Grants and Program Development 501-447-3372	Ending Date 2017
Amount of funds requested: \$ 5,964,591.13	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on January 23, 2014 (Date).

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

Date: _____
Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

State and LEA Allocations

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

Consultation with the Committee of Practitioners

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

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

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

The LEA should submit its 2014 application to the following address:

rick.green@arkansas.gov

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

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

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

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

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

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Henderson Middle School

LEA #: 60-01-013

Context

1. Grade levels (e.g., 9-12): 6-8
2. Total Enrollment: 727
3. % Free/Reduced Lunch: 89.27%
4. % Special Education Students: 14.2%
5. % English Language Learners: 9.4%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.Spanish
 - 2.Taglog
 - 3.Arabic

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

Located at 401 Barrow Road, Henderson Middle School attendance zone encompasses a broad area containing a mix of low and high income neighborhoods. Attendance records indicate that the large majority of students reside in two primary areas, neighborhoods surrounding Barrow Road and the south end of the Oak Forest neighborhood. Census data for those neighborhoods shows the following characteristics:

- Approximately 21.9% of families lived with incomes below the poverty level in the last 12 months
- 24.3% of residents obtained Food Stamps or SNAP benefits in the last 12 months
- 31.2% of family households are headed by a single parent
- Only 25% of residents age 25 and older have obtained a bachelors degree of higher level of education

This area is marked by a physically deteriorating infrastructure, declining property values, and vacant commercial buildings. There are few parks or other areas for organized recreation. Many of the neighborhoods lack sidewalks. The Central Arkansas Library McMath Branch is located close to the school and provides Saturday program, after school services, and access to literacy and technology resources. Student access to this resource is limited due to lack of transportation and parent work schedules. Students deal with lack of transportation along side of a host of challenges associated with circumstances of poverty including social isolation, lack of access to cultural enrichment, and high levels of risk for poor academic achievement, behavioral and socio-emotional issues, and physical health challenges. (APA, 2011)

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
Bale Elementary School	PK-5			
Romine Elementary School	PK-5			
Terry Elementary School	PK-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
Dr. Dexter Suggs, Superintendent of Schools	<p>Ed.D./Ed.S. in Education focusing on Organizational Leadership; M.Ed. Education Administration Supervision; M.Ed. Curriculum and Instruction; and B.S. Fine Arts.</p> <p>Little Rock School District: Superintendent 0.5 yrs</p> <p>Indianapolis Public Schools: Assistant Principal 3 yrs; Principal 8.5 yrs; Director of Operations and Communication 1 yr; Chief Information Officer/Assistant Superintendent 2.5 yrs; and Chief of Staff 1 yr.</p> <p>MSD Wayne Township Indianapolis: English Teacher 7 yrs</p>	0.5 years	0.5 years	0.5 years

<p>Marvin Burton, Deputy Superintendent of Schools</p>	<p>Ed.S. Educational Leadership; M.S. Biology Education; B.S. Zoology; and Phase I Master Principal Leadership</p> <p>Little Rock School District: Deputy Superintendent 0.5 yrs; Interim Superintendent of Schools 0.25 yrs; Associate Superintendent of Secondary Schools/Master Principal 2.5 yrs; Principal 10 yrs; Curriculum Coordinator of J.A. Fair High School 2 yrs; Assistant Principal 2 yrs; Program Coordinator/Science Teacher for Summer Enrichment Program 4 yrs; and Science Teacher 1 yr</p> <p>School Turnaround Competencies: As Associate Superintendent of Secondary Schools/Master Principal; Interim Superintendent of Schools; and Deputy Superintendent Mr. Burton has provided leadership and oversight in the implementation and support of previous 1003(g) grants.</p> <p>Collegiate Experience: Adjunct Science Instructor 1 yr; Junior Teams Instructor 1; Junior Teams Instructor 1 month; Research Laboratory Assistant 7 yrs; Graduate/Research Assistant 1 yr; and Laboratory Technician 1 yr</p>	<p>0.5 years</p>	<p>8 years</p>	<p>24.5 years</p>
<p>Dr. Dan Whitehorn, Associate Superintendent of Middle Schools</p>	<p>Ed.D. Education; M.Ed. Educational Leadership; Bachelors of Arts</p> <p>Little Rock School District: Associate Superintendent of Middle Schools 2.5 yrs; Principal 9 yrs; Assistant Principal 14 yrs; and</p>	<p>3 years</p>	<p>3 years</p>	<p>28.5 years</p>

	<p>Teacher 3 yrs</p> <p>School Turnaround Competencies: As Associate Superintendent of Middle Schools, Dr. Whitehorn has provided leadership and oversight in the implementation and support of a previous 1003(g) middle school grant.</p> <p>Collegiate Experience: Graduate Assistant in Educational Leadership Department</p>			
Principal Job Description attached	A Turnaround Principal position will be advertised and hired	0 years	0 years	TBD
Assistant Principal Job Description attached	A Turnaround Assistant Principal position will be advertised and hired	0 years	0 years	TBD

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

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

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

SAMPLE POSITION DESCRIPTION

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

SALARY AND TERMS:

Pay 11S – Grade 69 \$51,240 - \$90,360 Eleven (11) month, 220 day contract, plus benefit package. NOTE:
Precise placement within the salary range will be determined based upon experience and education. **FLSA: Exempt**

SUMMARY:

The principal of Henderson Middle School will serve as a dynamic, proven school turnaround leader of a 6th through 8th grade school. The principal will be responsible for building a team of highly capable middle school teachers who provide instructional leadership for the implementation of the Turnaround model for rapid school improvement and student achievement. The principal will be responsible for implementation of Turnaround strategies and interventions within the extended school day for both students and teachers.

QUALIFICATIONS:

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

ESSENTIAL DUTIES AND RESPONSIBILITIES:

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

A. Student Achievement Leadership:

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

B. Organizational Leadership:

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

C. Instructional Leadership:

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

D. Management:

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

E. Community Partners:

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

F. Ethical Leadership:

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

G. Environmental Context Leadership:

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

**Sample Questions and Scoring Rubric for Henderson Middle School
Turnaround Principal**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

			9. Describes and expects continuous use of data by all staff.
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8. As the instructional leader, what are the expectations you have for your staff?

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

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

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

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

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

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

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

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

Designation is required to complete a full evaluation process to include a pre-conference, mid-year conference, and a summative evaluation.

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

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

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

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

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

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

The teaching staff at Henderson Middle School consists of 77 certified instructors. In terms of degrees, 61% of the teachers hold Bachelor degrees and 36% have Masters degrees. Henderson has two certified instructors who have received National Board Certification.

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

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

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

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

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

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

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

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

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

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

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

Over the past five years Henderson has worked toward school reform and improvement through engaging in school curricular and scheduling changes, provision of student supports, professional development, and assistance from external providers, community partners, and LRSD central offices. Improvement efforts were facilitated under the direction of external providers including America's Choice for two years and Pearson for two years. Throughout this time, Henderson utilized the Navigator curricula, word walls, the Principal's Book of the Month literacy strategy, and encouraged use of the Workshop Model for classroom instruction. Henderson has maintained consistent principal leadership (since 2009) and employed a math and a literacy coach for the duration of the past five years. During this time LRSD curriculum departments also provided targeted support for Henderson teachers.

The school has hosted an Advancement Via Individual Determination (AVID) program since 2004. The AVID program is designed to increase the number of students who enroll and succeed in higher education. AVID classes are targeted to students least served by universities and those in the academic middle. A large part of the AVID program focuses on teacher training and embedding best teaching practices and student support, encouraging student self-advocacy, and encouraging student engagement. The program has a track-record of success both nationally and at Henderson.

Throughout the past five years, Henderson has implemented tutoring intervention in math and literacy in after school and summer settings through a 21st CCLC partnership grant with Let Our Violence End (L.O.V.E.). L.O.V.E. is a nonprofit with the primary purpose to provide comprehensive, compassionate and quality services to youth with behavioral, emotional, or addictive challenges, with the ultimate goal of reducing violence in schools and communities. Programs encourage lasting change in the lives of young people by helping them realize their potential for growth in the context of caring relationships, nontraditional learning experiences, and community service. Staff and volunteers work with more than 6,000 youth in Arkansas through pro-social peer support groups that emphasize community service. L.O.V.E. also provides behavior modification and academic support programs through In-School Suspension and Alternative School re-entry programs. Henderson 21st CCLC programs offer tutoring, homework assistance, enrichment, positive youth development, and violence prevention. Title I funding has been utilized to expand the 21st CCLC program.

This year Henderson implemented scheduling changes to allow for a daily intervention period. The school moved from a block schedule (four 90 min periods a day) to an 8 period schedule (eight 45 min periods a day). Students who scored below proficiency on Benchmark exams in math and literacy participate in the intervention period where they are instructed on targeted math and literacy topics and content. Additionally Henderson has participated in district-wide middle school reforms. These reforms include requirement and maintenance of visibility/monitoring plans, collaboration plans, and teacher and student recruitment plans. Visibility/monitoring plans detail the location and duty for all staff members before school, between classes, during lunch and after school to ensure staff visibility and student safety. Collaboration plans ensure that staff is given adequate time to collaborate and leadership monitors collaboration efforts. Teacher and student recruitment plans ensure that school

leadership actively engages in recruiting talented staff and a diverse student population. Other district-wide middle school reforms include encouragement of numeracy and literacy across the curriculum, committing central office support to consistent use of student data and expanding gifted and talented programs including teacher trainings and student recruitment.

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	47.2	57.1	43.5	46.4	41.3
Mathematics	36.8	49.1	43.3	42.2	43.5
Science	12.5	11.4	9	8.3	10.4
Social Studies	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA

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

Test Year: 2011-2013

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	45.2	63.9	52	43.8	52.2	39.7	54.1	65.6	62.3	61.5	56	63.6	6.4	4	6.4
Mathematics	51.6	58.3	46	33	37.5	33.2	54.1	62.9	54.1	53.8	53.8	64.3	1.2	5.3	7.7
Science	27.3	2.8	21.1	12.1	2.6	6.6	11.8	12.9	17.4	NA	0	NA	0	4.8	0
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	NA	NA	NA	38.5	44.6	53.2	NA	NA	NA	NA
Mathematics	NA	NA	NA	39.9	37.1	28.4	NA	NA	NA	NA
Science	NA	NA	NA	NA	12.5	N A	NA	NA	NA	NA
Social Studies	NA	NA	NA							
Writing	NA	NA	NA							
Other	NA	NA	NA							

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	NA	NA	NA	44.1	58.1	58.9	NA	NA	NA	NA
Mathematics	NA	NA	NA	43.9	41.4	38.5	NA	NA	NA	NA
Science	NA	NA	NA	NA	11.4	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA							
Writing	NA	NA	NA							
Other	NA	NA	NA							

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	NA	NA	NA	42.9	39.6	46.9	NA	NA	NA	NA
Mathematics	NA	NA	NA	43.9	43.7	22.8	NA	NA	NA	NA
Science	NA	NA	NA	NA	9	N A	NA	NA	NA	NA
Social Studies	NA	NA	NA							
Writing	NA	NA	NA							
Other	NA	NA	NA							

4. Average daily attendance percentage for the 2013-2014 school year: 95.2%
5. Mobility rate for the 2013-2014 school year: 6.78%
6. Graduation rate for all students for the 2012-2013 school year: Not Applicable

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

	All Students
2013	NA
2012	NA
2011	NA

Key Questions

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

A trend analysis of the percentage of students in each subgroup who tested proficient or better on the Arkansas Benchmark Exams for grades 6th through 8th elementary students has been completed by the Central Office Turnaround Design Team. This has led to the identification of specific subgroups of students who are experiencing the lowest achievement.

Literacy Analysis:

- African American – Trend data for the African American subgroup indicates that 39.7% of students were proficient or better in 2011; 52.2% were proficient in 2012; and 43.8% of students scored proficient or better in 2013. A 31.49% gain with respect to the baseline percentage was made from the 2011 to the 2012 school years followed by a 16.09% decrease in the 2013 school year with respect to the 2012 percentage. The overall three year trend reflects a 10.33% increase with respect to the baseline performance percentage.
- Hispanic – Trend data for the Hispanic subgroup indicates that 62.3% of students were proficient or better in 2011; 65.6% in 2012; and 54.1% scored proficient or better in 2013. Student experienced a 5.30% gain from 2011 to the 2012 school year with respect to the baseline percentage. This gain was followed by a 17.53% loss in the 2013 school year with respect to 2012 percentage performance rate. The overall three year trend reveals a decline of 13.16% with respect to the 2011 baseline performance percentage over the three year period.
- Caucasian - Trend data for the Caucasian subgroup indicates that 52% of students were proficient or better in 2011; 63.9% were proficient in 2012; and 45.2% of students scored proficient or better in 2013. A 22.88% gain with respect to the baseline percentage was made from the 2011 to the 2012 school years followed by a 29.26% decrease in the 2013 school year with respect to the 2012 percentage. The overall three year trend reflects a 13.08% decrease with respect to the baseline performance percentage.
- Students with Disabilities – Trend data for the Students with Disabilities subgroup indicates that 6.4% of students were proficient or better in the 2011; 4% in 2012; and 6.4% in 2013. A 37.5% percentage drop was made with respect to the 2011 baseline performance percentage. However, a 37.5% increase in performance percentage with respect to the 2012 rate was experienced in 2013. The overall three year trend documents a 0% change in the percentage of students performing at proficiency or better.
- Other Ethnic Groups - Trend data for the Other Ethnic Groups subgroup indicates that 63.6% of students were proficient or better in 2011; 56% in 2012; and 61.5% scored proficient or better in 2013. Student experienced an 11.95% decline from 2011 to the 2012 school year with respect to the baseline percentage. This gain was followed by a 9.82% increase in the 2013 school year with respect to 2012 percentage performance rate. The overall three year trend reveals a decline of 3.30% with respect to the 2011 baseline performance percentage over the three year period.

Analysis of trend data for the three year period in literacy confirms the African American (10.33%) subgroup increased slightly over the time period. However, the three year trend also reveals that the Hispanic (-13.16%), Caucasian (-13.08%), and Other Ethnic Groups (-3.30%) subgroups declined in proficiency performance. Students with Disabilities (0%) subgroup showed no trend percentage growth. The Hispanic subgroup experienced the most loss of achievement of all subgroups of the three year trend. However, statistically speaking, the Caucasian subgroup experienced relatively just as much loss of achievement.

