



ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

| | |
|--|---|
| LEA Name: Pine Bluff School District | |
| Mailing Address (Street, P.O. Box, City/Zip) P.O Box 7678, Pine Bluff, AR. 71611 | Starting Date July 2014 |
| Name, title and phone number of authorized contact person: Bernice Martin Russell | Ending Date June 2017 |
| Amount of funds requested: \$1,697,765.87 | Number of schools to be served: 4 Total (This application is for Oak Park) |

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

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to:

Rick Green
Four Capitol Mall, Box 26
Little Rock, AR 72201

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

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

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

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Oak Park Elementary

LEA #: 3505034

Context

1. Grade levels (e.g., 9-12): K - 5
2. Total Enrollment: 384
3. % Free/Reduced Lunch: 91.93%
4. % Special Education Students: 12.24%
5. % English Language Learners: 0.52%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 1. Marshallese
 2. N/A
 3. N/A

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

Oak Park Elementary School is located within the Pine Bluff School District. We have five elementary campuses with four rated as Needs Improvement and one rated as Priority Needs Improvement. One middle school campus is rated Needs Improvement and one is rated as a Priority Improvement campus. Both the junior high school and the high school are also rated as Priority Improvement campuses. Based on Arkansas' new Elementary Secondary Education Act (ESEA) Flexibility Plan, Pine Bluff School District is currently a Needs Improvement District. The district did not meet the Annual Measurable Objective (AMO) for Graduation Rate and Mathematics. However, the district made the AMO for Percent Tested and Literacy and is rated as Achieving in both areas.

Located at 2900 Orange Street, Oak Park Elementary is in the southwest corner of Pine Bluff. Over ninety-one percent (91.93%) of the students participate in the free or reduced price lunch program. Building curriculum percentages are 5.99% Gifted and 12.24% Special Needs. The community surrounding Oak Park has shifted from one of

resident owners to single family residences occupied by renters. Poverty has been negatively impacted by this shift. In addition, the enrollment in this area is limited due to the declining population of the city, which has declined 4.2% in the past ten years. Oak Park Elementary is a feeder school to both Southeast and Belair Middle School. There are currently three other public school districts, one private school, and two charter schools within the area.

Pine Bluff's population is 75.6% African-American and 21.8% Caucasian. The area in which Pine Bluff is located is considered an urban part of Arkansas with 29.9% of the population living below the poverty line.

According to the 2010 census report, 25.8% of the households in Pine Bluff are headed by females whose income averages less than \$20,000 per year. 27.2% of all families make less than \$15,000 per year. The average income for Jefferson County, Arkansas is \$30,797. Most dwellings in Pine Bluff are rental properties in the low to moderate price range. Very few of the homes in the area are owned by the inhabitants. The education level of the adults in Pine Bluff is reflective of the poverty level in the area. The high school dropout rate is high and this makes it hard or impossible for adults to be competitive in the job market. The 2010 census indicates only 35.8% of Pine Bluff's population have a high school diploma, with 19% not having completed any formal course work. Census statistics show that 5.1% of adults living in Pine Bluff, age 25 years and above have completed a 2 year degree program and 13.1% have completed a 4 year degree program. Only 5.3% of the Pine Bluff population reported completing an advanced degree program.

Many students are deficient in basic reading and math skills deemed necessary to become successful learners. The school population is 384. Sixty-nine percent (69.26%) of students live in a single parent home. The retention rate is minimal, 4 students in 2001-2010; 1 student in 2011-2012 and 2 students in 2012-2013. The tables below provide a graphic picture of Oak Park's total student body.

The demographics of the adult staff is as follows; twenty-eight (28) certified staff members – 22 African American - six (6) white and fifteen (15) classified staff (inclusive of 4 paraprofessionals/housekeeping/food service) – 12 African American and 3 white. Oak Park's teachers are highly-qualified and are teaching in their areas of certification. The paraprofessionals at Oak Park have met the State and Federal requirements and are considered highly-qualified. The average daily attendance (certified) is 92%. This indicates a level of dedication on behalf of the teachers at Oak Park.

*Table 1:

34 - OAK PARK ELEMENTARY STUDENT DEMOGRAPHIC PERCENTAGES

384 Total Active Students On 02/10/2014

Building Gender Percentages

| Gender | Gender Count | Gender Percentage |
|----------------|--------------|-------------------|
| F | 170 | 44.27% |
| M | 214 | 55.73% |
| Summary | 384 | 100.00% |

**Snapshot from the Arkansas Department of Education Data System*

*Table 2:

Building Primary Race Percentages

| Primary Race | Primary Race Count | Primary Race Percentage |
|----------------|--------------------|-------------------------|
| BLACK | 372 | 96.88% |
| HAWAII/PI | 1 | 0.26% |
| WHITE | 11 | 2.86% |
| Summary | 384 | 100.00% |

**Snapshot from the Arkansas Department of Education Data System*

Although Oak Park is academically challenged, the school made some gains in literacy and has been identified as an achieving school in that academic area. An analysis of benchmark data indicates deficits in the areas of Literacy and Math for combined populations and Science for grade 5. Three-year trend data for Literacy identified deficits in the areas of Reading Content Passage, Writing, Multiple Choice, Open Response, Practical Passage, and Literary Passage. Three-year trend data in Math identified deficits in Multiple Choice—Measurement; Open Responses—Data Analysis & Probability, Number & Operations, Algebra, Measurement and Geometry. Improvement is needed in all areas of science.

The most critical areas to move forward in with a school improvement grant are as follows:

1. Address building leadership structures through Darden-Curry Partnership for Leaders in Education (PLE).
2. Immediately identify a formal school level curriculum committee
3. Improve mastery of targeted curriculum.
4. Collaboratively develop a unified format for curriculum maps in all subject areas, including music, art, and physical education. The format should include the Common Core State Standard, Task Analysis, Essential Questions, Related Vocabulary, Materials and Resources, Assessments, and Differentiated Learning Tasks to meet individual learning needs and preferred learning styles.
5. Strengthen tiered interventions in academics.
6. Initiate continuous review of the curriculum, using data to determine whether or not instructional strategies have been effective.
7. Identify unintended gaps and overlaps in the curriculum. This can be achieved by allocating time for vertical articulation and alignment between and among grades at the school and also by meeting with the middle school staff to ensure students at the elementary level are adequately prepared for the transition to middle school.
8. Guide teachers in knowing how to analyze student work and provide specific, meaningful feedback.
9. Train teachers on the effective use of rubrics.
10. Hire a data coach to work with the school leader, math & literacy coaches to delve into the data and use data to inform practice.
11. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
12. Continue to assess Indistar Indicators.

The Pine Bluff School District's business community is very engaged in the community and firmly wants to see the Pine Bluff District improve. Due to the strong support that the Superintendent has cultivated, community business leaders have agreed to provide financial support for the district leadership team to receive leadership training. The training will be provided through the Darden-Curry Partnership for Leaders in Education (PLE). This move was made in the anticipation of an opportunity to apply for the SIG grant. The program is a two-year district and school leadership development program that addresses the challenges and needs of education leaders charged with turning around our nation's lowest performing schools. Before launching the program, the University of Virginia School (UVA) Turnaround Specialist Program works with districts and community partners to ensure the necessary conditions, capabilities and leaders are in place. The program aims to create the system-wide infrastructure necessary to quickly, dramatically and sustainably improve student performance.

If awarded, the school leader(s) will participate in the UVA School Turnaround Specialist Program for high impact leaders. The UVA School Turnaround Specialist Program builds capacity of leaders in the fundamentals of what successful turnaround requires. The UVA School Turnaround Specialist Program also works with school leadership teams (including select teachers) to identify and implement effective turnaround strategies based on each school's unique needs and characteristics.

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 |
|-------------------------|------------|--|--------|------------|
| Carver Pre-School | PreK | | | |
| Belair Middle School | 6-7 | | | |
| Southeast Middle School | 6-7 | | | |
| | | | | |
| | | | | |

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, Karen Enright | B.A. in Special Education K-12 Minor in Elementary Ed Reading Certification for 1 st – 12 th Curriculum Specialist K-12 th M.A. in Elementary Education Principal Leadership License (elementary 1-6 th) | 5 | 1 | 33 |
| Assistant Principal, Dexter Lee | -Bachelor of Arts in Business -Masters of Education in Education Administration | 1 | 1 | 12 |
| Literacy Coach, Leondra Savage | -B.A. Early Childhood Education -M.A. Early Childhood Education National Board Certified | 1 | 1 | 12 |
| Math Coach, Helen McLemore | -B.A. Elementary Education | 4 | 1 | 29 |

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 selects 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.

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

2009-2010:

- The principal conducted grade level meetings to discuss and analyze all student test data and develop strategies to be used in the classroom to effectively target student learning.
- An extended year was made available through Summer School.
- After school tutoring for students who scored below proficient on test scores was provided through the No Child Left Behind –Title I Supplemental Service Programs.
- A school leadership team was formed to follow the research best practice concept of shared leadership.
- The school leadership targeted collaboration with all stakeholders (including parents, business partnerships, and community faith-based organizations), data disaggregation to write prescriptive plans for all students to drive instructional practices, and job embedded professional development opportunities aligned with individual teacher needs.
- The school worked to have more parental involvement through parent involvement meetings, a parent facilitator, parental engagement programs and activities, and a parent center.
- The district entered into contract with The Learning Institute (TLI)

2010-2011:

- A new principal started this year. The principal held grade level meetings to discuss and analyze all student data and develop strategies to be used in the classroom.
- Ten paraprofessionals were hired to help provide small group instruction in literacy.
- Additional assistance for those students who did not score proficient was offered in the form of summer school and/or extended day tutoring.
- Weekly writing prompts were initiated with a matching rubric to help increase students written expression.
- The school followed JBHM model practices for curriculum, school culture, academic learning time, and student achievement monitoring. Comprehensive literacy was implemented.
- Parental involvement was again focused on through parent involvement meetings, a parent facilitator, parental engagement programs and activities, and a parent center.
- The district continued its contract with The Learning Institute (TLI).

2011-2012:

- The school employed a new principal this year.
- Grade level meetings continued to be a focused in order to analyze student test data and develop strategies for student success.
- The staff continued to implement comprehensive literacy across all grade levels.
- A literacy book room was created in order to provide teachers with immediate and available resources that correlated with the Comprehensive Literacy Model.
- The District employed a .50 Science and a .50 Math Specialists for Oak Park.
- Parental involvement was again targeted using the parent center, informational packets, meetings, volunteer resource books. A school parent facilitator was assigned to facilitate school level parent activities.
- New supplemental resources were added to help student achievement (i.e.: Ed Helper, Study Island, Harcourt Test Prep).
- The District contracted with Renaissance Learning, a technology-based provider specializing in professional development for school improvement programs as well as student assessment programs
- The district continued its contract with The Learning Institute.
- Teachers participated in professional development activities (e.g., Thinking Maps, Ruby Payne's Understanding Poverty, Robert Marzano's Nine Strategies for Highly Effective Teaching).
- The District contracted with Elbow2Elbow and Featherman and Associates to provide professional development and instructional coaching
- A new superintendent employed this school year.

2012-2013:

- A full-time Math and Literacy Coach was assigned to Oak Park
- The district contracted with Evan Newton (ENI) Incorporated to provide principal leadership training and Coach2Coach training for the Literacy and Math Coaches.
- The principal held grade level meetings to discuss and analyze all student data and develop strategies to be used in the classroom. Help for those students who did not score proficient was offered in the form of summer school and/or extended day tutoring.
- Weekly writing prompts were initiated with a matching rubric to help increase students written expression.
- Reading recovery was started for those students who scored in the lowest 20 percentile.
- A Priority Improvement Plan was developed with assistance from the school's ADE School Improvement Specialist. The plan is being and implemented.

- Parental involvement was again targeted using the parent center, informational packets, meetings, volunteer resource books, and a parent facilitator.
- After school tutoring was offered for those students who did not meet proficient on the benchmark exam or were behind in their grade level.
- A full day District Summer School program was provided.
- A new superintendent was employed this school year.

2013-2014:

- A new principal and a .60 FTE assistant principal was assigned to Oak Park.
- The school ensured 26 high qualified teachers were in place to teach students.
- A focus on more meaningful professional develop is being provided.
- The district continued the contract with ENI to provide school improvement support to Oak Park.
- The school district applied for and received a 21st century grant and is operating an extended day enrichment program.
- After school tutoring is being provided two days per week.
- Parent involvement is targeted by providing materials to parents to help improve their child's achievement in literacy training and use of technology.
- Several mentoring relationships have been formed so that students have an opportunity to develop a positive one-on-one relationship.
- The Pine Bluff Arts and Science Center provides enrichment activities for students.
- Math and Literacy Coaches continue to participate in ENI Coach2Coach training.
- The parents of students at Oak Park Elementary were surveyed to find out what they would like to see happen at the school and what they felt as parents they needed from to school to help their child. Teachers were also surveyed to find out what the teachers really wanted for the future of the school with regards to curriculum, interventionist (RTI and behavior), professional development, class size, and additional help in the classroom from paraprofessionals. Students were surveyed to discover their perception of different aspects of learning, school culture, teacher/peer relationships, and different student incentives they would like to see put in place at Oak Park Elementary.

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 | 54.66 | 52.47 | 45.5 | 40.9 | 33.0 |
| Mathematics | 41.61 | 46.14 | 40.7 | 47.7 | 39.0 |
| 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: 2011 - 2013

| Subject | White, non-Hispanic | | | Black, non-Hispanic | | | Hispanic | | | Other Ethnic | | | Special Education | | |
|----------------------------------|---------------------|------|------|---------------------|------|------|----------|------|------|--------------|------|------|-------------------|------|------|
| | 2013 | 2012 | 2011 | 2013 | 2012 | 2011 | 2013 | 2012 | 2011 | 2013 | 2012 | 2011 | 2013 | 2012 | 2011 |
| Reading/ Language/ English | 60 | 64 | | 57 | 58 | | 72 | 69 | | - | - | - | 16 | 14 | |
| Mathematics | 55 | 70 | | 45 | 55 | | 68 | 75 | - | - | - | - | 22 | 16 | |
| Science | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | | | | | | | | | | | | | | | |

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

Test Year: 2011

| Subject | 3rd Gr. | 4th Gr. | 5th Gr, | 6th Gr. | 7th Gr. | 8th Gr. | 9th Gr. | 10th Gr. | 11th Gr. | 12th Gr. |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Reading/Language/English | 35 | 56 | 45 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | 36 | 42 | 43 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | - | - | - | - | - | - | - | - | - | - |
| Social Studies | - | - | - | - | - | - | - | - | - | - |
| Writing | - | - | - | - | - | - | - | - | - | - |
| 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 | 51 | 50 | 56 | - | - | - | - | - | - | - |
| Mathematics | 51 | 43 | 31 | - | - | - | - | - | - | - |
| Science | - | - | - | - | - | - | - | - | - | - |
| Social Studies | - | - | - | - | - | - | - | - | - | - |
| Writing | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - |

Test Year: 2013

| Subject | 3rd Gr. | 4th Gr. | 5th Gr, | 6th Gr. | 7th Gr. | 8th Gr. | 9th Gr. | 10th Gr. | 11th Gr. | 12th Gr. |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| Reading/Language/English | 50 | 69 | 52 | - | - | - | - | - | - | - |
| Mathematics | 50 | 50 | 25 | - | - | - | - | - | - | - |
| Science | - | - | - | - | - | - | - | - | - | - |
| Social Studies | - | - | - | - | - | - | - | - | - | - |
| Writing | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - |

4. Average daily attendance percentage for the 2013-2014 school year: 95%

5. Mobility rate for the 2013-2014 school year: 0.080%

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

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

| | All Students |
|------|--------------|
| 2013 | N/A |
| 2012 | N/A |
| 2011 | N/A |

Key Questions

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

Students with disabilities are experiencing the lowest level of achievement in literacy. African American students, economically disadvantaged students and students with disabilities are experiencing the lowest achievement scores in math. As a whole African American students, both male and female are achieving below Standards in Math and/or Literacy. Grade 5 male and female students scored lower than all other grade levels. A total of 317 students participated in the 2013 Benchmark Assessment, 54.66% were proficient in Literacy and 41.61% were proficient in Math. (ESEA Student Performance Report – Table 3)

2013 Mathematics (grades 3-5) results indicate that 41.66% of the students' demonstrated proficiency. The Annual Measurable Objective (AMO) for Math was 50.60%. Students scored 8.94% below target.

2013 Literacy (grades 3-5) results indicate that 57 % of the students' demonstrated proficiency. The AMO for Literacy was 54.66%. Students scored 2.34% above target.

