



# 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:<br>Pine Buff School District   |  |
| Mailing Address (Street, P.O. Box, City/Zip)<br>P.O. Box 7678, Pine Bluff, AR 71611  | Starting Date<br>July 2014                                     |
| Name, title and phone number of authorized contact person:<br>Bernice Martin Russell | Ending Date<br>June 2017                                       |
| Amount of funds requested:<br>\$1,740,00.00  | Number of schools to be served: 4 (Application for Jack Robey) |

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

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

Date: 2/28/14  
Date: 2/28/14

| 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](mailto: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](mailto:rick.green@arkansas.gov) .

SECTION A, Part 2: Schools to be served

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

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

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

| SCHOOL NAME            | NCES ID# | Grade Span | Priority School                     | INTERVENTION Model       |                          |                          |                                     |
|------------------------|----------|------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
|                        |          |            |                                     | Turnaround               | Restart                  | Closure                  | Transformation                      |
| Pine Bluff High School | 00867    | 10-12      | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Jack Robey Jr. High    | 01338    | 8-9        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Belair Middle          | 00855    | 6-7        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Oak Park Elementary    | 00866    | K-5        | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|                        |          |            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
|                        |          |            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
|                        |          |            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
|                        |          |            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

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

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

## SECTION B, PART 1:

### B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Jack Robey Junior High School

LEA #: 3505044

#### Context

1. Grade levels (e.g., 9-12): 8-9
2. Total Enrollment: 646
3. % Free/Reduced Lunch: 84.4
4. % Special Education Students: 10.76
5. % English Language Learners: 0.45
6. Home Languages of English Language Learners (list up to 3 most frequent):
  1. Spanish
  2. Marshallese
  3. Tagalog

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

Situated in the southeast corner of Arkansas, with a population of 49,083 citizens, Pine Bluff is the ninth largest city in the state, and the largest city and county seat of Jefferson County. The racial makeup of the city is 76% African American, 22% Caucasian, 0.17% Native American, 0.73% Asian, 0.04% Pacific Islander, 0.82% Latino, and 0.72% multi-racial. While agriculture is the prominent industry of the economy, other industries are equally significant components. Such industries include paper and wood products, wire products, poultry processing, and metal fabrication. Major employers include Jefferson Regional Medical Center, Simmons First National Corporation, Tyson Foods, Evergreen Packaging, the Pine Bluff Arsenal, and the Union Pacific Railroad. The median income for a household in Pine Bluff is \$27,247, and the median income for a family is \$34,362. The per capita income for the city is \$14,637. About 21% of families and 26% of the population live below the poverty line, including 37% of those under age 18 and 18.2% of those ages 65 or over.

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 |
|-------------------------|------------|--|--------|------------|
| Belair Middle School    | 6-7        |  |        |            |
| Southeast Middle School | 6-7        |  |        |            |
| Pine Bluff High School  | 10-12      |  |        |            |
|                         |            |  |        |            |
|                         |            |  |        |            |

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

| Position            | Background and Core Competencies  | Years in Position | Years in School | Years in LEA |
|---------------------|---|-------------------|-----------------|--------------|
| Principal           | 18 <sup>th</sup> year in education: Social Studies teacher for five years and administrator for 13 years. | 1.5               | 1.5             | 1.5          |
| Assistant Principal | 17 <sup>th</sup> year in education: Science teacher for nine years and administrator for eight years.     | 7.5               | 9               | 17           |
| Assistant Principal | 11 <sup>th</sup> year in education: English teacher for eight years and administrator for three years.    | 2.5               | 11              | 11           |

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

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

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

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

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

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

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

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

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

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

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

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

#### Track 1: *Probationary/Novice Teacher*

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

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

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

### Track 2: *Interim Teacher Appraisal Process*

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

#### Procedures:

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

### Track 3: *Intensive Support Status*

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

#### Procedure:

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

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

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

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

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

Teachers in the Pine Bluff School District are evaluated by each building principal or assistant principal using the Arkansas Department of Education-approved Teacher Evaluation framework known as the Arkansas Teacher Excellence Support System (T.E.S.S.). This three year cycle model scores teachers in four domains and rates them as distinguished, proficient, basic or unsatisfactory in 22 components. The model also places teachers into one of three tracks: Track 1 – probationary/novice (year 1, year 2, or year 3); Track 2 – interim teacher appraisal; and Track 3 – intensive support status. Professional Growth Plans for teachers are also a part of the framework.

Probationary/novice teachers assigned to Track 1 (year 1, year 2, or year 3) receive multiple formal observations throughout the year (focused on targeted growth areas). Informal observations are also held throughout the year. These teachers also receive a summative evaluation on all 22 components at the end of the year. Multiple conferences between probationary/novice teachers and evaluators are held throughout the year. Professional Growth Plans are developed after each teacher's first formative observation.

Teachers assigned to Track 2 (interim teacher appraisal) are sub-assigned to Cycle 1, Cycle 2, or Cycle 3. In Cycle 1 (year 1/2A), a summative evaluation (with a pre-observation conference, observation, and post-observation conference) on all 22 components is completed once every three years. These teachers' formative evaluations can focus on targeted growth areas; the goals of their Professional Growth Plans are addressed throughout the year. In Cycle 2 (year 2/2B2), observations focus on targeted areas of teachers' Professional Growth Plans, and a modified evaluation is based on specific components of the rubric included in the Professional Growth Plans over the two year cycle. In Cycle 3 (year 3/2B1), observations focus on targeted areas of teachers' Professional Growth Plans, and a modified evaluation is based on specific components of the rubric included in the Professional Growth Plans over the one year cycle. For teachers assigned to Track 2 (Cycle 2 or Cycle 3), the process is the same as Cycle 1, except the steps rotate each year.

Teachers assigned to Track 3 (intensive support status) receive summative evaluations which include all 22 components. These teachers must complete an Intensive Professional Learning Plan; they must have multiple formal and informal observations; they must also have multiple conferences with their evaluators; and they may remain in Track 3 for two semesters. Two additional semesters may be added, if improvement is not observed.

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

Within the past five years, the Pine Bluff School District has utilized several external partners to assist with its current reform and improvement efforts. The District is currently receiving services from Evan Newton-Target Teach (ENI) and Elbow2Elbow (E2E)

The ENI SCHOOL Improvement Model assigns an educational specialist to serve as a one-on-one mentor for each building principal. The specialist makes site visits bi-weekly for individual principal coaching sessions. The coach's role remains inclusive of coaching, mentoring, and modeling effective instructional leadership strategies for the principal. Additionally, the coach participates in classroom walkthroughs, observe and provide feedback on school-based professional development, participates in PLCs and data talks, and assist the principal/leadership team with the implementation of effective reform initiatives.

Two years prior to the adoption of the ENI School Improvement Model, the district employed the services of JBHM Education Group's School Improvement Framework. Under the JBHM reform model, an educational specialist worked with the principal on effective leadership strategies underscoring school reform. The reform specialist also monitored the school's data and assisted the school in implementing initiatives focused on increasing learning outcomes.

Jack Robey Junior High School has undertaken several reform and improvement efforts to increase student achievement within the last five years. The following programs were implemented as interventions to improve the priority status:

- Two week Data Analysis Workshops (using data to drive instruction)
- Remediation
- After school tutoring
- A-Plus Reading
- TLI (The Learning Institute)
- Homeroom.com
- School Improvement Specialist
- Culture and climate (Back to School Blast, Priority Improvement Plan)
- Root Cause Analysis Implementation
- Literacy and Math Specialists
- Literacy and Math Coaches
- I Can Learn Math
- Compass Learning
- Edline (parent and student academic monitoring)
- PLCs (Professional Learning Communities)
- Common planning periods for Literacy and Math

## 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 | 56%  | 62%  | 44%  | 51%  | 46%  |
| Mathematics              | 49%  | 53%  | 46%  | 42%  | 37%  |
| Science                  |      |      |      |      |      |
| Social Studies           |      |      |      |      |      |
| Writing                  |      |      |      |      |      |
|                          |      |      |      |      |      |

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

Test Year:

| Subject                          | White, non-Hispanic |      |      | Black, non-Hispanic |      |      | Hispanic |      |      | Other Ethnic |      |      | Special Education |      |      |
|----------------------------------|---------------------|------|------|---------------------|------|------|----------|------|------|--------------|------|------|-------------------|------|------|
|                                  | 2013                | 2012 | 2011 | 2013                | 2012 | 2011 | 2013     | 2012 | 2011 | 2013         | 2012 | 2011 | 2013              | 2012 | 2011 |
| Reading/<br>Language/<br>English |                     | -    | 10   |                     | 62   | 43   |          | -    | 50   |              |      |      |                   | 37   | 5    |
| Mathematics                      |                     | 64%  | 67%  |                     | 53   | 45   |          | -    | 57   |              |      |      |                   | 54   | 46   |
| Science                          |                     |      |      |                     |      |      |          |      |      |              |      |      |                   |      |      |
| Social<br>Studies                |                     |      |      |                     |      |      |          |      |      |              |      |      |                   |      |      |
|                                  |                     |      |      |                     |      |      |          |      |      |              |      |      |                   |      |      |