Additional analysis of the subgroup data indicate a need to strengthen comprehension of literacy content and practical reading passages, applying thinking skills and interpreting texts, analyzing,

comparing and contrasting, making inferences and evaluating. All subgroups scored lowest in content open response and practical reading. Further analysis indicates the need to focus on the development of academy vocabulary across subgroups.

Math Analysis:

- African American- Trend data for the African American subgroup in mathematics indicates that 33.2% of students were proficient or better in 2011; 37.5% were proficient in 2012; and 33% of students scored proficient or better in 2013. A 12.95% gain with respect to the baseline percentage was made from the 2011 to the 2012 school years followed by a 12% decrease in the 2013 school year with respect to the 2012 percentage rate. The overall three year trend reflects a slight 0.60% decrease with respect to the baseline performance percentage.
- Caucasian – Trend data for the Caucasian subgroup indicates that 46% of students were proficient or better in the 2011; 58.3% in 2012; and 51.6% in 2013. There was a 27.74% gain in proficient performance experience by this subgroup of student from 2011 to 2012. However, in 2013 there was 11.49% decrease in performance percentage with respect to the 2012 rate. The overall three year trend reveals a 12.17% improvement in the percentage of students performing at proficiency or better with respect to the 2011 baseline percentage.
- Hispanic – Trend data for the Hispanic subgroup indicates that 54.1% of students were proficient or better in 2011; 62.9% in 2012; and 54.1% scored proficient or better in 2013. Student experienced a 16.27% gain from 2011 to the 2012 school year with respect to the baseline percentage. This gain was followed by a 13.99% loss in the 2013 school year with respect to 2012 percentage performance rate. Despite a significant increase from the 2011 to the 2012 performance percentages, the overall three year trend reveals a 0% change with respect to the 2011 baseline performance percentage over the three year period.
- Students with Disabilities – Trend data for the Students with Disabilities subgroup indicates that 7.7% of students were proficient or better in the 2011; 5.3% in 2012; and 1.2% in 2013. There was 31.17% drop in proficient performance percentages experience by this subgroup of student from 2011 to 2012. However, in 2013 there was 77.36% increase in performance percentage with respect to the 2012 proficiency percentage. The overall three year trend reveals a dramatic 84.42% drop in the percentage of students performing at proficiency or better with respect to the 2011 baseline percentage.
- Other Ethnic Groups – Trend data for the Other Ethnic Groups subgroup indicates that 64.3% of students were proficient or better in 2011; 53.8% in 2012; and 53.8% scored proficient or better in 2013. Student experienced an 16.33% decline from 2011 to the 2012 school year with respect to the baseline percentage. This decline was followed by a 0% change in the 2013 school year with respect to 2012 percentage performance rate. The overall three year trend reveals a decline of 16.33% with respect to the 2011 baseline performance percentage over the three year period.

Analyzing the trend data for the three year period in mathematics confirms the Caucasian (12.17%) subgroup increased achievement over the time period. However, the three year trend

also reveals that the African American (-0.60%), the Students with Disabilities (84.42%) and the Other Ethnic Groups (-16.33%) subgroups all declined in proficiency performance percentages with respect to the 2011 baseline year. The Students with Disabilities subgroup experienced the most dramatic loss of achievement of all subgroups of the three year trend.

Overall, measurement continues to be the lowest scoring strand for students at Henderson. Specifically for 2013, it was the lowest strand for 6th and 7th grade; 2nd lowest for 8th grade (geometry was the lowest). However, when we look at the strand analysis for the past two years, measurement is consistently was the lowest strand for mathematics at Henderson.

Math open response items continue to be a very low scoring area at Henderson. Open response items are consistently a low scoring area across all five math strands for grades 6-8 at Henderson. Henderson students in grades 6-8 had an average score of 2.0 out of 8 points over all open response items during the past two years.

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

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

Upon reviewing the literacy achievement on the Arkansas ACTAAP Benchmark exams for 6-8 grades at Henderson Middle School, the 2011 data reveals that only 43.5% of students tested achieved proficiency or better. In 2012, they had a dramatic increase of 31.26% with 57.1% of the students achieving proficiency. The 2013 proficiency rate decreased by 17.34% to 47.2% of students who achieved proficiency on the 6th through 8th grade Benchmark exams in literacy. This reveals an 8.51% decrease over the three year period with respect to the 2011 baseline proficiency performance.

Math performance on the Arkansas ACTAAP Benchmark exam for middle school grades in 2011 indicate 43.3% of students were proficient or better as compared to 49.1% in 2012 and 36.8% in 2013. Despite a gain of 13.39% in 2012, there was an overall three year trend loss of 15.05% proficiency performance percentage over the three year period with respect to the 2011 baseline proficiency percent.

The data confirms the proficiency or better performance of students at Henderson Middle School in both math and literacy is declining. Math proficiency is trending down at a fast rate than literacy performance percentage trends; however, both are disappointing.

A closer investigation of the Henderson data identifies 7th grade literacy students and 8th grade math students to be the groups who experienced the least achievement among tested grade levels for the respective content areas.

Student proficiency rates on open response items are consistently low area across all five math strands for grades 6-8 at Henderson. Henderson students (grades 6-8) had an average score of 2.0 out of 8 points over all open response items during the past two years.

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

The characteristics of the student demographics that should be taken into account in the selecting a model and external partner include a careful examination of the various subgroups that are served by the school. An extremely high percentage, 89.27%, of Henderson's student qualifies for free and reduced lunch. Research indicates that identifying and mediating resistance from students and families is a key component to successful turnaround efforts. (Brinson & Steiner, 2012) Understanding non-traditional approaches to student and family motivation as a means to respond to perceived and real barriers is an essential skill of a successful program partner. (Usher & Kober, 2012)

The "perfect-match" provider for Henderson has extensive experience in working with a high-poverty student and family population. They will assist teachers and staff with innovative strategies that acknowledge and address the daily disruptions caused by student misbehavior, neighborhood crises, very little parental involvement, and learning deficits. They will assist teachers and staff in believing that their students can learn at high standards and help motivate teachers to teach in dramatically different ways rather than the "old fashion – typical" teaching behaviors that have failed students in the past. The provider must also have experience in working with ESL and special education students.

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

Characteristics of the enrollment area of Henderson that should be taken into account in selecting a model and external partner and/or providers are those of an urban area. The enrollment area of Henderson encompasses the city's high crime area. The school is physically separated from the neighborhoods surrounding the campus by I-630, a major hospital, and community business. There is no residential feel to the school campus at all.

The main characteristics to consider are the cultural issues that stem from the current demographic circumstances. The majority of the student population is African American, and most of the students come from low income backgrounds (89.27% are qualify for free and reduced lunches). The area is also characterized by visible inequity, with low income housing located in close proximity to higher income neighborhoods.

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

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

The Arkansas Department of Education conducted a school audit at Henderson Middle School from October 14-19, 2012. Findings, recommendations, implementation progress, the timeline, and the evaluation processes for each standard area are outlined below.

Henderson Middle School Scholastic Audit Summary		
Academic Performance (Standards 1, 2, and 3)		
Findings	Recommendations	Progress and Timeline
<ul style="list-style-type: none"> • Curriculum not consistently utilized • Effective classroom planning not apparent • Effective instructional and assessment practices not in use • Clear classroom expectations not apparent • Curriculum and assessment not addressed in common planning time • Instruction not relevant and authentic • Vertical integration does not occur • Common Core is not fully implemented in Math and Literacy • Consistent and effective 	<ul style="list-style-type: none"> • Increased direction from central office staff • Targeted professional development (rubrics, differentiation, student-centered learning, technology, collaboration, assessment, and application of data) • Implement formalized review, monitoring, and evaluation process • Improve record-keeping for meetings and PD for accountability • Implement school-wide focus on utilization of one best practice for instruction at a time adding practices as school-wide use occurs 	<p>Oct 2012 – Jan 2014</p> <ul style="list-style-type: none"> • Documented central office support occurred in 2012-13 school year • 2013-14 initiated significant and intense central office support as three curriculum personnel and the Associate Superintendent of Middle Schools began providing ongoing direct support • Increased number and focus of classroom walkthroughs • Implemented use of carbon-copy instructor feedback notes and consistent documentation of Teachscape for all walkthroughs

<p>use of assessment is lacking</p> <ul style="list-style-type: none"> • Meaning feedback for teachers and students is lacking • Use of technology for instruction is lacking 	<ul style="list-style-type: none"> • Share resources to promote instruction and curriculum improvement • Monitor use of technology 	<ul style="list-style-type: none"> • Use of excel spreadsheet to chart needs to ensure needs-driven PD • Developing a rotating classroom walkthrough schedule to ensure 2x weekly observations in all classrooms • PD provided on strategies for collaboration, analysis of student work, use of data to drive instruction, SMART objectives, and the workshop model among other research-based strategies
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Learning Environment (Standards 4, 5, and 6)

Findings	Recommendations	Progress and Timeline
<ul style="list-style-type: none"> • Teachers, other staff, and stakeholder not involved in decision-making/aware of processes • Class assignments and scheduling not matched to student needs and strengths and teacher areas of expertise • Family communication not consistent for all teachers • A culture of respect and achievement not established • A safe, orderly, equitable learning environment not established • Behavioral policies and consequences not consistently communicated or enforced 	<ul style="list-style-type: none"> • Establish a culture of high expectations • Implement, communicate, and enforce consist discipline policies • Hold teachers accountable for improving instruction and maximizing use of instructional time • Implement ongoing monitoring and documentation of school culture improvements • Increase classroom monitoring and feedback • Develop more authentic individual professional improvement plans • Increase authentic school conversations for leaders, teachers, students, families, and stakeholders • Prioritize orderly hallway movement, consequences for 	<p>Oct 2012 – Jan 2014</p> <ul style="list-style-type: none"> • Provided embedded PD to promote collaborative planning • Increased occurrence of job-embedded PD • Increased ease of classroom walkthrough feedback through use of carbon-copy documents • External provider reports show increased teacher involvement in planning for after school interventions • External provider reports show increased teacher input into after school lesson plans and literacy instruction • Technology trainings are documented; technical issues remain • Hallway environment and

<ul style="list-style-type: none"> • Staff not held accountable for lack of rigor or ineffective instruction • Students and teachers not engaged in success • No comprehensive, coordinated intervention program 	<p>tardies, and ensuring safety of students</p> <ul style="list-style-type: none"> • Formalized structures for involvement • Aligned PD to support improved learning environment • Supplemental and intervention services linked to instruction • Intentional plan for building instructional capacity 	<p>student safety have improved according to central office staff on site observations</p> <ul style="list-style-type: none"> • Use of excel spreadsheets to chart needs to endure needs-driven PD
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Efficiency (Standards 7, 8, and 9)

Findings	Recommendations	Progress and Timeline
<ul style="list-style-type: none"> • Shared mission and vision exists; application to decision making limited • Leadership focus on AMO • Need additional leadership focus on data, instruction, and collaboration • Professional Growth Plans need clarity • Training for instructional technology needed • Implementation of district policies is incomplete • Observational data is 	<ul style="list-style-type: none"> • Increase supervision of students and teachers • School-wide efforts to curb absenteeism and support long term subs • Teacher planning to align with scheduled blocks and periods • Principal and assistant principal should adopt measures to illustrate continuous self-improvement • District support to assist in understanding mechanisms to promote continuous school improvement • Increase effectiveness of common planning time 	<p>Oct 2012 – Jan 2014</p> <ul style="list-style-type: none"> • External provider involvement and increased number of classroom observations have increased supervision • External provider provides support to long-term subs; teacher absenteeism remains an issue • Rigorous evaluation of external provider by district and ADE provides ongoing accountability • Progress towards ACSIP goals is tracked through use of Indistar online tool

<p>disconnected from teacher performance</p> <ul style="list-style-type: none"> • Goals and interventions should target needs of all subgroups • Instructional time not always used efficiently • Classroom management is lacking • Use of resources not consistent with continuous school improvement • Teacher absenteeism is prevalent 	<ul style="list-style-type: none"> • Develop rigorous evaluation re: programs and expenditures • Develop specific criteria for evaluating progress toward ACSIP goals 	<ul style="list-style-type: none"> • Initiation of use of Data Director data management system promotes timely access to data • Efforts to increase effectiveness of common planning time and ensure relevancy of discussion are documented
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Evaluation of progress towards Scholastic Audit Recommendations is multi-faceted. The external provider relays significant information regarding meeting discussions and professional development in periodic reports. School records assist in documenting improvements in student behavior. Implementation of systems for more efficient data management and ACSIP progress monitoring has occurred as part of district-wide improvements. Principal and external provider feedback assists in maintaining awareness of classroom walkthrough (CWT) documentation improvements. The improved documentation for CWTs provides evidence of increasing frequency and focus of the classroom observations. Assignment of central office staff hours to provide ongoing support for curriculum and instruction has facilitated improved communication regarding the school environment.

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

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

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

Henderson Middle School Turnaround Teams*		
Team	Function and Frequency	Members
Turnaround Team	Meet with building Principals monthly to discuss implementation progress and next steps, ensure barriers are addressed, ensure sufficient balance of autonomy and guidance from central office	<ul style="list-style-type: none"> • Dr. Dexter Suggs, Superintendent • Marvin Burton, Deputy Superintendent • Dr. Sadie Mitchell, Associate Superintendent for Elementary Schools • Dr. Dan Whitehorn, Associate Superintendent for Middle Schools
Turnaround Implementation	Provide on-going implementation support	<ul style="list-style-type: none"> • Linda Young, Director of Grants and Program Development

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

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

The district’s responsibility includes developing and communicating district policies for turning around low-performing schools to all administrators and relevant teaching staff; evaluating current policies and practices to determine whether or not adjustments should be made for Henderson; and to identify resources both state and federal monies to support recommended and proven strategies to sustain progress.

The district will also provide guidance on turnaround practices and interventions advocated by district, state or national entities. The district will provide information on rigorous evidence of effects of district/state/national sanctioned turnaround practices and will provide materials,

resources and training to collect, manage, and use data for instructional improvement. The district will provide materials, resources and training to help review the curriculum and align and prepare for common core standards and follow up to ensure that the aligned curriculum is integrated into teaching.

