



# 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) 512 South Pine Street Pine Bluff, AR 71601	Starting Date July 2014
Name, title and phone number of authorized contact person: Bernice Martin-Russell, Director of Federal and State Programs	Ending Date July 2017
Amount of funds requested: \$5,463,000	Number of schools to be served: 1

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

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

Date: \_\_\_\_\_  
Date: \_\_\_\_\_

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

## SCHOOL IMPROVEMENT GRANTS

### Purpose of Program

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

### Availability of Funds

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

### State and LEA Allocations

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

### Consultation with the Committee of Practitioners

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

## FY 2014 SUBMISSION INFORMATION

### Electronic Submission:

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

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

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

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

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

### Application Deadline:

Applications are due on or before February 12, 2014

### For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnarou nd	Resta rt	Closur e	Transformati on
Pine Bluff High School		10-12	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
			<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: Pine Bluff High School LEA #:

Context

- 1. Grade levels (e.g., 9-12): 10-12
- 2. Total Enrollment: 900
- 3. % Free/Reduced Lunch: 71%
- 4. % Special Education Students: 14%
- 5. % English Language Learners: 0.2%
- 6. Home Languages of English Language Learners (list up to 3 most frequent)
  - 1. Middle Eastern
  - 2. Spanish
  - 3.

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

The school is located at 711 West 11<sup>th</sup> St. in Pine Bluff, AR and serves students grades 10-12. The school serves a population that is almost exclusively inner city, one-race, and high poverty. All the neighborhoods border more affluent areas of the City of Pine Bluff, and the area where the school is physically located is exclusively African American and high poverty. There is significant gang activity around the school’s central location and there are no physical barriers separating the school from this area.

The city and local churches are forming partnerships to assist the school in tackling their juvenile delinquency rates and working with the school to provide a safe and secure learning environment.

School	Grade Span		School	Grade Span
Jack Robey Jr. High School	8-9			


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	BSE, MSE, Ed.D., Building Level Principal, Administrative Leadership, Technology, Social Studies, Business Education	1.5	1.5	1.5
Assistant Principal Collins	BSE, MSE, Ed.S., Administrative Leadership Math	10	30 plus	30 plus
Assistant Principal Johnson	BSE, MAT, Ed.S., Administrative Leadership Science	1.5	1.5	1.5
Assistant Principal Booth	BSE, MSE, Ed.S., Administrative Leadership Special Education	.5	.5	.5

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

The Pine Bluff Public School District follows guidelines in accordance with the Arkansas Department of Education Administrator Licensure Standards and the requirements of State and local guidelines to evaluate their administrative personnel. The evaluation system has recently been revised to utilize the LEADS (Arkansas Leader Excellence and Development System administrative model for principal evaluation. This instrument reflects more instructional based leadership development skill development. This model is grounded in six state and national standards: Standard 1, Vision, Mission, and Goals, (S2) Teaching and Learning, S3) Managing Organizational Systems and Safety, (S4) Collaborating with families and Stakeholders, (S5) Ethics and Integrity, (S6) The Education System. There are 31 performance areas within these six standards.

Each standard is defined by specific performance gauges, and a rubric indicating four

established levels of chartable performance:

1. Not Meeting Standards
2. Progressing
3. Proficient
4. Exemplary

All principals are evaluated yearly regardless of tenure by the Deputy Superintendent. Each building level principal submits a professional growth plan to the Deputy Superintendent, and an initial conference is held. The professional growth plan aligns with the individual professional needs of the administrator and the schools stated improvement goals. Administrators are required to demonstrate evidence of progress throughout the year in various forms. Summative conferences are held at the end of the school year to discuss progress and goal attainment. Throughout the year, the Deputy Superintendent and the Assistant Superintendent of Instruction conduct unannounced visits to all building level administrative sites.

Administrators who do not demonstrate a degree of proficiency in specific Standards Areas are subject to placement on an Individual Improvement Plan. The intent of the plan is to develop a series of activities and actions to increase growth and performance in deficient areas. This is a collaborative process between the administrator and the evaluator. This process is heavily supervised with various monitored steps and a specific timeline throughout the year.

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

Quality teaching grows through a process of continuous improvement gained through experience, targeted professional development and direction provided through objective feedback about the teacher's effectiveness.

Therefore, our district chose Teacher Excellence and Support System (TESS) as our new evaluation model which includes the following components:

1. Teachers are placed into Tracks (1, 2a, 2b1, 2b2, or 3). Those placed in Track 1 (Novice and Probationary Teachers) and Track 2a, began this year with the summative evaluation. All other experienced teachers placed in 2b1 or 2b2 will have a summative evaluation; (2b1) will be next year and (2b2) will be year after next.
2. Three cycles were formed:
  - a. Cycle 1 (Tracks 1 & 2a)
  - b. Cycle 2 (Track 2b1)
  - c. Cycle 3 (Track 2b2)
3. The following process for evaluation for PBSB:

**Summative Year**

Before PGP	Self-Assessment
October 28 <sup>th</sup>	PGP
November 11 <sup>th</sup>	Domain 1 (Formal)
December 16 <sup>th</sup>	Domains 2 and 3 (Formal)
February 7 <sup>th</sup>	Domains 2 and 3 (Formal)
March 21 <sup>st</sup>	Domains 1, 2, 3, and 4 (Summative)

**Professional Track – Formative and PGP Cycle**

Before PGP	Self-Assessment
November 11 <sup>th</sup>	PGP
March 21 <sup>st</sup>	Formative (Formal)

4. Each of the three assistant principals was given an evaluation list developed by the principal, which listed the names of the teachers they were assigned to evaluate. The principal also has a list.
5. All completed evaluations are turned into the Deputy Superintendent.

During the 2013-2014 school year, the Pine Bluff School District piloted 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.

During August of 2014, principals will determine the observation/evaluation track for each teacher. The observation/evaluation tracks are as follows; Probationary/Novice 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; Interim Teacher Appraisal Process consist of summative evaluation on all components once every three years and observations can focus on targeted growth areas; Track 3 us Intensive Support Status 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.

Professional Growth Plans (PGP) with timelines and artifacts will be required for all teachers. The PGPS will be 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.

Previous Reforms and Improvement Efforts  
2009-2010, 2010-2011, 2011-2012

- Utilization of The Learning Institute (TLI) to produce quarterly interim assessments for English, Biology and Geometry
- Use of Read180 to improve student reading level
- Teachers will utilize Grade 11 Literacy released items and ACT preparation questions for practice of the State Literacy Examination
- Structured Teacher Planning Time (STPT)

- Parent Night at the beginning of school to help transition students and parents to PBHS
- Department Chairs met with their teachers monthly to ensure that Intensive Care Objectives were taught to all students
- Principals met with each department to discuss and analyze test data and developed strategies to be used to achieve mastery and maintain proficient and advanced students
- PBHS hosted a “Literacy Night” to help transition parents and students to PBHS, as well as provide instruction to parents about incorporating learning strategies at home
- Night School (2006-2013)
- Mastery Math – Training
- Teachers met during the summer to discuss the EOC Exam data to be used to achieve mastery and to increase the number of proficient and/or advanced students
- JBHM School Improvement Consultants worked with administrators
- Geometry Tutoring at 7:30 a.m., lunch and after-school
- Remediation

Current Reform and Improvement Efforts  
2012-2013 / 2013-2014

- Created a common planning period for the math department- the common planning period started with the Geometry Teachers for planning and reviewing data. Now we have a common planning period for the Algebra II, Algebra III, and advanced math teachers to plan and review data which then drives instruction.
- Created a common planning period for the core content areas- 2013-14 gave us the opportunity to create common planning periods for the other core content areas to plan and review data which then better drives instruction.