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

Test Year: 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 |         |         |         |         |         | 55      |         |          |          |          |
| Mathematics              |         |         |         |         |         | 39      |         |          |          |          |
| Science                  |         |         |         |         |         |         |         |          |          |          |
| Algebra                  |         |         |         |         |         |         | 52      |          |          |          |
| Geometry                 |         |         |         |         |         |         | 87      |          |          |          |
| Other                    |         |         |         |         |         |         |         |          |          |          |

Test Year: 2012

| Subject                  | 3rd Gr. | 4th Gr. | 5th Gr, | 6th Gr. | 7th Gr. | 8th Gr. | 9th Gr. | 10th Gr. | 11th Gr. | 12th Gr. |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Reading/Language/English |         |         |         |         |         | 61      |         |          |          |          |
| Mathematics              |         |         |         |         |         | 37      |         |          |          |          |
| Science                  |         |         |         |         |         |         |         |          |          |          |
| Social Studies           |         |         |         |         |         |         |         |          |          |          |
| Algebra                  |         |         |         |         |         |         | 63      |          |          |          |
| Geometry                 |         |         |         |         |         |         | 86      |          |          |          |

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 |         |         |         |         |         | 44      |         |          |          |          |
| Mathematics              |         |         |         |         |         | 37      |         |          |          |          |
| Science                  |         |         |         |         |         |         |         |          |          |          |
| Social Studies           |         |         |         |         |         |         |         |          |          |          |
| Algebra                  |         |         |         |         |         |         | 69      |          |          |          |
| Geometry                 |         |         |         |         |         |         | N/A     |          |          |          |

4. Average daily attendance percentage for the 2013-2014 school year: 97.6%

5. Mobility rate for the 2013-2014 school year: 5%

6. Graduation rate for all students for the 2012-2013 school year: N/A

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

|      | All Students |
|------|--------------|
| 2013 |              |
| 2012 |              |
| 2011 |              |

### Key Questions

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

Benchmark data reveals that African American students both male and female are not performing at acceptable levels in Literacy or Math. There is a significant decline in math which the data indicates the greatest need with only 50% of the combined population scoring proficient or better on the benchmark. The literacy data indicates that 60% of the combined student population tested scored proficient or advanced. Since the majority of the students are African American, this subpopulation are experiencing the lowest achievement.

| STUDENT PERFORMANCE -- LITERACY |                                |          |            |          |           |                                |          |            |          |           |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS:                | ACHIEVING                      |          |            |          |           |                                |          |            |          |           |
|                                 | STATUS PERFORMANCE -- LITERACY |          |            |          |           | GROWTH PERFORMANCE -- LITERACY |          |            |          |           |
| ESEA Flexibility Indicators     | # Achieved                     | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved                     | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students                    | 164                            | 294      | 55.78      | 53.54    | 91.00     | 158                            | 276      | 57.25      | 53.79    | 93.00     |
| Targeted Achievement Gap Group  | 135                            | 261      | 51.72      | 50.00    | 91.00     | 131                            | 245      | 53.47      | 50.07    | 93.00     |
| Three Year Average Performance  | # Achieved                     | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved                     | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students                    | 504                            | 938      | 53.73      | 53.54    | 91.00     | 477                            | 874      | 54.58      | 53.79    | 93.00     |
| Targeted Achievement Gap Group  | 393                            | 776      | 50.64      | 50.00    | 91.00     | 369                            | 716      | 51.54      | 50.07    | 93.00     |
| ESEA Subgroups                  | # Achieved                     | # Tested | Percentage | 2013 AMO |           | # Achieved                     | # Tested | Percentage | 2013 AMO |           |
| African American                | 158                            | 286      | 55.24      | 52.38    |           | 153                            | 269      | 56.88      | 52.58    |           |
| Hispanic                        |                                |          |            | 58.33    |           |                                |          |            | 58.33    |           |
| White                           |                                |          |            | 100.00   |           |                                |          |            | 100.00   |           |
| Economically Disadvantaged      | 135                            | 258      | 52.33      | 50.78    |           | 131                            | 243      | 53.91      | 50.62    |           |
| English Language Learners       |                                |          |            | 58.33    |           |                                |          |            | 100.00   |           |
| Students with Disabilities      | 0                              | 28       | 0.00       | 20.73    |           | 0                              | 22       | 0.00       | 21.88    |           |

| STUDENT PERFORMANCE -- MATHEMATICS |                                   |          |            |          |           |                                   |          |            |          |           |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS:                | NEEDS IMPROVEMENT                 |          |            |          |           |                                   |          |            |          |           |
|                                    | STATUS PERFORMANCE -- MATHEMATICS |          |            |          |           | GROWTH PERFORMANCE -- MATHEMATICS |          |            |          |           |
| ESEA Flexibility Indicators        | # Achieved                        | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved                        | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students                       | 307                               | 628      | 48.89      | 54.86    | 92.00     | 112                               | 276      | 40.58      | 40.29    | 81.00     |
| Targeted Achievement Gap Group     | 235                               | 535      | 43.93      | 52.91    | 92.00     | 90                                | 245      | 36.73      | 37.58    | 81.00     |
| Three Year Average Performance     | # Achieved                        | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved                        | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students                       | 914                               | 1856     | 49.25      | 54.86    | 92.00     | 309                               | 874      | 35.35      | 40.29    | 81.00     |
| Targeted Achievement Gap Group     | 702                               | 1523     | 46.09      | 52.91    | 92.00     | 232                               | 716      | 32.40      | 37.58    | 81.00     |
| ESEA Subgroups                     | # Achieved                        | # Tested | Percentage | 2013 AMO |           | # Achieved                        | # Tested | Percentage | 2013 AMO |           |
| African American                   | 288                               | 601      | 47.92      | 54.06    |           | 107                               | 269      | 39.78      | 40.25    |           |
| Hispanic                           |                                   |          |            | 64.28    |           |                                   |          |            | 16.67    |           |
| White                              |                                   |          |            | 72.23    |           |                                   |          |            | 58.33    |           |
| Economically Disadvantaged         | 235                               | 529      | 44.42      | 53.01    |           | 90                                | 243      | 37.04      | 37.93    |           |
| English Language Learners          |                                   |          |            | 16.67    |           |                                   |          |            | 58.33    |           |
| Students with Disabilities         | 10                                | 61       | 16.39      | 54.90    |           | 0                                 | 22       | 0.00       | 16.67    |           |

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

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

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

Students experience the lowest achievement in Mathematics. Specific deficit areas for math are as indicated below.

- **Incoming 7th Grade Scores:**
  - Measurement - 34.0%
  - Geometry - 38.3%
  - Algebra - 45.9%
  - Numbers and Operations - 54.3%
  - Data Interpretation and Probability - 60.5%
- **8th Grade Scores:**
  - Geometry - 34.0%
  - Measurement - 42.0%
  - Algebra - 45.4%
  - Data Interpretation and Probability - 45.4%
  - Numbers and Operations - 53.1%

➤ **Algebra Scores:**

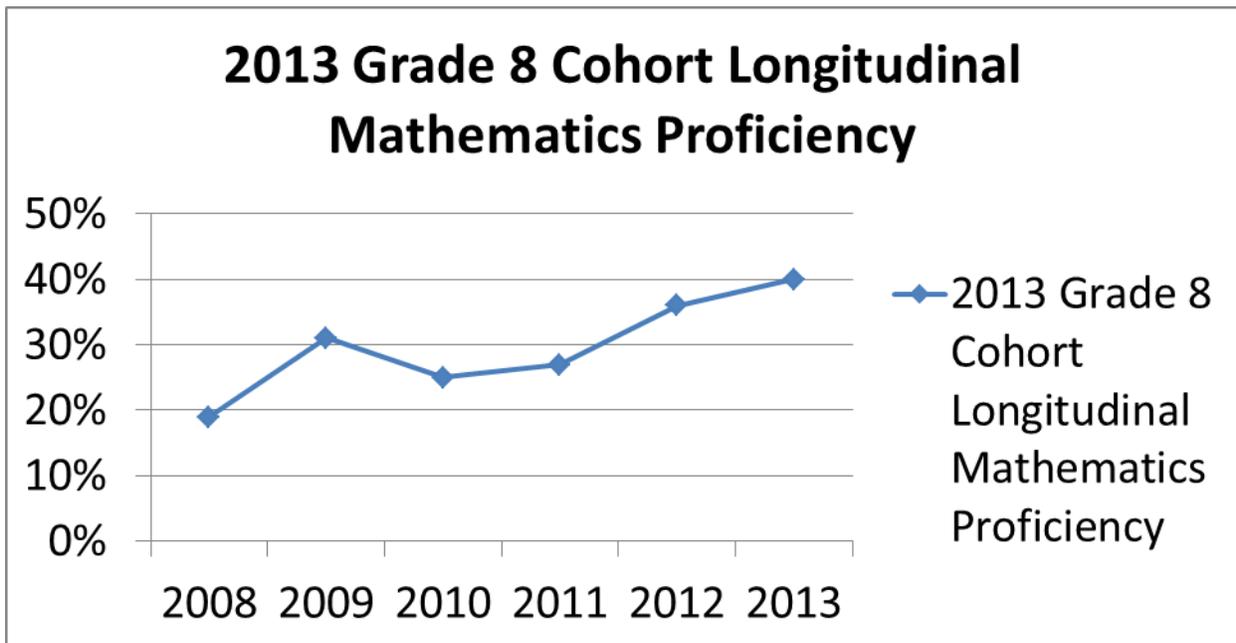
- Solving Equations and Inequalities - 51.6%
- Non-Linear Functions - 58.4%
- Language of Algebra - 60.2%
- Data Interpretation and Probability - 60.4%
- Linear Functions - 60.5%