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

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

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

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

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

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

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

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

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

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

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

The principal will:

- Use data for planning and accountability and plan professional development for individual teachers and staff to address gaps identified in the data.
- Relentlessly pursues significantly improved results in student learning and related goals.
- Create systems to measure and report and constructively review progress on all aspects of the school operations and its results (student learning).
- Serve as the instructional leaders, modeling, monitoring, and supporting classroom instruction.
- Establish the priority areas for instructional focus and specific short- and long-term goals to staff and conveys these to all school staff.
- Ensure the curriculum is implemented consistently across the school.
- Set standards and expectation for achievement.
- Communicate to staff and the community the urgency of, and specific plans for making dramatic changes from business as usual.
- Support instruction in the classroom through scheduling common planning time and collaboration time for teachers
- Recruit, retain, and support high-quality staff.
- Ensure teacher receive training on recommended practices for turning around low-performing schools.
- Engage, motivate, and enlist the contribution of people inside the school and in the community to achieve school goals.
- Build leadership capacity across the faculty and staff through school leadership teams that are actively involved in achieving the learning goals and improving leadership.
- Supervise and monitor instruction.
- Establish and support partnerships with the community agencies, businesses, colleges to obtain resources for teachers and student services.
- Ensure a safe and supportive learning environment for all students and staff that is characterized by a school climate of high expectations for student achievement and includes clear expectations for student behavior.

- Use leadership teams to involve teachers in the direction of the reform and signal the expectation that all staff will be involved.

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).

Henderson School Climate Surveys are administered to all students and serve as a means to assess school culture and direct actions to create and maintain a positive school culture. Henderson student responses indicate that only 18% of students perceive that the other students help if they see someone being bullied or harassed. Only 18% perceive that students tell adults if they witness bullying or harassment. Only 26% of students felt that the students encourage other students to do their best academically. Less than half (43%) of respondents felt that the adults at the school care that students do their best. More than half (55%) of respondents have the perception that students who misbehave take a lot of the teacher's time. Only 47% of respondents replied yes to the statement, "There are clear rules at our school;" 39% replied yes to the statement, "My school tries to make everyone feel included."

Teacher responses to the School Climate Survey indicate that few (22%) of the teachers perceive that the students treat them with kindness. Very few (22%) feel that school resources are distributed in an equitable manner and most teachers (33%) do not feel that they have access to the resources they need for effective teaching. Teacher perceptions towards collaboration and opportunities for professional growth are somewhat negative. Only slightly more than half of the instructors (55%) feel that adequate opportunities for professional growth and enhanced instruction are not available. Additionally, only 55% of teachers perceive that efforts are made to ensure that student learning is consistent across grades.

Data from the Volunteers in Public Schools office indicates that Henderson has only accumulated 31 community volunteer hours in the 2013-14 school year, ranking last among the LRSD middle schools, including the alternative learning academy. This data indicates a lack of volunteers and community involvement as well as a possible lack of formalized record keeping for the volunteer involvement that does occur.

Discipline data shows high numbers of suspensions (136 students or 18.7% of enrollment in one quarter). The majority (131) of suspensions were short term. The most prevalent behavior issues are fighting and disorderly conduct. The attendance rate is 95.66% for students and 96.03% for teachers.

The school mobility rate is 6.78%. Student survey questions included in the Prevention Needs Assessment (discussed below) indicate that 40.9% of students have changed homes within the past 12 months and 23.9% of students have moved more than 5 times since they entered kindergarten. Data indicates and staff input concurs that students are highly mobile within the attendance zone.

The Arkansas Prevention Needs Assessment (APNA) School Survey is designed to assess adolescent substance abuse and related behaviors. The survey collects information for risk or protection, substance use, antisocial behaviors or school safety concerns for the community, the

family, and per group, and the student. The 2012 survey results for Henderson outline substantial at-risk behavior for students, families, and the community.

Considering the age of respondents (11 to 15), large numbers of students had tried alcohol (33.5%), cigarettes (20.5%), and marijuana (13.4%); 9.2% of respondents indicated that they had been drunk or high at school at least once in the past 12 months. Almost half (44.1%) of respondents reported that they knew an adult who had gotten drunk or high in the last 12 months; 22% indicated that someone in their family had experienced a severe drug or alcohol problem; and 18.4% reported riding in the car with someone who had been drinking or getting high within the past 30 days.

Over one third (32.5%) of respondents agreed that “fighting” occurred in their neighborhood. Only 26% reported that they feel safe in their neighborhood. One third (30.6%) indicated that they had peers that were involved in gangs, and 14% admitted that they had been involved in a gang at some point during the last 12 months. In terms of arrests, 17.3% of respondents reported that one or more of their peers had been arrested in the past 12 months, and 24% indicated that they knew an adult that had “done something that could get them in trouble with the police” in the past 12 months. A frightening number (11%) reported that a “close peer” had carried a handgun at some point within the past 12 months and 13% of respondents indicated that it would be “sort of easy” or “very easy” to obtain a handgun if they wanted one.

In terms of the school environment, 33% of respondents had not participated in school clubs, organizations, or activities outside of the school day in the past year. Approximately 20% of respondents indicated that it was “ok” to cheat at school.

Family life of many students is characterized by struggle. Over one third (37.2%) responded “yes” to the statement, “People in my family often insult or yell at each other,” and 30% responded “yes” to the statement, “People in my family have serious arguments.” A large number (43.9%) indicated that one or more siblings had been expelled from school at some point and 22% indicated that their parents would not know if they did not come home on time. More than half (55.7%) of respondents reported that they felt sad or depressed most days of last year. Clearly there is a strong need for provision of a safe school environment and crisis intervention, ongoing access to one-on-one counseling, and other behavioral and emotional supports.

2013-2014 Mental Health Data

School: Henderson Middle School

Provider	Number of Students receiving services	Primary issues	Number of Family sessions delivered	Number of Professional Development sessions
Centers	10	NA*	NA*	NA*
The Pointe	10	Truancy, suspensions, fights at school, disrespectful attitudes toward teachers, poor academic performance	14	0, indicated that staff has declined PD due to time restraints, and feeling overwhelmed
Life Strategies	6	Defiance, depression, hyperactivity, and	16	0

		inattention		
Therapeutic Family Services	3	Mood swings, psychotic symptoms, conduct issues, impulse control, ADHD, and defiance	4	0
New Beginnings	10	Poverty, lack of stable home environment, absence of male authority figures in home, parental/caregiver mental health issues, deceased or incarcerated parents	0	0
The Bridgeway	1	NA**	NA**	NA**
Living Hope Southeast	20	ADHD, Depression, Mood Disorders, Anxiety, psychosis, oppositional and defiant, tic disorders	29	1

*Centers clients only receive case management services at school. They receive therapy at the on-site clinic.

**The Bridgeway only serves one client.

Health data from the school nurse indicates high occurrence of health issues. In the 2013-14 school year out of 650 health information forms received by the school nurse all but 100 includes health concerns. The most common consultations with the nurse involve ADHD/ADD or asthma diagnosis. Nurse records also indicate that fights and violence occurring to the extent that requires a response from the school nurse occur twice per month on average.

Mental health providers for Henderson Middle School include Centers for Youth and Families, The Pointe, Life Strategies, Therapeutic Family Services, New Beginnings, and Living Hope Southeast. During the 2012-13 school year 59 students received services. Issues ranged from truancy and relatively minor behavioral issues to student demonstration of psychotic symptoms. One provider reported issues stemming from the home environment including lack of stability at home, absence of authority figure, and deceased or incarcerated parents. Over the course of last school year, 63 family sessions were conducted. Mental health providers do not currently provide professional development for staff nor do they participate in school-wide teams or intervention efforts.

Thus far in the 2013-14 school year, Henderson school has been provided with 5,142.75 hours of professional development. The predominant focus area has been instructional strategies, followed by the “Systemic Change Process” and educational technology. A substantial number of hours (more than 100) were devoted to Standards, Frameworks, and Curriculum, Mentoring/Coaching, Instructional Leadership, Data Disaggregation, K-12 Content, and Assessment.

A summary of classroom walkthrough data for 2012-13 school year illustrates the results of professional development efforts. Observations showed progress in aligning learning objectives to student grade level standards but outlined a need to better articulate objectives to students and ensure that students are aware of objectives. However, in some instances learning objectives are not evident.

The primary instructional methods observed were provision of directions and instructions and lecture. Learning centers, presentation/demonstration, and informal assessment teaching methods were very rarely observed. Authentic and relevant learning rarely occurs in Henderson classrooms. Several walkthroughs showed a complete absence of instructional methods. Instruction occurs in the whole classroom and individual formats with less than 20% of walkthroughs observing paired and small group instructional formats. The research-based learning strategy of generating and testing a hypothesis and nonlinguistic representation were very rarely observed during any of the walkthroughs; the most commonly observed student instructional practice was homework/academic practice. In terms of observed student actions working with hands-on-materials (10% of total observations) and student speaking (16% of total observations) were the least commonly observed.

The dominant classroom tools utilized include printed publications, text books, worksheets, and the overhead/Board/flip chart. There were 14 observances of classrooms utilizing no instructional materials. The student work appears to be at the “knowledge” and “comprehension” stages of learning for 67% of total classroom observations. Application of information is occurring to a lesser extent (21% of total classroom observations). “Analysis,” “synthesis,” and “evaluation” rarely occur (6%, 3%, and 2% of total classroom observations, respectively). Use of differentiation was not evident in 28% of classroom walk through observations.

Henderson has a high number of course failures. In the 2012 – 2013 school year, the total number of failures in all courses total 1,791. The core course failures across all grade levels for the 2012 – 2013 school year included the following: Language Arts, 345; Math, 245; Social Studies, 222; Science, 462. The trend of the high failure rate is continuing as reflected in the 2013 – 2014 first semester data which includes a total of 860 total course failures across all grade levels. Based on the 2013 – 2014 first semester course failures, 243 students failed Language Arts; 136 students failed Math; 171 failed science and 63 failed social studies. In addition to struggling with core content area, students also lack engagement in elective courses. High numbers of “F” grades issued in Communications, Career Orientation, Business Technology, and Arts, A/V, and Communications Technology courses could indicate a lack of relevancy in the course curriculum or instruction for these areas. The low scores issued for high numbers of students indicates a missed opportunity to provide students with an engaging look at how core courses are successfully applied to real world settings.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

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

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

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

The 2012-2013 actual revenues and expenditures reflect:

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

The 2013-2014 budgeted revenues and expenditures reflect:

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

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

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

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

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

1. ADE will review the findings and collaborate with the LEA to determine what support it needs from the ADE.
2. The ADE will offer technical assistance where needed and request written clarification of application and an opportunity for the LEA to amend the application to support the claim.

3. If the LEA chooses not to submit requested clarification or an amended application then the LEA may re-apply for the SIG grant in the next funding cycle.

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

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

Transformation

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

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

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. (http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

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

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

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

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

week for portfolio assessment. Candidates are also provided the use of a laptop during their candidacy period.

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

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

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

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

Turnaround

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

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

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. (http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act"

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

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

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

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

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

Restart

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

Charter Schools

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

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development addresses academic standards, assessment, accountability system, student performance expectations, and professional development. (http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

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

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

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

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

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

Education Management Organizations

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

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

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

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

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

The district has detailed contract policies that cover consultant services and procurement of supplies and materials. However, policies are not developed that would address the

numerous issues of turning a school over to an EMO. To date, the district has not considered this option.

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

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

Closure

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

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

Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. (http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf), Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act”

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

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

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

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

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

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

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

Step 2: Develop Profiles of Available Partners

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

Transformation

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

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

Turnaround

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

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

Restart

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

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

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Currently not considering EMO	NA	NA	NA	NA

Closure

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

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

Step 3: Determine Best-Fit Model and Partners

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

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

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

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

Best Fit Ranking of Intervention Models

a. Best Fit: Turnaround

b. Second Best Fit: Transformation

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

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

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

QUALIFICATIONS:

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

ESSENTIAL DUTIES AND RESPONSIBILITIES:

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

A. Student Achievement Leadership:

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

B. Organizational Leadership:

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

C. Instructional Leadership:

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

D. Management:

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

E. Community Partners:

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

F. Ethical Leadership:

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

G. Environmental Context Leadership:

- Creates a feeling of trust and openness with students, families, and staff promoting the welfare of all members of the learning community
- Knows and applies policies, procedures, laws, and regulation enacted by school/district, state, and federal authorities

- Fosters a creative and innovative learning environment in which all students are inspired to excel
- Participates and maintains an effective and culturally diverse learning environment among the entire school community (faculty, staff, students, etc.).

**Sample Questions and Scoring Rubric for Henderson Middle School
Turnaround Principal**

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

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

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

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

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

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

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

1-2 Poor	3-4 Fair	5-6 Good	7-8 Excellent
Little or no evidence exists to show that the	Some evidence exists that the candidate will	Evidence exists that the candidate will develop and	The candidate shares specific ideas and examples of how to involve parents

candidate supports the involvement of all stakeholders in shared decision making.	develop and include some stakeholders in shared decision making.	include parents and the community in shared decision making.	and the community. The candidate discusses examples and strategies to develop positive relationships with parents and community partners.
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5. Henderson Middle School has been identified by the Arkansas Department of Education as a priority school. As the principal, how will you lead the implementation of the Turnaround model including the best practices and interventions to ensure student achievement?

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

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

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

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

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

			<p>involvement.</p> <p>7. Alignment of ACSIP interventions with identified needs.</p> <p>8. Allocation of financial resources aligned with identified needs.</p> <p>9. Describes and expects continuous use of data by all staff.</p>
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8. As the instructional leader, what are the expectations you have for your staff?

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

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

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

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

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

and include performance on formative, anchor, end-of-course, and state assessments along with appropriate demographic data; and 8) structure the assessment system in which all programs, students, and teachers are evaluated on a regular basis, including considering a new salary schedule for teachers. (The complete LRSD Strategic Plan is available at www.LRSD.org.)

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

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

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

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

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

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

The Turnaround Model

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

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

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

Retention and career enhancement activities include the following:

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

- Local availability of a full range of graduate programs in education.
 - Leadership seminars for those teachers who aspire to positions of leadership in education.
2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

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

QUALIFICATIONS:

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5. Expertise in building instructional capacity, curriculum development, and knowledge of literacy integration throughout the curriculum.
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D. Management:

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

E. Community Partners:

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

F. Ethical Leadership:

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

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- Creates a feeling of trust and openness with students, families, and staff promoting the welfare of all members of the learning community
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		described.	respect for others are described. Candidate describes the importance of supporting teachers as leaders; to empower and support others as leaders.
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3. Give three examples of strategies you have for dealing with conflict resolution.

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

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Little or no evidence exists to show that the candidate supports the involvement of all stakeholders in shared decision making.	Some evidence exists that the candidate will develop and include some stakeholders in shared decision making.	Evidence exists that the candidate will develop and include parents and the community in shared decision making.	The candidate shares specific ideas and examples of how to involve parents and the community. The candidate discusses examples and strategies to develop positive relationships with parents and community partners.