2013 Science results for grade 5 results indicate that 7 % of the student's demonstrated proficiency.

Table3: 2013 ESEA Student Performance Report

| 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 | 88 | 161 | 54.66 | 54.59 | 91.00 | 76 | 102 | 74.51 | 75.96 | 93.00 |
| Targeted Achievement Gap Group | 85 | 156 | 54.49 | 51.84 | 91.00 | 73 | 97 | 75.26 | 73.96 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 249 | 490 | 50.82 | 54.59 | 91.00 | 231 | 313 | 73.80 | 75.96 | 93.00 |
| Targeted Achievement Gap Group | 227 | 463 | 49.03 | 51.84 | 91.00 | 213 | 293 | 72.70 | 73.96 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 86 | 158 | 54.43 | 54.12 | | 73 | 99 | 73.74 | 75.34 | |
| Hispanic | | | | 16.67 | | | | | 100.00 | |
| White | | | | 66.67 | | | | | 100.00 | |
| Economically Disadvantaged | 85 | 156 | 54.49 | 52.30 | | 73 | 97 | 75.26 | 73.96 | |
| English Language Learners | | | | 16.67 | | | | | 100.00 | |
| Students with Disabilities | 3 | 23 | 13.04 | 22.62 | | 4 | 11 | 36.36 | 58.33 | |

| 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 | 67 | 161 | 41.61 | 50.60 | 92.00 | 40 | 102 | 39.22 | 55.93 | 81.00 |
| Targeted Achievement Gap Group | 64 | 156 | 41.03 | 48.05 | 92.00 | 39 | 97 | 40.21 | 53.13 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 206 | 490 | 42.04 | 50.60 | 92.00 | 129 | 313 | 41.21 | 55.93 | 81.00 |
| Targeted Achievement Gap Group | 188 | 463 | 40.60 | 48.05 | 92.00 | 117 | 293 | 39.93 | 53.13 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 65 | 158 | 41.14 | 49.37 | | 39 | 99 | 39.39 | 54.93 | |
| Hispanic | | | | 100.00 | | | | | 100.00 | |
| White | | | | 66.67 | | | | | 58.33 | |
| Economically Disadvantaged | 64 | 156 | 41.03 | 48.47 | | 39 | 97 | 40.21 | 53.13 | |
| English Language Learners | | | | 100.00 | | | | | 100.00 | |
| Students with Disabilities | 3 | 23 | 13.04 | 28.58 | | 0 | 11 | 0.00 | 58.33 | |

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?

Math is an area of great concern; achievement gaps are large and affect the majority of all students. As we continue to move forward, science is also an area of major concern.

A review of Oak Park Elementary School's trend data from the Arkansas Benchmark examination shows that students are experiencing the lowest achievement in all content areas.

Literacy 3-Year Trends – Grade 3:

- 2011 - Lowest identified areas for 3rd grade Literacy – Reading Content, Practical and Literary..
- 2012 - Lowest identified areas for 3rd grade Literacy - Multiple Choice – Practical, Literary and Writing, Open Response – Literary, Content and Practical Passage..
- 2013 - Lowest identified areas for 3rd grade Literacy - Open Response/Literary Skill Areas – Literary, Content and Practical Passage. Open Response/Writing – Content, Style, Sentence Format and Mechanics Domain.

Literacy 3-Year Trends – Grade 4:

- 2011 - Lowest identified areas for 4th grade Literacy: Multiple-Choice – Content, Practical and Writing, Multiple Choice, Open Response-Reading Content, Literary and Practical Passage.
- 2012 - Lowest identified areas for 4th grade Literacy: Open Response – Reading Content, Literary and Practical Passage.
- 2013 - Lowest identified areas for 4th grade Literacy: Writing Multiple Choice; Open Response-Reading Literary and Practical Passage.

Literacy 3-Year Trends – Grade 5:

- 2011 - Lowest identified areas for 5th grade Literacy – Open Response – Reading Content, Literary and Practical Passage.
- 2012 - Lowest identified areas for 5th grade Literacy – Multiple Choice – Writing Multiple Choice. Open response – Reading Literary Passage and Reading Content Passage.
- 2013 - Lowest identified areas for 5th grade Literacy – Writing – Multiple Choice.

Math 3-Year Trends – Grade 3:

- 2011 - Lowest identified areas for 3rd grade Math were: Number & Operations, Algebra, Geometry, Measurement and Data Analysis & Probability.
- 2012 - Lowest identified areas for 3rd grade Math were: Multiple Choice – Measurement; Open Responses – Data Analysis & Probability, Number & Operations, Algebra, Algebra, Measurement and Geometry.
- 2013 - Lowest identified areas for 3rd grade Math were: Multiple Choice – Measurement; Open Responses – Data Analysis & Probability, Number & Operations, Algebra, Algebra, Measurement and Geometry.

Math 3-Year Trends – Grade 4:

- 2011 - Lowest identified areas for 4th grade Math: Number & Operations, Algebra, Geometry, Measurement and Data Analysis & Probability.
- 2012 - Lowest identified areas for 4th grade Math: Multiple-Choice – Measurement and Algebra. Open Response – Measurement, Geometry, Number and Operations, Data Analysis & Probability.
- 2013 - Lowest identified areas for 4th grade Math: Multiple-Choice – Measurement and Geometry. Open Response – Measurement, Geometry, Number and Operations, Data Analysis & Probability.

Math 3-Year Trends – Grade 5:

- 2011 - Lowest identified areas for 5th grade Math – Multiple Choice – Numbers & Operations, Algebra, Measurement and Data Analysis & Probability; Open response – Number & Operations, Algebra, Geometry, Measurement and Data Analysis & Probability.
- 2012 - Lowest identified areas for 5th grade Math: Multiple Choice – Measurement and Data Analysis & Probability; Open response – Number & Operations, and Geometry.
- - 2013 - lowest identified areas for 5th grade Math: Multiple Choice – Numbers & Operations, Geometry, Measurement and Data Analysis & Probability; Open response – Number & Operations, Algebra, Geometry, Measurement and Data Analysis & Probability.

Academic needs:

- K-12 Mathematics: Multiple Choice – Measurement; Open Response – Number & Operations; Algebra; Geometry; Measurement; and Data Analysis & Probability.
- K-12 Literacy: Reading Comprehension, Vocabulary Usage, Open Response Items, and Writing (With an emphasis on open response items, literacy, content, and practical passage).

The following tables provide a quick view of performance over the years.

Table 4: 2011 Oak Park Literacy Results by Performance

| Student Data Performance Level | Below Basic | Basic | Proficient | Advanced | Ave. Prof or Above |
|---------------------------------------|--------------------|--------------|-------------------|-----------------|---------------------------|
| Grade 3 | 43% | 21% | 22% | 13% | 35% |
| Grade 4 | 33% | 33% | 44% | 12% | 56% |
| Grade 5 | 5% | 50% | 32% | 13% | 45% |

Table 5: 2012 Oak Park Literacy Results by Performance

| Student Data Performance Level | Below Basic | Basic | Proficient | Advanced | Ave. Prof or Above |
|--------------------------------|-------------|-------|------------|----------|--------------------|
| Grade 3 | 26% | 23% | 30% | 21% | 51% |
| Grade 4 | 22% | 29% | 28% | 22% | 50% |
| Grade 5 | 12% | 33 | 35 | 21 | 56 |

Table 6: 2013 Oak Park Literacy Results by Performance

| Student Data Performance Level | Below Basic | Basic | Proficient | Advanced | Ave. Prof or Above |
|--------------------------------|-------------|-------|------------|----------|--------------------|
| Grade 3 | 33% | 17% | 33% | 17% | 50% |
| Grade 4 | 12% | 19% | 44% | 25% | 69% |
| Grade 5 | 15% | 33% | 35% | 17% | 52% |

Table 7: 2011 Oak Park Mathematics Results by Performance

| Student Data Performance Level | Below Basic | Basic | Proficient | Advanced | Ave. Prof or Above |
|--------------------------------|-------------|-------|------------|----------|--------------------|
| Grade 3 | 22% | 42% | 21% | 15% | 36% |
| Grade 4 | 33% | 25% | 21% | 21% | 42% |
| Grade 5 | 30% | 27% | 33% | 10% | 43% |

Table 8: 2012 Oak Park Mathematics Results by Performance

| Student Data Performance Level | Below Basic | Basic | Proficient | Advanced | Ave. Prof or Above |
|--------------------------------|-------------|-------|------------|----------|--------------------|
| Grade 3 | 19% | 31% | 37% | 13% | 50% |
| Grade 4 | 25% | 25% | 27% | 23% | 50% |
| Grade 5 | 55% | 20% | 22% | 3% | 25% |

Table 9: 2013 Oak Park Mathematics Results by Performance

| Student Data Performance Level | Below Basic | Basic | Proficient | Advanced | Ave. Prof or Above |
|---------------------------------------|--------------------|--------------|-------------------|-----------------|---------------------------|
| Grade 3 | 28% | 21% | 39% | 12% | 51% |
| Grade 4 | 35% | 22% | 25% | 18% | 43% |
| Grade 5 | 38% | 21% | 29% | 12% | 31% |

Table 10: Grade 5 Science District Performance by School

| School | Number Tested | Below Basic | Basic | Proficient | Advanced |
|----------------------|----------------------|--------------------|--------------|-------------------|-----------------|
| Broadmoor | 66 | 47% | 42% | 11% | 0% |
| Greenville | 51 | 31% | 49% | 20% | 0% |
| Oak Park | 60 | 52% | 42% | 7% | 0% |
| Thirty-Fourth | 80 | 23% | 50% | 26% | 1% |
| Southwood | 57 | 39% | 42% | 16% | 4% |
| W.T. Cheney | 59 | 27% | 47% | 20% | 5% |
| TOTALS | 319 | 36% | 46% | 17% | 2% |

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

There are many characteristics of the student demographics at Oak Park Elementary School that should be considered when selecting a model, external partners and/or providers. When selecting an external provider or any partner to work with us, we must keep in mind the entire demographical picture of our students and patrons. Oak Park is comprised of a student population that consists of 96.88% African American students and 2.86% of Caucasian students. The total percent of students identified as free/reduced lunch members are 96.36%.

An overwhelming portion of our students reside in environments that are deluged with poverty, unemployment, drugs, gangs, violence, and a gamut of health related disparities. Because of these existing social conditions, many of our students are forced to subsist in single parent homes, blended family homes, and even foster homes. High mobility exists due to the declining job market in the area. Many of the jobs available pay minimum wage or below, so families have difficulty maintaining their monthly housing expenses. Parents find it difficult to provide homework help to their children due to illiteracy. This often leads to a sense that education is not valuable or not attainable, and that the future is hopeless. Our students are endeavoring to thrive in atmospheres that lend very little to high expectations. This is largely due to the fact that the educational background of the parents of this district is very limited. A program model is needed that confronts the culture of low expectations – one that will help build our capacity as instructional leaders and teachers to deliver effective and rigorous instruction to every student at Oak Park Elementary.

We work aggressively to ensure that our staff and partners are committed to and understand the important realities of working in such an environment. The focus on reestablishing an excellent academic institution is seen as a way of ensuring that our students have full access to the resources and processes necessary to complement their needs. We actively seek to maintain these goals when contacting with external partners, seeking those that are experienced and motivated to work with high percentages of African Americans, special needs, and economically disadvantaged students. The district and the Oak Park Elementary staff have a strong administrative commitment to promote accessibility to all students, staff and the community.

Evans-Newton (ENI), a team of noted specialists in changing low-performing schools currently serve as external support partners for Oak Park. If this grant is funded, the University of Virginia Turnaround program will become a partner beginning next school year, (2014-2015). The resulting consortium offers a researched based approach for transforming schools into successful learning environments without requiring mass dismissals of staff, school closures, or turnovers to charters or outside management organizations- a model that works in part because it maximizes buy in from all stakeholders. UVA is selected as a partner because of their experience working with underperforming schools. UVA has worked with urban and rural school. They also have

an extensive portfolio of success data working in schools with high poverty and specific sub populations.

In selecting a model, the leadership team focused on the fact that the requirements of the Transformation Model support the strategic direction of the district with a focus on governance, leadership, organization and environment.

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

Characteristics of the enrollment area that should be taken into account when selecting a model and/or external partners is the high poverty rate of the area, crime rate, and opportunity gaps.

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. Public housing, rental units and assisted living housing are also significant characteristics of the enrollment area of the Oak Park Community that must be taken into consideration. Because of this and other mitigating variables, the vicinity is deficient regarding optimal opportunities for professional interaction.

With a poverty rate among students of more than 90%, as indicated by free and reduced lunch eligibility, this often means having fewer educational resources at home, in addition to poor health care and nutrition. A large percentage of our students live in single parent households or with extended family and have additional challenge to overcome (Table 11). Students are struggling to learn by traditional methodology; however this concentrated poverty depresses school achievement. Statistics have shown for many years that there is a direct correlation between students who live in poverty and low academic achievement. Specifically, the U.S. Department of Education's 2011 *Condition of Education* report indicates that about 68% of 12th – graders in high-poverty schools graduated with a diploma in 2008, compared with 91% of 12th – graders in low-poverty schools (NCES, 2011). In addition, a recent study by the Annie E. Casey Foundation found that children who live in poverty and read below grade level by 3rd grade are three times likely to not graduate from high school as students who have never been poor (Hernandez 2011). There are also very limited resources for extracurricular activities in the immediate area.

*Table 11:

Building Person Living With Percentages

| Person Living With Description | Person Living With Count | Person Living with Percentage |
|--------------------------------|--------------------------|-------------------------------|
| FATHER & STEPMOTHER | 4 | 1.04% |
| FATHER ONLY | 9 | 2.34% |
| FOSTER PARENTS | 2 | 0.52% |
| GRANDPARENTS | 19 | 4.95% |
| LEGAL GUARDIAN | 5 | 1.30% |
| LIVING/BOTH PARENTS | 53 | 13.80% |
| MOTHER & STEPFATHER | 35 | 9.11% |
| MOTHER ONLY | 257 | 66.93% |
| Summary | 384 | 100% |

**Snapshot from the Arkansas Department of Education Data System*

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

The Arkansas Department of Education (ADE) conducted a scholastic audit of Oak Park Elementary School during the period of 12/02/2012 - 12/07/2012. The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (132) and formal interviews with teachers (27), students (124), family members (78), central office personnel (7), licensed support staff (4), support staff members (25), the counselor, external service providers (2), ADE school improvement specialist, and the principal.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The Scholastic Audit (SA) Summary Report indicated several areas of need where there was little or no development, limited development, and /or partial implementation. There were very few aspects of the different standards that were considered fully functional. There were no aspects of the different standards rated as exemplary. Below is the level of performance for each of the 9 standards for school improvement at Oak Park Elementary:

Oak Park’s Leadership Team created a timeline of 3-5 years for implementing all Standards and recommendations. The focus for year one (2012-2013) was to implement the “Next Steps”, Standard 1 (1.a,1b) and Standard 9. (9.5c) The focus for year two (2013-2014) is to address Standard 1 (1d, 1f, 1g), Standard 2 (2.1a, 2.1d) Standard 3 (3.1g, 3.1h) Standard 4 (4.1a, 4.1b), Standard 6 (6.1f, 6.2b, 6.1c, 6.1d, 6.1e, 6.1f, 6.2b, 6.2e), and Standard 7 (7.1g, 7.1k), The focus for year three (2014-2015) will be to address Standard 3 (3.1a,3.1b, 3.1c, 3.1k), Standard 4 (4.1c, 4.1d, 4.1e, 4.1h, 4.1k), Standard 7 (7.1c, 7.1f), and Standard 9 (9.3b, 9.5c, 9.6a) The focus for year 4 (2015-2016) will be to address Standard 2 (2.1b, 2.1d, 2.1e) Standard 8 (8.1d, 8.2b) and Standard 9.(9.6b,9.6c, 9.6d). For the final year the focus will be to address Standard 9 (all indicators- ongoing from year 1).

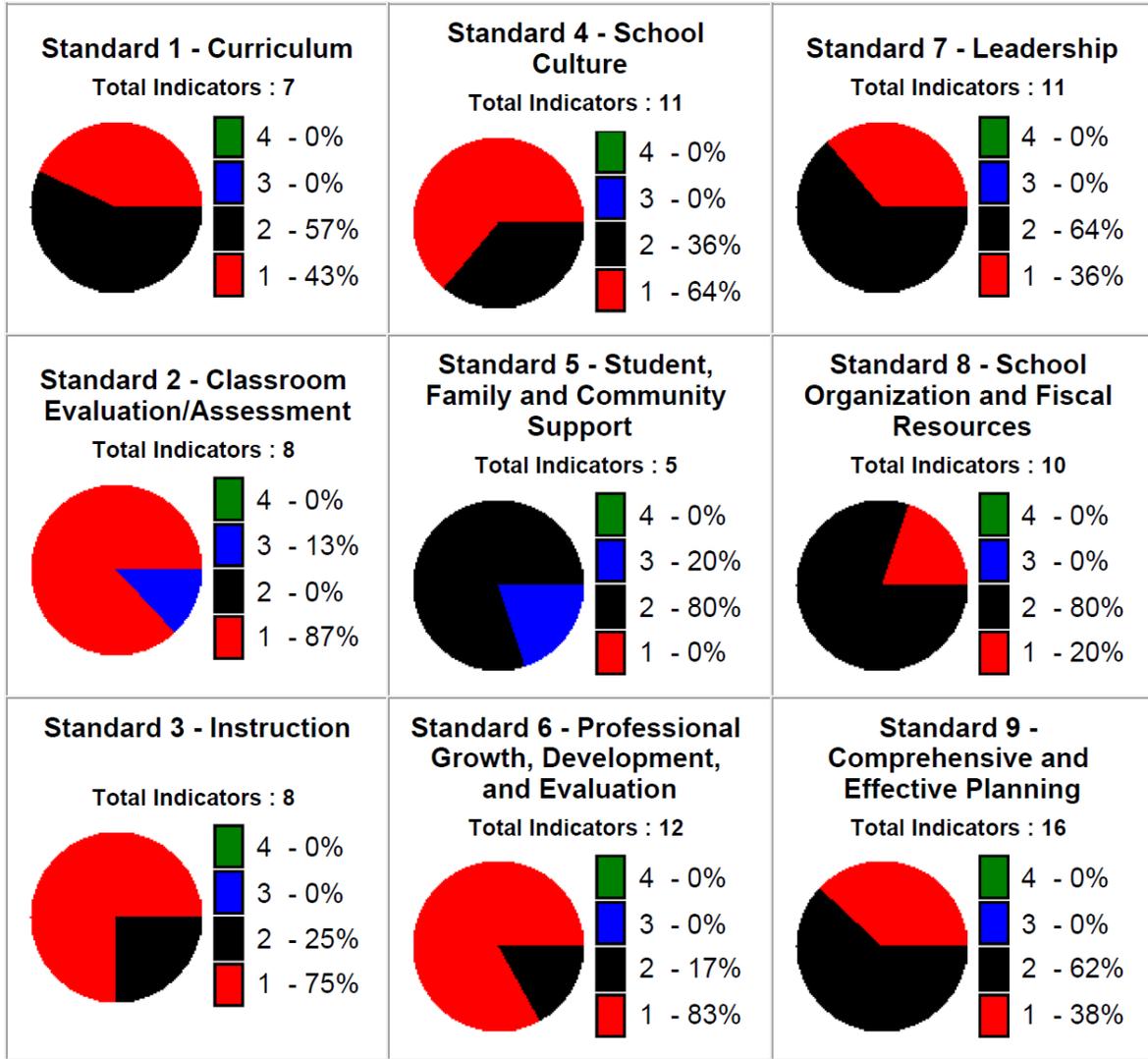
The visual below indicates the percentage of indicators in each standard for the following four performance levels. The levels of implementation further supports the schools need for transformation.