The following table provides detailed information on the Grade 8 performance on the Arkansas Augmented Examination in Mathematics by each school within the PBSB.

| School        | Number Tested | Below Basic | Basic      | Proficient | Advanced  |
|---------------|---------------|-------------|------------|------------|-----------|
| Jack Robey    | 302           | 38%         | 22%        | 33%        | 6%        |
| <b>TOTALS</b> | <b>302</b>    | <b>38%</b>  | <b>22%</b> | <b>33%</b> | <b>6%</b> |

**Jack Robey 2013 Grade 8 Mathematic Cohort Data Over Time**

Math data was reviewed for a cohort of students beginning 2008 – grade 3 and ending in grade 8. The Cohort of students’ scores increased in grades 4 and 5. However there was a decrease in grade 6



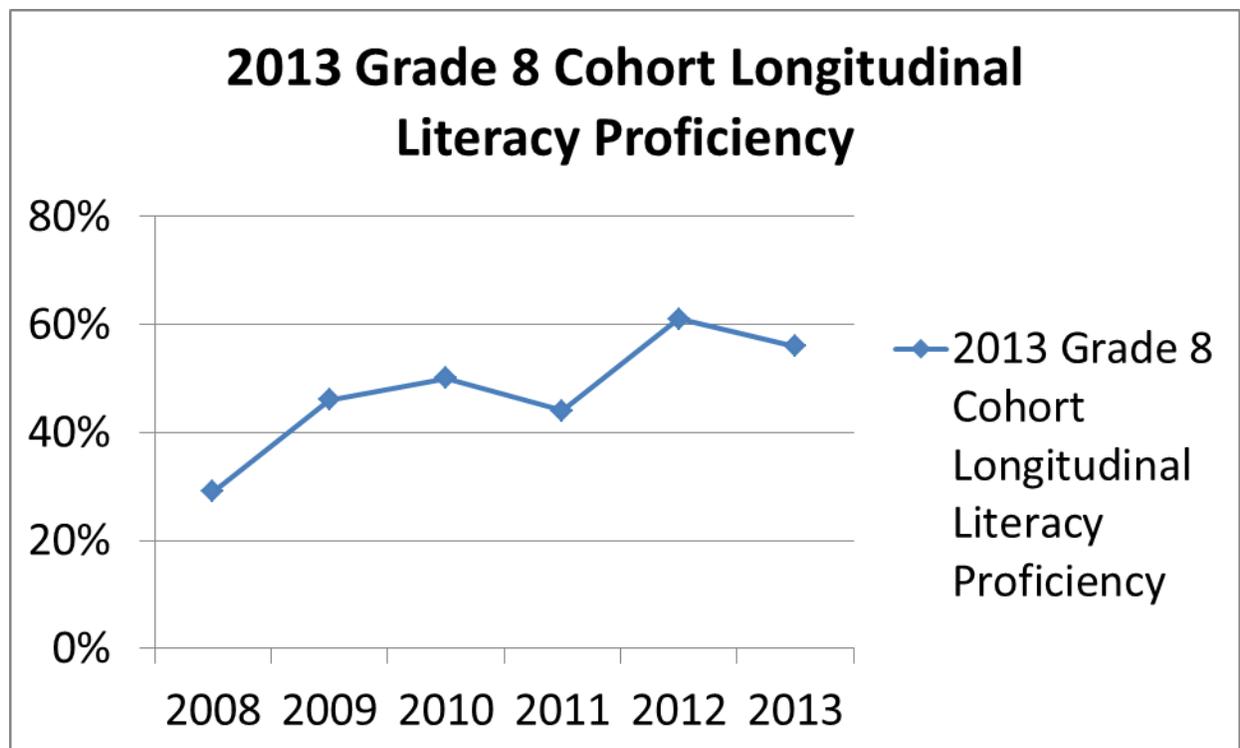
The overall Benchmark scores for Literacy demonstrate the Combined Population had deficiencies in the following areas: Open Response, Writing Multiple Choice, and Literary Passage; Open Response (Literacy) - 4.0 vs. 4.9 (State); Writing Multiple Choice - 50% vs. 64% (State)

The following table provides detailed information on the Grade 8 performance on the

Arkansas Augmented Examination in Literacy by each school within the PBSB.

| School        | Number Tested | Below Basic | Basic      | Proficient | Advanced   |
|---------------|---------------|-------------|------------|------------|------------|
| Jack Robey    | 302           | 12%         | 32%        | 39%        | 16%        |
| <b>TOTALS</b> | <b>302</b>    | <b>12%</b>  | <b>32%</b> | <b>39%</b> | <b>16%</b> |

### Jack Robey Grade 8 Literacy Cohort Data Over Time



Data was reviewed for a cohort of students beginning 2008 – grade 3 and ending in grade 8. The Cohort of students’ scores decreased in grade 6. However there was an increase in grade 7. Scores decreased again in grade 8 but not significantly.

In 2013 the number of students scoring proficient or above on the ACTAAP criterion-referenced assessments increased in the grades 8 Mathematics. However, there is still much room for improvement. Implementation for instruction includes:

*Mathematics: Multiple Choice and Open-Response*

1. Measurement - Students ability to use attributes of measurement to describe and compare mathematical and real-world objects; and identify and use units, systems, and processes of measurement. Students scored the lowest on this strand consistently across grade levels.
2. Geometry- Students ability to analyze characteristics and properties of two- and three-dimensional geometric relationships; apply transformations and the use of symmetry to analyze mathematical situations; specify locations and describe spatial relationships using coordinate geometry and other representational systems; and use visualization, spatial reasoning, and geometry modeling.
3. Data Analysis and Probability- Students ability to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.

*Literacy: Multiple Choice and Open-Response*

1. Reading (Practical Passage)- Students ability to write a response to or select the correct answer to a reading or writing item that provides useful information, such as a brochure, recipe, handbook, manual, or “how to” directions.
2. Writing- Students ability to select the correct answer in regards to capitalization, punctuation, spelling, and paragraph formatting.
3. Reading (Literary Passage) - Students ability to write a response to or select the correct answer to a reading or writing item that provides a selection such as a short story, poem, or an excerpt from a novel or essay.

*Science: Multiple Choice and Open-Response (All Areas)*

1. Nature of Science- Students ability to demonstrate an understanding of the inquiry process through nature of science; explore, demonstrate, communicate, apply, and evaluate the knowledge of the nature of science; and demonstrate an understanding of the connections and applications of the nature of science.
2. Life Science- Students ability to demonstrate an understanding of life science as a process of inquiry; explore, demonstrate, communicate, apply, and evaluate the knowledge of life systems; and demonstrate an understanding of the connections and applications in life science.
3. Physical Science- Students ability to demonstrate an understanding of physical science as a process of inquiry; explore, demonstrate, communicate, apply, and evaluate the knowledge of life systems; and demonstrate an understanding of the connections and applications in physical science.
4. Earth and Space Science- Students ability to demonstrate an understanding of earth and space systems; explore, demonstrate, communicate, apply, and

evaluate the knowledge of the properties of earth and space systems; and demonstrate an understanding of the connections and applications of earth and space systems

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

Characteristics of student demographics that should be taken into consideration in selecting a model and external partners and/or providers include the low income and African American student population. Students with poor academic performance measured by various forms of data, background and environmental variables should be taken into account as well. Eighty percent of the school's population receives free or reduced meals. Many students come from households of low economic status and a culture of low expectations has been displayed. Students have been moved along through the system without having gained the prerequisites to be successful at the next level.

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

Pine Bluff School District is one of the poorest in the state of Arkansas, serving some of the most disadvantaged children in the state. Neighborhoods in the Pine Bluff area have high crime rates. According to a report by the CQ Press; *Crime in Metropolitan America*, February 2013, on a scale of 1 to 10 (1 being the most severe), Pine Bluff rates a two or the second most dangerous area in the country. Data indicates that the enrollment area is comprised of highly mobile, low income, and high minority students.