- Created smaller Geometry classes with a teacher-student ratio of 1:17. We created a smaller class to better assist students who are struggling and needed more attention.
- After school tutoring (math and literacy) to assist students with homework, concepts, practice and provide examples, in order to build their skills and confidence level.
- Saturday Geometry Camps are used to provide students with additional time and practice using Geometry concepts that the students have not mastered.
- External Providers are used in the content areas of Math and Literacy to assist with instructional delivery and student improvement.
- Content centered remediation programs are now online and in End of Course content areas of Geometry, Biology, and 11<sup>th</sup> grade Literacy.
- “GradPoint” Credit Recovery Program is used afterschool to assist any junior or senior in the recovery of a credit that the student lost due to a semester class failure. All of the core content classes are included, but electives are not.
- Math School /“I Can Learn Math” technology program is offered after school to recover math credits for juniors and seniors. This program is online as well as the use of in-class tutors.
- “Carnegie Learning Program for Math” is used in a Geometry class as an online program in collaboration with the curriculum to enhance student performance.
- Geometry Café is a program used after school for Geometry students with the online Carnegie Learning Program in preparation for the End of Course exam.
- Read180 Program is used with 10<sup>th</sup> and 11<sup>th</sup> grade students to improve their reading comprehension and reading levels.
- The Learning Institute “TLI” Assessments in Geometry, Biology, and 11<sup>th</sup> grade Literacy are online assessments used to measure the level of mastery in a content area based on curriculum taught at different times throughout the year.

- ACT Prep is a semester course taught to prepare our students for the actual ACT, as well as teach them the value of the ACT system and how colleges use this information.
- Collaboration with the University of Arkansas at Fayetteville and University of Arkansas Pine Bluff’s ACT programs to offer our students additional exposure and practice in preparation for the ACT.
- African American History is a semester course taught to educate this 98% African American campus about the struggles and accomplishments of African Americans and the contributions made by this group of people.
- Online Geometry for credit during the day for juniors who have failed the geometry course but have taken the EOC Exam.
- Reformed the In-School Suspension “ISS” Program to include a strong academic component. Each teacher of a student sent to ISS sends actual content work to be completed and sent back to the teacher to be graded and recorded.
- Gender-based lecture series is being used to motivate students toward a more positive change in behavior, attitude, goal setting, and academics without having to impress the opposite gender.
- In-Class tutors in math and literacy are being used when students are working in pairs, small groups, or independent work.
- MDC / LDC (Mathematics Design Collaborative and Literacy Design Collaborative) are programs used to present content information in the Common Core format and have students working through real world problems using concepts learned from the lessons.

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	48	40.3	37	31.7	31

Mathematics	19	67	62	40.8	39
Science	10	19.3	20.1	15.6	13
Social Studies	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

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

Test Year:

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	50	50	33.3	32	38	31.8	0	0	0	0	0	0	0	3	5.9
Mathematics	50	100	100	19	65	62	0	100	0	0	100	0	0	100	21
Science	N/A	N/A	N/A	10	19	20.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	N/A	N / A	N/A	N/A	N/A	N/A	N/A	N/A	41%	N/A
Mathematics	N/A	N / A	N/A	N/A	N/A	N/A	N/A	19%	N/A	N/A
Science	N/A	N / A	N/A	N/A	N/A	N/A	N/A	10%	N/A	N/A
Social Studies	N/A	N / A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N / A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other N/A	N/A	N / A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	N/A	33%	N/A							
Mathematics	N/A	67%	N/A	N/A						
Science	N/A	19%	N/A	N/A						
Social Studies	N/A	N/A	N/A							
Writing	N/A	N/A	N/A							
Other N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	N/A	31.9%	N/A							
Mathematics	N/A	62%	N/A	N/A						
Science	N/A	20.1%	N/A	N/A						
Social Studies	N/A	N/A	N/A							
Writing	N/A	N/A	N/A							
Other										

4. Average daily attendance percentage for the 2013-2014 school year: 88%

5. Mobility rate for the 2013-2014 school year: 0.7%

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	72.19%
2012	68%
2011	68.6%

### Key Questions

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

A trend analysis of the percentage of students in each subgroup who tested at Pine Bluff High School was created using the results from the End of Course Benchmark Exams in Geometry, Biology and Literacy.

Currently the LEA has no clearly identified sub-populations except for our black students and low socioeconomic students. These two groups contain the same students implying

no Targeted Achievement Gap Group (TAGG). PBHS will focus on reducing the percentage of students scoring below basic and basic on the End-Of-Course assessments.

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

Currently, there is not a tracking system of subgroups for graduation since African American is the prominent subgroup. There is not a significant difference in the number of male and female graduates. This data indicates the subpopulation of students experiencing the lowest graduation rates are African American students.

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

For the 2013-2014 school year Pine Bluff High School is in state directed year 9 of school improvement. Geometry, Literacy, and Biology are the subjects in which students are experiencing the lowest achievement.

Trend Analysis:

**Geometry Analysis**

In reviewing math achievement on End of Course exams, 2010-2011 data reveals 62% of students tested achieved proficient or better. In 2011-2012, 67% of students tested achieved proficient or better. In 2012-2013, 19% of students tested achieved proficient or better. The decrease is attributed to more students being tested.

African American-Trend data for the African American subgroup indicates that 62% of students tested were proficient or better in 2011. In 2012, 65% were proficient or better. In 2013, 19% were proficient or better. The data reveals a significant decrease from the second to the third year.

Hispanic-Trend data for the Hispanic subgroup indicates 0 students were tested in 2011. In 2012, 100% of students tested (2 students) were proficient or better. In 2013, 0% tested.

Caucasian-Trend data for the Caucasian subgroup indicates 100% of students tested (1 student) were proficient or better in 2011. In 2012, 100% of students tested (2 students) were proficient or better. In 2013, 50% of students tested (2 students) were proficient or better.

**Biology Analysis**

In reviewing science achievement on End of Course exams, 2010-2011 data reveals 20.1% of students tested achieved proficient or better. In 2011-2012, 19.3% of students

tested achieved proficient or better. In 2012-2013, 10% of students tested achieved proficient or better. The data reveals a drop in achievement. Further analysis indicates African American female scoring lowest.

African American-Trend data for the African American subgroup indicates 20.8% of students tested achieved proficient or better. In 2011-2012, 19% of students tested achieved proficient or better. In 2012-2013, 10% of students tested were proficient or better.

Two or More Races-2013 data for the Two or More Races subgroup indicates 50% of students tested (3 students) were proficient or better.

Caucasian-Trend data for the Caucasian subgroup indicates 0 students tested in 2010-2011 and 2011-2012. In 2012-2013, 17% of students tested (1 student) scored advanced.

### **Literacy Analysis**

In reviewing literacy achievement on the state 11<sup>th</sup> grade End of Course benchmark exam, the 2010-2011 data reveals that 31.9% of students tested achieved proficient or better. In 2011-2012, there was an increase which resulted in 39% of students achieving proficient or better. In 2012-2013, there was a dramatic increase to 48.56% of proficient or better. This reveals a 16.6% increase in a three year period.

African American-Trend data for the African American subgroup indicates that 31.8% were proficient or better in 2011. In 2012, 38% were proficient or better. In 2013, 47.56% were proficient or better. The data reveals a 15.76% increase in a three year period.

Hispanics- Trend data for the Hispanic subgroup indicates 0 students were tested in 2011 and 2012. In 2013, 50% of students tested (1 student) were proficient or better.

Caucasian-Trend data for the Caucasian subgroup indicates that 33% of Caucasians were proficient or better in 2011. In 2012, 50% (1 student) were proficient or better. In 2013, 50% (1 student) were proficient or better. The data reveals a 27% increase in a three year period.

Special Education- Trend data for the Special Education subgroup indicates that 5.9% of students with disabilities were proficient or better in 2011. In 2012, 3% of students with disabilities were proficient or advanced. In 2013, 0% was proficient or advanced. The data reveals a 5.9% decrease.

In analyzing the trend data for a three year period in literacy, African Americans, Hispanics, and whites have all shown significant gains in literacy. The calculated annual expected performance levels for literacy were 48% in the 2012-2013 school year; thus we

have met our AMO for literacy. However, our test scores are still well below Arkansas and National averages. The data over the past years also indicated the lack of success for special education students. Special education students are in the greatest need of all subgroups.

Additional analysis of the subtest indicated a need to strengthen comprehension of literacy content and practical reading passages, applying thinking skills and interpreting texts, making inferences and evaluations. Further analysis indicates the need to focus on the development of academic vocabulary and grade level vocabulary.