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

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

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

			<p>identified needs.</p> <p>9. Describes and expects continuous use of data by all staff.</p>
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8. As the instructional leader, what are the expectations you have for your staff?

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

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

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

The district will advertise teaching positions on the national level in educational publications and in both electronic and print publications. Teacher job descriptions will be crafted with requirements that meet student needs as well as the Turnaround model and design to include specialty training in differentiated instruction and adolescent development.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Restart Model

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

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

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

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

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

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

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

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

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

According to the LRSB and the Professional Negotiated Agreement.

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

There are negative budgetary implications.

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

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

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

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

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

The charter will outline in detail all expectations.

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

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

School Closure Model

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

When necessary the district supports the efforts.

Step 4: Define Roles and Develop Contracts

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

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

Support Partner New Futures	Provide an on-site Youth Specialist who will implement interventions progress monitoring tools address the social and emotional needs of students.
Support Partner Volunteer Action Plan	Provide volunteers to assist teachers and students in 6 th grade classrooms one period each day. The volunteer base will expand each year.
Support Partner Department of Health and the Department of Education Grant	Support a safe school environment that meets students' social, emotional and health needs.
Support Partner 21 st CCLC Let Our Violence End (L.O.V.E.)	Provides students with after school and summer academic tutoring in math and literacy as well as enrichment activities.
Support Partner: Mental Health Providers: The Pointe Life Strategies Therapeutic Family Services New Beginnings The Bridgeway Living Hope Southeast	Provide students with social and emotional mental health services and interventions. Provide professional development to teachers and administrators in reference to mental health interventions, strategies, and available resources.
Principal To Be Determined – Position to be advertised	Provide leadership for SIG implementation.
School Staff	Full participation in implementation of the Turnaround model, all professional development activities, change in school culture, participation in TESS, and accept accountability for improving student outcomes and meeting AMO. Meet regularly to ensure collection of data, collaboration, and ongoing evaluation.
Parents and Community	Participate in school activities and their child's education.

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

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

Responsibilities of Pearson School Achievement Services:

Will undertake the following responsibilities/actions:

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

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

- a. Consultants will serve schools at least weekly during the school year.
- b. Principals will have input into the selection of consultants serving at their school.
- c. The number of Pearson consultants will be limited to no more than two literacy and two math consultants per school site (not including ELL, SPED, science, or instructional technology specialists).
- d. Pearson consultants will focus on improving instructional strategies and use of data to inform re-teaching.
- e. Pearson consultants will assist teachers with specific instructional strategies that actively engage students in the learning process.
- f. Pearson consultants will assist teachers in infusing technology into the teaching and learning process.
- g. Pearson consultants will promote the continuous use of data to inform and differentiate instruction in order to meet the academic needs of individual students.
- h. Pearson will utilize evidence-based practices to build internal leadership capacity.
- i. Pearson will assist schools in implementing the turnaround principles of school improvement and the Transformation Model as specified by the Arkansas Department of Education and the U.S. Department of Education.
- j. Pearson will assist high school teachers in utilizing the full 90 minute instructional time – teaching bell to bell.
- k. Assist schools in the development of the school’s Priority Improvement Plan (PIP) and Interim Measurable Objectives (IMOs).
- l. Customize professional development services through consultation with building principals and as specified in the school’s Priority Improvement Plan (PIP).
- m. Use outcome-based measurement tools to collaboratively analyze, problem-solve, reflect and coach on the depth and quality of implementation: focus walks, classroom observations, artifacts in school portfolios, and utilization of data.
- n. Support teachers in using key strategies and differentiating instruction for English language learners and students with special needs.
- o. Strengthen the skills of school-based coaches and instructional support personnel.
- p. Assist teachers to analyze student work as a way to build teacher collaboration on instructional practices.
- q. Provide professional development sessions on selected topics during professional learning communities (PLCs) as requested and needed.
- r. Pearson consultants will not promote the purchase of Pearson products or curriculum to teachers or principals.
- s. As the selected External Provider, Pearson will complete all reports as specified by the Arkansas Department of Education.
- t. Pearson will provide weekly reports to the building principals and designated central office personnel.

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

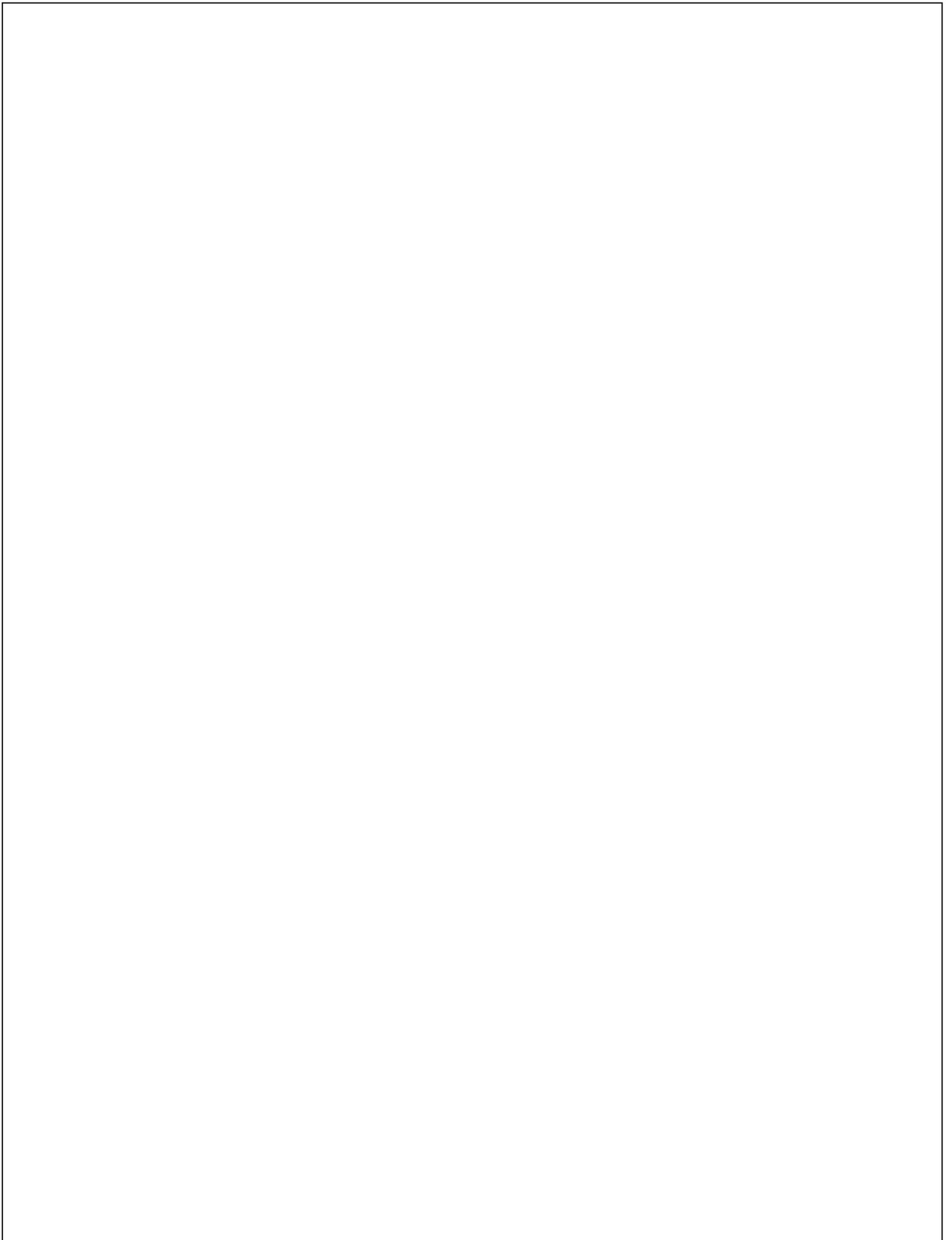
The LRSD SIG Advisory Committee composed of the Superintendent of Schools, the Associate Superintendent of Elementary Schools, the Associate Superintendent of Middle Schools, the Turnaround Implementation Team, the external provider representative and key stakeholders will meet quarterly to review the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

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

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

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

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



Step 5: Forge Working Relationships

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

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

Strong community partners and a diversity of stakeholders support turnaround efforts at Henderson. Partnering agencies include New Futures for Youth, the University of Arkansas at Little Rock (UALR), and the Volunteer Action Team made up of representatives from UALR, the City of Little Rock, and the neighborhood surrounding the school. These stakeholders will be engaged during the implementation of their program components as well as through participation on the Advisory Committee. Partners will contribute by recruiting additional stakeholders as well as lending their perspectives to program conversations and monitoring efforts.

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

Specific sessions will include meeting with teachers to discuss children's progress in school and their children's home-based study and reading habits. The positive youth development experiences will connect students to the community and encourage community awareness of and involvement in the school turnaround process.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

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

Meetings

Location	Date		Location	Date
Superintendent's Office	Jan. 15, 2014		LRSD IRC Conference Room with Henderson SIG design team	Feb. 6, 2014
LRSD IRC Conference Room with New Futures/Promise Neighborhood	Feb. 6, 2014		LRSD IRC Conference Room with LRSD Director of Transportation	Feb. 19, 2014
Henderson Middle School Steering Committee Meeting	Feb. 18, 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.

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

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

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

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

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

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

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

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

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Enhance core literacy instruction through:</p> <ul style="list-style-type: none"> • Ongoing job-embedded professional development • Increased teacher collaboration • Increased student and teacher support • Classroom reforms <p>Implement classroom reforms including:</p> <ul style="list-style-type: none"> • Culturally relevant and responsive pedagogy • Student-centered instruction • Differentiation • Routine, consistent, quality assessment • Literacy across the curriculum <p>Implement Response to Intervention</p> <ul style="list-style-type: none"> • School-wide • Daily Intervention Classes <p>Increase learning time of the literacy block Implement the Integrated Enrichment Studies class to engage students actively in applied, collaborative, and intellectually rigorous work. Integrate technology into the learning environment Implement effective co-teaching</p>	<p>Progress monitoring reports reflect effective identification of students for RTI</p> <p>Classroom reforms routinely utilized in 60% of classrooms</p> <p>80% of teachers report perceptions of student engagement</p> <p>80% of teachers report increases in collaboration</p> <p>100% of TESS informal observations completed</p>	<p>Formative assessment data</p> <p>Benchmark test scores</p> <p>Walkthrough data</p> <p>Teacher surveys (2x/year)</p> <p>Student surveys (annual)</p> <p>Course failure data</p> <p>External provider reports</p> <p>Attendance and tardy records</p>	<p>August 2014 and Ongoing</p>	<p>June 2017</p>	<p>Building Principal</p> <p>Teachers</p> <p>Assistant Principals</p> <p>External Provider</p> <p>Central Office Staff</p> <p>Interventionist</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 All students and the targeted achievement gap group will meet the ESEA Annual Measurable Objective in math no later than 2016 – 2017.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Enhance core math instruction through:</p> <ul style="list-style-type: none"> • Ongoing job-embedded professional development • Increased teacher collaboration • Increased student and teacher support • Classroom reforms <p>Implement classroom reforms including:</p> <ul style="list-style-type: none"> • Culturally relevant and responsive pedagogy • Student-centered instruction • Differentiation • Routine, consistent, quality assessment <p style="padding-left: 20px;">Implement Response to Intervention</p> <ul style="list-style-type: none"> • School-wide • Daily Intervention Classes <p>Implement the Integrated Enrichment Studies class to engage students actively in applied, collaborative, and intellectually rigorous work.</p> <p>Integrate technology into the learning environment</p> <p>Implement effective co-teaching</p>	<p>Progress monitoring reports reflect effective identification of students for RTI</p> <p>Classroom reforms routinely utilized in 60% of classrooms</p> <p>80% of teachers report perceptions of student engagement</p> <p>80% of teachers report increases in collaboration</p> <p>100% of TESS informal observations completed</p>	<p>Formative assessment data</p> <p>Benchmark test scores</p> <p>Walkthrough data</p> <p>Teacher surveys (2x/year)</p> <p>Student surveys (annual)</p> <p>Course failure data</p> <p>External provider reports</p> <p>Attendance and tardy reports</p> <p>Professional development records (sign-in sheets, agendas, feedback surveys)</p>	<p>August 2014 and Ongoing</p>	<p>June 2017</p>	<p>Building Principal</p> <p>Teachers</p> <p>Assistant Principals</p> <p>External Provider</p> <p>Central Office Staff</p> <p>Interventionist</p> <p>UALR Consultants</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 #3 Enhance the professional teaching culture as a means of accelerating the academic achievement of all students.

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

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

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

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

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

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

Henderson Middle School 1003(g) proposed activities address the requirements of the selected Turnaround model approach. Proposed activities include:

- Selection of a new building Principal and immediate review, rehire, and recruitment of new school staff;
- Implementation of incentives tied to meeting the school achieving AMO in math and literacy;
- A school schedule that allows for ample increases in learning time and daily enrichment, intervention and teacher supports;
- Provision of intensive embedded professional development;
- Implementation of a research-based instructional program;
- Support for continuous and consistent use of assessment and application of resulting data;
- Provision of social-emotional student and family services and community-oriented programs; and
- Provision of school leadership autonomy and program implementation and monitoring structures directly linked to central office expertise and Superintendent support.

Intervention Design and Implementation

School Improvement Turnaround interventions and strategies at Henderson Middle School will include a comprehensive focus on developing school leadership, building a school culture of order, trust, and achievement, meeting student needs, building teacher and administrator capacity, promoting student academic success, and cultivating community connections. Throughout the turnaround process school leadership, staff, central office staff, community stakeholders, and external providers will work collaboratively to implement the turnaround program to help students meet Arkansas academic requirements.

Curriculum and instructional programs will be characterized by increased rigor, increased learning time, and infusion of technology to increase learning outcomes. Student supports will be provided to increase academic achievement and integrate Response to Intervention into the school setting. The school culture will be transformed through innovative parent and community programs and inclusion of academic, social and behavior interventions. School leadership and staff will be vested in the process through provision of extensive, embedded professional development and committee and team involvement in the decision making processes, feedback, analysis, and monitoring of programs. Impact and progress towards SIG goals will be measured, analyzed and monitored through ongoing communications between school leaders, the Turnaround Implementation Team, and the Turnaround Team. Program components will work together to facilitate continuous whole school improvement.