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

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

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

- Findings that led to the "Recommendations"
- LEA (Leadership) and/or school "Recommendations" implementation
- Implementation progress
- Evaluation process

#### **Findings:**

- 1) Jack Robey Junior High School has unlocked doors during the school day
- 2) Classroom transitions are disorderly and lead to misbehavior and tardies
- 3) Teachers are not aware of procedures to request classroom resources
- 4) Academic coaches are not modeling lessons in classrooms on a regular and equitable basis
- 5) Students do not arrive to class on time and ready to learn
- 6) Technology work orders are not being completed in a timely manner

#### **Recommendations:**

- 1) School leadership and security personnel should ensure that all outside doors are locked and remain locked throughout the day
- 2) Hallway routines and procedures must be established to ensure an orderly transition between classes. Students should immediately be directed to walk on the right-hand side of the hallway. Teachers, security personnel, and school administration must enforce established rules.
- 3) School administration should share with teachers the steps of requesting resources, including the process of completing the TargetTeach form that needs to be submitted to obtain classroom supplies
- 4) School leadership must immediately develop a schedule for academic coaches to begin modeling in every teacher's classroom at least once each quarter
- 5) The school counselor should work with teachers and students to develop a reward system to motivate students to arrive to class on time
- 6) School leadership should monitor technology requests and ensure that district technology personnel are completing work orders effectively and efficiently.

#### **Implementation Progress:**

- 1) Security cameras were placed in all classrooms, hallways, exterior locations, and all security personnel routinely check all outside doors throughout the day to ensure all doors are locked

- 2) School administrators and security personnel are strategically stationed throughout the building to direct students to walk on the right-hand side of the hallway, and remind students to get to class before the tardy bell sounds
- 3) At the next regularly scheduled monthly faculty meeting, the principal emphasized to all teachers (veterans and new) the steps of requesting resources and supplies
- 4) The literacy and math coaches give administrators their weekly schedules of teachers' classrooms they plan to visit
- 5) While tardies have declined tremendously since the Scholastic Audit, members of the school's leadership team continue to explore a meaningful reward system to motivate students to arrive to class on time
- 6) Technology requests are entered and monitored through a computerized system; additionally, the district's director of technology has assigned a specific technician to support Jack Robey Junior High School daily to immediately complete technology requests

### **Evaluation Process:**

To evaluate the effectiveness of the implemented recommendations (next steps), members of Jack Robey Junior High School's leadership team meet weekly with their school improvement specialist to discuss anecdotal evidence. Moreover, because our goal is to ensure each finding is fully implemented within three to five years, a part of our progress monitoring entails continuously seeking feedback from all stakeholders. In so doing, our ultimate goal of increasing students' academic achievement outcomes will be realized.

### **Summary**

Jack Robey Junior High School will address and implement procedures to meet all standards and recommendations of the report over a five-year period beginning with 2013-2014 school term. School leadership, in partnership with faculty, decided on the timeline to address the standards and deficit areas. The following is a year-by-year plan:

| <b>Year</b> | <b>Standard(s)</b>                           |
|-------------|--|
| 2013-2014   | 1.1 (c, d, f)<br>2.1 (c, d, e, f, h)         |
| 2014-2015   | 3.1 (a, g)<br>4.1 (c, e, f, h)<br>6.2 (c, f) |
| 2015-2016   | 7.1 (b, d, j)<br>8.1 (b, c, d), 8.2c         |
| 2016-2017   | 9.1a, 9.2b, 9.3b, 9.4 (a, b)                 |
| 2017-2018   | 9.5 (a, c, d), 9.6 (a, b, c, d)              |

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).

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

Jack Robey Junior High School provides a singularly unique educational opportunity within the city of Pine Bluff. It is Pine Bluff's only 8<sup>th</sup> and 9<sup>th</sup> grade school. Every student (past, present, or future) who matriculates within the Pine Bluff School District will attend Jack Robey.

In this capacity, Jack Robey Junior High School has a decisive responsibility to ensure the academic achievement of our community's citizens. Our facility is structured to separate the two grade levels for academic purposes while allowing social interaction for extracurricular activities. School administration encourages the prominent display of student academic excellence; these displays encourage students to monitor and own their progress towards academic achievement. Students, parents, and community members regularly engage in the school's decision-making processes and activities that foster stakeholder support and facilitate academic success. For example, Saturday school is offered at the local Arts & Science Center as a free enrichment incentive and opportunity for students and parents to pursue deeper exploration of artistic, mathematical, and scientific concepts in a free-flow, collaborative environment.

The faculty and staff at Jack Robey Junior High School understand the unique challenges of early adolescence as impacted by local socio-economic demographics. Teachers and parents collaborate to offer a variety of programs, including character-building, etiquette, and mentoring. Unfortunately, the district is financially challenged and unable to provide supplemental resources (indirect services, poverty-related intervention support, and upgraded technology) to adequately assist Jack Robey students. With the addition of these resources, Jack Robey students will be equipped to thrive in a 21<sup>st</sup> Century global society.

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).

Jack Robey Junior High School uses the following data sources to guide our implementation of appropriate interventions:

- a. Arkansas Comprehensive Testing, Analysis, and Accountability Program (ACTAAP – Benchmark and End of Course exams)
- b. Iowa Test of Basic Skills (ITBS)
- c. The Learning Institute (TLI)
- d. Renaissance Learning (Math and Reading)
- e. Accelerated Reading
- f. Read 180
- g. I Can Learn Math
- h. Do The Math
- i. COMPASS Learning Systems
- j. School Health Index Module surveys
- k. Student, parent, and faculty feedback surveys from selected events (Back to School Blast, Family Math/Literacy nights, etc.)
- l. Indistar, TRIAND, NORMES data systems
- m. ACSIP intervention initiatives and timelines
- n. Professional development workshops on Teacher Excellence and Support System (TESS)
- o. Professional development workshops on Robert Marzano’s High-Yield strategies
- p. Professional development workshops on Common Core State Standards
- q. Professional development workshops on Next Generation Science Standards
- r. Professional development workshops on Kagan Cooperative Learning Structures

## 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?
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.
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.
7. Review the history of the LEA's use of state and federal funds.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

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

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

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

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

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

### Transformation

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

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

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

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

- Act 949 of 2009 To increase Accountability for Achievement Gaps in school districts and to provide intervention and support to Public School Districts to address the severity of achievement gaps
- Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)),
- Act 1467 of 2003 “The Omnibus Quality Education Act” (codified as A.C.A. § 6-15-201 et seq), [http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf).

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

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

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

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

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

## Turnaround

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

1. State statutes and policies that address turnaround, limit it, create barriers to it, or provide support for it and how:
  - Act 949 of 2009 To increase Accountability for Achievement Gaps in school districts and to provide intervention and support to Public School Districts to address the severity of achievement gaps
  - Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development.  
([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)),
  - Act 1467 of 2003 “The Omnibus Quality Education Act” (codified as A.C.A. § 6-15-201 et seq),  
[http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf).

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

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

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

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

## Restart

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

### Charter Schools

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

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

- The Arkansas ESEA waiver offers the opportunity to request flexibility on behalf of the Districts, and Schools to better focus on
  - improving educational outcomes,
  - closing achievement gaps, and
  - increasing the quality of instruction.
- Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. These rules are designed to
  - ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.
  - improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
  - require point-in-time intervention when it is determined that a student(s) is not performing at grade level.
  - outline testing and assessment security and confidentiality requirements.
  - establish a program to identify, evaluate, assist and advise public school districts in academic distress.
- Act 949 of 2009 To increase Accountability for Achievement Gaps in school districts and to provide intervention and support to Public School Districts to address the severity of achievement gaps
- Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional

- development. ([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)),
- Act 1467 of 2003 “The Omnibus Quality Education Act” (codified as A.C.A. § 6-15-201 et seq),  
[http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf).
- Act 509 limits the number of State Open-Enrollment Public Charter Schools to no more than a total of twenty-four (24).

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

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

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

None at this time

## Education Management Organizations

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

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

- The Arkansas ESEA waiver offers the opportunity to request flexibility on behalf of the Districts, and Schools to better focus on
  - improving educational outcomes,
  - closing achievement gaps, and
  - increasing the quality of instruction.
- Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. These rules are designed to
  - ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.
  - improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
  - require point-in-time intervention when it is determined that a student(s) is not performing at grade level.
  - outline testing and assessment security and confidentiality requirements.
  - establish a program to identify, evaluate, assist and advise public school districts in academic distress.
- Act 949 of 2009 To increase Accountability for Achievement Gaps in school districts and to provide intervention and support to Public School Districts to address the severity of achievement gaps
- Act 35 of the Second Extraordinary Session of 2003 (see especially A.C.A. § 6-15-401 et seq.), Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development.  
([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)),
- Act 1467 of 2003 “The Omnibus Quality Education Act” (codified as A.C.A. § 6-15-201 et seq),  
[http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf).