In addition, other data reveals that students are experiencing lack of success in other core subject areas. Students' lack of numeric and literacy skills is reflected in other areas of study. These skills are necessary for student success in all content areas.

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers?
  1. High Juvenile Delinquency Rates: Twenty-two percent (22%) of our student body population have an active case in the Jefferson County Juvenile Court.
  2. High Poverty Rates in excess of 70%.
  3. Below Basic Reading levels. Our average student reads at approximately a 7.5 grade level.
  4. High emancipated student population
  5. High Single Parent Household status.
  6. Students as primary care providers.
  7. Students possess basic and below basic academic skill sets. Most are not prepared for the rigor of a high school educational program.
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 reflect those of an urban-suburban, high poverty, high crime setting. As recently as 2011, Pine Bluff was identified as one of the most dangerous cities in the United States. The majority of citizens who live in the immediate area are African American, as the city has experienced white flight in unprecedented numbers.

The city and county suffer from a low to poor socioeconomic condition. Jobs in the area are not high technology related and therefore require minimal skills that equate to lower pay. Even under those conditions, the economic downturn has been felt in lower paying jobs being eliminated, which in turn has created a higher poverty population. Poorer families are moving into the district and bringing in their students who often lack the basic skills associated with building and achieving success in a school's academic program.

The external providers should have substantial experience working in a high poverty, majority minority, low literacy performing district.

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

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

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

The Arkansas Department of Education conducted a school audit at Pine Bluff High School from December 2-14, 2012. At that time, the areas of deficiencies and recommendations for improvement were as follows:

**1. Finding:** The implemented curriculum is not challenging or rigorous for all students. Expectations for high academic performance are not consistent. The implemented curriculum is teacher-centered and revolves around lectures and textbooks. Most learning activities are not rigorous or research-based. The instructional model implemented in many classrooms is mostly lecture. Most instruction is at the knowledge and comprehension levels. Few teachers use student-centered instruction or culturally responsive strategies.

#### **Recommendations for Implementation:**

The curriculum should provide expanded opportunities for all students to reach their potential. All teachers must move from teacher-centered activities to student-centered activities. Professional development must be provided on high probability, research-based instructional strategies that address the learning needs of all students. Leadership must assist teachers in identifying instructional growth needs and in providing assistance necessary to ensure that all teachers make continuous progress in their ability to deliver instruction through high-probability strategies. School and district leadership should pay particular attention to identifying those strategies known to be effective with economically disadvantaged students and with students who have limited reading skills. School and district leadership should determine the reading levels of all students and should consider requiring formal (daily) reading instruction for any student who has not demonstrated proficiency in reading.

**Progress:** Pine Bluff High School has partially implemented Read180 and needs to consider purchasing System 44 for special needs students. The district has established a committee that is presently developing curriculum mapping and pacing guides to be utilized throughout the district.

## **Timeline: 2014-2017**

**Evaluation:** Pine Bluff High School administrators will use TESS formal and informal evaluations, CWTs, and focus walks will be conducted to ensure rigor and research-based strategies are being fully implemented.

**2. Findings:** Teachers have not received professional development in a protocol for the examination of student work. A few teachers sometimes share work samples within departments. The results of these reviews are rarely used to inform lesson planning or instructional practices. Common planning time is not available to teachers within all departments. Some teachers do not view the regular examination of student work as a means for self-evaluating the effectiveness of their instruction and the quality of student performance tasks.

### **Recommendations for Implementation**

An initial step to consider could be for the principal, in collaboration with the leadership team, to develop a systematic plan and process that engages all staff in using a variety of student performance data that will inform decisions so that the individual needs of all students can be addressed. As part of this process, it would be beneficial to designate a facilitator who regularly collaborates with teacher teams in discussing and applying data to inform decisions at the classroom, school, and district levels. The data facilitator might be the principal, an assistant principal or an instructional coach who has the expertise and can provide the leadership required. Duties would include spearheading data analysis, setting up needed teacher training, and encouraging staff while holding them accountable for engaging in a continuous assessment of student learning.

**Progress:** Student exemplars are displayed in classrooms and are shared in PLCs to review and discuss the effectiveness of instruction. TLI results are also shared during PLCs to guide instruction.

## **Timeline: 2014-2017**

**Evaluation:** Student work as artifacts from PLC meetings, as well as agendas, sign-in sheets, minutes

**3. Findings:** The media center contains a computer lab with 28 computers for student use. These are not always operable at the same time. Few regular classrooms have computers for student use. Teachers do not always have sufficient/appropriate instructional resources to implement the curriculum. For example, appropriate technology is not always available for instruction, and materials are not always age and developmentally appropriate for students.

**Recommendations for Implementation:** Use of instructional technology by students should become an integral component of classroom instruction. Teachers should include

integration of technology into daily lessons. Lesson plans should document the use of technology for instruction. Students should be actively involved in using technology for creative writing, developing audiovisual projects, PowerPoint presentations, etc. for the purpose of demonstrating learning. Leadership should evaluate the availability and use of technology in the classrooms and determine the best allocation of these resources. Teachers should receive training in the effective use of technology to enhance and improve delivery of instruction.

**Progress:** PBSD has purchased 5 laptop carts which are utilized in the building and the district has installed wireless access points so more students and teachers will have access to wireless internet. A technology usage survey was completed by teachers. Teachers have had opportunities to participate in technology professional development.

**Timeline: 2014-2017**

**Evaluation:** Sign out sheets for the laptop carts and reports are submitted to the Leadership Team for review and discussion. Review technology usage survey to meet teacher technology needs.

**4. Findings:** Most of the buildings are in need of some updates. Security personnel are not assigned to particular areas of the campus, and two or more of the security officers are frequently in the same location.

**Recommendations for Implementation:** School leadership should work with teachers to adopt a discipline program that supports real and lasting change in student behavior. School leadership should create a task force made up of representatives of all stakeholders groups (faculty, classified staff, students, family members, and community members) to investigate alternatives to the current organization and use of the school's facilities.

**Progress:** Campus school security is assigned to designated areas throughout the school. Also the local school district has approved the hiring of three additional campus security personnel.

**Timeline: 2014-2017**

**Evaluation:** Monthly meetings are held with campus security and the director of security to discuss safety practices, procedures, and guidelines for security protocol.

**5. Findings:** The parent center is located in a back area of the media center. This area consists of books, pamphlets, other available educational literature, and work tables. No computer or Internet access is available as a resource for parents in the parent center.

**Recommendations for Implementation:** School leadership should consider placing computers with internet capability in the parent center. These computers can be used to strengthen parental knowledge of educational resources and as a hub for parent communications to the community

**Progress:** The school is in its infancy stage of redesigning the parent center. District technology personnel has installed hardware for computer access. The media specialist is available to assist parents with Edline information to monitor student progress.

**Timeline: 2014-2017**

**Evaluation:** A daily parent log will be available and the parent facilitator will provide information to leadership team on parental usage of the parent center.

**6. Findings:** Professional development is generically planned for the whole staff and does not reflect the professional growth needs of individual teachers. Professional development is not evaluated as to its effectiveness for teaching and learning. There is no formal evaluation of professional development opportunities to determine their impact on teacher performance, professional growth, or student achievement. Professional growth plans have been completed by all faculty members. Many of the plans are not intentionally linked to student achievement data, ACSIP goals, or the teacher’s evaluations. The existing professional growth plans were not collaboratively developed by teachers and school leadership.

**Recommendations for Implementation:** Professional development should focus on the implementation of new practices that will significantly improve instruction and increase student achievement. Individual professional growth plans should be tied directly to teacher evaluations, the ACSIP, and assessment data, planning for professional growth should be based on concrete evidence of teachers’ strengths and weaknesses.

**Progress:** Presently, the building administrator does not have sole autonomy to create or establish professional development needs or opportunities that impact student achievement and teacher performance. A teacher survey was created and professional development workshops were determined from said survey. Leadership team is developing baseline data to determine usage of differentiated instruction in classrooms and creating IMOs after analyzing baseline data.

**Timeline: 2014-2017**

**Evaluation:** Professional development meets teacher requested needs as indicated by school-wide teacher surveys and workshop agendas.