Table 12: Oak Park’s Scholastic Audit Standards and Indicators

| Standard | Indicators | Level 4 | Level 3 | Level 2 | Level 1 |
|-----------------|---|----------------|----------------|----------------|----------------|
| Standard 1 | Curriculum | 0% | 0% | 57% | 43% |
| Standard 2 | Classroom Evaluation/Assessments | 0% | 13% | 0% | 87% |
| Standard 3 | Instruction | 0% | 0% | 25% | 75% |
| Standard 4 | School Culture | 0% | 0% | 36% | 64% |
| Standard 5 | Student/Family and Community Support | 0% | 20% | 80% | 0% |
| Standard 6 | Professional Growth, Development and Evaluation | 0% | 0% | 17% | 83% |
| Standard 7 | Leadership | 0% | 0% | 64% | 36% |
| Standard 8 | School Organization and Fiscal Resources | 0% | 0% | 80% | 20% |
| Standard 9 | Comprehensive and Effective Planning | 0% | 0% | 62% | 38% |

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

Figure 1



The SA serves as the schools primary needs assessment in the development of its Priority Improvement Plan (PIP). With the assistance of the assigned Arkansas Department of Education School Improvement Specialist the principal, leadership team and staff began to immediately address the “Next Steps” 2012-2013. Additional findings were also added to the PIP and are being implemented this school year (i.e., 1.1d, 1.1f, 1.1g, 2.1a, 2.1d, 3.1g, 3.1h, 4.1a, 4.1d, 6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.2b, 6.2e, 7.1g and 7.1k). The findings, recommendations, implementation plan, timeline, and evaluation process are as follows.

Academic Performance: Standard 1 - Curriculum

Findings:

- **1.1d** - District and school leadership have not established a formal, systematic process for conducting discussions regarding key transition points within grade configurations at the district and/or school levels.
- **1.1f** - District and school leadership has not established a formal, systematic process for monitoring, evaluating, and reviewing curriculum. School leadership does not fully implement the policy. School leadership does not consistently monitor the implemented curriculum to ensure teachers are designing and delivering lessons that meet the rigor and relevance of Common Core State Standards and learning expectations.
- **1.1g** - All students do not have access to a challenging, rigorous academic core. Students are seldom provided with opportunities to utilize higher-order thinking, problem-solving, and creativity skills. Most lessons are teacher centered and do not actively engage students. Technology is seldom used to enhance learning. The use of research-based instructional strategies is not evident in most classrooms. High expectations are not consistently held for all students.

Recommendations for Implementation:

School leadership must immediately identify a formal curriculum committee. The committee should consist of the principal, instructional facilitators, and a representative from all grades and subject areas. Meetings should be scheduled at least quarterly. Agendas and meeting minutes should be maintained as documentation of the meetings. Goals set by the committee should include, but may not be limited to the following:

1. Collaboratively develop a unified format for curriculum maps in all subject areas, including music, art, and physical education. The format should include the Common Core State Standard, Task Analysis, Essential Questions, Related Vocabulary, Materials and Resources, Assessments, and Differentiated Learning Tasks to meet individual learning needs and preferred learning styles. Materials and resources should not be limited to activities from the textbook.
2. Assist with the transition from Arkansas Academic Content Standards to Common Core State Standards, with careful attention to deconstruction of Common Core State Standards.
3. Select appropriate ancillary materials and resources that can be used to design and implement lessons and learning tasks that require students to work at higher levels of thinking and learning and meet the intended level of rigor outlined in Common Core State Standards....

School leadership must consistently monitor Structured Teacher Planning Time to make sure that time spent in collaborative meetings is maximized, efficient,

and has a laser-like focus on academic improvement. The common planning time allocated for each grade level should be used to provide all teachers time to collaborate in working with curriculum, planning quality, rigorous lessons, sharing effective classroom instructional strategies, analyzing student achievement data to subgroup and individual levels, and designing both formative and summative assessments. Teachers need training on how to create teacher-made assessments that require students to think at higher levels.

In order for classroom teachers to maximize classroom instruction using state- and district-adopted curriculum documents, instructional facilitators must provide intensive support. Instructional facilitators must have time in their schedules to model and coach teachers in using curriculum documents as an instrument to drive instruction to meet the needs of all students.

Implementation Progress and Evaluation:

PBSD administration recognizes the need for deeper, more intensive direction regarding specific expectation for monitoring, evaluating and reviewing the curriculum. An Assistant Superintendent for Learning Services and has articulated a Non-Negotiable Goal of Instruction, encompassing the responsibility of all personnel to provide "rigorous, relevant, and aligned curriculum; exemplary instructional practice; and aligned assessments. Under the supervision of the new assistant superintendent a curriculum committee was formed to review and incorporate the Model Content Frameworks into the curriculum. At this time grades 3, 4 and 5 have been complete. This is on-going.

Curricula and course resources are developed, articulated and coordinated based on clearly defined expectations for student learning including essential knowledge, skills and attitudes. School Leadership (e.g., principal, math & literacy coaches) conduct coaching observations in every classroom at least once every week and facilitates coaching conversations. These conversations reflect professional practice results for consistent implementation of research-based instructional strategies that meet students' individual learning needs. A minimum of 15 classroom walkthroughs (CWTs) are conducted weekly to ensure teachers are designing and delivering lessons that meet the rigor and relevance of Common Core State Standards and learning expectations. . This practice is on-going. Evaluation documentation includes bi-weekly classroom walkthrough data and supporting documentation and conversation talking points.

A range of practices have been adopted by the district to support students' transition from preschool to elementary school and elementary to middle school. Services include: (1) visits to Greenville/Forrest Park Preschool, kindergarten classes and other public and private preschools in our area; (2) determining school age support services; (3) providing transition tour for 5th grade students to Southeast and Belair Middle Schools. Impact: The Middle School principals and members of their team visit our school annually to give our 5th grade students an interactive understanding of the campus, its activities, etc. Registration of classes

is done during this time, also. Success will be measured by the successful implementation of the above action and documented in the schools ACSIP Program Evaluation.

Next Steps:

- Follow-through with plan for vertical communication at transition points
- Identify additional needs and/or areas of support for teachers
- Ensure the active engagement of students during instruction

Academic Performance: Standard 2 - Classroom Evaluation/Assessment

Findings:

- **2.1a** - Teacher-designed classroom assessments are seldom rigorous, authentic, or designed to assess proficient student work. Few assessments are collaboratively developed during weekly Structured Teacher Planning Time. Most assessments are limited to ancillary materials from the district adopted textbooks, commercially-produced materials, The Learning Institute Quiz Builder, and The Learning Institute Interim Assessments. Few assessments require students to use higher-order thinking and problem-solving skills. Informal classroom assessments include low-level questioning, whole group call-out, individual responses from volunteers, and worksheets.
- **2.1d** - Analyses of test scores are seldom used to identify unintentional gaps and overlaps in the curriculum. School leadership has asked teachers to create and maintain data walls in their classrooms as a means of analyzing student achievement data from Literacy and Math Augmented Benchmark Exams. Some teachers have created data walls. Student performance levels noted on the data walls seldom result in changes or improvements in curriculum and instruction. In addition to results from state tests, analysis of other student achievement data, including The Learning Institute Interim Assessments and Dynamic Indicators of Basic Early Literacy Skills are sometimes used to determine placement, monitor progress, and provide remediation

Recommendations for Implementation:

Formative assessments must be an integral part of instruction and involve collecting, interpreting, and reflecting on results to inform instruction and improve student achievement. One type of formative assessment that is easily administered in every class every day is effective questioning. All teachers must consistently utilize effective questioning techniques as ongoing formative assessments of student learning. Teachers should intentionally plan and implement questioning at higher levels of Bloom's taxonomy to extend students' thinking beyond knowledge and comprehension levels... Teachers must consistently require students to justify answers to determine students' misunderstanding and modify instructional strategies to clarify and secure student learning... The principal and instructional facilitators must be

knowledgeable on what to look for, ways to implement, and how to evaluate questioning as a tool for formative assessment.

Teachers must consistently provide specific, meaningful feedback to students to enhance student learning and guide students to proficient performance levels. Feedback is more than an overall grade or "good job" comment.

School leadership must ensure that teachers collaboratively analyze student work to inform instructional practices and improve student achievement. Student work is an indicator of student understanding of the learning expectations and a reflection of the teacher's performance. Protocols are needed to assist teachers' analysis of student work and ensure an accurate, usable, valid measure of instructional effectiveness and student performance. Literacy and math facilitators should collaborate with teachers in the analysis of student work and instructional strategies.

Implementation Progress and Evaluation:

This finding was consistent across the district. To address this finding and ensure that all students have an opportunity for a rigorous curriculum, the district employed a district test coordinator. The person in this position has been instrumental in providing a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The instructional coaches will ensure the principal and turnaround staff is supported with coaching around assessment practices, the use of student data to inform instruction, and implementing instructionally-focused PLCs.

The school also utilized 1003(a) grant funds to add additional contract days for ENI to provide targeted Coach to Coach training for the instructional coaches. All teachers at Oak Park now plan units of instruction to include pre and post- tests to assess student mastery of standards-based objectives. These tests are to be administered at least three (3) times each year. Assessments must mimic state summative assessment in length & rigor; (2) Require & provide opportunities to teachers to complete action plans following assessments; (3) Demonstrate evidence of better aligning pacing of curriculum standards with consistent interim assessment administration. This requirement is monitored by the assistant superintendent for learning services.

Next Steps:

- Principal needs to lead PLC
- Continue working on data wall with coaches
- Create plan for basic and below basic students
- Create monitoring tool to ensure that students are on pace with state alignment

Academic Performance: Standard 3 - Instruction

Findings:

- **3.1g** - Teachers and instructional facilitators are scheduled to meet for a minimum of one day per week during Structured Teacher Planning Time to collaboratively review and discuss curricular, instructional, and assessment issues. Instructional facilitators are not always available to participate in these collaborative meetings. Few teachers have received training in protocols for analyzing student work. Student work is seldom analyzed to identify individual students' strengths and learning needs and to inform teachers' instructional decisions. Some teachers administer assessments that mirror the format of state assessments. Few teachers provide students with specific, meaningful feedback on assessments to improve future performance.

- **3.1h** - Few teachers intentionally design homework assignments that provide opportunities for students to apply content and skills to authentic situations. Students can sometimes articulate the purpose of homework. Many students indicate they view homework as a grade, rather than an extension of skills learned. Many homework assignments consist of low-level worksheets provided through textbook or ancillary materials. Few teachers provide specific, timely feedback regarding homework to improve students' performance. School leadership does not consistently monitor the effective use of homework as an extension of classroom learning.

Recommendations for Implementation:

School leadership should expect all teachers to embed higher-order thinking, rigorous formative assessments, and problem-solving skills into classroom instruction. Classroom instruction should accommodate various learning styles and multiple intelligences. Instructional facilitators should lead the faculty in identifying at least one or two high-probability, researched-based strategies that will serve as the focus to meet this goal... Data resulting from the Classroom Walkthroughs should be collected and analyzed each semester to determine further training needs and how strategies are impacting student learning. Results of Classroom Walkthrough trend data should be shared with the faculty and reflective questions provided to encourage discussion among all faculty members. Classroom Walkthroughs should not replace 20-30 minute classroom coaching observations. School leadership must intentionally allocate time to conduct 20-30 minute observations in all classrooms. Immediately following these observations, school leadership should provide very specific and meaningful feedback so teachers will know how to improve their professional practice and increase their use of research-based instructional strategies.

Implementation Progress and Evaluation:

According to Joan Richardson, editor of the National Staff Development Council Results (NSDC), "The practice of having teachers work together to study student work is one of the most promising professional development strategies in recent years. Examining student work helps teachers intimately understand how state and local standards apply to their teaching practice and to student work. Teachers are able to think more deeply about their teaching and what students are learning. As they see what students produce in response to their assignments, they can see the successes as well as the situations where there are gaps. In exploring those gaps, they can improve their practice in order to reach all students."

Under the guidance of the Assistant Superintendent for Learning Services and the District Test Coordinator teachers are receiving on-going training on working in Professional Learning Communities (PLC's), reviewing, analyzing and utilizing student work to inform instruction. Teacher effectiveness with the use of authentic assessments and rubrics will be monitored through Classroom Walk-throughs, pre- and post-conferences with instructional coaches, Professional Learning Communities, and Teaming. The effectiveness of implementation will be observed through student outcomes on interim and authentic assessments, rich discussions during PLCs, and teacher reflection conferences with building principal.

Next Steps:

- Constantly monitor fifth grade data walls in classrooms
- Continue to meet with literacy/math coach and the assistant principal
- Create a CWT schedule
- Check lesson plans daily/weekly
- Look at data weekly
- Students need to participate in hands on activities

Learning Environment: Standard 4 - School Culture

Findings:

- **4.1a** - Leadership provides minimal support for a safe, healthy, orderly, and equitable learning environment. School leadership and staff demonstrate low behavioral and academic expectations for most students. The district and school publish a parent/student handbook that describes expectations and consequences regarding students' behavioral and academic performance. Parents and guardians are provided a copy of district and school handbooks at the beginning of the school year and are required to sign and return a form indicating they have received a copy. Some teachers state that students are unable to perform at proficient levels due to poor behavior and discipline problems.
- **4.1b** – School leadership seldom creates experiences that foster the belief that all children can learn at high levels. The principal seldom conducts observations and facilitates reflective conferences to support teachers' effective implementation of research-based instructional strategies. The resource schedule provides common planning time for all grade-level teachers at least one day a week. School leadership seldom participates in Structured Teacher Planning Time meetings. Faculty meetings are held once each month. Most of these meetings focus on organizational and behavioral issues.

Recommendations for Implementation:

School leadership must create a safe and orderly environment for all members of the school community. The school has a perimeter fence on three sides of the campus. The fourth side is open to the outside community and allows unauthorized persons to enter the grounds and some buildings without the knowledge of school personnel. The school campus should be completely enclosed with a fence. Gates for buses and cars could be opened when school personnel are on duty at the end of the school day. Access to school grounds and classrooms should only be obtained by registering in the office. Restroom doors remain open all day and are seldom monitored during the day. School personnel should accompany students to outside restrooms. Teachers need to be aware of the placement of school surveillance cameras. The school surveillance screen must be on and frequently monitored during school hours. Students must not answer outside classroom doors. Classroom teachers must be notified from the office when visitors are coming to their classroom and answer the doors personally when visitors knock. Visitor interruptions must be kept to a minimum to avoid disruptions of instructional time. Conferences with peers and family members should be scheduled in advance and limited to teacher planning time.

School leadership and staff members must consistently enforce the tardy policy included in the student handbook. Students must arrive at school on time in order to take advantage of six hours of daily instructional time. Teachers must begin

class promptly and not delay instruction waiting for tardy students to arrive. Teachers must reinforce school rules by refusing students admittance to class without a tardy slip. A closed campus would prevent students from entering campus when tardy without registering for a tardy slip at the office. Upon arrival to school, family members should be required to go to the school office with their child to obtain a tardy slip.

Implementation Progress and Evaluation:

To address this finding the school administrators are working with teachers, students, parents, business and community members, and youth-serving professionals to develop a safe-school plan. The plan includes marketing the school's 21CCLC afterschool program which provides a safe haven for students until parents get off from work; providing disciplinary strategies for teachers; a school discipline code and a means to implement, providing staff in-service training for cultural, ethnic sensitivity and conflict resolution; comprehensive crime- and violence-prevention strategies; and procedures for operating interagency partnerships. In addition, the school has partnered with the Arts and Science Center to provide additional enrichment activities. The goal of this project is to ensure that parents and teachers feel a part of the school community and value what can be offered at the school level. This feeling of inclusion should result in high expectations for all students.

Security has been employed to monitor the grounds. Procedures have been implemented for visitors to check in at the office. Teachers must ensure that students check in when tardy and must also redirect any family members who do not have an office pass.

Next Steps:

- Continue to set High expectation
- Continue to celebrate students and staff
- Schedule times to review and revise procedures that are not working
- Monitor classrooms to ensure instruction is not delayed
- Schedule a meeting with the Deputy Superintendent to discuss implementing a closed campus.