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

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

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

None at this time

## Closure

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

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

None at this time

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

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

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

None at this time

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

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

## Step 2: Develop Profiles of Available Partners

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

### Transformation

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

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

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

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

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

## Turnaround

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

| External partners available to assist with turnaround and brief description of services they provide and their track record of success. |          |             |   |  |
|---|----------|-------------|---|--|
| Partner Organization  | Lead Y/N | Support Y/N | Services Provided   | Experience (Types of Schools and Results)  |
| UVA Darden & Curry Partnership for Leaders in Education (PLE)   | Y        | Y           | Job-embedded professional development - Building capacity and training high-impact school leaders | The UVA program is the only school turnaround program in existence that utilizes a systemic approach to change by working with school, district, and state-level leadership teams to help build the internal capacity necessary to support and sustain effective school turnarounds. The program was initiated in 2004; cohorts have included urban, suburban and rural districts in 17 states. 138 schools have completed the program. Data indicates that school reading proficiency increased an average of 36% and school mathematics proficiency increase an average of 46%. Forty-six (46) percent of those schools made AYP compared to only 16% that made AYP prior to entering the UVA program. |
| Evan Newton (ENI)   | N        | Y           | Leadership and Coaching   | ENI was incorporated in 1973. ENI works with schools to improve student achievement using innovative, customized   |

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

**Restart**

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

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

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

**Closure**

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

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

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

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

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

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

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

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

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

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## The Transformation Model

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

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

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

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

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

- An ability to signal and communicate change with clear purpose.

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

It is important to note that the current school leader was assigned to Jack Robey at the beginning of the 2012-2013 school year. However, she will participate in the interview process in order to ensure selection of the best leader for this transformation.

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

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

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

To further support the new leader, the district will also work with the board to develop an incentives and rewards policy. Currently the district does not have a policy for the provision of incentives and rewards for teachers, leaders, and other staff. The benchmarks developed for this transformation plan will be for leaders, teachers and other staff who, in implementing this model, have increased student achievement. Benchmarks will be developed between the School Improvement Office and the teachers and principals at the SIG school and approved by the board.

Beginning this school year (2013-2014) building leaders identified the most struggling teachers in each priority school and placed those teachers on individualized support & accountability plans. School leaders will utilize formal and informal observations

following the new Teacher Evaluation System (TESS) for teacher evaluations. Teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so will be removed. The new leader will work collaborative with the Human Resource Office to screen and select new teachers. Any decisions made will be in compliance with the Arkansas Teacher Fair Dismissal Act (Arkansas code 6-17-1503).

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

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

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

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

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

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

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

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

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

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

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

A School Community Council comprised of the principal, counselor, social worker, teachers, and parents (typical configuration), with parents constituting the majority of the membership will be developed. The School Community Council advises, plans, and assists with matters related to implementation to the parent component of the grant. The council may also provide input on the school-home compact, homework, open houses, parent-teacher conferences, school-home communication, and parent education (including training and information about learning standards and the parents' role in supporting children's learning at home). This council may be inclusive of the current PTO.

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## The Turnaround Model

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

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

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

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

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

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

- Builds a school culture for regular focused dialogue around professional development as it relates to effective instruction.
- Skills and desire to address and confront unsuccessful teaching behavior.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?
2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?



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## School Closure Model

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

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
  
8. What supports will be provided to recipient schools if current staff members are reassigned?
  
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
  
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
  
11. How will the LEA track student progress in the recipient schools?
  
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
  
13. How does school closure fit within the LEA's overall reform efforts?

Step 4: Define Roles and Develop Contracts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Prescriptive coaching includes:**

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

**Academics & Institute:**

- High Yield Strategies – Reaching Out to Struggling Populations

**Instructional Management Program Operator In-service:**

- TargetPLC Introduction and Support Modules

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

**Elbow 2 Elbow Educational Consulting**  
(Non SIG Funds).

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

Academic Support Literacy, Mathematics, Science & Social Studies

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

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

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

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

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

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

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

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

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

## Step 5: Forge Working Relationships

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

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

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

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

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

| Name              | Role                |  | Name            | Role                         |
|-------------------|---------------------|--|-----------------|------------------------------|
| Jerry Bell        | Principal           |  | Vernita Lee     | English Teacher              |
| Eric Elders       | Assistant Principal |  | Latauna Perkins | Science Teacher              |
| Ronnieus Thompson | Assistant Principal |  | Cameron Pierre  | English Teacher              |
| Vergil Cato       | Literacy Coach      |  | Michael Turley  | Math Teacher/<br>ACSIP Chair |
| Jeremy Cegers     | Math Coach          |  |                 |                              |

Meetings

| Location          | Date     |  | Location          | Date     |
|-------------------|----------|--|-------------------|----------|
| JRJH Media Center | 02/17/14 |  | JRJH Media Center | 02/19/14 |
| JRJH Media Center | 02/18/14 |  |                   |          |

## Step 7: Sustainability

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

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

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

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

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

- Curriculum and Instruction

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

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

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

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

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

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

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

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

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

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

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

SECTION B, PART 3:

**B. DESCRIPTIVE INFORMATION: Annual Goals**

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

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

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

Goal: 100% of Jack Robey Junior High School administrators and staff will develop and implement a rigorous, intentional plan to build leader and teacher capacity.

| Objective  | Measureable Outcome(s)  | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date   | Target Completion Date | Person Responsible   |
|--|---|---|-----------------------|------------------------|--|
| <p>Establish the teacher leadership team, roles, responsibilities, processes, and practices using instruction-focused PLC implementation tool. Administrators and academic coaches spend time in PLC meetings.</p> | <p>By October 2014, 70% of PLCs will be in compliance.</p>    | <p>PLC sign-in sheets, agendas and minutes of meetings.</p>   | <p>September 2014</p> | <p>June 2015</p>       | <p>Building Administrator, Leadership Team Content Specialists</p> |
| <p>Leadership team member, teachers, Data Coach analyzes data and prioritize student needs based on Standards. Implement reading strategies to improve instruction and achievement.</p>                            | <p>By June 2014, 100% of teachers will disaggregate data.</p> | <p>PLC sign-in sheets, agendas, and minutes of meetings.</p>  | <p>September 2014</p> | <p>June 2015</p>       | <p>Building Administrator, Leadership Team Content Specialists</p> |

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LEA Goals and Objectives

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Goal: 100% of Jack Robey Junior High School administrators and staff will develop and implement a rigorous, intentional plan to build leader and teacher capacity.

| Objective  | Measureable Outcome(s)   | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible        |
|--|--|---|---------------------|------------------------|---------------------------|
| Academic coaches will submit weekly coaching reports to principal, which reflects their time building teacher capacity.  | By November 1, 2014, 80% of academic coaches' time is spent working with teachers. | Academic coaches' weekly reports.                             | September 2014      | May 2015               | Math and Literacy Coaches |
| Academic coaches will model a minimum of six lessons per week.   | By March 2015, six lessons will be modeled per week.                               | Academic coaches' weekly reports and teachers' lesson plans   | October 2014        | March 2015             | Math and Literacy Coaches |
| Jack Robey's calendar will be revised to allow for additional instructional time to address individual student needs, by adding 45 minutes to each school day. | 8% increase in number of students (all/subgroups) meeting the AMO for 2015         | School Calendar, test scores.                                 | September 2014      | March 2015             | Building Principal        |

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Goal: 100% of Jack Robey Junior High School staff will promote community involvement that provides appropriate social-emotional supports and improved student achievement.

| Objective  | Measureable Outcome(s)   | List Evidence to Document Improvement or Progress Toward Goal  | Implementation Date | Target Completion Date | Person Responsible       |
|--|--|--|---------------------|------------------------|--------------------------|
| Organize student led conferences to enhance and increase parent participation in student learning  | 90% of parents will be notified and participating in conferences | Student led materials & portfolios, forms to parents, sign-in-sheets                                 | September 2014      | May 2015               | Teachers                 |
| Organize regular student parent work sessions in order to provide on – campus support for under-resourced students.                          | A minimum of two work sessions per month. By September 2014,     | Evidence of program/activities that contribute to parent involvement in raising academic performance | August 2014         | September 2015         | School staff             |
| Organize regular celebrations of student performance by inviting parents and community members to attend displays of work and presentations. | A minimum of one activity each 9 weeks                           | Evidence of program/activities that contribute to parent involvement in raising academic performance | August 2014         | September 2015         | Principal and counselors |

School Improvement Grant - Section 1003(g)  
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Goal: 100% of Jack Robey Junior High School staff will promote community involvement that provides appropriate social-emotional supports and improved student achievement.

| Objective   | Measureable Outcome(s)  | List Evidence to Document Improvement or Progress Toward Goal   | Implementation Date | Target Completion Date | Person Responsible |
|---|---|---|---------------------|------------------------|--------------------|
| Hire an on-site behavior counselor/social worker to work with students on anger regression, behavioral management and basic life skills and establish partnerships with parents, outside organizations social service agencies. | Qualified person hired, 90% of parents notified of additional services, students and parents participating in conferences | Discussion logs, agendas, calendar of events, action plan with next steps, home visits, one-on-one talks with students/families, conferences with a plan for next steps | September 2014      | May 2015               | Teachers           |