**7. Findings:** Classroom Walkthrough data indicate objectives are posted in most classrooms and that the predominant grouping format in most classrooms is whole-group or individual. Instruction is teacher-centered, lecture-driven, and textbook/worksheet dependent

**Recommendations for Implementation:** It is strongly suggested that district and school leaders consider eliminating the practice of classroom walkthroughs and replacing these with more observations that give a laser-like focus on the teaching practices that lead to deeper learning in all classrooms.

**Progress:** School administration is adding a focus walk component coupled with the CWT to ensure a more student-centered environment.

**Timeline: 2014-2017**

**Evaluation:** School leadership team will compile and analyze data from Focus Walks and CWTs to share with affected faculty the strengths, weaknesses, and areas of concern.

**8. Findings:** Students are often disengaged from the instructional activities.

**Recommendations for Implementation:** All students should be engaged in meaningful work for the entire school day. Leadership should provide professional development and support to assist teachers who need to improve instructional strategies and/or classroom management and organizational practices.

**Progress:** Various workshops on classroom instruction have been conducted with faculty to improve instructional strategies. Professional development for differentiated instruction was performed in January. IMO's have been written to address classroom management, best practices, and student engagement.

**Timeline: 2014-2017**

**Evaluation:** CWTs, formal and informal observations, and focus walks

**9. Findings:** No evaluation is in place to determine the relative effectiveness of the separate interventions/actions identified in the ACSIP. Few teachers consistently use a variety of effective, research-based instructional and assessment strategies in their classroom.

**Recommendations for Implementation:** School leadership should identify instructional and assessment strategies that are specific to and appropriate for the Targeted Achievement Gap Group, and establish the expectation that all teachers will use these strategies with their students.

**Progress:** School-wide open-response prompts, rubrics, and student work samples are collected monthly as evidence to determine open-response usage within the building. Content units are being developed in all subject areas.

**Timeline: 2014-2017**

**Evaluation:** Documentation of artifacts from all PLCs which notes the progress of unit development; Instructional team chairperson collects artifacts of all PLC teams and reports out to school leadership team.

- 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).

There is a plethora of research suggesting affirmative supporting roles that school personnel and school governing bodies play in the school improvement efforts of high risk public educational entities. It is well established that leadership is crucial for effective, lasting school improvement. Although research has established that strong, competent principals are vital for high-performing schools (Hallinger, 2003; Leithwood, 1994), attention is turning increasingly to the importance of effective district leadership, including school boards and their contributions to school improvement.

The superintendent of the Pine Bluff School District, Dr. Linda Watson, is committed to providing leadership and resources to Pine Bluff High School's SIG initiative. She is assisted in this endeavor by Mr. Rudolph Howard, the Deputy Superintendent of Schools and Mrs. Tiffany Bone, the Assistant Superintendent of Instruction, who collectively total more than 80 years of leadership experience. These individuals will bring experience and active assistance to this SIG endeavor through hands-on participation, proposed policy implementation, and encouraging greater school level autonomy. This element is essential to the operation and implementation of the SIG grant even if changes in district and school leadership occur.

Lane (2009) found that one of the key strategies supporting dramatic improvement was providing schools with "defined autonomy," in which principals had flexibility and control in the areas of staffing, budget, and scheduling. Specifically, to help them address the challenges of increased accountability, principals and teachers were given autonomy to decide how to best implement improvement activities in their schools. Dr. Watson is committed to supporting this effort as part of the SIG application. The school's emphasis will be based on what works for the school's student population (Kowal et al., 2009). Dr. Watson will designate Dr. Reginald Wilson as the district's school improvement specialist. Dr. Wilson has served in a similar capacity as a state improvement specialist for the Arkansas Department of Education. Dr. Wilson will lead the transformation team for Pine Bluff High and collaborate with the district's leadership team in establishing goals, policy, and procedures during the implementation period of the SIG grant.

The Pine Bluff School District will support and lend technical and human assistance to the Pine Bluff High School leadership team in preparation for all scheduled ADE monitoring and/or evaluative visits. The PBSO recognizes that improvement requires yardsticks for performance, to not only enhance the commitment of the current faculty's personal improvement goals, but also their desire to change and admit the institutional failure of its primary mission. The Pine

Bluff School District recognizes that many of its schools have not met their short term academic goals. These must now be refocused and coincide with long term financial and human capital commitments. Efforts will be made by the district's leadership team to identify potential sources of future revenue to support and enhance current practices producing tangible academic results, and to implement best practices that have measurable and sustainable life cycles in similar school programs.

The district's leadership team will develop and disseminate relevant PBSB policies for this transformative school's operation to all certified, classified, and support staff. A committee of district leadership including board members will establish a policy review and evaluation procedure to address and evaluate current policy and identify practices that should be supported, advanced, or eliminated.

The district is already taking pro-active steps by entering into a cooperative transformation partnership with the University of Virginia's school turnaround program. The program is the only school turnaround program in existence that utilizes a systemic approach to change by working with school, district, and in some cases, state-level leadership teams to help them build the internal capacity necessary to support and sustain effective school turnarounds.

This partnership focuses on six components critical to successful and sustainable turnarounds:

1. High-impact school leaders;
2. The district capacity/conditions necessary to initiate, support and enhance transformational change;
3. Build systemic leadership capacity at the district and state levels that enable education delivery systems to establish conditions that strengthen, support, align and empower leaders at all levels;
4. Develop more effective leadership practices at the school level that enable teachers to dramatically improve student outcomes;
5. Ensure that leadership is seen as a primary lever to drive student outcomes in the field of education;
6. Contribute research-based insight to the education field that strengthens leadership systems.

The district's expected outcome from this partnership is that:

1. The partnership will build capacity to create the right conditions for school turnaround;
2. The district will use competency-based tools to identify, evaluate and develop effective leaders;

3. District and school leaders will be educated in general leadership skills, and provided leadership development and capacity building;
4. District leaders will utilize research to demonstrate impact and conduct and disseminate research related to the drivers of effective leadership systems; and
5. Advocate for policies that enable effective district and school leadership systems, including district-level support of school leaders.

The partnership will provide resources, including materials and training for all district leadership members including the school board. The district will also develop a request for qualifications to identify other potential external providers, using stringent criteria of assessment focused on school improvement in high poverty areas such as Pine Bluff. Those providers will exhibit a track record of academic improvement, goal setting, and accomplishment pertaining to stated district and school objectives. Once those parties have been identified, RFP will be advertised.

The district will maintain the current principal of the site school. Dr. Michael Nellums is the current principal who has served in this capacity for less than two years. Dr. Nellums has a long history of moving academically deficient schools toward proficiency, creating positive work climates, and dissecting causes of low African American student achievement to create real working solutions including implementing Single-Gender classes and total Single gender Academic programs. He has the academic background and has served in numerous leadership capacities including the role of Academic Program Director. Dr. Nellums has an outstanding history of recruiting new teachers for failing programs and engaging the community through innovative practices that produce measurable results; both academically and socially for students. The district will grant Dr. Nellums the autonomy and latitude to make necessary faculty changes, to recruit qualified applicants, and to retain exceptional school personnel necessary to drive instruction and create a safe haven for learning. The human resources department will work with Dr. Nellums to develop a merit-based pay incentive program to recruit and reward exceptional teaching talent that exhibits and engages in best instructional practices for the academic program at Pine Bluff High School.

A majority of our student population represents at-risk students. All current programs implemented by providers and consultants will be re-evaluated for their effectiveness and long-term viability. While all interventions will be aligned with the Common Core Curriculum, specific reading programs will be implemented to address the school's tremendous reading deficiencies as identified in TLI, STAR, and EOC assessments. Though secondary reading programs are unheard of in high schools across the state, the school and the district recognize that large reading deficiencies exist in the student population at Pine Bluff High.

Finally, the district will continue to develop partnerships with the community to engage its patrons in the process of "community education." As good stewards of the public trust, we will work to increase community involvement by inclusive acts that generate public trust and confidence in the Pine Bluff Public School District.