Curriculum and Instructional Interventions

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

In Integrating Differentiated Instruction, Carol Ann Tomlinson and Jay McTighe state four core beliefs of effective classrooms. These beliefs include: 1) students should consistently experience curricula rooted in the important ideas of a discipline; 2) students need opportunities to learn the “basics” and opportunities to apply them in meaningful ways; 3) there is a need for balance between student construction of meaning and teacher guidance; and 4) students need to know the learning goals of a unit or lesson and criteria for successfully demonstrating proficiency with the goals. In differentiated classrooms teachers use multiple approaches and support systems in these important roles to ensure understanding of a full range of learners. Teaching for understanding in skill- and process-orientated subjects such as language arts and math cultivates a metacognitive awareness of how and why specific skills are beneficial and when they are best applied. Failure to teach skills in this way often results in mechanistic learning that fails to transfer. Most standards describe the knowledge and skills required of students across the grade levels. Rarely do they prescribe the content and materials through which these knowledge and skills are to be learned. This is where teachers have the opportunity to find the right texts and learning experiences to engage students.

The Henderson SIG plan includes two specific features designed to provide teachers and students dedicated instructional time for integrated differentiated instruction through hands-on learning activities and time to address student academic deficiencies. These are the SIG Differentiated Class and the SIG Integrated Enrichment Class.

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

meaning and direct instruction. This is the premise for the instructional plan for Henderson’s Turnaround proposal. Therefore, it is important when teaching diverse student populations to use instructional strategies effectively and provide targeted interventions to struggling students to ensure success.

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

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

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

Core instruction will be provided in English and Math classes. Additional literacy instruction will be provided in other core classes. Students that scored basic or below basic on the state benchmark literacy and/or math test will receive daily math and/or literacy instruction based on their individual academic needs through the SIG Differentiated Instruction Class. All students will be assigned to attend SIG Integrated Enrichment class.

Henderson Literacy Instructional Plan		
<p>English 50 Minutes Daily English Language Arts Common Core Standards</p> <p>Core Instruction Classroom teacher</p> <p>Reading Workshop Comprehension Fluency Vocabulary Foundational Skills</p> <p>Writing Workshop Writing Grammar</p> <p>Workshop Model Direct Instruction Guided Practice Independent Practice Assessment (Formative and Summative) Prescriptive</p> <p>Ongoing progress monitoring Ongoing data analysis</p> <p>Teacher Roles--- Blend of direct instruction/facilitator/coach</p>	<p>Differentiated Instruction Intervention 50 Minutes Daily</p> <p>Placement Intervention Basic and Below Basic State Benchmark Literacy Assessment</p> <p>Daily Intervention Class SIG Academic Interventionist Tier 2 and Tier 3 Interventions</p> <p>Response to Intervention (RTI) Uses the following to assess and provide ongoing progress monitoring and prescriptive lessons. <i>National Geographic Inside Language, Literacy, and Content.</i> Lessons</p> <ul style="list-style-type: none"> • Reading/Writing lessons High interest middle school • Grammar lessons • Vocabulary lessons <p>Assessment</p> <ul style="list-style-type: none"> • <i>Scholastic Reading</i> 	<p>Integrated Enrichment Class 50 Minutes Daily</p> <ul style="list-style-type: none"> ➤ Blended Inquiry/Problem-Based/Project Based Learning Experiences ➤ Features an array of research based instructional practices to accommodate student <u>differences</u> in learning <ul style="list-style-type: none"> • Reinforce literacy and math skills • Performance-based student assessment • Nine week grade specific topic/investigation • UALR team of four professors (English, Science, Social Studies, and Math) work with teacher team to design enrichment task and assist in implementation • Content of enrichment relates to social studies

<p>ESL and Special Education Modifications/Support Co-teach---Special Education and Classroom Teacher</p> <p>Tier 1 and Tier 2 Intervention</p>	<p><i>Inventory (SMI)</i></p> <ul style="list-style-type: none"> • <i>Gains</i> Pre/Post • Unit lesson • Assessment tools for additional ongoing progress monitoring • e-Assessment provides student opportunity to monitor own progress <p>Use data to plan and individualize instruction</p>	<p>or science content for nine week period aligned with literacy skills for the same nine week period.</p> <ul style="list-style-type: none"> • Technology aligned with curriculum • Student centered • Inquiry method • Stem focused activities • Social Studies/Science/ Technical Subjects Common Core Standards • <i>Interdisciplinary</i>
<p>Continually assess students to obtain valid data and use this student data to inform instructional decisions throughout the three segments of the daily literacy instruction.</p> <ul style="list-style-type: none"> • LRSD Data Dashboard----Academic, attendance and discipline data can be obtained for the district/school/individual students. Academic data includes ITBS/Benchmark/TLI assessments. • Literacy Unit Assessment---Prescriptive lessons for intervention • Online e-Assessment • <i>GAINS</i> Pre/Post Test • <i>Scholastic Reading Inventory</i> • Student Work • Data Walls 		
<p>Literacy Instructional Facilitator—delivers intervention to small groups and individual students and works with teachers to improve instructional practices</p> <p>SIG Academic Interventionist---delivers intervention to small groups and individual students</p> <p>*** An Accountability Plan for monitoring the providers of student intervention has been developed. It is designed to track the effectiveness of their work. This will be done at the building and district level. Monitoring and support by the district Curriculum and Instruction team will be ongoing. Additionally, the Turnaround Implementation Support Team will conduct weekly team visits to monitor the effectiveness of Tier 2 and Tier 3 intervention.</p>		

Henderson Math Instructional Plan

<p>Math Instructional Block 50 Minutes Daily Math Common Core Standards</p> <p>Core Instruction Classroom teacher</p> <p>Workshop Model Direct Instruction Guided Practice Independent Practice Assessment (Formative and Summative) Prescriptive Ongoing progress monitoring Ongoing Data Analysis</p> <p>Tier 1 and Tier 2 Intervention</p> <p>Resources</p> <ul style="list-style-type: none"> • <i>SMI—Scholastic Math Inventory-4 Assessments a Year—</i> Provides an alignment to numerous district resources that provide intervention lessons. Use for progress monitoring • <i>Step Up to Math Step Up to Writing in Math</i> provides the following support: <ul style="list-style-type: none"> ✓ Learning and using new math terms ✓ Reading actively to improve comprehension ✓ Using note taking to learn content and explain how word problems are solved 	<p>Differentiated Instruction 50 Minutes Daily Small group instruction provided by SIG Academic Interventionist</p> <p>Intervention Class SIG Academic Interventionists To provide Tier 2 and Tier 3 Interventions</p> <p>Response to Intervention (RTI) Uses the following to assess and provide ongoing progress monitoring and prescriptive lessons.</p> <ul style="list-style-type: none"> • <i>SMI—Scholastic Math Inventory-4 Assessments a Year—</i> Provides an alignment to numerous district resources that provide intervention lessons. Progress monitoring • <i>Do the Math</i> Intervention program created by Marilyn Burns and team of Math Solution master teachers focusing on number and operations. Content is sequenced and paced to build on understanding and skills. By building on key concepts, students learn to reason mathematically, make connections across operations, and apply 	<p>Integrated Enrichment Studies 50 Minutes Daily</p> <ul style="list-style-type: none"> ➤ Blended Inquiry/Problem-Based/Project Based Learning Experiences ➤ Features an array of research based instructional practices to accommodate student <u>differences</u> in learning <ul style="list-style-type: none"> • Reinforce math and literacy skills • Performance-based student assessment • Nine week grade specific topic/investigation • Content of enrichment related to Math concepts blended with other core instructional areas • UALR team of four professors (English, Science, Social Studies, and Math) work with teacher team to design enrichment task and assist in implementation • Technology aligned with curriculum • Student centered • Inquiry method • Stem focused activities • Focus on applying math concepts in relevant situations
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<ul style="list-style-type: none"> ✓ Summarizing text on math topics and concepts ✓ Using summarizing strategies to write about graphs ✓ Writing for prompts typically found on assessments ✓ Writing creatively about math content and math concepts ✓ Using learning logs and journals to demonstrate mathematical thinking and knowledge <p>ESL and Special Education Modifications/Support Co-teach---Special Education and Classroom Teacher</p>	<p>their skills to higher-level mathematics. Grades 6 and Up</p> <ul style="list-style-type: none"> • Edmentum (Plato) Online individualized lessons. Tier 2 and Tier 3 	<ul style="list-style-type: none"> • Interdisciplinary
<p>Continually assess students to obtain valid data and use this student data to inform instructional decisions throughout the three segments of the daily literacy instruction.</p> <ul style="list-style-type: none"> • LRSD Data Dashboard----Academic, attendance and discipline data can be obtained for the district/school/individual students. Academic data includes ITBS/Benchmark/TLI assessments. • District quarterly assessment data (TLI) • Math Unit Assessment---Prescriptive Lessons for intervention • Data Walls • Student Work • Other assessments 		
<p>Literacy Instructional Facilitator—delivers intervention to small groups and individual students and works with teachers to improve instructional practices</p> <p>SIG Academic Interventionist---delivers intervention to small groups and individual students</p> <p>*** An Accountability Plan for monitoring the providers of student intervention has been developed. It is designed to track the effectiveness of their work. This will be done at the building and district level. Monitoring and support by the district Curriculum and Instruction team will be ongoing. Additionally, the Turnaround Implementation Support Team will conduct weekly team visits to monitor the effectiveness of Tier 2 and Tier 3 intervention.</p>		

Each of the three instructional blocks outlined above in the Math and Literacy instructional plans have essential elements needed to ensure that students engage in learning activities that are grounded in best practices. The proposal design provides a framework for rich integrated core instruction which provides a solid foundation for student success in the SIG Integrated Enrichment Class. It is an essential piece that gives students the opportunity to show what they can do with what they are learning. Such tasks take extended time and concentrated effort, and require students to plan, work cooperatively, and communicate results in a variety of formats. The “doing” implicit in the tasks allows the assessment of a student’s developing cognitive and behavioral capacities for successful achievement.

Core Instruction Math and Literacy

While interventions are essential they must have a strong research-based core instructional program. Additional time has been allotted for both literacy and math core instruction each day. During this block of time explicit and systematic instruction will be provided. Explicit instruction includes modeling by the teacher, guided practice with interaction between the teacher and student, and independent practice by students for mastery. This requires a variety of whole group and small group activities each day. Students will receive high-quality and culturally relevant, standards-based instruction in their classroom setting. The instruction provided in the classroom will be culturally responsive and researched based. A thorough review of student data will reveal those students needing academic interventions. The classroom performance of all students will be continually monitored. Quarterly assessments (TLI) provide student data on mastery of the literacy and math curriculum and are used to plan instruction and intervention.

District curriculum maps in literacy and math provide a roadmap of what to teach and include an array of rich resources that support the content and interventions. The district has rigorous curriculum maps in both literacy and math that are aligned with the common core standards. Both the adopted math and literacy textbooks have extensive resources that feature assessments intervention lessons, ESL support and specific guidance for differentiation. Two periods each day are provided for teachers to work together planning core instruction and the Enrichment Studies. Teachers share a daily collaboration period. During this time teachers work together by content area to develop lesson plans, reflect on teaching and learning, and examine student data/work in a cooperative effort to improve student achievement. The special education teacher and the SIG Academic Interventionist will meet weekly with the Math and Literacy teams to plan and coordinate interventions. Collected student data is used to plan interventions during this time. Teachers also share a common teaming period. Each grade is composed of two interdisciplinary teams that share a common team period. This is a structural arrangement whereby an interdisciplinary group of teachers work collectively with the same group of students. This team will be comprised of teachers from the four core areas (English, Math, Social Studies, and Science). The team will be able to work together to improve student achievement, to meet students’ psycho-social-emotional developmental needs and to improve communications between the school and the family. Academic conversations within the team on literacy and math skill integration in social studies and science classes will be an ongoing process. The infusion of the Social Studies/Science/Technical Subjects Common Core Standards in the content areas will be important to the overall success of students. This team will also be essential for the implementation of the SIG Integrated Enrichment Class. Evidence

of inquiry interventions, learning, student engagement, differentiated instruction and implementation of the math and literacy curriculum will be monitored on the building level and district level. The principal and LRSD literacy and math department personnel will visit classrooms to determine fidelity of curriculum implementation.

Differentiated Instructional Block

Students scoring basic or below basic on the state benchmark exam in math and/or literacy will participate in a daily intervention class and be provided Tier 2 and /or Tier 3 intervention. Diagnostic assessments will be administered to pinpoint skills and strategies for instruction. Frequent progress monitoring assessments will be administered.

Through an extension of the core curriculum, SIG Academic Interventionists and the Instructional Facilitators will work with groups of students with similar needs to improve literacy and math performance and achievement. They will provide daily, intensive lessons focused on the needs of the students as determined by screening and diagnostic assessments designed to identify strengths and areas of need. Instructional strategies are designed to clarify, efficiency, cohesion, engagement, mastery, purposeful integration of content areas, and flexible application of learning. The focus and format for lessons will be chosen based on the degree of need and the areas of need for each group. These flexible options of lesson design and systematic application of lesson will ensure that students receive instruction designed to accelerate their learning so that they can perform on grade level. The literacy lesson design will follow the Explicit Teaching Model: Direct Explanation, Modeling, Guided Practice, and Application/Independent Practice. The math lesson design follows the same Explicit Teaching Model but begins the lesson with an inquiry problem solving approach. The instruction provided to students will be closely linked to core classroom instruction, which must be implemented with fidelity. A series of safeguards will be in place to take action immediately when it is evident that a student or students are not making progress. The principal and coordinator will visit the classroom during instruction and review the monthly and weekly documents submitted by the instructional facilitators and interventionists to verify adherence to the program. Additionally, a central office implementation support team will conduct weekly team visits to monitor the effectiveness of Tier 2 and Tier 3 intervention.