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

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Goal: The percentage of students in Grades 8 - 9 scoring at grade level expectation or higher in Math will increase from 48.89 % to 59% by the end of the school year as measured by the Benchmark Exam administered in March 2014.

| Objective  | Measurable Outcome(s)   | List Evidence to Document Improvement or Progress Toward Goal  | Implementation Date | Target Completion Date | Person Responsible |
|--|---|--|---------------------|------------------------|--------------------|
| Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment. | 70% of teachers will have implemented the RTI program procedures.   | Teacher lesson plans, CWT observation data, student work and assessment grades Teachers' behavior management logs. | August 2014         | October 2014           | Teachers           |
| Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments.   | 70% of teachers will have a reviewed all student data and designed an .action plan (AIP)to address the students' needs. | Students 'assessment data and work samples.  | August 2014         | October 2014           | Teachers           |
|  |   |  | August 2014         | September 2014         | School staff       |

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: The percentage of students in Grades 8 - 9 scoring at grade level expectation or higher in Math will increase from 48.89 % to 59% by the end of the school year as measured by the Benchmark Exam administered in March 2014.

| Objective  | Measureable Outcome(s)  | List Evidence to Document Improvement or Progress Toward Goal  | Implementation Date                                      | Target Completion Date                          | Person Responsible   |
|--|---|--|--|---|--|
| <p>Teachers instructing students in tier 3 for math intervention will implement with fidelity Do The Math Now.</p> <p>Students will be provided with hands on activities that focus on key concepts such as Geometry, Number Operations and Algebraic Thinking and related Learning Progressions.</p> <p>Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement</p> | <p>Teacher lesson plans, CWT observation data, student work and assessment grades</p> <p>70% of students demonstrate an ability to use attributes of measurement to describe and compare mathematical and real-world objects; analyze characteristics and properties of two-and three-dimensional geometric relationships; ability to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer questions.</p> <p>80 % of students are able to explain their procedures and reasoning, as well as include an answer statement.</p> | <p>Teacher lesson plans, student performance data</p> <p>CWT observation logs identifying instructional strategies; Student mastery of task</p> <p>Teacher lesson plans, student performance data; CWT observation logs identifying instructional strategies</p> | <p>August 2014</p> <p>August 2014</p> <p>August 2014</p> | <p>May 2015</p> <p>May 2015</p> <p>May 2015</p> | <p>Principal</p> <p>Classroom Teachers<br/>Counselors<br/>Students<br/>Parents<br/>Principal</p> <p>Classroom Teachers<br/>Counselors<br/>Students<br/>Parents<br/>Principal</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: The percentage of students in Grades 8 - 9 scoring at grade level expectation or higher in Math will increase from 48.89 % to 59% by the end of the school year as measured by the Benchmark Exam administered in March 2014.

| Objective   | Measureable Outcome(s)  | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|---|---|---|---------------------|------------------------|--------------------|
| Algebra teachers and guidance counselors will communicate with parents and high school personnel on a consistent basis. Information may consist of scores, skill deficits, strengths, scheduling and future course work, career possibilities, etc. I teachers will establish parental contact. Parents will complete current program effectiveness surveys | By October 2014, all teachers will have contacted 50% of their students' parents.           | Teachers' parental contact log.                               | August 2014         | October 2014           | Teachers           |
|   | By May 2015, 60% of parents will have completed surveys.                                    | Program effectiveness surveys.                                | May 2013            | May 2014               | Parents            |
|   | By September 2014, 50% of parents will have attended "Back-to-School Blast" and Open House. | Sign-in sheets from "Back-to-School Blast" and Open House.    | August 2014         | September 2014         | Parents            |

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 Jack Robey staff will implement a six week data cycle and use data to disaggregate the growth for each sub group and identify the next cycle of interventions.

| Objective  | Measureable Outcome(s)   | List Evidence to Document Improvement or Progress Toward Goal   | Implementation Date | Target Completion Date | Person Responsible   |
|--|--|---|---------------------|------------------------|--|
| <p>During structured PLC meetings, all teachers will create; revise and differentiated formative assessments and instructional strategies to address various learning levels of all students in core content areas, incorporating literacy and monitoring student performance data for improvement.</p>  | <p>Administration and teachers have focused on "literacy" strategies as our cross-curricular goals with 10% of class time being used to incorporate student literacy engagement</p>        | <p>Classroom walk-through with specific data tracking forms, both formal and informal teacher observation sessions<br/>Lesson Plans, Student work samples</p> | <p>August 2014</p>  | <p>May 2015</p>        | <p>Building Administrator, Leadership Team<br/>Content Specialists</p> |
| <p>The School Improvement Officer and Data Coach will assist in reviewing processes and procedures to ensure the following are occurring effectively:<br/>1) analyze student achievement by gap groups, relative to state and district and school assessments; 2) develop a bank of intervention strategies that are research-based and are matched to individual student needs with ways to determine effectiveness; and 3) identify non-cognitive data such as attendance, behavior,</p> | <p>Procedures and processes are in place, student data analysis is ongoing, 80% increase in differentiated student interventions, data wall created with multiple student data sources</p> | <p>Classroom walk-through with specific data tracking forms, both formal and informal teacher observation sessions<br/>Lesson Plans, Student work samples</p> | <p>August 2014</p>  | <p>May 2015</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        The percentage of students in Grades 8 – 9 scoring at grade level expectation or higher in Literacy will increase from 55.78% to 65% by the end of the school year as measured by the Benchmark Exam administered in March 2014.

| Objective  | Measureable Outcome(s)  | List Evidence to Document Improvement or Progress Toward Goal   | Implementation Date   | Target Completion Date            | Person Responsible  |
|--|---|---|---|-----------------------------------|---|
| <p>Conduct regular formal and informal classroom observations with a focus on literacy instruction and student engagement</p> <p>Students will increase their ability to read and understand varied texts in all subject areas as determined by achieving growth</p> | <p>Teachers will have 85% student engagement at any single given time.</p> <p>85% passing rate on teacher made discipline pre and post test</p> | <p>Classroom walk-through with specific data tracking forms, both formal and informal teacher observation sessions</p> <p>Teacher pre/post-test, Student achievement rate</p> | <p>Administrator walk-through visits on a bi-weekly basis. Tracking engagement data and compiling each week, month beginning July 2014</p> <p>July 2014</p> | <p>June 2015</p> <p>June 2015</p> | <p>Building Administrator, Leadership Team Content Specialists</p> <p>Teachers, Building Administrators</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            The percentage of students in Grades 8 - 9 scoring at grade level expectation or higher in Literacy will increase from 55.78% to 65% by the end of the school year as measured by the Benchmark Exam administered in March 2014.

| Objective  | Measurable Outcome(s)  | List Evidence to Document Improvement or Progress Toward Goal  | Implementation Date   | Target Completion Date | Person Responsible  |
|--|--|--|---|------------------------|---|
| Facilitate vertical articulation among content teachers of grades 8-9 teachers (English, Science, Math, Social Studies) to increase understanding of the changing cognitive demands for student mastery at each grade level. | Administration and teachers have focused on "literacy" strategies as our cross-curricular goals with 10% of class time being used to incorporate student literacy engagement | Classroom walk-through with specific data tracking forms, both formal and informal teacher observation sessions Lesson Plans, Student work samples | Administrator walk-through visits on a bi-weekly basis. Tracking engagement data and compiling each week, month beginning July 2014 | June 2015              | Building Administrator, Leadership Team Content Specialists |

SECTION B, PART 4:

**B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools**

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

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

The LEA will take the following actions in order to fully implement this SIG Grant.

- Extend the School Day - Start Time 8:00/End time 3:45 an increase of 45 minutes per day.
- Provide enrichment activities for students and address the social and emotional growth of students
  - Character Education, Cultural/Educational field trips, Excellence incentive opportunities
  - Provide on-campus support for under resourced students and parents via a student/parent technology support center
  - Hire an on-site social worker
  - Upgrade the school parent center, creating a space an environment inviting to parents
- Recruit and Hire new Staff
  - Hire one additional security person above the two provided by the district
  - Hire three paraprofessionals
  - Hire an administrative assistant to work with the school special education teachers and assist with filing of paperwork and scheduling conferences
- Curriculum and Instruction
  - Provide student classroom equipment to upgrade the Science lab, creating an environment conducive to learning and providing opportunities for hands on learning. This will increase student pride which should result in increased student achievement in science.
  - Provide funding for intra-department resources (e.g, 10,000 per department for instructional supplies and equipment –not technology)
  - Purchase software to support research-based content supplemental programs.
  - Provide for substitute pay
- Professional Development
  - Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students = 6,000.00
  - Provide ongoing high-quality , job embedded professional development that is aligned with the comprehensive instructional program; Ensure that school staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies
- Proposed Incentives Years 2 & 3:
  - All certified staff who meets and/or exceeds the AMO for 2015 will be eligible to receive an incentive in the amount of \$500.00 (Math); \$200.00 (Literacy) and \$100.00 (attendance).