Learning Environment: Standard 6 - Professional Growth, Development, and Evaluation

Findings:

- **6.1b** - District and school leadership have not established an intentional plan for building instructional capacity through ongoing professional development. District leadership determines district-wide professional development needs based on results from ACTAAP exams and Classroom Walkthrough trend data. The district administers a needs assessment to instructional staff members to identify professional development needs. Responses are often minimal. Instructional staff members develop professional growth plans early in the school year with limited input from the principal or instructional facilitators. These plans must be completed and submitted to the principal no later than October 15 of each school year. Few teachers base their growth plans on student achievement data or feedback from classroom observations. School leadership seldom monitors teachers' progress toward meeting professional growth plan goals. School leadership has not established a formal process to evaluate the impact of professional development on teacher performance, student achievement, or school improvement.
- **6.1c** - Most professional development is determined at the district level and is based on district-wide needs identified through a review of ACTAAP results and Classroom Walkthrough trend data. Few professional development opportunities are intentionally designed to meet student learning goals identified in the ACSIP. Individual professional growth plans are developed by the instructional staff with limited input from school leadership. Few of these plans are based on teachers' specific individual growth needs and student achievement data.
- **6.1d** - District and school leadership have not established a formal, systematic process for determining priorities for professional development at either the district or building levels. Most professional development is determined at the district level and is based on results from ACTAAP exams and Classroom Walkthrough trend data. Professional development activities are not always intentionally aligned with specific student learning goals identified in the ACSIP and/or specific professional growth needs of individual teachers. School leadership seldom monitors the effective implementation of knowledge and skills obtained through professional development activities.
- **6.1e** - School and district leadership provide limited opportunities for ongoing, job embedded professional development. Consistent follow-up and support for implementation of knowledge and skills obtained through professional development activities is seldom provided. District leadership has developed a survey for teachers to evaluate the effectiveness of staff development offerings. No formal, systematic process has been developed to determine implementation levels and/or impact on student performance as a result of professional development offerings.

- **6.1f** - District and school leadership have not developed a formal, systematic process for individual teachers to disaggregate student achievement data and link results to individual professional development goals. Few teachers intentionally develop their individual professional growth plans to meet students' individual needs identified through an analysis of student achievement data.
- **6.2b** - The local school board has adopted a professional development policy. The policy does not ensure the appropriate and equitable allocation of professional development resources. District leadership conducts an online needs assessment survey to determine professional growth needs. Few teachers responded to the survey. Professional growth needs of individual teachers are seldom considered when planning professional development. Most decisions regarding expenditures for professional development are made at the district level. None of the school's ACSIP actions that require professional development funding include action budgets. The school employs instructional facilitators for both math and literacy to provide ongoing, job-embedded professional development to the licensed staff. These facilitators provide limited support to the staff due to district-level responsibilities.
- **6.2e** - None of the actions included in the school ACSIP address specific instructional leadership needs of administrators or teachers. The principal participated in district professional development initiatives for administrators during the summer of 2012. The principal developed her professional growth plan with limited input from her immediate supervisor. This plan is seldom reviewed and revised during the school year. Instructional facilitators participate in Coach to Coach training.

Recommendations for Implementation:

Teachers' professional growth plans should be collaboratively developed with school leadership. Professional growth plans should be based on results gathered from Classroom Walkthrough trend data, teacher evaluations, and an analysis of student achievement data that is relevant to each particular teacher. Teachers should meet with the principal to determine specific, measurable goals for the year. Professional growth plans should be developed according to the goals identified by the principal and the teacher, as well as student learning goals identified in the ACSIP. Professional development should be provided to teachers based on their specific needs as identified in the professional growth plan. Professional growth plans should be monitored and reviewed regularly during the school year (perhaps quarterly) to determine progress toward meeting identified goals and their impact on classroom practice and student achievement.

Professional development must be viewed as a means of promoting the organizational, professional, and personal growth of staff members. All professional development must be ongoing and job-embedded. Follow-up and support must be provided to all staff members regarding the professional development in which they have participated. School leadership must monitor

instructional practices to ensure effective implementation of skills learned through professional development offerings and to verify the impact of these skills on improving classroom instruction and/or assessment practices.

Professional development should be made available to staff members based on their specific, individual needs, and should be determined based on any goals or identified areas of concern as described in each teacher's professional growth plan. Currently the district determines the majority of all professional development offered to the school and to its licensed personnel. School leadership should have the autonomy to be able to select professional development that is appropriate for the specific needs of the school and its staff. In addition, the licensed staff should be able to participate in professional development that is based on their own specific professional growth needs as determined by approved professional growth plans.

Implementation Progress and Evaluation (6.1b, 6.1c, 6.1d, 6.1e, 6.1f, 6.2b):

The district leadership team recognized the need for more school or campus level targeted professional development. The Assistant Superintendent for Elementary worked with the building administrator to develop a professional growth plan.

To meet this need and address the above findings, the superintendent and board decided not to pilot but to adopt both the TESS and LEADS evaluation systems for full implementation this school year. Through the implementation of these models, professional development will; (1) be linked to improved instructional practices, (2) encourage professional reflection and provide for collegial dialog, and (3) encourage data reflection. Additional days have been allocated for campus level PD. In addition, the Professional Growth Plan as adopted by the state, provides opportunities for conversations (principal/staff) regarding (1) observation data, and student performance changes, (2) the support required to facilitate future professional growth, (3) the teachers' role in achieving school and district goals.

Instructional facilitators (math/literacy) were in the first semester of training at the time of the Scholastic Audit. Training is being provided by ENI, a very reputable company for school improvement and coaching. Instructional facilitators now spend more time working with teachers to provide mentoring and coaching duties.

Actions to address specific instructional leadership needs of administrators and/or teachers are located in the school's Priority Improvement Plan (PIP). Progress on actions is being monitored by the district leadership team. In addition, the school leadership team completed a program evaluation of all actions and programs as listed in ACSIP. Changes were made based on instructional impact. This practice is an on-going project.

Next Steps:

- Provide training and time to create common formative assessments that assess standards
- Establish a vision and mission focused on shared goal, high expectation and cultural understanding

Efficiency: Standard 7 - Leadership

Findings:

- **7.1g** - School leadership seldom plans allocation of resources, monitors progress, or provides organizational infrastructure to sustain continuous improvement. District leadership allocates some fiscal resources to the school. The school mission statement is seldom used to prioritize or organize the use of resources for improving teaching and learning. School leadership has not developed a formal, systematic process for monitoring the effectiveness of instructional programs, organizational practices, and physical facilities of the school. School leadership does not consistently monitor implementation levels of school improvement actions intended to improve professional practice and increase student achievement.
- **7.1k** - The principal does not consistently demonstrate leadership skills in the areas of academic performance, learning environment, and efficiency. Some staff members view the principal as the instructional leader of the school. Consultants with Evans Newton, Incorporated, provide training and support for the principal's development of leadership skills. The principal completes teacher evaluations according to district policy. As of December 4, 2012, the principal has conducted two formal observations and two informal observations. The principal and instructional facilitators sometimes conduct Classroom Walkthrough observations together. The principal seldom provides specific, meaningful feedback to teachers regarding classroom practice that would improve their instructional practice and positively impact student achievement.

Recommendations for Implementation:

The principal should develop a professional growth plan that specifically addresses her own identified needs and/or goals that develop leadership skills. The growth plan should identify specific professional development opportunities that enhance the principal's working knowledge of curriculum, research-based instructional practices, and assessments. The principal and her supervisor should collaboratively develop a professional growth plan that addresses at least one identified deficiency and the steps needed to improve this deficiency.

The principal must establish and consistently implement procedures to monitor teaching and learning in all classrooms. The principal must observe two or three

classrooms per day. Teachers need immediate and specific, meaningful feedback to improve teaching practices and positively impact student academic achievement. Feedback should be given in both verbal and written form and include reflective dialogue. The principal should provide coaching and follow-up support based on feedback and hold teachers accountable for effective implementation of identified areas of improvement.

To promote a true learning community, the principal should immediately begin attending Structured Teacher Planning Time meetings on a regular basis. The principal should facilitate professional dialogue with individuals and small groups

Implementation Progress and Evaluation:

The new principal developed her professional growth plan in collaboration with the Assistant Superintendent for Elementary Education. The assistant superintendent is providing ongoing monitoring and discussions. The principal is also attending PLC meetings and providing teacher feedback after walkthroughs.

Beginning with the 2012-2013 school year the Federal and State Programs Director required each school to complete a program evaluation of actions included in the ACSIP plan. The impact of retained actions is included in the 2013-2014 ACSIP. In addition on-going training is being provided to the building administrator, instructional facilitators and the leadership team on monitoring the effectiveness of instructional programs and allocating resources as needed to drive instruction. Budget training was provided to all building administrators in a group and one-on-one setting, if requested. Training was provided by the Office of Federal and State Programs. To assist with monitoring the allocation of resources, each school receives a monthly budget summary. The building principal and/or leadership team utilized the monthly report to plan for any revisions that may be needed in ACSIP and the allocation of resources.

This is the first year at Oak Park for the principal. Instructional leadership training and support from Evan Newton consultants are provided for the principal and assistant principal.

Next Steps:

- Review data and know the number of students needed to make AMO
- Fifth grade needs to be reevaluated
- Continue to set High expectations for everyone
- Continue to celebrate student and staff growth on data
- Talk with students daily about what they are learning
- Continue to review ACSIP with staff and update as needed.
- Provide specific and meaningful feedback to teachers regarding classroom practice and improving instruction

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

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

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

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

The school will work closely with the Title I School Improvement Officer and all site based leadership teams to ensure every staff member clearly understands his/her role in this transformation initiative and is receiving benefits of the job embedded professional development. All faculty members will be held to a high standard for implementing all areas identified in the consultants' work reports and prescriptive actions with fidelity. All faculty members will be responsible for the work to ensure that high student academic success is achieved. All teachers will teach reading, writing, and

math and will plan for needs of individual students. Incentives will be offered to improve staff and student attendance.

The Oak Park Elementary School staff will work to improve parental involvement in the decision making process. The staff will also work to assure that communication with parents and patrons is open and on a continuous basis.

Finally, the skills and abilities of principals and teachers who succeed in transforming and/or school turnaround differ from those of their peers who succeed in less challenging schools. In order to be successful and ensure continuous improvement, the principal must be dedicated to the following.

- Shaping a vision of academic success for all students
- Creating a climate hospitable to education
- Cultivating leadership in others
- Improving instruction
- Managing people, data and processes

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).

Other data sources used to help supplement the needs assessment in order to determine the appropriate intervention model are: Renaissance Learning Data, The Learning Institute, Classroom Walk-through Data, Parent Involvement Plan, and the Annual Measureable Objectives Report. Also, in anticipation of an opportunity to submit an application for the SIG Grant, a Student/Parent/Teacher Surveys, and an online pre-application needs assessment survey was developed.

Perceptual Data:

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

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

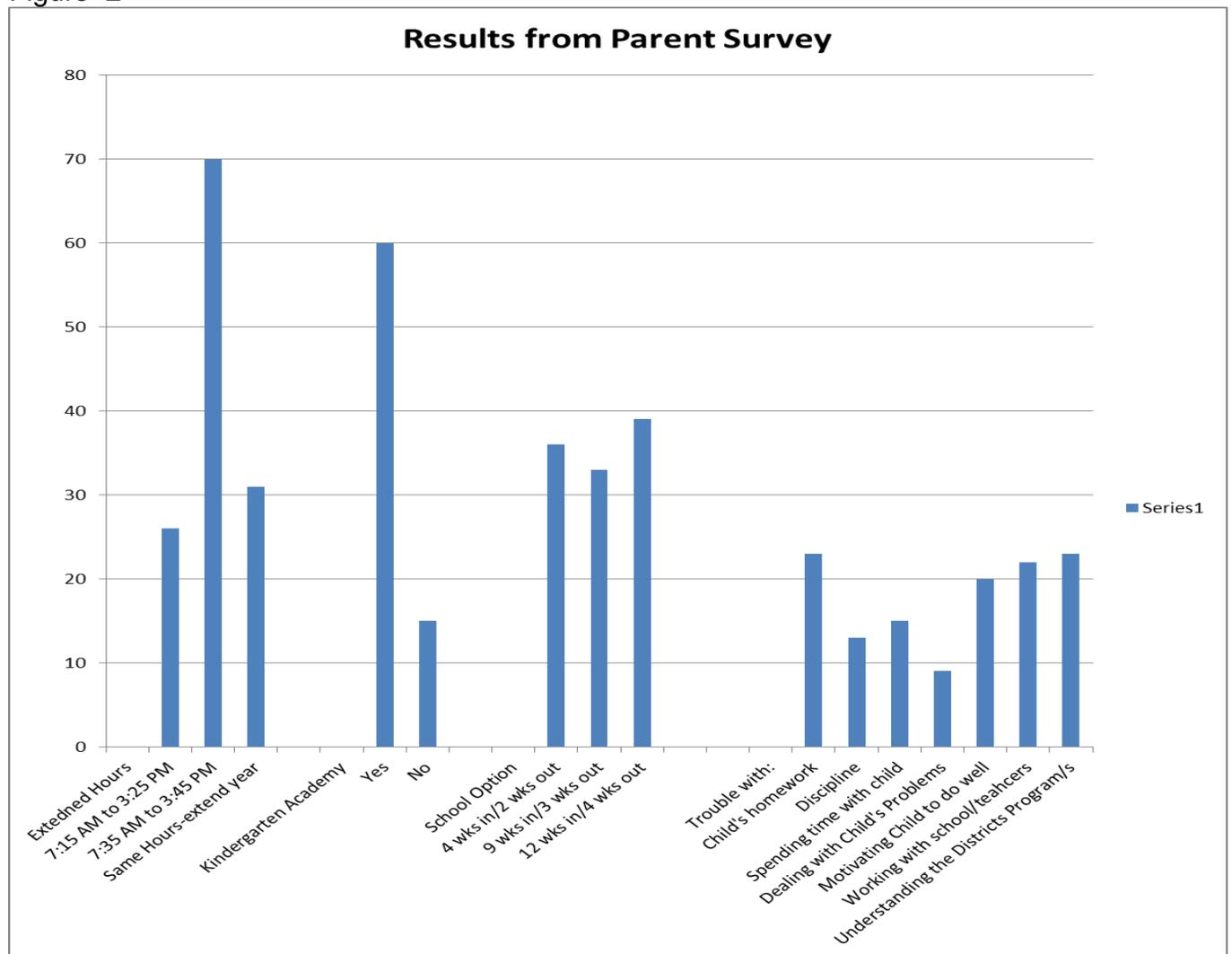
- 13% of teachers are in their first year of teaching
- 59% of teachers are in their first year at Oak Park
- 50% of teachers agree that they work well together
- 72.% of staff agree that professional development is valued by the faculty
- 73% of staff agree that the staff is qualified to deliver quality, targeted instruction for all students
- 45% of staff agree that the school leadership has the capacity (commitment, strategy and systems in place) to lead bold changes in the school
- 55% of staff agree that the district leadership has the capacity (commitment, strategy and systems in place) to lead bold changes in the district
- 32% of staff agree that there are clear indications that the local board will provide strong support for bold change
- 57% of staff agree that the school is a dynamic and creative environment
- 86% of staff are proud of the school
- 59% of staff feel the school is well respected in the community
- 97% of staff support the SIG application process
- 97% of staff is willing to assist the school in all aspects of the application and implementation process during the grant period
- 3% of staff is willing to transfer to another school campus

SIG Student, Parent, Teacher Survey:

- The data from the student/parent/teacher surveys indicates:

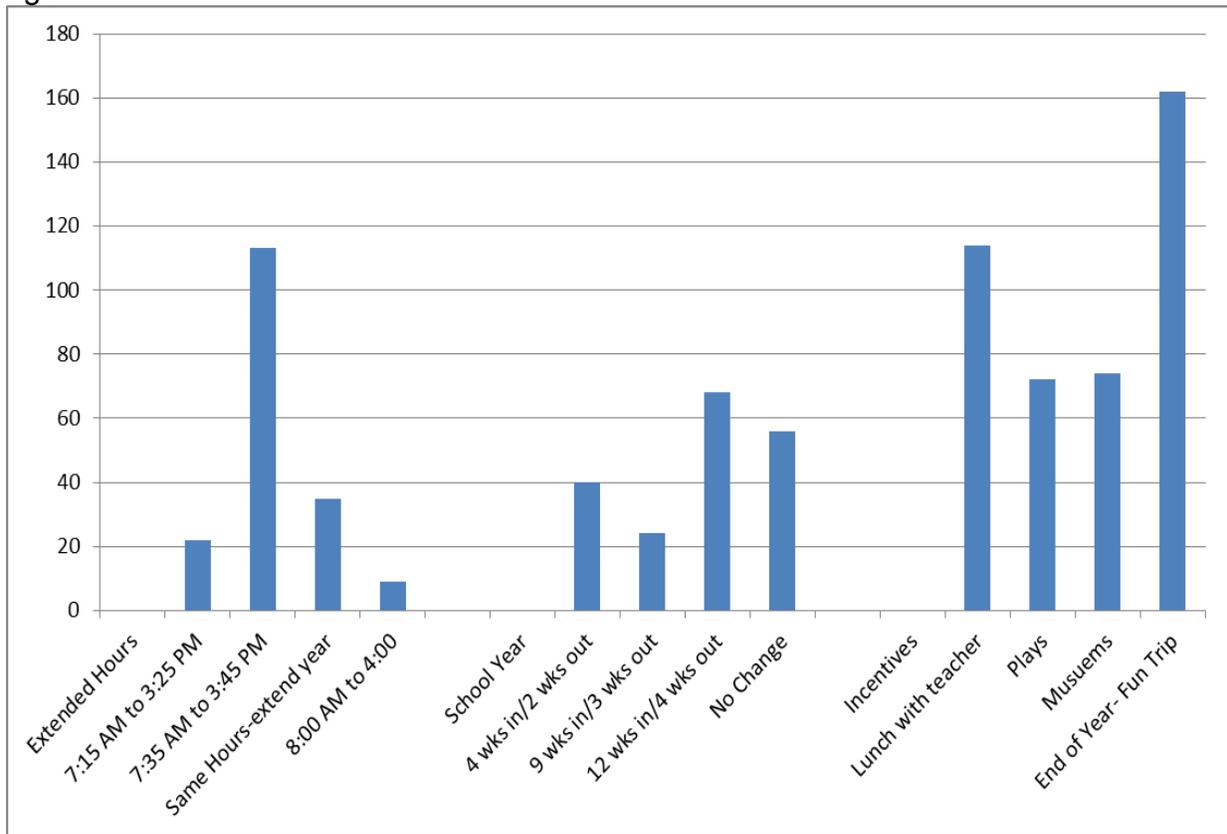
Most parents support arriving at the same time or a later time and extending the school day. Parents support a Kindergarten Academy in order to prepare their child for Kindergarten and make the transition smoother for parent, teacher, and child. Parents support the possibility of year round school (i.e. 4 weeks school/2 vacation; 9 weeks school/3 vacation; 12 weeks school/4 vacation). Most of the parents indicated they had the most trouble with understanding the school districts programs, their child’s homework, working with the school and teachers, motivating their child to do well in school, spending enough time with their child and appropriate disciplinary procedures.