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

Pine Bluff High has struggled for several years to develop a working combination of academic proficiency and a safe and orderly learning environment. As an urban school sitting squarely in the middle of a high poverty area, the school has struggled with Climate and Culture issues. New leadership has demonstrated a commitment to creating and sustaining a positive school culture promoting academic proficiency and social responsibility. A conscious effort is focused daily on student behavior that has historically produced negative effects. Student discipline, high juvenile delinquency, and low graduation rates are being addressed through a comprehensive academic and social development plan. This plan includes After School and Saturday School programs, along with credit recovery, active parental organizations, and a focus on future educational and vocational options. Student celebrations that focus on all the identification of positive behavior by members of the student body are prioritized and celebrated daily.

Pine Bluff High has two educational consultants to focus specifically on Geometry and 11 grade English, our high stakes and lowest tested areas. These specialists provide one-on-one support, guidance, and classroom expertise based on the school's data results. While participating in leadership meetings and regular classroom CWTs, the Consultants have a unique feel for the school environment and interact daily with the professional staff and students.

The leadership team's primary goal is to create capacity for the professional staff while serving in a co-leading role for the faculty and staff. By encouraging best instructional practices within the school's professional staff, we create a school partnership that survives and thrives whether leadership changes at the school or district level.

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).

The 2012-2013 School Climate Survey administered to parents and teachers by the PBSB Planning, Research and Evaluation Department shows a positive parent perception of the school but also show areas in need of improvement.

- Only 56% of respondents agree the overall quality of teaching at this school is good.
- 43% agree the teachers expect their student to learn and achieve at a high level.
- The majority (61%) of respondents agree the school enforces the disciplinary policy fairly.
- More than half (54) feel welcome at the school.
- 52% of respondents feel the teachers appreciate parent involvement.
- Only 31% of survey respondents perceive the school works hard to communicate with parents about what is happening at school.

Teachers' responses to the School Climate Survey highlight school strengths and needs. Forty-eight percent (48%) of respondents perceived the school maximize instructional time. Teachers agreed (63%) the school sets high standards for academic performance.

According to 2012 Arkansas Prevention Needs Assessment Survey risk factors for Pine Bluff students revealed the following: 1) 40.7% of 10<sup>th</sup> graders and 47.9% of 12<sup>th</sup> graders report use of alcohol; 2) 20.8% of 10<sup>th</sup> graders and 23.8% of 12<sup>th</sup> grades report use of marijuana; 3) Family Risks: 43.5% of 10<sup>th</sup> graders and 44.3% of 12<sup>th</sup> graders report poor family management, 46.6% of 10<sup>th</sup> graders and 27.3% of 12<sup>th</sup> graders convey family history of antisocial behavior; and 4) 48.4% of 10<sup>th</sup> graders and 48.2% of 12<sup>th</sup> graders report academic failure. The Assessment of Childhood and Adolescent Obesity reveal BMI was assessed for 285 students in 2012-2013 school year. BMI classifications reveal 40.9% of males and 39.4% of females are overweight or obese.

## 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 as it works to implement the JBHM model. JBHM was to provide on-site consultants whose 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.

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, the Central Office 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 Pine Bluff High School'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 Pine Bluff High School (PBHS). Currently PBHS works with a specialist from ADE and a consultant from E2E.

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

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

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

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

The Pine Bluff School District is using best practices in management structures. The district has a clearly defined organizational structure, with the board and superintendent exercising effective oversight of the district's staffing and financial resources and giving principals the authority to effectively manage their schools.

The organizational structure for PBSD consists of staff members who are qualified with more than ten (10) years of experience. However, with retirements of key staff the superintendent has had to make key adjustments in some positions. This capacity building and restructuring is a phenomenal opportunity to maximize support and overall leadership to schools. Every effort is made to ensure that experienced staff are assigned where they can be the most effective.

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

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

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

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

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 Pine Bluff High, the District will allocate resources as necessary to ensure success. The allocation of funds is reflected in the ACSIP. The school has programs supported by local, state and federal funds.

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

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

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

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

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

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

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

#### **Transformation-**

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

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

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

<C:\Users\reginald.wilson\Documents\Pine Bluff High School 2012-2013 SA Report - Final2.pdf>, Act 1467 of 2003

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

[http://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

TBD...No current policies exist.

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

The district does not have a collective bargaining agreement in place.

**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 initiative 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., HIPPIY - Developmental Lessons (prenatal-36 months, Pre-school, Distance Learning); Job - embedded professional development for Math,	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

			Language Arts, and Science are a secondary priority.	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 professional development	TLI was developed in 2004-2005. The program provides formative assessment services to participating Arkansas public school districts. These services include modular assessments in math, literacy and science and are modeled closely after the Common Core Standards. Through the web portal, immediate feedback is provided to facilitate quality remediation. Professional development and curriculum support is also provided for teachers. More than two-thirds of Arkansas schools utilize these services.
Evan Newton (ENI)	N	Y	Leadership and Coaching	ENI was incorporated in 1973. ENI works with schools to improve student achievement using innovative, customized programs tailored to state objectives and standardized test. The company has been approved as a Transformation Turnaround Provider in multiple states. Services provided include: Prescriptive Coaching and capacity building training for building administrators and coaches; Developing Instructional Leaders for building administrators; and Coach2Coach training for math and literacy coaches.

Arkansas Leadership Academy	N	Y	Job-embedded professional development and capacity building	Established in 1991, the Arkansas Leadership Academy is a nationally recognized statewide partnership of 15 universities; 9 professional associations; 15 educational cooperatives; the Arkansas Department of Education, Higher Education, and Career Education; Arkansas Educational Television Network; Tyson Foods, Inc; Wal*Mart Stores, Inc; 2 superintendent representatives; the Office of the Governor and the State Board of Education. For a total of 50 partners. Through the use of research and best practices, the Academy designs creative and innovative approaches to establish learning communities in public schools by developing human resources and by modeling and advocating collaboration, and support for building capacity and sustainability. PBS school administrators are required to participate in this professional development opportunity.
University of Virginia (UVA) School Turnaround Specialist Program – Darden Curry PLE	Y	Y	Job-embedded professional development - Building capacity and training high-impact school leaders	The UVA program is the only school turnaround program in existence that utilizes a systemic approach to change by working with school, district, and state-level leadership teams to help build the internal capacity necessary to support and sustain effective school turnarounds. The

				program was initiated in 2004; cohorts have included urban, suburban and rural districts in 17 states. 138 schools have completed the program. Data indicates that school reading proficiency increased an average of 36% and school mathematics proficiency increase an average of 46%. Forty-six (46) percent of those schools made AYP compared to only 16% that made AYP prior to entering the UVA program.
Pine Bluff School District Business Community	N	Y	Funding for the District Leadership Teams participation in a one year school turnaround leadership symposium	N/A
Elbow 2 Elbow (E2E)	Y	Y	Consulting, job embedded professional development, school improvement specialists	A February 7, 2012 report from the Bureau of Legislative Research confirms E2E's proven record of success in Eastern Arkansas schools in improving administrator/teacher practices resulting in increases in student proficiency rates on Benchmark and EOC Exams. (Public schools) E2E has a proven record of success in the West Memphis School District.

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

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

Characteristics of Performance and capacity				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
<b>School Performance</b>				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
<b>School Capacity</b>				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
<b>District Capacity</b>				
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/provides			✓	
<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 type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
<b>Community Capacity</b>				
<input 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: 1 Transformation

B. Second Best Fit: 2 Turnaround

C. Third Best Fit: 3 Restart

D. Fourth Best Fit: 4 Closure

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

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#### The Transformation Model

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 current leader has been here less than two years and will continue to lead the transformation effort.

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

The district will work with the building level principal to remove ineffective teachers whose evaluations reflect a lack of instructional acumen and who have consistently not demonstrated effective instructional practices in the classroom. The district will utilize policies that encourage transfer, improvement and professional growth to rehabilitate those teachers who seek guidance and improvement through the district's evaluative plan. The district will create new policies that lend themselves to closer evaluation and removal of nonqualified candidates who hold instructional positions at Pine Bluff High School.

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

The district has sought the outside assistance of turnaround specialists from the University of Virginia's Turnaround Program. The move symbolically demonstrates the district's commitment to major change in practice and policy. The district has also sought external providers who have a proven track record of academic turnaround in high poverty school programs.