Integrated Enrichment Studies

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

An SIG Integrated Enrichment class is a daily period. Through a variety of rich text and resources social studies and science content will be used to support the instruction and application of literacy and math skills. The content and skills taught during the Core English and Math Instructional Classes and reinforced during the SIG Differentiated Instruction class will be used by students as they participate in blended project based, problem based, and inquiry based learning experiences. Project-based learning, problem based learning, and inquiry-based

learning are all processing information. They all fit well with technology-rich learning environments where the focus is on the learning experience. Technology will be used to facilitate learning. It may be used as a tool to organize ideas (such as Inspiration), to search for current information (such as an online news source), or present ideas (such as Prezi presentations). However, the focus of the learning environment is the student's involvement in solving a problem, addressing an issue they find meaningful or seeking knowledge, information, or truth through questioning. A team of selected teachers, LRSD curriculum staff and university professors will develop curriculum in May and June. Curriculum will be refined throughout the year during scheduled Saturday sessions and grade level team meetings. These will be interdisciplinary and the overarching topic will be related to a social studies or science topic in that nine week period. In developing the investigation, the team will spend time examining student data to use in designing specific lessons and in planning the final product. The final product will provide student's the opportunity to apply math and literacy skills for the nine week period. For example, students may take a real-world topic and begin an in-depth investigation. It would be based on an authentic situation or topic that is relevant to them. Students will be required to research and gather data to be used in the creation of a final product. Collaborative team work will be essential to the development of the student product. Implementation of the SIG Integrated Enrichment Class will be supported through the professional development component of the UALR/Henderson Collaborative Team. The Henderson staff will receive professional development on Problem Based/Project Based/Inquiry Learning and the technology that students will be using in the lab. Professors will provide onsite job embedded technical assistance and professional development to ensure and support the inquiry method and enrichment. Classroom teachers will work with the UALR professors to plan and implement these learning experiences, align instruction with literacy, math, science or social studies and provide ongoing instruction. Teaming and collaboration periods will provide time for planning.

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

Student Engagement

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

Differentiated Instruction

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

Student Inquiry

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

Professional Development

The charts below depict the intensive on-going Henderson SIG professional development plan.

HENDERSON TURNAROUND PROFESSIONAL DEVELOPMENT EFFORTS			
Session	Description	Participants	Timeline
SIG training – Understanding the Turnaround Model	Intensive overview and discussion of Henderson SIG activities, timeline, and goals and objectives.	Principal/Associate Supt./instructional facilitators/Turnaround Implementation Support Team	2 days, Summer 2014 Summer 2015 Summer 2016
Saturday Sessions	Participatory planning for the Integrated Studies class and follow up training on the inquiry method, project/problem based learning and teaching strategies and differentiated instruction	25 teachers	4 days, Fall 2014 4 days, Spring 2015

Reflection Academy	Review, reflect, celebrate successes, address challenges and begin planning for following year	All school faculty	2 days, June 2015 3 days, June 2016 4 days, June 2017
Summer SIG Institute*	Turnaround class, intervention and curriculum training, Training for school-wide classroom reforms and collaboration, adolescent development	All school faculty	15 days, Summer 2014 Summer 2015 Summer 2016

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

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

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

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

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

Prior to the start of the school year, a summer SIG Institute will provide 15 4-hour days of targeted professional development. The summer institute provides an overview of the SIG program grant goals and objectives and school improvement activities and processes, and then provides intensive training on inquiry-based learning and development of critical thinking skills including strategies for student engagement and differentiated instruction, introduces the Integrated Enrichment class structure and curriculum, and highlights adolescent development issues and solutions. Effective teamwork training and resources will ensure maximization of team and collaboration time throughout the school year. Discussion of school improvement programs and strategies, sharing case studies from similar schools and outlining best practices in middle schools will familiarize and motivate teachers for a rigorous year of school turnaround.

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

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

The AVID program, which stands for Advancement Via Individual Determination, has been in place at Henderson Middle School for ten years. Professional development on AVID strategies will be provided to all staff members and grant funds will support a team of 6 staff members to attend the summer AVID conference in Dallas, Texas.

By implementing this comprehensive professional development plan teachers will receive 100 additional hours of professional development in Year One, 104 additional hours in Year Two, and 108 additional hours in Year Three for a total of 312 additional professional development hours for teachers over three years.

Aligning Instruction (Vertically and to Standards)

Alignment of curriculum, assessment, and instruction requires analysis of standards, policies, and practices. Alignment of instruction links the content of state standards and district curriculum frameworks or the intended curriculum with what is actually taught in the classroom. When instruction that is aligned to standards is implemented in classrooms, students should be able to perform at higher levels of proficiency on assessments. Through horizontal and vertical team meetings facilitated by district curriculum specialists and external experts, teachers will examine the curriculum and the Common Core Standards and prepare for a smooth transition to the Common Core which is required for the middle school level in 2014-2015.

Grant resources will be utilized to provide time, expertise, planning support, and professional development to enable teachers to incorporate changes required to align instruction with the Common Core Standards. Teachers will develop capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data (Blank, Porter, & Smithson, 2001).

External Providers

Qualified external providers will provide ongoing, embedded support for five key areas of school improvement including standards-based education, professional development, assessment systems, monitoring school progress, and school leadership development. Services will include training and support for implementation of the Common Core Standards and assistance with aligning curriculum and instruction. Providers will assist with RTI programs and work with teachers to ensure they are implementing routine formative assessments, utilizing student performance data, and implementing data-driven instruction. The primary focus will be on the academic areas of English, mathematics and science. They will provide coaching and instructional support and spend time working directly with teachers through assistance with lesson planning and modeling of effective practices, serving as key resources for working effectively with high need ELL and SPED students. Providers will train school leaders for effective coaching and mentoring and assist key administrators with resource management, capacity building and decision making to establish leadership to support excellence in instruction and learning.

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

Pearson develops and refines their services and intervention programs based on research and evaluation, with an eye to efficacy and sustainability. The school partnership is to develop, implement and get results based on the guiding principles, which include the following:

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

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

negotiated a reduced daily rate for services which assisted in achieving additional days of consulting services.

Response to Intervention

Response to Intervention, a multi-level framework, includes the use of universal screening for all students as well as core instruction. Students demonstrating a need for support receive increasingly intensive interventions and ongoing progress monitoring. Five academic interventionists will be hired with grant funds to provide RTI intensive Tier Two and Tier Three services. Specific intervention materials, supportive technology, screening measures and progress monitoring tools will be purchased to support RTI implementation. Intensive instructional interventions for students who need them will be provided to identified students for 50 minutes each day.

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

To implement Tier One interventions, all teachers will routinely utilize differentiated instruction. Tier Two interventions will involve a higher degree of differentiation lead by the classroom teacher and occasionally with the assistance of the instructional facilitators and reading instructional specialist.

Daily Response to Intervention

The RTI class period will accommodate a flexible grouping structure based on academic areas of need. Provision of the RTI classes meets the requirement of the Arkansas Department of Education that all non-proficient students are provided a remediation opportunity and plan to address deficiencies and are a support for academic achievement to ensure that students succeed. The Intervention class is designed to allow students to move and progress so that they can reach the goal of proficiency or grade-level as soon as possible to ensure success in all their classes and endeavors. Once students exhibit mastery of needed skills and with supporting data, students may be exited from intervention classes.

Literacy activities will be guided by use of the National Geographic Inside curriculum while math instruction will utilize Platos Edmentum online learning software.

“Inside,” published by National Geographic School Publishing, provides comprehensive instruction and accessible content for middle school students who have not mastered essential reading, writing and language skills and who are typically reading two or more years below grade level. “Inside” equips students with the skills they need to succeed in an academic environment. The innovative program motivates early adolescent readers through engaging, high-interest, multicultural literature and compelling nonfiction selections, presented in thematic units organized around big ideas that are relevant to students. “Inside” sparks the desire to learn and reaches the diverse interests of students at just the right reading level. Additionally, it

comprehensively covers national standards with a spiraling curriculum and overlapping readabilities to quickly and effectively move students to grade-level achievement. National Geographic's INSIDE materials provide students with focused instruction covering all needed standards with specialized strategies for development of skills not mastered previously.

National Geographic "Inside" materials are technology-rich. Students utilize ebooks for daily learning and instructors can access a complete online learning library featuring videos and other graphically appealing teaching resources. Online lesson planning software and on-demand professional development support is provided as well. Students not only enjoy access to in-class instructors but also gain on-demand access to online reading coaches.

Scholastic Reading Inventory (SRI) is a research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework® for Reading. The most powerful feature of the SRI is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations. Aligned to state tests, SRI helps educators forecast student achievement to those important goals.

Support an RTI Framework

- Reporting on a developmental scale, Scholastic Reading Inventory supports universal screening for all instructional levels.
- Assessing in a computer-adaptive environment supports progress monitoring for Tier I and Tier III

The Common Core State Standards recommended that teachers build on students' abilities by systematically exposing them to increasingly complex text. SRI provides an accurate measure of reading ability and text difficulty on a single vertical scale. With this clear and immediate view of what students can do and are positioned to learn next, educators can set rigorous goals, as recommended by the Common Core State Standards.

English teachers at Henderson will utilize GAIN which helps place students in courses that match their skill levels and provides information that can be used to create individual study plans to remediate deficiencies. Progress testing and post testing demonstrates educational gains students have made in the program. The easy-to-use graphical report provides the test taker's English scores and corresponding Educational Functioning Levels, which can be cross-walked to equivalent grade levels. The district uses online administration, scoring and reporting. Areas evaluated by the literacy test include:

- Reading
 - Information Retrieval
 - Letter and Word Recognition
 - Reading Comprehension
 - Words in Context
- Grammar/Usage/Style
 - Parts of Speech
 - Proofreading for Grammatical Errors

- Punctuation/Capitalization
- Sentence Structure

Intuitive Results Report

- Reports Educational Functioning Levels (EFLs) for English skills
- Compares current skill level with prior test results
- Includes detailed scores for five subscales and 18 categories
- Provides instructional needs for the development of study plans

Math intervention will utilize Edmentum, a resource currently available to students and underutilized due to scheduling and time constraints. Edmentum is an online, standards-based, aligned curriculum that offers flexible units and lessons to target specific areas of need. Introductory pre-tests allow learners to forgo content they have already mastered and focus on the concepts that need additional work and post-tests following each course module ensure concept mastery. Edmentum allows individualized learning, supports the flexible grouping approach, and provides resources for Tier I, II, and III intervention. Real-time reporting highlights areas of weakness for targeted instruction. The online media format is richly designed, modern, and engaging for middle school students.

Math programs utilize research-based instructional strategies including varying presentation of content topics, highly individualized student approaches, and sustained exposure to and practice of math content. By presenting in information in multiple formats (video, animation, text, and audio) Edmentum ensures that all students obtain needed concepts and information regardless of their learning style. Research shows that student motivation is increased as real-time assessments allow instructional individualization that forms the basis of student perceptions that instructors care about their success and learning. Further, daily provision of the intervention class and use of Edmentum provides distributed and focused math practice. Sustained practice of math concepts leads to student proficiency of complex math subjects.

Do The Math offers comprehensive teacher support and helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. Created by Marilyn Burns, along with a team of Math Solutions master classroom teachers, *Do The Math* intervention program gives students who have fallen behind the chance to catch up and keep up. *Do The Math* complements and strengthens the implementation of Response to Interventions (RTI) and is aligned to RTI core components. Focusing on Number and Operations, the program teaches students the basics of math-computation, number sense, and problem solving.

Do the Math is an intensive curriculum designed to rebuild numeral foundations and prepare students for algebra. The course targets key foundational concepts in ten organized lessons that include step-by-step teaching support, games, suggestions for differentiation, and embedded assessments.

Use of media-rich online resources and intensive teacher contact allows for creation of a blended classroom and foster a deep level of engagement for students who need it most. The combination of face-to-face interaction with online content allows instructors to leverage the strengths of both in-classroom and online content. Technology based solutions promote

acquisition of 21st Century skills for students while lending teachers the ability to make informed instructional decisions and access ready-to-share reports for collaborative efforts.

Both math and literacy intervention class curricular resources include real-time built-in assessment components for differentiation of instruction and presentation of content targeted to areas of need. Assessment components enable effective communication with core class instructors and ongoing monitoring of student learning. Both the Inside and Edmentum curriculums allow for generation of real-time reports in multiple formats using charts and graphs to make student progress easy to ascertain. School and grade-level reports allow for assessing overall student growth and program impacts. Teacher tools enable data-driven instruction and students and parents are able to access their assessments online and on their own timeline. The feedback is immediate and on-going. Teachers are able to group students by need and students are able to play an active part in their own progress via the student-level reports.

The Intervention class will be lead by an intervention team comprised of a math and a literacy intervention specialist. Efforts will be assisted by literacy and math instructional facilitators, district-funded positions that spend half of their work time assisting high-need students and the other half supporting teachers. Smaller classes and reduced student-teacher ratios facilitate closer work and monitoring of student success and allow teacher to work with students on an individual need basis. Training and collaboration sessions will be regularly held for Intervention teachers to share and build successful strategies and a strong community.

Use of Student Data to Drive Instruction

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

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

Extended Learning Time

A school schedule that allows for ample increases in learning time, integrated enrichment and intervention, teacher collaboration, and professional development will be initiated at the onset on the 2014-15 school year. The current 8:45am to 3:45pm school day will be expanded by one hour changing the daily schedule to 8:00am until 4:00pm. The new schedule will accommodate 8 50-minute class periods. The extended day will include breakfast in the classroom and an afternoon snack provided by the nutrition In addition to core courses and traditional electives all students will participate in an Integrated Enrichment class and a daily Response to Intervention (RTI) class period will be included in the schedule for students scoring basic and below basic in math, literacy or both subjects. Students who score proficient and advanced thus not exhibiting need for the Intervention period will participate in an additional elective course. A sample schedule is provided below.

Henderson Middle School Sample Extended Learning Time Student and Teacher Schedules					
Period	Bell Schedule	Sample 6 th	Sample 7 th	Sample 8 th	Sample Teacher
1	8:00-9:00	Math	Math	Math	English
2	9:05-9:55	Social Studies	Social Studies	Social Studies	English
3	10:00-10:50	English	English	English	English
4	10:55-11:45	Science	Science	Science	English
First lunch	11:45-12:15	Lunch	NA	NA	lunch
5-1	11:50-12:40	NA	Integrated Enrichment Studies	Integrated Enrichment Studies	English
Second lunch	12:40-1:10	NA	Lunch	Lunch	NA
5-2	12:20-1:10	Integrated Enrichment Studies	NA	NA	NA
6	1:15-2:05	PE-Health/Art-Music# (sem. each)	PE-Health/ARHist# (sem. each)	PE-Health/CO# (sem. each)	Integrated Enrichment Studies
7	2:10- 3:00	Intervention/ Elective*	Intervention/ Elective*	Intervention/ Elective*	Collab/Team/ PD
8**	3:05- 4:00	Elective	CTE#	CTE#	Personal Plan
<p>*Students performing at or above proficiency will participate in an additional elective in lieu of the Intervention class. **During 8th period students will receive an afternoon snack provided by the child nutrition department. (Maximum class size = 25 students.)</p>					

Integration and implementation of Educational Technology

The effective integration and implementation of educational technology is critical to ensure that the tools can make a difference in the academic achievement of all students. Technology tools can enhance student performance when they are integrated into the curriculum and used in accordance with knowledge about learning. (Bransford, Brown, & Cocking, 2000).