Figure 2



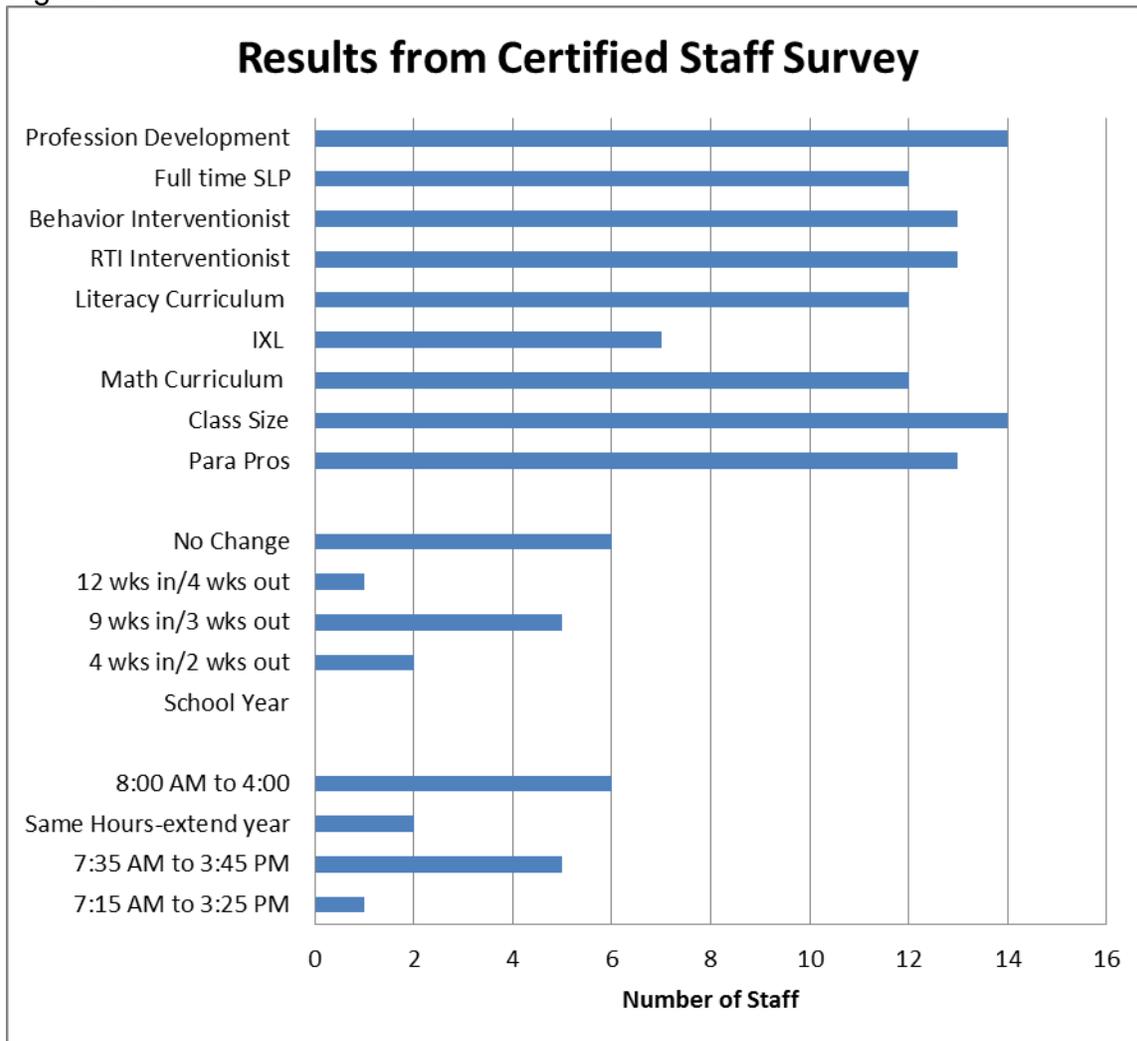
The students of Oak Park would like to have a later arrival time and later dismissal time. Some students are interested in year round school while others are not. The students would like more incentives in the form of field trips, school activities, lunch with their teachers, and other activities that encourage enrichment.

Figure 3



Teachers support keeping the same arrival time and a later dismissal time or a later arrival time and later dismissal time. More teachers support year round school than no change to the calendar year.

Figure 4



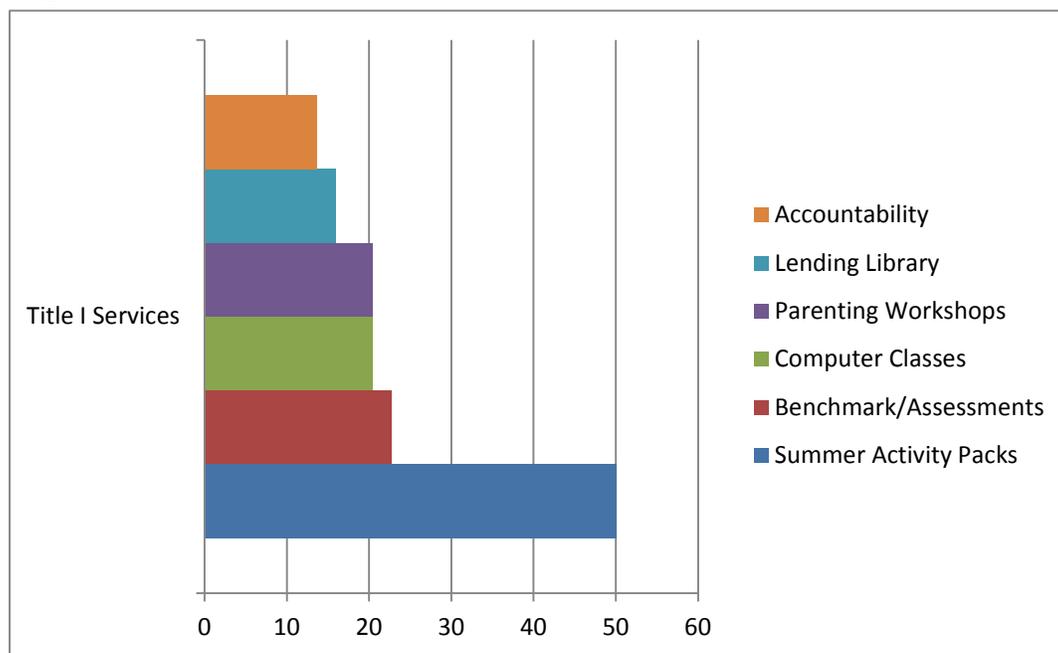
Teachers were also asked what initiatives would help improve the school. Results are as follows: all teachers who turned the survey in requested 2 highly qualified paraprofessionals for grade level, class sizes limited to 18, Academic Interventionist, Behavior Interventionist, Full-time Speech/Language Pathologist, Meaningful Professional Development, and New Literacy and Math Materials. Teachers were also concerned with offering student incentives. Teachers requested a new lesson plan format so that people can read the lesson plans easier and formulate lesson plans that are clear and precise.

Title I - Annual Parent Survey:

The Pine Bluff School District (PBSD) Parent Involvement Center conducted the PBSD Annual Evaluation/Parent Survey at Oak Park Elementary School in March, 2013. The purpose of the survey was to gather information regarding what parents thought about the school/district and their perception concerning how the school/district can be improved. Students took the Parent Survey home for their parents to complete and returned the completed surveys to the school. The survey was sent to all parents and it was also accessible via the district's web site. Only 16% of parents participated in the study. In terms of race, a majority of parents reported being African-American (96%) and 4% reported being White. Ninety-six percent of parents stated their child was eligible for the free or reduced-priced lunch programs.

As displayed in figure A, results from the Parent Survey indicated that a majority of parents (50%) at Oak Park believed academic summer activity packs would be the most beneficial service offered by the Title I Parent and Family Resource Center. Twenty-three percent agreed that prepping for benchmark tests/other assessments would be most beneficial, and twenty percent of parents reported that computer classes and effective parenting would be most beneficial.

Figure 5



It's worth noting that 94% of the parents stated they did not participate in activities designed to explain state standards/curriculum and 82% indicated they were not involved in the parent advisory committee council. Furthermore, 82% of parents stated they had not participated in an annual meeting of Title I parents and 96% reported they had not participated in activities to help in explain AMO/School Improvement. While 80% of parent indicated reading or receiving the Oak Park parental involvement plan

and 72% reported reading or receiving the PBSD parental involvement plan, none of the parents (0%) reported participating in the development of the parent involvement plan. Although 72% of parents indicated they had read or received the school-parent compact none of the parents (0%) reported participating in the development of the school-parent compact.

A review of the Parent Involvement Plan combined with the sections of various surveys was conducted in the Fall of 2013, it is clear that meaningful parent and community involvement is limited. Additionally, many of the surveys indicated that parents have problems with understanding the school district's program and the attitude of staff when volunteering at the school. Oak Park Elementary staff and educators actively seek engagement of the parent and most often for assistance with discipline issues involving the student.

21st CCLC Needs Assessment:

A 21st CCLC needs assessment was created and distributed to parents and community stakeholders in March and April 2013. These results, Part 2 – Parent and Stakeholder Needs were reviewed as a part of planning for this application process. Part 2 of the needs assessment survey addressing possible program options indicated a strong need for an extended learning program. The top four categories were; (1) Academic Support, (2) Enrichment, (3) Family and Parental Support, and (4) College and Workforce Readiness. Additionally, this proposed grant will help alleviate the reported need for enrichment activities by providing additional learning time for academics, enrichment and skill development.

Process Data:

The academic achievement data continues to be a major concern. Another concern is the number of students identified for special education services. Recognizing this as a problem the district leadership team reviewed school level processes for identifying and providing intervention and remediation services and special education placement data for students in the district. It was determined that while the district was implementing some parts of the Response To Intervention (RTI) program the Core components were not being implemented in all schools or were not being implemented with fidelity. After several meetings with school instructional facilitators and building administrators, it was decided that additional RTI training would be provided and that Oak Park would begin full implementation of the RTI program this school year (2013-2014). It was also decided that training in differentiated instruction was needed to support the RTI process.

In addition, based on data from the Special Education Annual Performance Report it was determined that more structured procedures were needed to be in compliance with "Child Find" and student placement. A team has been established call SEAT (Special Education Accountability Team). The team is composed of the Assistant

Superintendent of Schools, LEA Supervisor, Special Ed. Consultants, Speech Pathologists, and Psychological Examiners. The team meets once per month to review data and ensure compliance.

PBSD RTI Action Plan:

1. Identify Resources: Review Master Schedule to determine who is available to provide interventions; identify materials/programs that can be used for interventions, develop tier II plan for teachers in literacy and math and plan for meetings (e.g., volunteers, coordinator, calendars, folder set-up)
2. Educate Staff: Meet with all staff members to explain RTI and the process to be used at the school, discuss available Tier I, II, and III interventions and interventionists.

Tier II & III Implementation:

- Step 1 – Teacher administers screeners in the first month of school according to assessment timeline. Identify students who are at risk, or at some risk. Compare screener to other data on student and determine if a problem exist. If there is a concern, request an RTI packet and begin RTI process immediately and at the very latest prior to the first scheduled parent teacher conference.
- Step 2 - Meet with RTI Team (counselor, principal, referring teacher, special ed. teacher, instructional facilitators) to review data, determine intervention/material needs to try with students for either 2 weeks or 1 month, depending on the level of the students.
- Step 3 – Teacher set up conference with parents to discuss concerns, explain what interventions will be put in place (AIP's signed at this time). Provide parents with activities to try at home.
- Step 4 – Progress monitoring of students to see if interventions prescribed are working. If working, continue and notify parents of progress. If not, meet with RTI Team again to change interventions.
- Step 5 – If student doesn't progress after several interventions– refer for Tier II through RTI Team and assign a trained interventionist to work with that student after further and more thorough assessment to pinpoint specific deficiencies.
- Step 6 – If interventions at Tier II and Tier III fail, refer for special education assessment.

The implementation of RTI and data-driven interventions are needed to meet the academic needs of all students and to ensure success. This is the baseline year.

Improvement Plan Outcome

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

- Did the school achieve its performance levels (AMOs) as stated in the 2012-2013 ACSIP plan.
- What other data sources will be utilized to monitor and evaluate performance levels? (Demographics: Changes in student, teacher, and/or administrative populations; classroom observations. Surveys: Teacher, parent, student; Focus groups, interviews; TLI, ENI, E2E data).
- Review ACSIP and determine what has been implemented school-wide and in the classroom?
- Determine what has been implemented and what has not.
- Determine how well the action steps have been implemented. (If you did not include action steps, we will work on this one for next year.
- If certain actions have not been implemented well, determine why. What factors have impeded the desired change?
- Based on the actions that have been implemented, what accomplishments (column 4) can be documented during the 2012-2013 school year that resulted in improved outcomes for students scoring below proficient?
- For schools identified as “In Need of Improvement” and/or “Priority”, ,what accomplishments (column 4) can be documented during the 2012-2013 school year that resulted in improved outcomes for students scoring below proficient in the areas which the school is identified for improvement?
- Where there is greatest evidence of improvement, what factors were most influential in generating change?
- Review how well the ACSIP and/or Leadership Team have been monitoring the existing plan.
- What is the school’s AMO status for 2013-2014? Based on the outcomes described above, and the school’s new AMO status, what changes to the ACSIP are proposed (column 5).

Thirty-three actions were included in the ACSIP plan (this does not include the PIP). The committee determined that all actions were relevant and is having impact on student learning. It was determined that some actions would continue with additional or new resources and that some actions were in progress and would remain the same. The results of the team’s evaluation were used to drive planning for the 2013-

2014 school year. For example, if an action and/or use of a specific program had a positive impact on student achievement as supported by data; the team would document their finding and decide if they would continue with the action, revise or eliminate the action. The same process would be utilized, if it was determined that the action had no impact on student achievement.

Professional Development:

The Pine Bluff School District recognizes the importance of professional staff development and the need for the staff to practice and expand skills necessary to maintain schools that are effective. The professional development plan provides opportunities for professional growth through planned in-service programs within the district so that certified personnel can receive their state-required sixty (60) hours of professional development. Attendance by professional personnel at such programs shall be mandatory, and non-attendance may be cause for the forfeiture of contract with the Board of Education. In addition, the professional staff is encouraged to pursue professional growth in areas of interest through college course-work, professional meetings, classroom visits, and monitoring current literature and research.

To support such a program, the Board authorizes the superintendent to make provision in the annual budget for the maintenance of professional libraries and for the expenses associated with in-service activities such as pre-school conferences, workshops, professional visits, etc.

Teachers are granted six hours of professional development at the beginning of each school year to plan, prepare curriculum, and other instructional materials for their assigned classes. The time must be spent in their classrooms, offices, or media centers at their public school on the same day and time district wide. This time is to be prior to the first school teacher interaction day of the school year. The district also allows a minimum of two half days or one full day of staff development that is specifically designed by each site to meet the needs of the individual school's programs/teachers.

An analysis of professional development data indicated that school level professional development activities provided in the past were not designed to enhance staff leadership skills nor was it directly aligned with classroom observations (including peer observations) to build specific skills and knowledge of teachers. Unfortunately, this was supported by several findings in the Scholastic Audit and the audit team recommended the Standards Assessment Inventory (SAI), which is designed to:

- Provide information to systems that need to understand teachers' perceptions of professional learning;
- Reveal the degree of success or challenges systems face with professional learning practices and implementation; and

- Provide decision-makers with data on the quality of professional learning as defined by the Standards for Professional Learning, a system's alignment of professional learning to the standards, and the relationship of the standards to improvements in educator effectiveness and student achievement.