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

Principal and building administration will be given additional flexibility in budgeting, staff selection, and flexibility in scheduling to meet the transformation model.

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

The superintendent of the Pine Bluff School District, Dr. Linda Watson, is committed to providing leadership and resources to Pine Bluff High School's SIG initiative. She is assisted in this endeavor by Mr. Rudolph Howard, the Deputy Superintendent of Schools and Mrs. Tiffany Bone, the Assistant Superintendent of Instruction, who collectively total more than 80 years of leadership experience. These individuals will bring experience and active assistance to this SIG endeavor through hands-on participation, proposed policy implementation, and encouraging greater school level autonomy. This element is essential to the operation and implementation of the SIG grant even if changes in district and school leadership occur.

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	The Arkansas Department of Education provides guidance regarding State and Federal Regulations, professional development opportunities, technical assistance (e.g., finance, program planning, monitoring) and guidance with the development of school improvement plans
Local Education Agency	PBSD will provide a District School Improvement Officer to work only with the Priority Schools; Provide a Data Coach to assist school with the analysis of data and using data to drive instruction. Create and implement a district level SIG Leadership Team; Provide support for grant management; financial and budget issues; and contracting issues; Give principals the flexibility to act based on what works for the school's student population—including making decisions about scheduling, staffing, and budgeting. The District will also provide technical assistance in the areas of planned professional development, individual coaching and assistance, data collection and monitoring visits on which to base decisions regarding plan implementation and amendments, and the coordination of external partner support and training.
	Provide implementation and evaluation assistance;

Internal Partner (LEA staff)	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	<p><a href="#">Darden/Curry Partnership for Leaders in Education</a> (UVA-PLE), who work in partnership with the <a href="#">Academic Development Institute</a> (ADI), and the <a href="#">National Implementation Research Network</a> (NIRN), (i.e., <a href="#">WestEd</a>) bring years of experience, vast expertise in education and, most importantly, proven track records in successfully building state and local capacity to turn around the lowest-performing schools.</p> <p>UVA - Provide the building principal with leadership coaching and job embedded professional development, tools, and data systems and analysis support. (A contract will be developed with UVA, to include Benchmarks and deliverables, upon notice of grant approval.)</p>
Support Partner	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.
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>E2E Consultants. Provide Instructional support for teaching staff, including coaching, planning, and data analysis.</p> <p>Technology Support – A contract will be issued with ARESC to provide a part time technician for campus</p>

	technology integration support.
Principal	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.
School Staff	On-going support of all SIG activities; Implementation of the PIP and ACSIP; Participate in job-embedded professional development; Research and participate in out of district training and higher ed. opportunities; Continue to study current and past results to understand what they can do to ensure that all students meet or exceed district standards. Continue to strengthen the partnerships between parents and the school.
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 Pine Bluff High School for leadership training has been clearly demonstrated. E2E would continue to serve as a supporting partner, providing professional development and Coach-two-Coach training for the Math and Literacy Coaches.

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, PBSD 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, performance expectations for the lead partner will be submitted to the Arkansas Department of Education Division of Learning Services – School Improvement Office.

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

Pine Bluff High School will use a triangulation approach to monitoring the implementation of this intervention model using SIG funds. We will use a full time Site School Improvement Grant Monitor (SSIG Monitor), the Pine Bluff High School Leadership Team, and the Arkansas Department of Education Assigned State monitor.

The SSIG monitor will be intimately involved with every aspect of this grant and its implementation for Pine Bluff High School. The SSIG monitor will meet with the ADE monitor twice per week and make written / oral reports to the Leadership Team weekly. The ADE monitor will become an active part of the Leadership team which consists of the following: The Principal, Assistant Principals, Math and Literacy Coaches, School Counselors, Parents, Teachers, and External Providers.

The SSIG monitor will manage all fiscal matters, track and report the use of the SIG funds, and prepare the required reports for the Central Office and Arkansas Department of Education with the assistance of the ADE monitor. Copies of all contracts and procurement records will be maintained at the site level as well as the purchasing management department at the Central Office.

The district technology director and staff will manage the installation of the technology components necessary to fully implement our technology initiatives outlined in the grant prior to the start of the 2014-2015 school year. Late spring and summer will be utilized to start the ball rolling in order to have other initiatives in place prior to the return of teachers and students in August.

Provide bi-weekly reports to ADE on school progress. Provide a monitoring report by all SIG employees on a quarterly basis. Use Indistar as a continuing monitoring tool for progress.



## 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 has recognized the benefits of building partnerships to address student developmental needs. The district will work to deepen and formalize partnerships that already exist as Pine Bluff High School implements the Transformation Model.

Pine Bluff High School is seeking a parent liaison with the primary role of strengthening relationships in the community and working specifically with parents. This person will assist parents who lack the means and internal knowledge of school programs available to help their children meet standards. The liaison will also schedule and conduct parent-teacher meetings to discuss academic concerns and progress.

**PBSD Central Office**

**Arkansas Department of Education**

**Lead Partner (TBD)**

**Working Relationships**

**School Principal  
Dr. Michael Nellums**

**Community**

**School Teams**  
1.  
2.  
3.  
4.  
5.

**The Parents**  
1.  
2.  
3.

**Support Partners**  
1.  
2.  
3.  
4.

**Internal Partner**  
1. Student Team

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Mr. Jeff Pulliam	Parent		Mrs. Teresa Rambo	Consultant
Mr. Johnny Smith	Parent		Mrs. Glinda Fouts	Teacher
Mrs. Tracye Gragg	Parent		Mrs. Harolyn Holmes	Consultant
Mrs. Stacy Davis	Parent		Ms. Emily Maxey	Tutor
Dr. Michael Nellums	Principal			
Mrs. Andrea Johnson	Assistant Principal			
Mrs. Earlean Collins	Assistant Principal			
Mr. Don Booth	Assistant Principal			
Dr. Reginald Wilson	Committee Chair			
Mrs. Sheila Brown	Counselor			

Meetings

Location	Date		Location	Date
Pine Bluff High School	1/29/14			
Pine Bluff High School	2/13/14			
Pine Bluff High School	2/6/14			

## 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 allow for monitoring the level of implementation and progress toward outcomes. The strategic plan also serves as a guide for alignment in

all school improvement plans. The strategic plan addresses goals and objectives in ten key areas.

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

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

**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 school-wide program.

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.

**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.

**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 E2E, the principal at Pine Bluff High School 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](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.

At the conclusion of this grant we will utilize Title I funds and NSLA monies to sustain programs and some personnel that are deemed effective and vital to the program.

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)

Direction:

Goal #1 Increase the **Graduation Rate** from 68.00 to 86.89 over the next three years (2014-2017).

Objective	Measureable Outcomes	List Evidence to Document Improvement or Progress Toward Goal	Implementation Dates	Target Completion Date	Person Responsible
<p>1. Identify juniors and seniors who are at-risk for graduation.</p> <p>2. Track the interim grades of all students to help avoid failure.</p> <p>3. Partner with parents to raise awareness and encourage tutoring in the core content areas.</p> <p>4. Enhance the credit recovery program to address students who are at-risk for graduation with an in-class tutor(s).</p>	<p>1. 30% increase in students ready for graduation</p> <p>2. Students will be tracked earlier to provide tutoring to prevent failure of classes by 20%</p> <p>3. 60% of students identified and parents contacted will attend informative meetings to prevent failure</p> <p>4. 60% of students enrolled in the program will complete a credit course</p>	<p>1. Provide a tracking list for each student and self-assessment</p> <p>2. A list of at-risk students will be compiled from interim grades in the core content areas. Parental contact log and tutoring agreement documents</p> <p>3. Students attending tutoring will be tracked and data collected to show growth</p> <p>4. Sign-in sheets from the credit recovery program and generated completion reports</p>	<p>August 2014 and ongoing</p>	<p>June 2017</p>	<p>Building Principal</p> <p>Counselors</p> <p>Grant Manager</p> <p>Department Heads</p> <p>External Providers</p> <p>Credit Recovery Manager</p>

School Improvement Grant – Section 1003(g)

Direction:

Goal #2 PBHS will meet **AMO in Literacy, Math, and Biology** over the next three years (2014-2017).