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

➤ Leadership (Principal ) UVA 20,000.00

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<br>* 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.

| Professional Development |   |
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| May                      |   |
| June                     | <ul style="list-style-type: none"><li>• Professional Development – Review of Transformation requirements and approved SIG application.</li><li>• Data analysis PD</li></ul> |

## 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.

| July   | <ul style="list-style-type: none"><li>• Attend UVA 5 day Boot Camp</li><li>• Develop/Revise Teacher and Student Handbook</li><li>• Initial meeting between Title I School Improvement Officer, E2E Educational Consulting, School Leadership Team, District Improvement Team and Finance Manager to prepare for implementation of year 1</li><li>• Begin 8<sup>th</sup> grade Summer Transition academy for incoming students</li><li>• Purchase mobile laptop labs for classrooms and I-pads/tablets for teachers</li></ul>   |
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| August | <ul style="list-style-type: none"><li>• New Teacher Orientation</li><li>• PD for effective Smart-board, tablet and laptop use in the classroom</li><li>• Motivational Speaker for Teachers and students to kick off the school year (other funding)</li><li>• Implement Technology based classroom learning labs for Math</li><li>• School Leadership Team, Title I School improvement Officer and E2E specialist meet and review goals, objectives and planned activities to include benchmarks and timelines and review established roles and responsibilities of team members</li><li>• Schedule weekly leadership team meetings with specific focus on data and instructional practices as evidenced in observations and Classroom walkthroughs</li><li>• PLC's begin meeting weekly and establish their focus for the year</li><li>• Teams will meet to discuss daily focus and expectations during their scheduled planning time</li><li>• Data from state benchmark exams analyzed and data walls created</li><li>• Discipline committee created and school plan developed</li><li>• Survey teaching staff to determine needs for basic math and literacy supplies for fully implement engaging activities supporting Common Core State Standards</li><li>• Technology needs assessment conducted</li><li>• PD for teachers on usage of the Smart Board</li><li>• Administrators develop a schedule and begin weekly observations to include reflection conferences with teachers- ongoing throughout the year</li><li>• Establish processes and procedures for special service teachers to support benchmark readiness for special services students</li><li>• Special Services department will conduct a review of IEP's to determine appropriate placement, make necessary revisions, provided modifications to teachers</li></ul> |

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|           | <ul style="list-style-type: none"> <li>• Student incentive plan developed</li> <li>• Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning</li> <li>• Conduct a parental Involvement Survey</li> <li>• Schedule six Parental Involvement sessions to be offered throughout the year</li> <li>• Elect PTO officers</li> <li>• Establish ACSIP Team</li> </ul>  |
| September | <ul style="list-style-type: none"> <li>• Administrators develop a schedule and begin weekly observations to include reflection conferences with teachers- ongoing throughout the year</li> <li>• E2E specialist to engage teachers in reflective feedback following classroom observations/modeled lessons</li> <li>• Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year</li> <li>• Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects</li> <li>• Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment task that mirror Common Core State Standards in Literacy and Mathematics</li> <li>• Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted bell-to-bell instruction</li> <li>• Monitor processes and procedures for special services teachers to support benchmark readiness for special services</li> <li>• Monitor and support implementation of required modifications of individual special education students IEP</li> <li>• Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting</li> <li>• Weekly Leadership team meetings continue</li> <li>• Title I School Improvement Officer provide progress monitoring reports relative to the goals, objectives, benchmarks and activities</li> <li>• PLC's meet weekly</li> <li>• Schedule monthly professional development devoted to Common Core implementation</li> </ul> |
| October   | <ul style="list-style-type: none"> <li>• Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research</li> </ul>   |

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|          | <p>based practices</p> <ul style="list-style-type: none"> <li>• Continue implementation of ACSIP revision as needed</li> <li>• Data from interim assessments analyzed and data walls updated</li> <li>• Weekly leadership Team meetings continue</li> <li>• Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities</li> <li>• Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year</li> <li>• Discipline Plan monitored by committee, data analyzed, adjustments made as needed</li> <li>• Provide job-embedded professional development to address the use of high-yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation</li> <li>• Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror common core state standards</li> <li>• Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted bell-to-bell instruction</li> <li>• Monitor processes and procedures for special services teachers to support benchmark readiness for special services</li> <li>• Monitor and support implementation of required modifications of individual special education students IEP</li> <li>• Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting</li> <li>• PLC's meet weekly</li> <li>• Implement After school Enrichment Program</li> <li>• PTO meeting</li> </ul> |
| November | <ul style="list-style-type: none"> <li>• Weekly Leadership team meetings continue</li> <li>• Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities</li> <li>• Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year</li> <li>• Discipline Plan monitored by committee, data analyzed, adjustments made as needed</li> <li>• Monitor processes and procedures for special services teachers to support benchmark readiness for special services</li> <li>• Monitor and support implementation of required modifications of individual special education students IEP</li> </ul>  |

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|          | <ul style="list-style-type: none"> <li>• Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting</li> <li>• PLC's meet weekly</li> <li>• PTO meeting</li> </ul>   |
| December | <ul style="list-style-type: none"> <li>• Inventory current classroom libraries. Compile novel list; books ordered per grade level; additional books ordered for accelerated reading program</li> <li>• Weekly Leadership team meetings continue</li> <li>• Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities</li> <li>• Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year</li> <li>• Discipline Plan monitored by committee, data analyzed, adjustments made as needed</li> <li>• Monitor processes and procedures for special services teachers to support benchmark readiness for special services</li> <li>• Monitor and support implementation of required modifications of individual special education students IEP</li> <li>• Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting</li> <li>• PLC's meet weekly</li> <li>• PTO meeting</li> </ul> |
| January  | <ul style="list-style-type: none"> <li>• Weekly Leadership team meetings continue</li> <li>• Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities</li> <li>• Administrators and support staff continue weekly observations to include reflection conferences with teachers- ongoing throughout the year</li> <li>• Discipline Plan monitored by committee, data analyzed, adjustments made as needed</li> <li>• Monitor processes and procedures for special services teachers to support benchmark readiness for special services</li> <li>• Monitor and support implementation of required modifications of individual special education students IEP</li> <li>• Continue the review of the Special Education Co-Teach/Inclusion model to ensure implementation in the regular classroom setting</li> <li>• PLC's meet weekly</li> <li>• Continue implementation of ACSIP revision as needed</li> <li>• Data from interim assessment analyzed and data walls updated</li> </ul>   |

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

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|       | <ul style="list-style-type: none"> <li>• Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs</li> <li>• PD support for effective technology use in the classroom</li> <li>• Media Center review data on usage of Classroom libraries.</li> <li>• PTO meeting</li> </ul>  |
| April | <ul style="list-style-type: none"> <li>• Weekly Leadership Team meetings continue</li> <li>• District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.</li> <li>• Technical assistance in effective instructional leadership practices provided to building administrator</li> <li>• Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers</li> <li>• Discipline Plan monitored by committee, data analyzed , adjustments made as needed</li> <li>• Monitor processes and procedures for special services teachers to support benchmark readiness for special education students</li> <li>• Monitor and support implementation of required modifications of Individual Special Education Students IEP</li> <li>• Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting</li> <li>• PLCs meet weekly</li> <li>• Technology walkthrough conducted to determine existing equipment function and accessibility</li> <li>• Technology repaired or returned if under warranty</li> </ul> |
| May   | <ul style="list-style-type: none"> <li>• Weekly Leadership Team meetings continue</li> <li>• District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.</li> <li>• Review student records and prepare for summer school remediation</li> <li>• Compile end of year discipline data</li> <li>• Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting</li> <li>• PLCs meet weekly</li> <li>• Technology walkthrough conducted to determine existing equipment function and accessibility</li> <li>• Technology repaired or returned if under warranty</li> <li>•</li> </ul>  |

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| June | <ul style="list-style-type: none"><li>• Vertical Alignment/Articulation for content specific teachers (math, literacy, science, social studies)</li><li>• Student Achievement Teacher Based Incentives will be awarded</li><li>• Title I School Improvement Officer provides progress monitoring reports relative to the goals, objectives, benchmarks and activities</li><li>• Analyze any available data from the benchmark exam</li><li>• Determine scheduling and staffing needs to transition the beginning phases of year 2 implementation</li></ul> |
| July | <ul style="list-style-type: none"><li>• Determine staffing, scheduling, funding and resource needs for year 2 implementation of SIG funds</li></ul>  |