To address this concern, the new assistant superintendent for learning services has focused on strengthening the capacity of the building principal and instructional coaches by providing specific job-embedded professional development. Oak Park's building administrator and instructional coaches are no longer participating in one day workshops but are receiving ongoing professional development from (ENI) grounded in pedagogical best practices and based upon student data. Instructional coaches provide job-embedded professional development, mentoring and coaching within the classroom to other instructional staff

The district test coordinator (also new this year), provides training and support to all staff to use data to:

- learn about student progress
- make informed decisions about interventions
- plan differentiated instruction and
- research new curriculum.

Evans Newton Inc. engaged in a partnership with Pine Bluff School District in August of 2012, with the leadership of Dr. Linda Watson, Superintendent. Evans Newton is a company of educators that has been working shoulder to shoulder with teachers and administrators. Their primary focus is to change adult behaviors, and help them become better users of data, focus on instructional practice through professional learning community protocols, and begin the transition to the Common Core State Standards. The 5 Step process includes: alignment of curriculum/instruction, fill the gaps, formative assessment, data informed decisions, and situation analysis. The process was emphasized throughout their work sessions, site based visits coaching practicums, and getting operationalized within the school cultures. Some of the things that have been addressed are: participants examining the impact and influence of data decisions making in a PLC environment; analyzing multiple sets of data for strength, weaknesses, trends; strategies for reaching AMO's; Curriculum and Instruction; data conversations; intervention leadership; aligning classroom walk through data with leadership data.

Prescriptive Coaching: Modeling, co-teaching, post-assessment debriefings, and lesson planning are some of the techniques and strategies Evans Newton Facilities. Content training was provided in the areas of Math and Literacy. Concluding each visit, teachers along with their ENI Coach set goals during their visit that supported the needs of their learning environment and continued the coaching cycle.

Supporting Academic Data:

Renaissance Math/Literacy

Literacy - The Renaissance STAR Reading was administered to grades 2-5 and STAR Early Literacy to grade 1 with fidelity in August and January, K students were administered STAR Early Literacy in January and May. The results indicate that our students in grades 2-5 have an overall scale score growth of 48 points and grade 1 a growth of 99 points.

Math -: Students in grades 1-5 and Kindergarten were administered the STAR Math assessment to determine each student's independent math level. The Renaissance STAR Math results indicate that our students had an overall scale score growth of 49 points.

Iowa Test of Basic Skills (IOWA)

Sixty 1st grade students were administered the IOWA Assessment in April 2013. The results achieved: Below Basic - 49% (29 students); Basic - 18% (11 students); Proficient - 18% (11 students); Advanced - 15% (9 students). 69 2nd grade students were administered the IOWA Assessment in April 2013: Below Basic - 34% (24 students); Basic - 28% (19 students); Proficient - 29% (20 students); Advanced - 9% (6 students).

Reading Recovery

Students in grade 1 who score in the lowest 20 percentile will be provided Reading Recovery one-on-one services. 2012-13 Impact: Students served made significant gains as documented in the "Change Over Time in Text Level" report. For example: four (4) of the students served had a 90% accuracy and improved from Level 1 of Gradient of Text Difficulty to a Level 14 book level.

The Learning Institute:

TLI Literacy Assessment Data indicates an overall student performance of 50% in comparison to the District performance of 55%. Four (4) TLI Reading modules were administered with these overall performance results - Grade 2 = 55%; Grade 3 = 50%; Grade 4 = 52%; Grade 5 = 51%.

TLI Math Assessment Data - Students in grades 3-4 were administered four (4) TLI assessment modules and grade 5 students were administered six (6) TLI assessment modules to measure growth in Science and monitor progress of intervention. 2012-13 - Students in grades 3-5 were administered four (4) TLI science modules with an overall performance of 36% compared to the District performance of 44%. Grade 3 = 37%; Grade 4 = 36%; Grade 5 = 34%.

Student achievement data from The Learning Institute Interim Assessments are reviewed by school leadership and teachers after each assessment. This data is sometimes used to monitor student progress and forecast performance levels on future ACTAAP exams. Teacher monitoring is not consistent and assessment results are not always used to measure effectiveness of instructional strategies, identify next steps for improving teaching and learning, or inform programmatic and academic decisions. With the approval of this grant, the new data coach will be able to provide support to the school leader and teachers on data analysis and using data to inform instruction.

Classroom Walkthrough & PLC Data:

Weekly School Leadership Team meetings address data and data needs, focus walks, school improve processes, planning for tiered interventions, and updates from coaches and department heads and cluster leaders.

Walkthrough data from 2013 to present documents the use of instructional practices including observance of teacher-led Q & A, presentation and demonstration, and provision of opportunities for practice. The majority of observed classroom activities occurred in a whole group setting with the use of small group format as well. Researched-based instructional practices occurring most frequently include reinforcing efforts/providing recognition, providing homework and opportunities to practice, use of cues, questions, and organizers. Textbook and worksheets are utilized frequently in classroom and use of technology is apparent through to a limited extent.

Classroom occurrence of cooperative learning and generating/testing hypotheses is infrequent. Students do gain knowledge, exhibit comprehension, and apply knowledge, but analysis, synthesis, and evaluation of information does not occurring often enough. Walkthrough data demonstrated relatively infrequent observance of authentic and relevant instructional practices and low levels of authentic student's engagement. Some classrooms display current work and encourage interaction with the classroom environment and routines and procedures are evident in many classrooms.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives?

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

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

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

It is difficult to measure the actual success rate of these initiatives. There was some gain in both Literacy and Math (Table 12). However, the school remained in restructuring and was later identified as a priority school, lowest 5% in the state.

Table 12: Student Proficient Trend Data

| Subject | 2013 | 2012 | 2011 | 2010 | 2009 |
|--------------------------|--------|--------|--------|--------|------|
| Reading/Language/English | 54.66% | 52.47% | 45.05% | 40.09% | 33% |
| Mathematics | 41.61% | 46.14% | 40.07% | 47.07% | 39% |

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

In addition to the above initiatives, administration closed Greenville Elementary (2013-2014), reassigned the building principal from Greenville to Oak Park and replaced 59% of Oak Park’s teachers through reassignment. The reassignments were based on a review of test data and performance evaluations.

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

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

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

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

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

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

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

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

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

6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school.

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

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

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

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

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

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

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

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

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

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

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

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

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

Transformation

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

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

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

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

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

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

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

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

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

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

Turnaround

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

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

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

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

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

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

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

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

Restart

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

Charter Schools

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

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

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

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

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

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

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

None at this time

Education Management Organizations

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

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

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

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

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

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

None at this time

Closure

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

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

None at this time

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

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

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

None at this time

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

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

Step 2: Develop Profiles of Available Partners

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

Transformation

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

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

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|-----------------------------|---|---|---|--|
| | | | 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, |

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| | | | | 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 |

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|--|---|---|---|---|
| | | | | <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 |

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

Restart

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

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

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

Closure

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

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

Step 3: Determine Best-Fit Model and Partners

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

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

| | | | | |
|--|---|---|---|---|
| <input type="checkbox"/> Strong charter school law | | | ✓ | |
| <input type="checkbox"/> Experience authorizing charter schools | | | ✓ | |
| <input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process | | | ✓ | |
| <input checked="" type="checkbox"/> Capacity to exercise strong accountability for performance | | | ✓ | |
| Community Capacity | | | | |
| <input checked="" type="checkbox"/> Strong community commitments to school | ✓ | ✓ | ✓ | |
| <input 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 (6)

B. Second Best Fit: Restart (5)

C. Third Best Fit: Turnaround (4)

D. Fourth Best Fit: Closure (3)

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

The Transformation Model

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

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 Oak Park Elementary at the beginning of the 2013-2014 school year. However, she will participate in the interview process in order to ensure selection of the best leader for this transformation.

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

2. 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.

3. 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 Oak Park Elementary 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 Oak Park Elementary School in their process of transformation.

4. 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.

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

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

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

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

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

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
2. How will the LEA select a new leader for the school, and what experience,
3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?
4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
6. What supports will be provided to staff selected for re-assignment to other schools?
7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
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?
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?
10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The Restart Model

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

At this time the District has not researched available EMOs or CMOs nor has there been any conversation within the community or School Board regarding the possibility of converting to a charter school. The timeframe for development not submission of this grant application did not allow for the many parameters that would need to be addressed.

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.

Pine Bluff currently has two (2) charter schools within its boundary. There has also been interest from another outside agency for a 3rd charter school. This application was not approved by the State Board when submitted. This shows that there is substantial interest, however, these charter schools are not homegrown and are all managed for a profit by outside agencies.

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?

The District does not have sufficient data to draw a conclusion regarding which option would provide the most dramatic student growth. Because the business community and stakeholders are working so closely with District Administration in this transformation effort, homegrown would be the optimal choice.

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

The District is not aware of any State law or ADE policy that supports removing one school site from District oversight and converting the school to a charter school, be it homegrown, or managed by a CMO or EMO.

Oak Park could possibly become a Conversion Charter School. Again, this could not be accomplished within the deadline for submission of the grant application. As a Conversion Charter school Oak Park would remain under the auspices of the District.

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

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

6. 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.

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

The District and charter organization must have a detailed contract outlining services and accountability parameters. Support from the district would be comprehensive in nature and designed to increase achievement. Other support services (transportation, food service, and human resources) would also be provided.

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

Learning Point: *School Turnaround and Transformation* and The Center on Innovation & Improvement (CII)/ Academic Development Institute, *Transformation Toolkit* provide some guidance on working with CMOs and EMOs. Additional guidance and technical assistance for the SEA would be on benefit.

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

The District and charter organization must have a detailed contract outlining services and accountability parameters that outline the specific performance benchmarks.

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

Yes, contract termination would be a part of the contractual agreement.

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?

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 | Provide guidance and technical assistance in the continued development of the Priority Improvement Plan and utilizing Indistar. Provide professional development opportunities and monitoring. |
| 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 |
| Internal Partner (LEA staff) | Provide implementation and evaluation assistance; provide grant management services; assist with monitoring the budget; engage in weekly site visits; provide coordination of external partners; and serve on school-based leadership team. Provide an ongoing aspiring leader institute to ensure a cadre of effective building principals. |
| Lead Partner | Darden/Curry Partnership for Leaders in Education (UVA-PLE), who work in partnership with the Academic Development Institute (ADI), and the National Implementation Research Network (NIRN), (i.e., WestEd) bring years of experience, vast expertise in education and, most importantly, proven track records in successfully building state and local capacity to turn around the lowest-performing |

| | |
|-----------------|---|
| | <p>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</p> |

| | |
|-----------------------|---|
| | the school. |
| 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, job-embedded professional development and support will be provided for 21 days, too include Coach2Coach training and professional development. 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.

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

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

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

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

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

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. In addition to forging partnerships to meet academic needs, the district actively support non-academic needs by coordinating and aligning programs and outcomes with classroom learning, which therefore support student success (e.g. 21st CCLC). 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.

Additionally, Oak Park has also developed a cadre of partners and stakeholders, (e.g., First Methodist Church, Pine Bluff Arts and Science Center, Boys and Girls Club of Jefferson County, Parent Teacher Association, and Simmons Bank). The school will continue to work with these partners and work to develop additional support as they move forward with transforming the school. Specific attention will be given to working with the PBSD Parent Center to provide more parent activities.

The district will ensure ongoing relationships with PBSD partners and stakeholders, providing opportunities for active participation in school improvement efforts and the overall improvement of instruction. The district will work to deepen and formalize partnerships that already exist as Oak Park implements the Transformation Model.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

| Name | Role | Name | Role |
|-------------------|-----------------|-------------------|-----------------|
| Linda Watson | Superintendent | Bernice Russell | Federal Program |
| Karen Enright | Principal | Helen McLemore | Math Coach |
| Lisa Jackson | Parent | Monica Pritchett | Teacher |
| Latwlia Blackmon | Parent | Kanasha Carmickle | Teacher |
| Michelle Mitchell | Parent | Tina Watson | Parent |
| Karen Blackley | Parent | Lisa Pighee | Parent |
| Jamie Daniels | Parent | Maria Jones | Parent |
| Brickett Owens | Teacher | Jo Ann Birden | Teacher |
| Sharon Cole | Teacher | Susan Westfall | Teacher |
| Dexter Lee | Asst. Principal | Roshonda Jones | Teacher |
| Tiffany Tripp | Teacher | Crystal Sweeny | Teacher |
| De'Vonte Jackson | Parent | Barbara Price | Teacher |
| Marica West | Teacher | Carol Gardner | Math Coach |
| Pamela Grayer | Teacher | Lousie Sullivan | Counselor |
| Michelle Smith | Parent | | |

Meetings

| Location | Date | Location | Date |
|----------------------|---------|----------------------|---------|
| Oak Park Speech Room | 2/4/14 | Oak Park Speech Room | 2/19/14 |
| Oak Park Speech Room | 2/10/14 | Oak Park Speech Room | 2/20/14 |
| Oak Park Speech Room | 2/12/14 | | |

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 Districts commitment to sustainability of the Transformation reform efforts and researching the most effective needs to sustaining these efforts prior to the expiration of SIG funding.

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

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

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

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

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

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

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

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

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

- Differential Pay: A 2007 study conducted by the Department of Education Reform University of Arkansas provides evidence that providing additional compensation to teachers based upon the measured academic performance of students in their classroom substantially improves academic proficiency. Marcus A. Winters et al., "An Evaluation of Teacher Performance Pay in Arkansas" (Department of Education Reform, University of Arkansas, 2007), http://www.uark.edu/ua/der/Research/performance_pay_ar.html. The implementation of Differential for Performance is a great motivator for ensuring true change. It will be recommended to the board that this become a district initiative for all schools beyond the expiration of SIG funds.

Finally, the goal is to build capacity for school improvement. The school and district staffs have engaged a wide representation of community in a continuous planning process. This is a key factor for ensuring long-term viability of the reform efforts.

Teacher Mentoring: The District has a mentoring program for new teachers. The mentor/mentee program will continue beyond the expiration of SIG funding.

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 Evan Newton, the principal at Oak Park 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.

Differential Pay: A 2007 study conducted by the Department of Education Reform University of Arkansas provides evidence that providing additional compensation to teachers based upon the measured academic performance of students in their classroom substantially improves academic proficiency. Marcus A. Winters et al., "An Evaluation of Teacher Performance Pay in Arkansas" (Department of Education Reform, University of Arkansas, 2007), http://www.uark.edu/ua/der/Research/performance_pay_ar.html. The implementation of Differential for Performance is a great motivator for ensuring true change. It will be recommended to the board that this become a district initiative for all schools beyond the expiration of SIG funds.

Finally, the goal is to build capacity (from within) for school improvement. The school and district staffs have engaged a wide representation of community in a continuous planning process. This is a key factor for ensuring long-term viability of the transformation reform efforts.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

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

Goal #1: The percentage of students in Grades 3 – 5 scoring at grade level expectation or higher in Literacy will increase from 54.66% to 64% 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 |
|---|---|---|---------------------|------------------------|--|
| During department and/or grade level meetings, teachers will review and discuss the K-5 Literacy Standards to assure full understanding for implementation. | 95% of teachers will align curriculum, teach prioritized state standard, create and use standards based formative assessments, participate in powerful practices and data teams | Department/grade level meeting minutes indicate discussion topics; Meeting sign-in-sheets | August, 2014 | June, 2015 | Principal, Math and Literacy Instructional Facilitators and Teachers |
| Teachers will incorporate the K-5 Literacy Standards into science and social studies lessons. | A minimum of two lessons per month | Teacher Lesson Plans; Student work samples | August, 2014 | June, 2015 | ENI Consultant |
| Teachers will develop and utilize common assessments in all core subject areas | 75% of students' work on performance based assessments will reflect mastery of content. | Teacher Lesson Plans; Student work samples, Results of Literacy Benchmark Exam | August, 2014 | June 2015 | Principal, Math and Literacy Instructional Facilitators and Teachers |

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

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

Goal #1 Cont.: The percentage of students (Grades.3-5) scoring at grade level expectation or higher in Literacy will increase from 54.66% to 64% 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 |
|--|---|--|---------------------|------------------------|--|
| Teachers will utilize effective questioning techniques as ongoing formative assessments of student learning. | Increased higher order questioning documented in lesson plans and observed in 80% of classroom observations | Teacher Lesson Plans; Student work samples | August, 2014 | June, 2015 | Principal, Math and Literacy Instructional Facilitators and Teachers |
| Design and develop a plan of continuity between assessing student writing between grade levels | 95% of teachers will utilize writing prompts and implement daily process writing tasks with rubrics | Samples of exemplary student writing with corresponding rubrics are displayed in classrooms and common areas | August, 2014 | June, 2015 | Principal, Math and Literacy Instructional Facilitators and Teachers |
| Design a rubric to be used by all teachers within each grade level. | | Aligned rubrics | August, 2014 | June 2015 | Principal, Math and Literacy Instructional Facilitators and Teachers |

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

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

Goal #1 Cont.: The percentage of students (Grades.3-5) scoring at grade level expectation or higher in Literacy will increase from 54.66% to 64% 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>Create a Data Room to share relevant data with the staff.</p> <p>Identify target areas in academics that need more focus in lesson planning.</p> <p>Review and follow student progress for all academic areas</p> | <p>At least 6% annual growth in the percentage of students scoring proficient or advanced on the state Benchmark Exam in Literacy.</p> <p>At least 6% annual growth in the percentage of students scoring proficient or advanced on the state Benchmark Exam in Literacy.</p> | <p>Agenda and Minutes from data meetings, data wall implemented and updated quarterly</p> <p>PLC meetings focus on teaching and learning to include effective lesson delivery</p> <p>Student profiles posted in data room</p> | <p>August, 2014</p> <p>August, 2014</p> | <p>June, 2015</p> <p>June, 2015</p> | <p>Principal, Math and Literacy Instructional Facilitators and Teachers</p> <p>ENI Consultant</p> |