Objective	Measureable Outcomes	List Evidence to Document Improvement or Progress Toward Goal	Implementation Dates	Target Completion Date	Person Responsible
<p>1. Hire two interventionists to implement Response to Intervention strategies; one for literacy and one for math/science.</p> <p>2. Implement research-based instructional strategies recommended by E2E (external provider).</p> <p>3. Promote higher levels of student engagement and achievement through student-centered activities with research-based instructional strategies.</p> <p>4. Implement rigorous extended learning opportunities for students with and without technology (during school,</p>	<p>1. Progress monitoring reports reflect effective identification of students for Rtl</p> <p>2. The use of instructional strategies will be documented through CWTs</p> <p>3. 20% increase in student engagement in the classroom</p> <p>4. 5% growth on assessments for students participating in extended learning opportunities</p>	<p>1. Progress monitoring reports, curriculum and assessments</p> <p>2. CWT data and observations</p> <p>3. Formative and summative assessments, and CWT data</p> <p>4. Attendance records from rigorous extended learning opportunities and progress monitoring</p>	<p>August 2014 and ongoing</p>	<p>2017</p>	<p>Building Principal</p> <p>Counselors</p> <p>Grant Manager</p> <p>Department Heads</p> <p>External Providers</p> <p>Coaches (Math, Literacy, and Science)</p>

<p>afterschool, Saturday and Summer).</p> <p>5. Hire a highly qualified Science Instructional Facilitator/Mentor to increase teacher effectiveness and student success.</p> <p>6. Increase student opportunities for achievement in reading and writing with technology inclusion.</p> <p>7. Increase student opportunities for achievement in Geometry and Algebra II with technology inclusion.</p> <p>8. Increase student opportunities for achievement in Biology with technology inclusion.</p>	<p>5. 40% increase in activities centered around student growth in Biology</p> <p>6. 10% growth of students scoring proficient / advanced on state assessments</p> <p>7. 10% growth of students scoring proficient / advanced on state assessments</p> <p>8. 10% growth of students scoring proficient / advanced on state assessments</p> <p>9. 10% growth of students scoring proficient / advanced on state assessments</p>	<p>5. PLC agendas, activities in the department, and collaboration with the Biology teachers</p> <p>6. Lesson plans, creative writings, observations, and progress monitoring for proficient use of content technology</p> <p>7. Lesson plans, observations, and progress monitoring for proficient use of content technology</p> <p>8. Lesson plans, projects, observations, and progress monitoring for proficient use of content technology</p> <p>9. Observations, lesson plans, and agendas</p>			
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<p>9. Increase days providing mentoring and professional development by E2E to provide continuous growth focused on student achievement in math and literacy.</p> <p>10. Hire two additional reading teachers to increase achievement with students who have limited reading skills.</p>	<p>10. 10% growth of students scoring proficient / advanced on state assessments</p>	<p>10. Formal and informal assessments, benchmark exams, exit slips, writing prompts, student reading levels and progress monitoring</p>			
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School Improvement Grant – Section 1003(g)

Direction:

Goal #3 PBHS will provide support and services for long-term **Professional Growth & Development** of faculty members.

Objective	Measureable Outcomes	List Evidence to Document Improvement or Progress Toward Goal	Implementation Dates	Target Completion Date	Person Responsible
<p>1. Provide high-quality onsite Professional Development in content areas to improve instructional strategies and/or classroom management.</p>	<p>1. Changes in instructional practices as identified from teacher strengths and weaknesses in Professional Growth Plans (PGP); increased</p>	<p>1. PD sign-in sheets, certificates of completion, PD evaluation forms, and PGPs</p>	<p>August 2014 and ongoing</p>	<p>June 2017</p>	<p>Building Principal</p> <p>Grant Manager</p> <p>Department Heads</p>

<p>2. Partner with the University of Arkansas at Pine Bluff to offer professional development to further enhance instruction.</p> <p>3. Implement an on campus partnership with the University of Arkansas at Pine Bluff to offer graduate classes for credit and professional growth.</p> <p>4. Contract with outside professionals to offer Professional Development opportunities that are embedded into the school day.</p> <p>5. Create an on campus training and support center for new teachers. New Teacher Professional Development will be provided quarterly (New teacher is defined as three years or less).</p>	<p>positive behavior</p> <p>2. Growth from the Teacher survey for Professional Growth &amp; Development</p> <p>3. Teachers receive additional graduate level credits</p> <p>4. Growth from the Teacher survey for Professional Growth &amp; Development</p> <p>5. Increased student achievement and increased levels of classroom management</p>	<p>2. Letter of Agreement to provide services on the campus of PBHS</p> <p>3. Sign up list, course outline, and course completion</p> <p>4. Classroom walkthrough data</p> <p>5. Submitted documents including agendas, sign in sheets, and certificate of completion</p>			<p>External Providers</p>
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School Improvement Grant – Section 1003(g)					
Direction:					
Goal #4 PBHS will create a <b>School Culture</b> that offers experiences where all children can learn and show growth with technology inclusion.					
Objective	Measureable Outcomes	List Evidence to Document Improvement or Progress Toward Goal	Implementation Dates	Target Completion Date	Person Responsible
<p>1. Administrators and staff will demonstrate high expectations for learning, discipline, and attendance with consistency (teacher and student).</p> <p>2. Utilize PLC format for collaboration between teachers.</p> <p>3. Hire a Dean of Students to minimize disruptions to instruction.</p> <p>4. Update student and teacher handbooks to address current needs and new policies</p> <p>5. Establish a</p>	<p>1. PBHS will develop embedded vision and mission statements centered around the belief that all of our students will learn and show growth</p> <p>2. Weekly PLC meetings</p> <p>3. 25% reduction in student discipline referrals to the office</p> <p>4. New student and teacher handbook</p> <p>5. Decrease number</p>	<p>1. A posted vision and mission statement will be completed</p> <p>2. Agendas, minutes, and lesson plans from weekly PLCs, data analysis</p> <p>3. Monthly student discipline report, ISS attendance</p> <p>4. Updated student handbook approved by the school board</p>	August 2014 and ongoing	June 2017	<p>Building Principal</p> <p>Grant Manager</p> <p>Department Heads</p> <p>External Providers</p> <p>Faculty &amp; Staff</p>

<p>mentor/mentee program for habitual absentee students.</p> <p>6. Attract and encourage “advancing the profession” through National Board for Professional Teaching Standards among accomplished professional teachers.</p> <p>7. Establish a mentor/mentee program partnership with the local juvenile court system to prevent students from entering the system and transition students while in school.</p> <p>8. Create an active parent center equipped with appropriate up-to-date technology, including hardware and software.</p> <p>9. Incorporate student-</p>	<p>of absences</p> <p>6. Increase the number of National Board Certified teachers by 2</p> <p>7. Reduced number of PBHS students entering the court system</p> <p>8. Increase number of parents visiting the center by 10%</p> <p>9. Improved quality of authentic student work throughout the curriculum, active</p>	<p>5. Daily logs from mentors documenting interaction</p> <p>6. Records of National Board Certification</p> <p>7. Court appearance roster</p> <p>8. Sign-in sheet</p> <p>9. Lesson plans, observations, CWTs and</p>			
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<p>centered activities with research-based instructional strategies throughout the curriculum.</p> <p>10. Create a student film and music production lab.</p>	<p>participation in the learning process, increased student motivation</p> <p>10. Increased student knowledge of studio technology and audio visuals</p>	<p>student projects</p> <p>10. Student created documentaries, original music productions</p>			
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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 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.

If awarded, we will complete an RFP for additional support in areas to be determined.

***Professional Development***

Training to assist teachers in utilizing and analyzing common formative and summative assessment, creating effective lesson plans, using data effectively, assessing student work, guiding student projects, differentiating instruction, and implementing successful teaching strategies will be embedded into the school day. Professional development will occur in a school-wide context and in specialized groups such as the PLCs, School Instructional Team, and Departmental Teams. PLCs will be built into the academic day and will occur monthly throughout the school year. As a component of leadership development and support, the principal will participate in the executive coaching process. Exemplary educators will serve executive coaches to provide a minimum of three hours per month (September thru

May) of focused coaching sessions on job embedded, professional, and organizational goals and needs of the participating principal. This support provides expanded capacity to increase leadership performance of the principal.