As part of turnaround efforts technology will be purchased to ensure adequate access and enable technology-rich instruction and student projects. Instructors will access ongoing technology professional development to assist in full utilization of technology resources. Technology will be purchased to enhance parent and family programs as well.

Laptops and mobile carts, digital cameras, flip video cameras, scanners, and document cameras will assist in ensuring technology resources are available. Discovery Learning Streaming PLUS technology will be utilized for classroom learning and as a resource for instruction in the Integrated Enrichment class. Streaming PLUS offers access to 155,000 digital resources including videos, writing prompts, games, audio files, images, quizzes, conceptual illustrations and animations, and encyclopedia articles. Program features supports curriculum, instruction, and assessment. Intensive consideration of Common Core Standards as they relate to classroom resource needs contributed to development of Streaming PLUS as a robust tool. Teacher-friendly features include an assignment and quiz builders, CCSS-aligned lesson plans, and an interactive atlas. Students gain direct access to multimedia resources through a “My Classroom and Student Center.”

Students will utilize technology daily in the Integrated Enrichment class for research and completion of video, audio, web-based, and other graphic projects. Examples of student work include creation of digital timelines, use of social media to promote school news and events, use of Prezi and PowerPoint for project presentations, use of excel and graphic chart design software to collect and present data, and use of goggle online file sharing for collaborative projects.

Two computer stations will be set up in the parent center. Each will be equipped with Rosetta Stone state-of-the art language learning software for ESL parents. Availability will be promoted at all family events, in school newsletters, and through flyers sent home with students.

Professional development will be provided by the LRSD technology department. Teachers will have access in the evenings as part of District continuing education requirements. The Parent Coordinator will be responsible for orienting parents to the Parent Center computers and Rosetta Stone software. Feedback surveys will ensure equitable access and effective functioning of newly acquired technology.

School Culture and Climate

Establishing a Supportive School Climate and Effective Discipline

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

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

Student awards and recognitions for improved attendance as well as improved discipline and academics will be utilized throughout the year. A major attendance campaign will emphasize the need for students to attend school every day. Inexpensive rewards will be used to reinforce positive improvements.

Parent and Community Programs

Parent and community involvement are essential in the transformation process at Henderson. A Youth Intervention Specialist (YIS) through New Futures for Youth will be hired to provide social and emotional interventions for students. In order to provide comprehensive student intervention services, the YIS will work in conjunction with Henderson's Title I Parent Coordinator to coordinate a parent and community outreach program. The tasks included in the outreach plan include creation and distribution of informational brochures and electronic bulletins, implementation and advertisement of parent/guardian programs, oversight to ensure increased teacher to parent communications, coordination of family programs during out-of-school time, and recruitment of community partners. The YIS will be assisted by a site-based School Community Council comprised of school administrators, parents, and community partner representatives.

Parent programs to be implemented include:

- Monthly parent classes on topics including conflict resolution and mediation, communicating effectively, healthy communities, preparing for college/life after high school, and rights and responsibilities as a parent.
- Trainings on email and computer resources, Edline navigation and communication, computer technology trainings, internet websites and research held in conjunction with Saturday programs.
- A First Year Experience (FYE) Summer workshop for parents of incoming sixth graders addressing topics of truancy/dropout prevention, academic and social expectations, respect, responsibility and positive communication, and effective intervention for parents.
- A Summer Workshop for 8th grade parents addressing topics including academic support, personal guidance and interventions, truancy/dropout prevention, preparing for tracking progress towards high school, and effective decision making skills for school and home.
- Workshops specifically geared towards special education parents, grandparent caregivers, and foster parents to address non-traditional parenting needs.
- English language acquisition for ESL parents through access to Rosetta Stone.
- Developing structures for interdisciplinary teams to facilitate parent conferences with core teachers

The overarching goal is to link parents to their child's learning at multiple points during the school year while providing the parents with the tools and resources needed to actively engage in the learning process. Henderson school leadership is prepared to engage parents in a candid discussion about the school's current performance, develop a shared vision of a much better school, and create a practical understanding of the pathway to success.

Let Our Violence End (L.O.V.E.) is the 21st Century Community Learning Center partner with Henderson. The 21st CCLC program provides after school and summer academic tutoring and enrichment programs. Students have access to academic assistance in literacy as well as math. Parent programs are a significant component of this program. Sessions on character development, making good decisions, nutrition habits, drug and alcohol abuse, violence prevention and health issues are also included. Transportation and afternoon snacks are provided. Henderson's Title I funds provide additional teachers to work in the 21st CCLC program so that more students can be served. Approximately 75 to 100 students are served through this program.

Student Support

Social-Emotional and Community Supports

New Futures for Youth, a Little Rock nonprofit established in 1988 as a collaborative of public and private, community and institutional representatives committed to improve outcomes for youth. New Futures has provided training and technical assistance for agencies from across the state of Arkansas. Since formation they have worked closely with the City of Little Rock on youth employment programs, initiatives for improved neighborhood development, and supports

for youth intervention and prevention sites across the city. New Futures will assist the Henderson school improvement effort by providing a Youth Intervention Specialist (YIS) to work at the school site. The YIS will work to identify high-risk students and conduct individual assessments, one-on-one counseling, crisis intervention, and group interventions. The YIS will be trained on 1) engaging youth, 2) interacting with school administrators, teachers and staff, 3) Little Rock School District policy, 4) group dynamics, 5) effective communication, 6) transitions to adulthood, and 7) basic principles of cognitive, social and personality development.

Interactions with the YIS provide impetus for positive youth development. One-on-one counseling sessions cover a variety of areas. Early in the year meetings focused on relationship building. These sessions focused on goal setting, classroom behavior, academic progress, and issues and opportunities outside school as the school-year progressed. Crisis interventions included immediate involvement in classroom behavior issues, working with assistant principals during disciplinary actions, interacting with parents, assisting school resource officers, attending school hearings, attending court, de-escalating angry students, and intervening when students skip class. Topics for group sessions included respect and self-control, earning credits to graduate, asset building, goal setting, acquiring a summer job, interview skills, reviewing the Little Rock School District student handbook, relationship building, peer pressure and cliques, listening skills, communication skills, problems caused by skipping school and the prison pipeline.

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

The YIS will become part of a newly formed "Volunteer Action Team" initiated by University of Arkansas staff, school personnel, representatives from the City of Little Rock Racial and Cultural Diversity Commission, and residents of the community surrounding Henderson will support efforts at Henderson. The Volunteer Action Team will provide volunteers for math and literacy classroom teachers beginning with 6th grade classes in the 2014-15 school year and expanding to serve additional grade levels each year. The volunteers will be teacher-directed and expected to assist with student instruction as well as teacher preparation.

External Provider

Henderson has worked with Pearson education as an external provider for the past two years. This supportive relationship is maintained through use of Title I and 1003(a) funding. The proposed turnaround efforts will be closely aligned with external provider efforts and high degree of collaboration will occur. The external provider will participate in collaborative monitoring efforts and share plans and reports for continuing school support. Extensive information pertaining to the recruitment, screening, and selection of external providers is detailed in the previous sections of the proposal.

Modifications

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

Alignment of Resources

State and federal funding sources including Title I, Title IIA, and Title III funds and 21st Century Community Learning Center funds will be leveraged to ensure effective interventions to address areas of greatest need.

Current Barriers

Previous SIG 1003(g) grant initiatives took the perspective of providing schools with numerous grant funded personnel to provide student supports and interventions. The intent of the personnel role was to be a secondary support for at-risk students as a part of a holistic transformation reform effort where change in teacher practice was to be the universal and most powerful change agent. However, consistently whole school focus shifted to inevitably place the full responsibility of school improvement on the grant intervention personnel. Schools never saw their role in the transformation process. This fundamental thought process led to current barriers which include ensuring follow through on professional development, implementation of the SIG plan as intended, and poor parent involvement which have all been major challenges.

Recognizing these current barriers, the Henderson SIG Turnaround proposal addresses these barriers by focusing on improvements in core curriculum delivery and instruction while embedding student interventions within that structure through the use of increased time and increased professional development for teachers.

Sustaining the Reforms

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

The school and the district understand that strong program implementation is the key to sustainability. Ongoing monitoring and measurement of impact on student and school performance will be implemented from the onset of improvement programs. Recognizing that costs are inherent to program continuation, the District will assume much of the financial responsibility of sustaining school improvement efforts. The District is prepared to support the program with a combination of local, federal, and state funds including Title I, Title IIA, Title III, and discretionary grant funds. The district's Grants Director, who is responsible for

procuring grants, will assist the schools in applying for State, Federal and foundation grants to continue the innovative educational activities initiated. Henderson leadership and LRSD Central Office staff are committed to the school improvement process. The reform efforts will be embedded in the school ACSIP plan and an ongoing accountability process will be put in place to ensure continual review and renewal of transformation implementations and monitor for continual progress. By the end of the grant period, the program will be supported by an array of community supports and district funding.

SECTION B, PART 5:

ADE Timeline

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

ADE REVIEW PROCESS:

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

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

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

May 2014– June 2014 Pre-implementation

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

May	
June	

2014-2015 School Year

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

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

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

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

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

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

2015-2016 School Year

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

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

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

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

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

- 
- Order all necessary materials for implementation for the next year
 - Outline and discuss year one lessons learned and implementation adjustments with stakeholders
 - Inventory and order technology and supplies
 - Prepare Year-End Summary Report for Year 2

2016-2017 School Year

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

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

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

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

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

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

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
1/15/2014	Superintendent	Dr. Dexter Suggs	Superintendent
		Dr. Sadie Mitchell	Associate Superintendent of Elementary Schools
		Dr. Dan Whitehorn	Associate Superintendent of Elementary Schools
		Linda Young	Director of Grants & Program Development
2/06/2014	SIG Design Team	Linda Young	Director of Grants & Program Development
		Laura Beth Arnold	Lead Teacher of Social Students
		Coniell Bursac	Grants Specialist
2/19/2014	Transportation	Mike Martello	Director of Transportation
		Linda Young	Director of Grants & Program Development

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

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

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

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Priority School

Total 3-Year Budget \$

Pre-Implementation:

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

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

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

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

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

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

<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	2. Reforming instructional programs			
<input type="checkbox"/>	Develop data collection and analysis processes			
<input type="checkbox"/>	Use data to drive decision making			
<input type="checkbox"/>	Align curriculum vertically and horizontally			
	Additional options (specify) Any of the required and permissible activities			
<input checked="" type="checkbox"/>	Curriculum	212,867	194,450	141,950
<input checked="" type="checkbox"/>	Technology	81,261	86,687	77,125
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	3. Increasing learning team and creating community-oriented schools			
<input checked="" type="checkbox"/>	Increase learning time (extended day, week, or year)	638,468	638,468	671,220
<input checked="" type="checkbox"/>	Develop community partnerships that support the model	45,000	46,350	47,740
<input checked="" type="checkbox"/>	Implement parent and community involvement strategies for ongoing engagement and support	0	0	0
	Additional options (specify) Any of the required and permissible activities			
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	4. Flexibility and Sustain Support			
<input checked="" type="checkbox"/>	Implement a comprehensive approach to school transformation	11,400	11,400	11,400

<input checked="" type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA		689,519.19	701,249.69	730,766.25
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 5. LEA-activities designed to support implementation of the turnaround model				
<input checked="" type="checkbox"/> Academic Interventionists		300,000	309,000	318,270
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
Total for Transformation Model		1,978,515.19	1,987,604.69	1,998,471.25

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

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

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

Priority:

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

Activity	Explanation	Amount

Total		

Budget Narrative:

Requirements

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

Henderson 1003(g) Year 1 2014-2015

Category	FTE	Salary	Total
Employee Salaries Personnel			

(1) 75 certified staff: One hour (60 minutes) increased learning/teacher collaboration time estimated at \$40/per hour/per teacher x 178 student contact days.	75	\$7,120.00	\$534,000.00
(2) Five academic interventionists	5	\$60,000.00	\$300,000.00
(3) Summer Institute: 15 days x \$40/x 4 hours per day x 75 teachers (For mandatory off contract work, teachers are compensated based on their contracted hourly rate of pay) Summer Institute teacher participation is mandatory.	75	\$2,400.00	\$180,000.00
(4) Stipends for curriculum development for the new Integrated Enrichment Class. Team of twelve teachers to work 40 hours during June 2014 at \$25 per hour.	12	\$1,000.00	\$12,000.00
(5) 17 classified staff – One hour (60 minutes) increased time for classified staff to support longer school day. Secretary/security/custodians/aides estimated at \$18/per hour x 178 contract student contact days.	17	\$3,204.00	\$54,468.00
(6) Eight Saturday (4 hour sessions) integrated enrichment planning/PD sessions for 25 teachers x \$25/per hour.	8	\$2,500.00	\$20,000.00
(7) Reflection Academy: Participation is required. (Teachers will receive their hourly rate of pay) Two Four hour sessions x \$40/per hour x 75 teachers.	75	\$320.00	\$24,000.00
SubTotal/Personnel			\$1,124,468.00
Fringe			
(1) Full time personnel	\$1,124,468.0		
FICA (7.65%)	0	7.65%	\$86,021.80
Retirement (14%)	\$1,124,468.0	14%	\$157,425.52
Workmen’s Compensation (.04%)	0	0.40%	\$4,497.87
Health Insurance	\$1,124,468.0	\$5000.00	\$25,000.00
	0		
	5		
SubTotal/Fringe			\$272,945.19

Purchased Services			
Student Transportation: Estimated cost for bus drivers as a result of the longer school day.			\$50,000.00
New Futures for Youth: Contracted position with outside agency for the position of Youth Intervention Specialist	1	\$45,000.00	\$45,000.00
National Board for Professional Teaching Standards (NBPTS): Candidate fee for 6 participants @ \$1,900 each.	6	\$1,900.00	\$11,400.00
UALR Professor Consultants: Eight professors (four per semester) to provide onsite support, technical assistance and coaching on implementation of the Integrated Enrichment Class using the Inquiry method/problem based and project based learning. 24 hours of planning and collaboration and 24 hours of in classroom support/modeling/observation/feedback. Total of 48 hours each semester per professor at \$2,500 each.	8	\$2,500.00	\$20,000.00
UALR Professor Stipends for a team of five professors to provide professional development during the SIG Summer Institute: 7 days x five professors @ \$700 per day.	5	\$4,900.00	\$24,500.00
UALR Professor Stipends for facilitation and technical assistance during the end of year Reflection Academy. Four professors x \$700 per day x two days.	4	\$1,400.00	\$5,600.00
National Consultant: Middle School Best Practices/Adolescent Development during summer academy. Six days x \$800 per day in two day sessions. Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 x three trips.	\$4,800.00	\$3,360.00	\$8,160.00
Consultant: Co-teaching model professional development and technical assistance. Eight days x \$800 per day delivered in two day sessions. Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 per trip x 4 trips.	\$6,400.00	\$4,480.00	\$10,880.00
Registration for AVID summer conference: 6 participants x \$739 per participant.	6	\$739.00	\$4,434.00