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

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

Goal 2: The staff at Oak Park Elementary will demonstrate increased knowledge of how to improve student achievement with 70% accuracy by April 2015 as evidenced by benchmark assessment results.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|--|---|--|---------------------|------------------------|--|
| <p>Implement Response to Intervention strategies</p> <p>Implement instructional strategies recommended by external providers</p> <p>Increase student attention & classroom participation</p> | <p>Reports reflect effective identification of students for RTI as evidenced by test score and work samples with the academic interventionist reviewing all RTI folders and completing a checklist with 75% of the items being correct/implemented</p> <p>Walkthroughs reveal 75% increase in utilization of recommended strategies</p> <p>75% increase in student Attention/participating as evidenced by classroom walkthroughs</p> | <p>Progress Monitoring Reports</p> <p>Formative and summative assessments</p> <p>Walk through data</p> <p>Attendance as evidence by the attendance log</p> | <p>August 2014</p> | <p>April 2015</p> | <p>Building Principal</p> <p>SIG Staff</p> <p>External Consultants</p> <p>Leadership Teams</p> <p>Certified Staff</p> <p>District Central Office Staff</p> |

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

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

Goal 2 Cont.: The staff at Oak Park Elementary will demonstrate increased knowledge of how to improve student achievement with 70% accuracy by April 2015 as evidenced by benchmark assessment results.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|---|--|---|---------------------|------------------------|--|
| <p>Provide ongoing embedded professional development</p> <p>Teachers will effectively integrate technology into instruction in all content areas.</p> <p>Increase students attendance in after school program</p> | <p>Literacy and math coaches spend 80% of time providing grade-level teachers ongoing job-embedded professional development</p> <p>Student use of technology as evidenced by information from curriculum apps 50% of the time</p> <p>Extended learning program participants maintain 80% or greater attendance</p> | <p>Coaches weekly logs</p> <p>Lesson Plans, Walk Through Data</p> <p>Extended learning program attendance records</p> | <p>August 2014</p> | <p>April 2015</p> | <p>Building Principal</p> <p>SIG Staff</p> <p>External Consultants</p> <p>Leadership Teams</p> <p>Certified Staff</p> <p>District Central Office Staff</p> |

School Improvement Grant - Section 1003(g)

LEA Goals and Objectives

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

Goal 3 Cont. The percentage of students in Grades 3 through 5 scoring at grade level or higher in math will increase from 41.61% to 51% by the end of the school year as measured by the Benchmark Exam administered in April 2015.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|--|--|--|--|--|--|
| <p>The Math coach will use data from the Interim Pre-test to set prescriptive learning goals for the students who are below proficient and will monitor growth during interim assessments.</p> <p>The Response to Intervention Committee will have regular meetings no less than monthly and keep records on Math and behavior interventions and students' response to the interventions</p> <p>Teachers will use data to inform math instruction - following district curriculum maps and implementing high-yield strategies.</p> | <p>A 10% increase in proficiency rate on Benchmark Math assessments for assigned students.</p> <p>Meeting minutes will include the interventions being implemented for each student served and responses to the interventions will be maintained as well</p> <p>Classroom walkthrough and focus walk data will be collected and analyzed</p> | <p>Growth recorded on interim quarterly assessments. Analysis of annual proficiency rates on</p> <p>Meeting minutes will be maintained and will include the interventions being implemented for each student served and responses to the interventions will be maintained as well.</p> <p>Classroom walkthrough and focus walk data will be collected and analyzed quarterly and annually will be submitted to the Administrative Director of Secondary Education.</p> | <p>August 2014</p> <p>August 2014</p> <p>August 2014</p> | <p>August 2015</p> <p>August 2015</p> <p>August 2015</p> | <p>Building Principal</p> <p>SIG Staff</p> <p>External Consultants</p> <p>Leadership Teams</p> <p>Certified Staff</p> <p>District Central Office Staff</p> |

School Improvement Grant - Section 1003(g)

LEA Goals and Objectives

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

Goal 3 Cont. The percentage of students in Grades 3 through 5 scoring at grade level or higher in math will increase from 41.61% to 51% by the end of the school year as measured by the Benchmark Exam administered in April 2015.

| Objective | Measureable Outcome(s) | List Evidence to Document Improvement or Progress Toward Goal | Implementation Date | Target Completion Date | Person Responsible |
|--|--|--|-----------------------------|------------------------|---|
| <p>During department and/or grade level meetings teachers will review and discuss the K-5 Math Standard to assure full understanding for implementation</p> <p>Teachers will incorporate the K-5 Math Standards into science and social studies lessons</p> <p>Teachers will develop and utilize formative and summative assessments in all core subject areas</p> | <p>Teachers will demonstrate understanding of the Math standards as evidenced by lesson plans and objectives 75% of the time.</p> <p>Teachers will demonstrate how to incorporate Math into science and social studies through two lesson plans a month.</p> <p>75% of students work will reflect mastery of math content based on formative/summative assessments</p> | <p>Department/grade level meeting minutes indicating: discussion topics, sign-in sheets</p> <p>Teacher Lesson Plans</p> <p>Student Work Samples</p> <p>Teachers will use high level questions for assessments as well as performance task that require critical thinking and application</p> | <p>April 2014 - ongoing</p> | <p>April 2015</p> | <p>Building Principal</p> <p>SIG Staff</p> <p>External Consultants</p> <p>Leadership Teams</p> <p>Certified Staff</p> <p>Para Pros</p> <p>District Central Office Staff</p> |

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. = 170,620.56
- Provide enrichment activities for the social and emotional growth of students
 - After school Boot Camp: 10 staff @ \$31.50 per hour (1.5 hr), 9 sessions = 4,117.50
 - After school student clubs = 3 staff sponsors at \$500.00 stipend per semester = \$3,000; materials and supplies \$4,000.00 (robotics/Legos/technology software)
 - Kindergarten Academy -3 weeks for 4 hours a day July 21 till Aug 8
\$31.50 for 4 hours/day = 126/00 x 5day/week = 630.00 x 3 weeks = 1,890.00 x 3 teachers = 5, 670.00;
Transportation \$3,000
 - Provide student incentives for academics and attendance (\$10.00 gift cards, T Shirts, Books, Calculators)
 - Provide cultural exposure events (4 field trips & 4 on campus activities)
 - Provide Parent Outreach activities 3,000.00 – additional funding from parent center
- Recruit and Hire new Staff
 - Para Pro-1 per class = 10 X \$18,000 (salary/benefits) =\$180,000
 - Academic interventionist -

- Behavior Interventionist (RTI)
- Full Time Speech Language Specialist
- Data Coach 33.3 FTE
- Technology Integration Coordinator 33.3 FTE
-
- Curriculum and Instruction
 - New Literacy/Math Curriculum
- 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 (School Retreat 2 days = 30,000.00)
- Proposed Incentives Year 1:
 - All certified staff who meets and/or exceeds the AMO for 2015 will be eligible to receive an incentive in the amount of \$300.00 (Math); \$100.00 (Literacy) and \$100.00 (attendance – no more than 2 days per nine weeks).
 - All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of \$100.00 (Math); \$100.00 (Literacy) and \$50.00 (attendance).
- Proposed Incentives Years 2 & 3:
 - All certified staff who meets and/or exceeds the AMO for 2015 will be eligible to receive an incentive in the amount of \$500.00 (Math); \$200.00 (Literacy) and \$100.00 (attendance).
 - All classified staff who meet and/or exceeds the achievement goal will be eligible to receive an incentive in the amount of \$15000 (Math); \$125.00 (Literacy) and \$100.00 (attendance).
- Technology Integration
 - Technology- tablets for students and teacher instructional use. 75 tablets @ 650.00 = 48,750.00
 - Cases for tablets = 12,000.00
- 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 * Review process is on the following page. | February 17-28, 2014 |
| 6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2014-2015 school year. | April 1, 2014 |
| 7. Provide technical assistance for initial grant implementation. | April 2014 – June 2014 |

ADE REVIEW PROCESS:

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

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

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

May 2014– June 2014 Pre-implementation

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

| May | <ul style="list-style-type: none"> • District develop contract with lead partner (UVA) outlining performance expectations and quarterly benchmarks. • District review and amend contract with support partners. • Develop MOU for technology assistance with ARESC • Start planning for the Kindergarten Academy <ul style="list-style-type: none"> Secure teachers Order Supplies • Order new Curriculum Materials for math/literacy • Post Job openings for Para Professionals, Academic Interventionist, Behavior Interventionist, Data Coach and any new teachers needed • Set up Professional Development for Behavior Training, CPR Training • Analysis of end of year school data and other pre-project information • Initiate tablet bids/type of tablets being bought • Meet with ADE Site Director and Title I School Improvement Officer |
|------|--|
| June | <ul style="list-style-type: none"> • Interview for Para Pros: with a highly qualified team of teachers and other certified staff working at Oak Park to insure highly qualified people are chosen • Interview for Data Coach, Behavior Interventionist and Academic Interventionist • -Begin Registration for Oak Park for all grades (first come/First serve) • Assign Students to Certified Staff • Make sure all Certified Staff is in place for the next school year (any changes to staff need to be made at this time) • Meet with ADE Site Director and Title I School Improvement Officer • Develop quarterly goals and timeline of activities with external providers • Final Set up for Kindergarten Academy |

2014-2015 School Year

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

| 2014-2015 School Year | |
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| July | <ul style="list-style-type: none">• Hire Data Coach• Make initial orders of technology• Begin Planning for Results by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention• Revisit what has been accomplished from Professional Learning Communities• Prepare for Reading Wonders and My Math program implementation• Develop professional development for 2014-2015 school year with behaviorist, CPR/First Aid, and new curriculum implementation training• Begin Kinder Academy on July 21st• Form Leadership team for the 2014-2015 school and meet with those on the team• Survey teaching staff to determine needs for basic math and literacy supplies to fully implement• engaging activities supporting Common Core State Standards |
| August | <ul style="list-style-type: none">• Title I School improvement Officer, District Team, School Leadership Team, ENI Consultants (if available), Academic Interventionist, and ADE Site Coordinator to meet and review goals/objectives and planned activities to include benchmarks, timeline, and a review of established roles and responsibilities of team members• Schedule weekly/biweekly Oak Park Leadership Team meetings with a specific focus on data and instructional practices as evidence in observations and Classroom Walkthroughs• PLCs begin meeting weekly and establish their focus for the year• Data from state Benchmark and EOC exams analyzed and data walls created. Facilitated by Data Coach.• School Improvement Specialist/Title I School Improvement Officer review Arkansas Flexibility Plan, Arkansas' Smart Accountability Plan and ASCIP with Oak Park Leadership Team and plan for faculty and stakeholder input in ACSIP revisions |

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| | <ul style="list-style-type: none"> • Discipline committee created and school plan developed • Academic Coach to begin tracking students at risk - ongoing monthly throughout the year • Mobile computer labs prepared, tablets delivered/checked out • Training for teachers/students on usage of tablets in mathematics and literacy classrooms • Technical assistance in effective instructional leadership practices provided to building administrator • Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year • Establish processes and procedures for special services teachers to support benchmark readiness for special services students • Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers • Student incentive plan developed • Parent phone numbers entered into district parent notification system • Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning |
| September | <ul style="list-style-type: none"> • Training and support continued for teachers/students on usage of tablets in core classrooms • Develop Mentor/Mentee Program and train teachers on protocol for implementation • Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol • Begin Walkthrough process. • Create action plans for specific areas in need of improvement based on identified teacher and student Needs • Principal, administrative support staff to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers- ongoing throughout the year - ENI Specialists to engage teachers in reflective feedback following classroom observations and modeled lessons • Schedule six Parental Involvement sessions to be offered throughout the year • Technology integration support provided to teachers • Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place • Analyze instructional materials, resources, lesson design and delivery and multiple forms of data • Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year • Assess current use and model effective practice in high yield strategies, techniques addressing |

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| | <p>various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects</p> <ul style="list-style-type: none"> • Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in Literacy and Mathematics • Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines • Monitor processes and procedures for special services teachers to support benchmark readiness for special services students • Monitor and support implementation of required modifications of Individual Special Education Students IEP. • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Convene faculty and other stakeholders to begin review and revision of ACSIP • Weekly Leadership Team meetings continue • 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 • PLCs meet weekly • Technical assistance in effective instructional leadership practices provided to building administrator |
| October | <ul style="list-style-type: none"> • Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices • Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed • Data from interim assessments analyzed and data walls updated • Weekly Leadership Team meetings continue • District School Improvement Team meeting to review SIG implementation. The Title I School Improvement Officer will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. • Technical assistance in effective instructional leadership practices provided to building |

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| | <p>administrator</p> <ul style="list-style-type: none"> • Principal and Coaches continue weekly observations to include reflection conferences with teachers - ongoing throughout the year • Discipline Plan monitored by committee, data analyzed , adjustments made as needed • Provide job embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving multiple intelligences, and effectiveness of data disaggregation • Data Coach provides feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards • Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students • Monitor and support implementation of required modifications of Individual Special Education Students IEP • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Technology walk-throughs conducted to assess technology integration in the classroom • Technology integration support provided to teachers • PLCs meet weekly • Title I School Improvement Officer and supporting partners make quarterly report to School Board |
| November | <ul style="list-style-type: none"> • 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. • Technical assistance in effective instructional leadership practices provided to building administrator • Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers • Discipline Plan monitored by committee, data analyzed , adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students • Monitor and support implementation of required modifications of Individual Special Education |

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| | <p>Students IEP</p> <ul style="list-style-type: none"> • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Continue to monitor functionality of digital equipment and repair as needed • Technology integration support provided to teachers • Schedule and implement introduction to Common Core Glossary of Key Terms- full faculty |
| December | <ul style="list-style-type: none"> • Weekly Leadership Team meetings continue • 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. • Technical assistance in effective instructional leadership practices provided to building administrator • Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers • Discipline Plan monitored by committee, data analyzed , adjustments made as needed • Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students • Monitor and support implementation of required modifications of Individual Special Education Students IEP • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Continue to monitor functionality of digital equipment and repair as needed • Technology integration support provided to teachers |
| January | <ul style="list-style-type: none"> • Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum • District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. |

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| | <ul style="list-style-type: none"> • Technical assistance in effective instructional leadership practices provided to building administrator • Continue implementation of Smart Accountability Plan and ACSIP • Data from interim assessments analyzed and data walls updated • Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers • Discipline Plan monitored by committee, data analyzed , adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students • Monitor and support implementation of required modifications of Individual Special Education Students IEP • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Technology walkthrough conducted to determine existing equipment function and accessibility • Technology repaired or returned if under warranty • Technology integration support provided to teachers • Support implementation of Common Core sample Performance tasks across the curriculum |
| February | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * 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 * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting |

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| | <ul style="list-style-type: none"> * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze EOC/Common Core Writing Samples |
| March | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * 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 * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP. * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers |
| April | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * 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. * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol |

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| | <ul style="list-style-type: none"> * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Review of Common Core Released Performance tasks for science for 5th grade |
| May | <p>Weekly Leadership Team meetings continue</p> <ul style="list-style-type: none"> * 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 * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze EOC/Common Core Writing Samples |
| June | <ul style="list-style-type: none"> * 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 * Analyze any available data from Benchmarks and EOCs |

July

- Begin Registration for Oak Park for Kindergarten (first come/First serve)
- Assign Students to Certified Staff
- Make sure all Certified Staff is in place for the next school year (any changes to staff need to be made at this time)
- Meet with ADE Site Director
- Develop quarterly goals and timeline of activities with external providers
- Final Set up for Kindergarten Academy with initiation on July 21st

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. **TO BE MODIFIED AS THE DISTRICT MOVES FORWARD WITH EVALUATING PROGRESS**

| 2015-2016 School Year | |
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| July | <ul style="list-style-type: none">• Hire Data Coach• Make initial orders of technology• Begin Planning for Results by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention• Revisit what has been accomplished from Professional Learning Communities• Prepare for Reading Wonders and My Math program implementation• Develop professional development for 2014-2015 school year with behaviorist, CPR/First Aid, and new curriculum implementation training• Begin Kinder Academy on July 21st• Form Leadership team for the 2014-2015 school and meet with those on the team• Survey teaching staff to determine needs for basic math and literacy supplies to fully implement• engaging activities supporting Common Core State Standards |
| August | <ul style="list-style-type: none">• Title I School improvement Officer, District Team, School Leadership Team, ENI Consultants (if available), Academic Interventionist, and ADE Site Coordinator to meet and review goals/objectives and planned activities to include benchmarks, timeline, and a review of established roles and responsibilities of team members• Schedule weekly/biweekly Oak Park Leadership Team meetings with a specific focus on data and instructional practices as evidence in observations and Classroom Walkthroughs• PLCs begin meeting weekly and establish their focus for the year• Data from state Benchmark and EOC exams analyzed and data walls created. Facilitated by Data Coach.• School Improvement Specialist/Title I School Improvement Officer review Arkansas Flexibility Plan, Arkansas' Smart Accountability Plan and ASCIP with Oak Park Leadership Team and plan for faculty and stakeholder input in ACSIP revisions• Discipline committee created and school plan developed• Academic Coach to begin tracking students at risk - ongoing monthly throughout the year• Mobile computer labs prepared, tablets delivered/checked out• Training for teachers/students on usage of tablets in mathematics and literacy classrooms• Technical assistance in effective instructional leadership practices provided to building administrator |