## 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.

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

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

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

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

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

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

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

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

2016-2017 School Year

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

| 2016-2017 School Year |   |
|-----------------------|---|
| July                  | <ul style="list-style-type: none"> <li>• Start of year meeting between Title I School Improvement Officer, E2E Educational Consultant, School Leadership Team, District school Improvement Team and Finance Manager to prepare for implementation of year 3</li> <li>• Contractors for technology integration for Smart-board use</li> <li>• Planning for Vertical Alignment/Articulation</li> <li>• Vertical Alignment/Articulation for content teachers</li> </ul>  |
| August                | <ul style="list-style-type: none"> <li>• Retention Bonus for Certified/Non-Certified Staff</li> <li>• Implement technology based classroom learning lab for science and math</li> <li>• Implement S.P.A.R.K. program for physical education</li> <li>• New Teacher Orientation</li> <li>• Conduct interest surveys of students/faculty/administration for purchase for</li> <li>• PD for effective technology use in the classroom</li> <li>• Motivational Speaker for Teachers and students to kick off the school year</li> <li>• School Leadership Team, Title I School Improvement Officer, E2E specialist, meet and review goals, objectives and planned activities to include benchmarks and timelines and review established roles and responsibilities of team members</li> <li>• Schedule weekly leadership team meetings with specific focus on data and instructional practices as evidenced in observations and Classroom walkthroughs</li> <li>• PLC's begin meeting weekly and establish their focus for the year</li> <li>• Teams will meet to discuss daily focus and expectations during their scheduled planning time</li> <li>• Data from state benchmark exams analyzed and data walls created</li> <li>• Discipline committee amends and revises school plan</li> <li>• Technology needs assessment conducted (repair and replace equipment)</li> <li>• Conduct a parental Involvement Survey</li> <li>• Elect PTO officers</li> <li>• School leadership reviews and revised the incentive program for student attendance</li> <li>• Conduct 2 day New Teacher Orientation</li> <li>• Survey teaching staff to determine needs for basic math and literacy supplies for fully implement</li> </ul> |

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

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

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

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

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

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

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

|      |  |
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|      | <ul style="list-style-type: none"><li>•</li></ul>  |
| July | <ul style="list-style-type: none"><li>• Meeting between Title I School Improvement Officer, E2E Educational Consulting, School Leadership Team, District school Improvement Team to prepare for implementation of year 4 and sustaining of program activities.</li><li>•</li></ul> |

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                        |
| 1-15-14 | Special Call Meeting with District Admin. Certified and Classified Staff/Support Staff | Linda Watson       | Superintendent                  |
|         |  | Tiffany Bone       | Assist. Supt. Learning Services |
|         |  | Bernice Russell    | Federal programs                |
|         |  | Anna Anderson      | Assist. Supt. Sp. Ed.           |
| 1-22-14 | Faculty Meeting  | Eric Elders        | Asst Principal                  |
|         |  | Ronnieus           | Thompson                        |
|         |  | Virgil Cato        | Literacy Coach                  |
|         |  | Jeremy Cegers      | Jeremy Cegers                   |
| 2-17-14 | Special Call Meeting with Grant Committee  | Eric Elders        | Asst Principal                  |
|         |  | Ronnieus           | Thompson                        |
|         |  | Virgil Cato        | Literacy Coach                  |
|         |  | Jeremy Cegers      | Jeremy Cegers                   |
| 2-18-14 | Special Call Meeting with Grant Committee  | Eric Elders        | Asst Principal                  |
|         |  | Ronnieus           | Thompson                        |
|         |  | Virgil Cato        | Literacy Coach                  |
|         |  | Jeremy Cegers      | Jeremy Cegers                   |
| 2-18-14 | Parent Teacher Organization  | Michael Turley     | Teacher                         |
|         |  | Cameron Richardson | Teacher                         |
|         |  | Latwana Perkins    |                                 |
|         |  | Vernita Lee        |                                 |
|         |  |                    |                                 |
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|         |  |                    |                                 |

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

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

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

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

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

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

## SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Pine Bluff

Priority School Jack Robey

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.

| 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 checked="" type="checkbox"/> Select new staff   |            | 100,000.00 | 100,000.00 | 100,000.00 |
| <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   | 20,000.00  | 20,000.00  |            |            |
| <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   | 10,000.00  | 15,000.00  | 25,000.00  | 25,000.00  |
| <input type="checkbox"/> Implementing data collection and analysis structures  |            |            |            |            |
| <input type="checkbox"/> Increase learning team (extended day, week, and/or year)  |            | 125,000.00 | 125,000.00 | 125,000.00 |
| <input type="checkbox"/> Student supports (emotional, social, and community-based)   |            | 108,000.00 | 108,000.00 | 108,000.00 |
| Additional options (specify) Any of the required and permissible activities under the transformational of new school model |            |            |            |            |
| <input type="checkbox"/> ADE Site Coordinator  | 100,000.00 |            |            |            |
| <input type="checkbox"/> Classroom Resource Support  | 10,000.00  | 127,000.00 | 137,000.00 | 137,000.00 |
| <input type="checkbox"/> Performance Based Incentives (Certified / Classified)   |            | 41,667.00  | 41,667.00  | 41,667.00  |
| LEA-activities designed to support implementation of the transformation model  |            |            |            |            |
| Total  |            |            |            |            |
|  | 140,000.00 | 536,667.00 | 536,667.00 | 536,667.00 |

**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.

| <b>Activity</b>   | <b>Explanation</b>   | <b>Amount</b> |
|---|--|---------------|
| State Site Director   | Per SIG mandate  | \$100,000     |
| Student enrichment opportunities                              | Character Education, Cultural/Education field trips, Excellence incentive opportunities                                      | \$100,000     |
| On-site counselor/social worker                               | Anger regression, behavioral management, basic life skills   | \$180,000     |
| Parenting Center  | Life Skills/Basic Needs Support (uniforms, hygiene, etc.)  | \$44,000      |
| Student classroom equipment                                   | Science labs/classroom safety, student desks/chairs safety   | \$181,000     |
| Student/Parent Technology Support Center                      | Provide on-campus support for under-resourced students and parents who would otherwise be unable to accomplish schoolwork    | \$30,000      |
| Faculty Workroom/Resource Center                              | Improve existing workroom, provide additional room with equipment and supplies to complete lesson plans/projects             | \$30,000      |
| Intra-Department Resource Requirements                        | \$10,000 per department for subject-specific requirements  | \$100,000     |
| Core Subject Area Supplemental Resources (software, licenses) | Additional requirements to purchase software and/or services to support research-based content supplemental programs         | \$50,000      |
| Academic Resources and Supplies                               | Administrative supplies not otherwise provided by the school district (instructional resources, complex informational texts) | \$50,000      |

|   |   |                      |
|---|---|----------------------|
| Faculty/Staff Financial Incentives for extended school day/year | 70 faculty/staff currently; accommodates hiring of additional faculty as required to expand school day/year 25% over existing school year time commitment         | \$375,000            |
| Additional certified staff                                      | Faculty members required to ensure quality instruction in support of teachers-of-record who take time from class for Professional Development opportunities, etc. | \$200,000            |
| Faculty/Staff Performance Incentives                            | TESS-based documentation verifying Teacher Excellence   | \$125,000            |
| Additional personnel  | Security, special education administrative assistant, classroom/administration aides  | \$100,000            |
| Faculty Professional Development                                | Faculty need to visit locations outside of district that are exemplars of successful programs, concepts, etc. Budget for 50 faculty member opportunities          | \$75,000             |
| <b>Total</b>  |   | <b>\$1,740,00.00</b> |

## 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

Jack Robey Junior High School has a primary responsibility to ensure safety for the students, faculty, staff, and authorized visitors. The facility is structured to separate the two grade levels for academic purposes while allowing social interaction for extracurricular activities; however, almost all of the facility's infrastructure (carpets, tile floors/ceilings, student desks, science equipment) has never been updated in the 20+ years the school has existed. Upgrading the physical facility, equipment, desks, and tables will improve student achievement while mitigating safety concerns.

Students, parents, and community members regularly engage in the school's processes and activities that nurture stakeholder support and facilitate academic success. However, the overwhelming majority of students and their families have economic barriers that impede their ability to meet 21<sup>st</sup> Century demands for assignments or projects that extend beyond the class lessons. With the implementation of these grant funds, Jack Robey Junior High School can establish itself as a safe haven and academic hub for students and parents to complete assignments or projects that will foster student self-efficacy.

The faculty and staff at Jack Robey Junior High School understand the unique challenges of early adolescence as impacted by local socio-economic demographics. Students within the community are exposed to profound distractions. As a result, many have difficulty building appropriate response mechanisms. Their emotion-based reactions require direct intervention. Teachers and parents collaborate to offer a variety of proactive programs, including character-building, etiquette, and mentoring. Unfortunately, the district is financially challenged and unable to provide supplemental resources (counseling services, poverty-related intervention support, and upgraded technology) to adequately assist Jack Robey students. Grant funding will leverage Jack Robey Junior High School's ability to equip students to thrive in a 21<sup>st</sup> Century global society.

## 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) <[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

## Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

[http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end)

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

[http://www.reading.org/resources/issues/focus\\_adolescent.html](http://www.reading.org/resources/issues/focus_adolescent.html)

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

Council of Chief State School Officers  
Adolescent Literacy toolkit available at  
[http://www.ccsso.org/projects/secondary\\_school\\_redesign/Adolescent\\_Literacy\\_Toolkit/](http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/)  
  
Content Area Literacy Guide available at  
[http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE\\_FINAL.pdf](http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf)

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

The National Center for Education Evaluation and Regional Assistance  
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at  
[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

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