UALR curriculum development support for the Integrated Enrichment course. Five days x \$700/per day x 2 professors.	2	\$3,500.00	\$7,000.00
SubTotal/Purchased Services			\$186,974.00

Equipment			
Computers for integrated enrichment labs:			
100 HP laptops (25 units per cart for Integrated enrichment classes and other instructional activities. One per grade level).	100	\$645.00	\$64,500.00
4 mobile carts for laptops	4	\$1,500.00	\$6,000.00
Document Camera	3	\$979.00	\$2,937.00
Eight desktop computers: (Two units for the parent resource room; five for intervention teachers; one for youth intervention specialist).	8	\$978.00	\$7,824.00
SubTotal/Equipment			\$81,261.00
Materials and Supplies			
Student incentives for improved attendance, academic achievement and reduced discipline 750 students x 4 incentives x 10.00 each.	750	\$40.00	\$30,000.00
Discovery Education Streaming Plus: One school wide license for access to 155,000 digital media resources to support and enrich all content areas and the Integrated Enrichment Class.	1	\$2,600.00	\$2,600.00
Flip Cameras	3	\$60.00	\$180.00
Digital Video Cameras	3	\$140.00	\$420.00

Curriculum materials for Integrated Enrichment Class : (includes consumable and not-consumable student materials and resources 750 students x \$100 per student.	750	\$100.00	\$75,000.00
Rosetta Stone computer based language learning: Two Spanish to English sets for use by parents in the Parent Center.	2	\$499.00	\$998.00
Math intervention materials/manipulatives: 750 students x \$20 per student.	750	\$20.00	\$15,000.00
Do the Math for Middle Grade Students: Math intervention materials. 31 sets which serves 8 students @ \$199 per set.	31	\$199.00	\$6,169.00
Literacy intervention materials: 750 students x \$40 per student.	750	\$40.00	\$30,000.00
Teacher Incentives for certified staff when the school achieves their AMO in math and literacy 75 staff x \$500 per staff award/classroom materials.	75	\$500.00	\$37,500.00
Professional literature and materials to support professional growth and development sessions 75 teachers x \$200 per teacher.	75	\$200.00	\$15,000.00
SubTotal/Materials and Supplies			\$212,867.00
Other			
ADE SIG Supervisor	1	\$100,000.00	
SubTotal/Other			\$100,000.00

Total			\$1,978,515.19

Henderson 1003(g) Year 2 2015-2016

Category	FTE	Salary	Total
Employee Salaries			
Personnel			
(8) 75 certified staff: One hour (60 minutes) increased learning/teacher collaboration time estimated at \$40/per hour/per teacher x 178 student contact days.	75	\$7,120.00	\$534,000.00
(9) Five academic interventionists	5	\$61,800.00	\$309,000.00
(10) Summer Institute: 15 days x \$40/x 4 hours per day x 75 teachers (For mandatory off contract work, teachers are compensated based on their contracted hourly rate of pay) Summer Institute teacher participation is mandatory.	75	\$2,400.00	\$180,000.00
(11) Stipends for curriculum development for new Integrated Enrichment Class. Team of twelve teachers from the core areas to work 40 hours during June 2015 at \$25 per hour.	12	\$1,000.00	\$12,000.00
(12) 17 classified staff – One hour (60 minutes) increased time for classified staff to support longer school day. Secretary/security/custodians/aides estimated at \$18/per hour x 178 contract student contact days.	17	\$3,204.00	\$54,468.00

(13) Eight Saturday (4 hours each) integrated enrichment planning/PD sessions for 25 teachers x \$25/per hour.	8	\$2,500.00	\$20,000.00
(14) Reflection Academy: Participation is required. (Teachers will receive their hourly rate of pay) Three four hour sessions x \$40/per hour x 75 teachers.	75	\$480.00	\$36,000.00
SubTotal/Personnel			\$1,145,468.00
Fringe			
(2) Full time personnel	\$1,145,468.0		
FICA (7.65%)	0	7.65%	\$87,628.30
Retirement (14%)	\$1,145,468.0	14%	\$160,365.52
Workmen's Compensation (.04%)	0	0.40%	\$4,581.87
Health Insurance	\$1,145,468.0	\$5000.00	\$25,000.00
	0		
	5		
SubTotal/Fringe			\$277,575.69
Purchased Services			
Student Transportation: Estimated cost for bus drivers as a result of the longer school day.			\$50,000.00
New Futures for Youth: Contracted position with outside agency for the position of Youth Intervention Specialist.	1	\$46,350.00	\$46,350.00
National Board for Professional Teaching Standards (NBPTS): Candidate fee for 6 participants @ \$1,900 each.	6	\$1,900.00	\$11,400.00
UALR Professor Consultants: Eight professors (four per semester) to provide onsite support, technical assistance and coaching on implementation of the Integrated Enrichment Class using the Inquiry method/problem based and project based learning. 24 hours of planning and collaboration and 24 hours of in classroom support/modeling/observation/feedback. Total of 48 hours each semester per professor at	8	\$2,500.00	\$20,000.00

\$2,500 per each.			
UALR Professor Stipends for a team of five professors to provide professional development during the SIG Summer Institute: 7 days x five professors @ \$700 per day.	5	\$4,900.00	\$24,500.00
UALR Professor Stipends for facilitation and technical assistance during the end of year Reflection Academy. Two professors x \$700 per day x three days.	2	\$2,100.00	\$4,200.00
National Consultant: Middle School Best Practices/Adolescent Development during summer academy. Six days x \$800 per day in two day sessions. Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 x three trips.	\$4,800.00	\$3,360.00	\$8,160.00
Consultant: Co-teaching model professional development and technical assistance. Eight days x \$800 per day delivered in two day sessions. Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 per trip x 4 trips.	\$6,400.00	\$4,480.00	\$10,880.00
Registration for AVID summer conference: 6 participants x \$739 per participant	6	\$739.00	\$4,434.00
UALR curriculum development support for the Integrated Enrichment course: Five days x \$700/per day x one professor.	1	\$3,500.00	\$3,500.00
SubTotal/Purchased Services			\$183,424.00

Equipment			
Computers for integrated enrichment labs: 100 HP laptops (25 units per cart for Integrated enrichment classes and other instructional activities. One per grade level).	100	\$645.00	\$64,500.00
4 mobile carts for laptops	4	\$1,500.00	\$6,000.00

Document Camera	3	\$979.00	\$2,937.00
Classroom Sound Amplification System: (Ten classroom systems @ \$1,325 each)	10	\$1,325.00	\$13,250.00
SubTotal/Equipment			\$86,687.00
Materials and Supplies			
Student incentives for improved attendance, academic achievement and reduced discipline 750 students x 4 incentives x 10.00 each.	750	\$40.00	\$30,000.00
Discovery Education Streaming Plus: One school wide license for access to 155,000 digital media resources to support and enrich all of the content areas and the Integrated Enrichment Class.	1	\$2,600.00	\$2,600.00
Flip Cameras	3	\$60.00	\$180.00
Digital Video Camera	3	\$140.00	\$420.00
Curriculum materials for Integrated Enrichment Class: Includes consumable and not-consumable student materials and resources 750 students x \$75 per student.	750	\$75.00	\$56,250.00
Math intervention materials/manipulatives: 750 students x \$30 per student	750	\$30.00	\$22,500.00
Literacy intervention materials: 750 students x \$40 per student	750	\$40.00	\$30,000.00

Teacher Incentives for certified staff when the school achieves their AMO in math and literacy 75 staff x \$500 per staff award/classroom materials.	75	\$500.00	\$37,500.00
Professional literature and materials to support professional growth and development sessions 75 teachers x \$200 per teacher.	75	\$200.00	\$15,000.00
SubTotal/Materials and Supplies			\$194,450.00
Other			
ADE SIG Supervisor	1	\$100,000.00	
SubTotal/Other			\$100,000.00
Total			\$1,987,604.69

Henderson 1003(g) Year 3 2016-2017

Category	FTE	Salary	Total
Employee Salaries			
Personnel			
(15) 75 certified staff: One hour (60 minutes) increased learning/teacher collaboration time estimated at \$42/per hour/per teacher x 178 student contact days.	75	\$7,476.00	\$560,700.00
(16) Five academic interventionists	5	\$63,654.00	\$318,270.00
(17) Summer Institute: 15 days x \$42/x 4 hours per day x 75 teachers. (For mandatory off contract work, teachers are compensated based on their contracted hourly rate of pay) Summer Institute teacher participation is mandatory.	75	\$2,520.00	\$189,000.00
(18) Stipends for curriculum development for new Integrated Enrichment Class. Team of twelve teachers from the core areas to work 40 hours during June 2016 at \$25 per hour.	12	\$1,000.00	\$12,000.00
(19) 17 classified staff – One hour (60 minutes) increased time for classified staff to support the longer school day. Secretary/security/custodians/aides estimated at \$20/per hour x 178 contract student contact days.	17	\$3,560.00	\$60,520.00
(20) Eight Saturday integrated enrichment planning/PD sessions for selected staff: Eight four hour sessions x 25 teachers x \$25/per hour.	8	\$2,500.00	\$20,000.00
(21) Reflection Academy: Participation is required. (Teachers will receive their hourly rate of pay) Four four hour sessions x \$42/per hour x 75 teachers.	75	\$672.00	\$50,400.00
SubTotal/Personnel			\$1,210,890.00
Fringe			
(3) Full time personnel			\$92,633.09
FICA (7.65%)	\$1,210,890.00	7.65%	\$169,524.60
Retirement (14%)	\$1,210,890.00	14%	\$4,843.56
Workmen's Compensation (.04%)	\$1,210,890.00	0.40%	\$25,125.00

Health Insurance	5	\$5,025.00	
SubTotal/Fringe			\$292,126.25
Purchased Services			
Student Transportation: Estimated cost for bus drivers as a result of the longer school day.			\$50,000.00
New Futures for Youth: Contracted position with outside agency for the position of Youth Intervention Specialist.	1	\$47,740.00	\$47,740.00
National Board for Professional Teaching Standards (NBPTS): Candidate fee for 6 participants @ \$1,900 each.	6	\$1,900.00	\$11,400.00
UALR Professor Consultants: Six professors (three per semester) to provide onsite support, technical assistance and coaching on implementation of the Integrated Enrichment Class using the Inquiry method/problem based and project based learning. 24 hours of planning and collaboration and 24 hours of in classroom support/modeling/observation/feedback. Total of 48 hours each semester per professor at \$2,500 each.	6	\$2,500.00	\$15,000.00
UALR Professor Stipends for a team of five professors to provide professional development during the SIG Summer Institute: 7 days x five professors @ \$700 per day.	5	\$4,900.00	\$24,500.00
UALR Professor Stipends for facilitation and technical assistance during the end of year Reflection Academy. Two professors x \$700 per day x three days.	2	\$2,100.00	\$4,200.00
National Consultant: Middle School Best Practices/Adolescent Development during summer academy. Six days x \$800 per day in two day sessions. Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 x three trips.		\$4,800.00	\$3,360.00
Consultant: Co-teaching model professional development and technical assistance. Eight days x \$800 per day delivered in two day sessions. Travel: Airfare @ \$650 + hotel @ \$140 per night + \$50 for ground travel + \$45 per day per diem = \$1,120 per trip x 4 trips.		\$6,400.00	\$4,480.00
			\$10,880.00

Registration for AVID summer conference: 6 participants x \$750 per participant	6	\$750.00	\$4,500.00
SubTotal/Purchased Services			\$176,380.00

Equipment			
Computers for integrated enrichment labs: 100 HP laptops (25 units per cart for Integrated enrichment classes and other instructional activities. One per grade level).	100	\$645.00	\$64,500.00
4 mobile carts for laptops	4	\$1,500.00	\$6,000.00
Classroom Sound Amplification Systems: (Five classroom systems @ \$1,325 each).	5	\$1,325.00	\$6,625.00
SubTotal/Equipment			\$77,125.00
Materials and Supplies			
Student incentives for improved attendance, academic achievement and reduced discipline: 750 students x 4 incentives x 10.00 each	750	\$40.00	\$30,000.00
Discovery Education Streaming Plus: One school wide license for access to 155,000 digital media resources to support and enrich all of the content areas and the Integrated Enrichment Class.	1	\$2,600.00	\$2,600.00
Flip Cameras	3	\$60.00	\$180.00

Digital Video Cameras	3	\$140.00	\$420.00
Curriculum materials for Integrated Enrichment Class: (includes consumable and non-consumable student materials and resources). 750 students x \$25 per student	750	\$25.00	\$18,750.00
Math intervention materials/manipulatives: 750 students x \$25 per student	750	\$25.00	\$18,750.00
Literacy intervention materials: 750 students x \$25 per student	750	\$25.00	\$18,750.00
Teacher Incentives for certified staff when the school achieves their AMO in math and literacy 75 staff x \$500 per staff award/classroom materials.	75	\$500.00	\$37,500.00
Professional literature and materials to support professional growth and development sessions 75 teachers x \$200 per teacher.	75	\$200.00	\$15,000.00
SubTotal/Materials and Supplies			\$141,950.00
Other			
ADE SIG Supervisor	1	\$100,000.00	
SubTotal/Other			\$100,000.00
Total			\$1,998,471.25

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D. ASSURANCES

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

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

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

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

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

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

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

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

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

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

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

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

School Name:

LEA #:

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

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

 Identification of Intervention Models

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

_____ Develop a Profile of the School's Performance

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

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 Annual Goals

SECTION B, PART 4
 Proposed Activities

SECTION B, PART 5
 Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

Reading Research Links

National Reading Panel

Publications

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Center on Instruction

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end

Learning Point Associates

Focus on Adolescent Literacy instruction

<http://www.learningpt.org/literacy/adolescent/instruction.php>

International Reading Association

Adolescent Literacy focus

http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

Council of Chief State School Officers
Adolescent Literacy toolkit available at
http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at
http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)
Adolescent Literacy toolkit available at
<http://www.arcc.edvantia.org/resources.php?toolkit=63>

The National Center for Education Evaluation and Regional Assistance
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>