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| | <ul style="list-style-type: none"> • Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year • Establish processes and procedures for special services teachers to support benchmark readiness for special services students • Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers • Student incentive plan developed • Parent phone numbers entered into district parent notification system • Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning |
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| | <p>uninterrupted, bell-to-bell instruction</p> <ul style="list-style-type: none"> • Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines • Monitor processes and procedures for special services teachers to support benchmark readiness for special services students • Monitor and support implementation of required modifications of Individual Special Education Students IEP. • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Convene faculty and other stakeholders to begin review and revision of ACSIP • Weekly Leadership Team meetings continue • 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 • PLCs meet weekly • Technical assistance in effective instructional leadership practices provided to building administrator |
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| | <p>solving multiple intelligences, and effectiveness of data disaggregation</p> <ul style="list-style-type: none"> • Data Coach provides feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards • Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students • Monitor and support implementation of required modifications of Individual Special Education Students IEP • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Technology walk-throughs conducted to assess technology integration in the classroom • Technology integration support provided to teachers • PLCs meet weekly • Title I School Improvement Officer and supporting partners make quarterly report to School Board |
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| | <ul style="list-style-type: none"> • Schedule and implement introduction to Common Core Glossary of Key Terms- full faculty |
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| | <p>observations and walkthroughs</p> <ul style="list-style-type: none"> • Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers • Discipline Plan monitored by committee, data analyzed , adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students • Monitor and support implementation of required modifications of Individual Special Education Students IEP • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Technology walkthrough conducted to determine existing equipment function and accessibility • Technology repaired or returned if under warranty • Technology integration support provided to teachers • Support implementation of Common Core sample Performance tasks across the curriculum |
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| | <p>the regular classroom setting</p> <ul style="list-style-type: none"> * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers *Review of Common Core Released Performance tasks for science for 5th grade |
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-Final Set up for Kindergarten Academy with initiation on July 21st

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. **TO BE MODIFIED AS THE DISTRICT MOVES FORWARD WITH EVALUATING PROGRESS**

| 2016-2017 School Year | |
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| July | <ul style="list-style-type: none"> • Hire Data Coach • Make initial orders of technology • Begin Planning for Results by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention • Revisit what has been accomplished from Professional Learning Communities • Prepare for Reading Wonders and My Math program implementation • Develop professional development for 2014-2015 school year with behaviorist, CPR/First Aid, and new curriculum implementation training • Begin Kinder Academy on July 21st • Form Leadership team for the 2014-2015 school and meet with those on the team • Survey teaching staff to determine needs for basic math and literacy supplies to fully implement • engaging activities supporting Common Core State Standards |
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| | <p>plans to promote mastery ongoing throughout the year</p> <ul style="list-style-type: none"> • Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects • Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in Literacy and Mathematics • Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines • Monitor processes and procedures for special services teachers to support benchmark readiness for special services students • Monitor and support implementation of required modifications of Individual Special Education Students IEP. • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • Convene faculty and other stakeholders to begin review and revision of ACSIP • Weekly Leadership Team meetings continue • 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 • PLCs meet weekly • Technical assistance in effective instructional leadership practices provided to building administrator |
| October | <ul style="list-style-type: none"> • Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices • Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed • Data from interim assessments analyzed and data walls updated |

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| | <ul style="list-style-type: none"> • Weekly Leadership Team meetings continue • District School Improvement Team meeting to review SIG implementation. The Title I School Improvement Officer will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. • Technical assistance in effective instructional leadership practices provided to building administrator • Principal and Coaches continue weekly observations to include reflection conferences with teachers - ongoing throughout the year • Discipline Plan monitored by committee, data analyzed , adjustments made as needed • Provide job embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving multiple intelligences, and effectiveness of data disaggregation • Data Coach provides feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards • Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students • Monitor and support implementation of required modifications of Individual Special Education Students IEP • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Technology walk-throughs conducted to assess technology integration in the classroom • Technology integration support provided to teachers • PLCs meet weekly • Title I School Improvement Officer and supporting partners make quarterly report to School Board |
| November | <ul style="list-style-type: none"> • District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and |

| | |
|----------|---|
| | <p>activities.</p> <ul style="list-style-type: none"> • Technical assistance in effective instructional leadership practices provided to building administrator • Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers • Discipline Plan monitored by committee, data analyzed , adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students • Monitor and support implementation of required modifications of Individual Special Education Students IEP • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Continue to monitor functionality of digital equipment and repair as needed • Technology integration support provided to teachers • Schedule and implement introduction to Common Core Glossary of Key Terms- full faculty |
| December | <ul style="list-style-type: none"> • Weekly Leadership Team meetings continue • 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. • Technical assistance in effective instructional leadership practices provided to building administrator • Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers • Discipline Plan monitored by committee, data analyzed , adjustments made as needed • Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students |

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|---------|--|
| | <ul style="list-style-type: none"> • Monitor and support implementation of required modifications of Individual Special Education Students IEP • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Continue to monitor functionality of digital equipment and repair as needed • Technology integration support provided to teachers |
| January | <ul style="list-style-type: none"> • Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum • District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. • Technical assistance in effective instructional leadership practices provided to building administrator • Continue implementation of Smart Accountability Plan and ACSIP • Data from interim assessments analyzed and data walls updated • Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol • Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs • Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers • Discipline Plan monitored by committee, data analyzed , adjustments made as needed • Monitor processes and procedures for special services teachers to support benchmark readiness for special education students • Monitor and support implementation of required modifications of Individual Special Education Students IEP • Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting • PLCs meet weekly • Technology walkthrough conducted to determine existing equipment function and accessibility |

| | |
|----------|--|
| | <ul style="list-style-type: none"> • Technology repaired or returned if under warranty • Technology integration support provided to teachers • Support implementation of Common Core sample Performance tasks across the curriculum |
| February | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * 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 * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze EOC/Common Core Writing Samples |
| March | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * 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 * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed |

| | |
|-------|---|
| | <ul style="list-style-type: none"> * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP. * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers |
| April | <ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * 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. * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty |

| | |
|------|--|
| | <ul style="list-style-type: none"> * Technology integration support provided to teachers * Review of Common Core Released Performance tasks for science for 5th grade |
| May | <p>Weekly Leadership Team meetings continue</p> <ul style="list-style-type: none"> * 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 * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze EOC/Common Core Writing Samples |
| June | <ul style="list-style-type: none"> * 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 * Analyze any available data from Benchmarks and EOCs |
| July | <ul style="list-style-type: none"> --Begin Registration for Oak Park for Kindergarten (first come/First serve) -Assign Students to Certified Staff -Make sure all Certified Staff is in place for the next school year (any changes to staff need to be made at this time) -Meet with ADE Site Director -Develop quarterly goals and timeline of activities with external providers |

 -Final Set up for Kindergarten Academy with initiation on July 21st

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

| Date | Department | Attendees | |
|---------|--|------------------|-------------------------------|
| | | Name | Position |
| 1/16/14 | District Leadership & Leadership Teams All Staff Members (Certified & Classified) | Linda Watson | Superintendent |
| | | Bernice Russell | Federal Programs |
| | | Tiffany Bone | Asst. Superintendent |
| | | Suzette Anderson | Asst. Superintendent- Sp. Ed. |
| | | K. Enright | Principal |
| | | Dexter Lee | Asst. Principal |
| | | Jessica Thompson | Teacher (K) |
| 1/17/14 | Leadership Team | K. Enright | Principal |
| | | Dexter Lee | Asst. Principal |
| | | Jessica Thompson | Teacher (K) |
| | | M. Jones | Parent Facillator |
| | | Helen McLemore | Math Coach |
| | | Louise Sullivan | Counselor |
| | | Mrs. Birden | Reading Recovery |
| 1/24/14 | Leadership Team | M. Jones | Parent Facillator |
| | | Helen McLemore | Math Coach |
| | | Louise Sullivan | Counselor |
| | | Mrs. Birden | Reading Recovery |
| | | K. Enright | Principal |
| | | Dexter Lee | Asst. Principal |
| | | Jessica Thompson | Teacher (K) |
| 1/31/14 | Leadership Team | M. Jones | Parent Facillator |
| | | Helen McLemore | Math Coach |
| | | Louise Sullivan | Counselor |
| | | Mrs. Birden | Reading Recovery |
| | | K. Enright | Principal |
| | | Dexter Lee | Asst. Principal |
| | | Jessica Thompson | Teacher (K) |

| Date | Department | Attendees | |
|---------|-----------------|------------------|-----------------------------|
| | | Name | Position |
| 2/3/14 | Leadership Team | M. Jones | Parent Facillator |
| | | Helen McLemore | Math Coach |
| | | Louise Sullivan | Counselor |
| | | Mrs. Birden | Reading Recovery |
| 2/7/14 | Leadership Team | K. Enright | Principal |
| | | Dexter Lee | Asst. Principal |
| | | Jessica Thompson | Teacher (K) |
| | | M. Jones | Parent Facillator |
| | | Helen McLemore | Math Coach |
| | | Louise Sullivan | Counselor |
| 2/21/14 | Leadership Team | Mrs. Birden | Reading Recovery |
| | | Dexter Lee | Asst. Principal |
| | | Jessica Thompson | Teacher (K) |
| | | M. Jones | Parent Facillator |
| 2/25/14 | Leadership Team | Helen McLemore | Math Coach |
| | | Louise Sullivan | Counselor |
| | | Mrs. Birden | Reading Recovery |
| | | Amber Robinson | Speech/Language Pathologist |
| | | Dexter Lee | Asst. Principal |
| | | Jessica Thompson | Teacher (K) |
| | | M. Jones | Parent Facillator |
| | | | |
| | | | |

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

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

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

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Pine Bluff School

Priority School Oak Park

Total 3-Year Budget \$1,697,785.87

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 | 7,250.00 | | 7,250.00 | |
| <input type="checkbox"/> Select new staff (See positions below) | | | | |
| Behavior Interventionist | | 60,000.00 | 60,000 | 60,000 |
| RTI Interventionist | | 58,050 | 58,050 | 58,050 |
| Data Coach 33.3 FTE | | 12,000.00 | 12,000.00 | 12,000.00 |
| Technology Coordinator 33.3 FTE | | 13,000.00 | 13,000.00 | 13,000.00 |
| 10 Paraprofessionals | | 18,000.00 | 18,000.00 | 18,000.00 |
| | | | | |
| <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 (UVA) | | 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 | 26,000.00 | 36,000.00 | 20,000.00 |
| <input type="checkbox"/> Implementing data collection and analysis structures | 5,430.00 | 3,235.00 | 3,235.00 | 2,000.00 |
| <input type="checkbox"/> Increase learning team (extended day, week, and/or year) | | 170,620.56 | 170,620.56 | 170,620.56 |
| <input type="checkbox"/> Student supports (emotional, social, and community-based) | | 11,617.50 | 11,617.50 | 11,617.50 |
| 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"/> Parent Community Out reach | | 3,000.00 | 3,000.00 | 3,000.00 |
| <input type="checkbox"/> Teacher Incentives | | 50,000.00 | 65,000.00 | 65,000.00 |
| LEA-activities designed to support implementation of the | | | | |

| | | | | |
|---|------------|------------|------------|------------|
| transformation model | | | | |
| <input type="checkbox"/> New Curriculum Reading Wonders | 36,148.93 | 10,000.00 | 10,000.00 | 10,000.00 |
| <input type="checkbox"/> New Math Curriculum – My Math | 25,592.76 | 10,000.00 | 10,000.00 | 10,000.00 |
| Kindergarten Academy | 8,670.00 | | 8,670.00 | 8,670.00 |
| Technology – Student and Teacher Tablets/cases – replacement year 2-3 | | 60,750.00 | 10,000.00 | 10,000.00 |
| Total | 193,091.69 | 526,273.06 | 506,443.06 | 471,958.06 |

Priority:

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

| Activity | Explanation | Amount |
|--------------------------------|---|------------|
| Site Director ADE | Requirement | 100,000.00 |
| Partnership | UVA Leadership training for building principal; Behavior interview for the selection of a new principal | 40,000.00 |
| RTI Specialist | Specialist will support teachers with implementation of the intervention process so that students who are struggling academically and/or behaviorally do not fall between the cracks. | 174,150.00 |
| Academic Interventionist | Academic Interventionist - Assess children throughout the school and identify children at risk. Design and implement academic interventions using research-based methodology in Reading and Math for a minimum of 30 minutes each day for each child in one or both reading/math. | 180,000.00 |
| Job-embedded PD | Teachers will participate in professional development academics that will consistently address expectations of the district and students behaviorally and academically. | 92,000.00 |
| Teacher Performance Incentives | Transformation Requirement | 180,000.00 |

| | | |
|--------------|----------------------------|----------------|
| Extended Day | Transformation Requirement | 511.861.68 |
| Total | | \$1,278,011.68 |

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
1. Recruit, place and retain staff---The LEA will use SIG funds to allow for a behavior interventionist, academic interventionist, and more para professionals to help the teachers. These funds will pay the added teachers and para professions for the days contracted by each category (i.e. academic and behavior interventionist 210 days) The salary and benefits of the extra days will be paid from these funds. The district will also continue to partner with the ADE in recruiting efforts in the future. The LEA has also included teacher stipends for grant implementation by the committee. Certified and classified get a bonus if the schools AMO's are met each year.

- Academic Interventionist - Assess children throughout the school and identify children at risk. Design and implement academic interventions using research-based methodology in Reading and Math for a minimum of 30 minutes each day for each child in one or both reading/math. Communicate with school personnel and parents of children regarding reading and/or math level and rate of progress. Differentiate instruction based on assessment data
 - Behavior Interventionist (RTI) - The RTI Specialist will support teachers with implementation of the intervention process so that students who are struggling academically and/or behaviorally do not fall between the cracks. The specialists would collaborate with the mathematics and literacy coach, leadership, and content specific teachers to provide needed interventions and support to students who are at risk of failing. Extensive support would also be provided to students in need of intensive interventions based on ongoing challenges and a pattern of academic failure. The interventionists will not be assigned to a class roster but would assist students in the classroom, small groups, and one on one intervention through pullouts to develop and enhance literacy and mathematics skills. Trend data demonstrates the need for both a math and reading specialist to support/improve learning outcomes.
 -
2. Support of staff being reassigned---The staff in the Tier I school will be reassigned slightly. We will extend the school day by 45 minutes. Currently teachers are expected to be on campus as part of their planning day at 7:20; but students do not report to classrooms until 7:35. Grant funds will help compensate teachers for providing more classroom instruction daily by extending the school day. Stipends will be calculated in order to compensate teachers for the extra instruction they are providing during their day. This will be done during years 1-3 of the SIG. This district's daily stipend is the teachers hourly rate of pay. Therefore, we will calculate teacher pay based on the staff assigned to Oak Park in June/July.
 3. Create partnerships to support transformation model---The SIG funds will be used to allow the Tier I school to develop a partnership with the University of Virginia Turnaround Program. The principal and leadership team will participate in leadership and capacity building classes. SIG funds will pay for travel, lodging as well as 25% of contracted services.
 4. High-quality, job-embedded professional development---The SIG funds will allow the Tier I faculty and staff to attend professional development activities as suggested/requested by certified staff, the Arkansas

Department of Education, Arkansas River Education Co-op and other national/local conferences as deemed appropriate. Currently, the main focus will be on behavior management in the classroom/school, brain based learning, and new curriculum implementation over the summer months, and suggested workshops/conferences as suggested related to Common Core State Standards. A portion of our professional development funds will be used to seek out some intense training on technology in the classrooms. A stipend will be paid to personnel attending that is not a contracted day or to extend the school day in order to provide on-site professional development in order to build capacity among our staff. Professional development funds will be used for all faculty/staff as it relates to the Tier I school. Professional development funds will be utilized during the July/August for all three years.

5. Implementing data collection and analysis structures---The LEA will use a portion of the SIG funds to employ a data coach to help teachers and school administrators analyze and disseminate data from the classroom and district/state testing.
6. Increase learning time(extended day, week, and/or year)---The LEA will use funds from the SIG to extend the school day of the Tier I school by 45 minutes a day. This will help increase student learning time and give the teachers extra time to prepare for their classes.
7. Student support(emotional, social and community-based)---The parent facilitator, counselor, grant committee, and school leadership will all work to develop different experiences for changing the learning environment, working on a parent/community outreach program, and student incentives. An afterschool boot camp and clubs will also be available. This will allow for enrichment activities for students who are not participating in the 21CCLC program.
8. Technology---A component in the pre-implementation stage will be the purchase of 6 tablets for the each certified teacher, while the academic interventionist, behavior interventionist, and speech/language pathologist will receive four each to work with students in the classroom/s.
9. Additional Materials and Supplies---Additional materials and supplies will be purchased for the tablets in order to keep them working properly. Along with the tablet cases, will be purchased during the pre-implementation stage of the SIG. Miscellaneous materials will also be purchased such as new math/literacy supplemental curriculum materials, materials for the Kindergarten Academy during the summer to help child

be Kindergarten ready. Some of these items will be purchased during the pre-implementation year and continuing on into years 1-3.

10. Attendance incentives for teachers/staff---Teacher/staff attendance will be rewarded each quarter throughout the school year. Stipends and benefits will be budgeted for the lifetime of the grant. A \$100.00 value gift will be given once a quarter for 1 or 2 absences.

D. ASSURANCES

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

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

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

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

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

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

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

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

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

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

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

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

School Name:

LEA #:

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

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

 Identification of Intervention Models

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

_____ Develop a Profile of the School's Performance

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

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 Annual Goals

SECTION B, PART 4
 Proposed Activities

SECTION B, PART 5
 Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

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

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

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

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

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