On-site technical assistance visits by the external provider will provide infrastructure for team-building, creating and monitoring the Professional Learning Communities, and assistance tracking and analyzing data. The instructional team will meet weekly and will spend substantial time discussing data collected from classroom walkthroughs and focus walks and report findings to Leadership Team monthly. Administrators will spend up to one hour a day (at least three days a week) in the classroom focusing on students.

### ***Credit Recovery/ GradPoint***

An innovative credit recovery program, GradPoint, will be offered from 3pm to 6pm daily. The GradPoint program is designed for students who have failed a class, need credits to graduate with their class, or need a more flexible schedule and will target over-aged, under-credited students. GradPoint credit recovery program will be utilized for the credit recovery program.

### ***School Culture and Climate***

Establishing a Supportive School Climate and Effective Discipline

A safe, orderly climate is one of several characteristics of schools that consistently show good achievement gains (Redding, 2006). Individuals' experiences of school climate are shaped by perceptions of safety, teaching and learning, interpersonal relationships (including among students, among adults, and between students and adults), and the school environment (Center for Social and Emotional Education, n.d.). When considering climate and culture, the evidence of the close relationship between academic and behavioral difficulties calls for integrating intervention efforts through a

single system that can monitor progress in both areas and respond according with intervention as needed (Center for Instruction, 2008). Positive relationships and effective classroom management strategies are necessary to establish contexts that support the academic and behavioral competence of all students at all grade levels, and they can also promote student connectedness and reduce behavior problems, achievement gaps, dropout rates, and teacher attrition. The school will implement a positive behavior management system with the support of a consultant with expertise in the areas of school culture and discipline management. The school will use a social and emotional learning framework to foster an overall climate of inclusion, acceptance, respect which can prevent bullying and promoted educational success. The school campus will be maintained to ensure a clean, attractive and safe environment. The administration and teachers will implement positive behavior supports and incentives. Professional development in cultural awareness and appreciation and improving the school climate will also be provided. Individual classroom management strategies will be linked to the school wide behavioral support system. Data regarding discipline, tardies and school climate will be collected and periodically reviewed by the SIG leadership team and teacher teams to guide decision making.

### ***Differentiated Instruction***

Differentiated instruction will be utilized in all classrooms. Extensive use of instructional scaffolds, e.g., graphic organizers, collaborative discourse, small group, partner work and intentional use of meta-cognitive strategies to support all students will become standard best practices implemented in the classroom setting. Strategies such as co-teaching and use of multiple modalities of learning will be implemented daily.

### ***Aligning Instruction (Vertically and to Standards)***

Alignment of curriculum, assessment, and instruction requires analysis of standards, policies, and practices. Alignment of instruction links the content of state standards and district curriculum frameworks or the intended curriculum with what

is actually taught in the classroom. When instruction that is aligned to standards is implemented in classrooms, students should be able to perform at higher levels of proficiency on assessments. Through horizontal and vertical team meetings facilitated by district curriculum specialists and external experts, teachers will examine the curriculum and the Common Core Standards and prepare for a smooth transition to the Common Core which will take place in the Pine Bluff School District during 2014-2015.

### ***External Providers***

We will continue to work with E2E as our external provider for the 2014-15 school year at the high school. They will provide ongoing embedded support for five key areas of school improvement including standards-based education, professional development, assessment systems, monitoring school progress, and school leadership development. Their services will include training and support for implementation of the Common Core Standards and assistance with aligning curriculum and instruction. E2E will assist with teachers to ensure they are implementing routine formative assessments, utilizing student performance data, and implementing data-driven instruction. The primary focus will be on the academic areas of English, Mathematics and Science. They will provide coaching and instructional support.

### **Use of Student Data to Drive Instruction**

Recognizing the use of timely, accurate and well-analyzed data is central to effective classroom instruction; PBHS will utilize *DataDirector* online data management solution. *DataDirector* is a user-friendly data and assessment management system that lets educators easily correlate multiple types of data. *DataDirector* synthesizes state, district, school and classroom data, allowing educators to monitor student progress in real time, using data as the starting point to design relevant curriculum strategies and deliver effective interventions or enrichment activities. *DataDirector* integrates data from many sources, including state tests, demographic information and grades, district or system administered tests, and daily classroom assessments given by teachers. At the district, system, school and classroom level, educators can analyze and create custom reports on patterns and needs, enrichment programs and interventions, and areas for further

professional development. Teachers, data specialist, and administrators will examine assessment tools available through the DataDirector system and evaluate the potential for such assessments to assist in the school improvement process. A comprehensive view of student and teacher information is essential not only to effective, data-driven decision making but also to meeting ever-changing accountability and reporting requirements. (Bernhardt, 2004.) directly with teachers through assistance with lesson planning and modeling of effective practices. Providers will train school leaders for effective coaching and mentoring and assist key administrators with resource management, capacity building and decision making to establish leadership to support excellence in instruction and learning.

### ***Parent and Community Programs***

Parent and community involvement are essential in the transformation process at PBHS. A parent/community liaison will be hired to spearhead a comprehensive outreach program. The tasks charged to the parent/community liaison include creation and distribution of informational brochures and electronic bulletins, home visits as needed, implementation and advertisement of parent/guardian programs, oversight to ensure increased teacher to parent communications, coordination of family programs during out-of-school time, and recruitment of community partners. The Parent/Community Liaison will be assisted by a site-based School Community Council comprised of school administrators, parents, and community partner representatives. Parent programs to be implemented include:

- Monthly parent classes on topics including conflict resolution and mediation, communicating effectively, healthy communities, preparing for college/life after high school, and rights and responsibilities as a parent.
- Trainings on email and computer resources, Edline navigation and communication, computer technology trainings, internet websites and research held in conjunction with Saturday programs.
- A First Year Experience (FYE) Summer workshop for parents of incoming

Sophomore addressing topics of truancy/dropout prevention, course selection and graduation requirements, academic and social expectations, respect, responsibility and positive communication, and effective intervention or parents.

- A Summer Workshop for 10th grade parents addressing topics including academic support, GradPoint and tutoring, personal guidance and interventions, tracking progress towards graduation, and effective decision making skills for school and home.
- Workshops specifically geared towards special education parents, grandparent care givers, and foster parents to address non-traditional parenting needs.

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

### ***Student Suspensions***

A high number of course failures result from student absences due to short-term out-of-school suspensions excessive discipline issues. In response, students will participate in an on campus short term suspension classroom. They will report to the classroom, continue academic practice, and receive credit for completed assignments. A behavior modification program will be provided.

### **National Board Candidate Support**

PBHS will be designated as National Board Candidate Support Site. PBHS National Board Certified teachers will work with the National Board for Professional teaching Standards to encourage and increase greater participation of local teachers in the National Board certification process, target teacher participation, improve educational practices, and improve student learning in the classroom, achievement on standardized tests, and college and career success. Recognizing the role of highly qualified teachers in pushing the school improvement process, grant funds will be utilized for certification fees, a retreat for candidate portfolio development, facilitators to support candidates, and trainers for the PBHS National Board Candidate Support Site.

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 11, 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"><li>* Develop quarterly goals and timeline of activities with the Leadership Team and external providers</li><li>*Advertise and hire Home School Counselors, Dean of Students, Court Liaison, Technology Lab Director, Academic Counselors, and a Parent Facilitator /Parent Community Liaison</li><li>*Convene the district level SIG leadership team</li><li>*Plan for the 10<sup>th</sup> grade FYE (First Year Experience) summer workshop</li></ul>
June	

2014-2015 School Year

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

2014-2015 School Year	
July	<ul style="list-style-type: none"> <li>* Make initial orders of technology and supplies</li> <li>* Begin planning for results by studying the data and identifying students in areas of strengths and needs for classroom instruction and safety net intervention</li> <li>* Revisit what has been accomplished from Professional Learning Communities</li> <li>* Professional development with Home School Counselors, Dean of Students, Court Liaison, Academic Counselor, Technology Lab Director and Parent Facilitator</li> <li>* FYE for Sophomore students and parents</li> <li>* Technology Lab Director will plan annual academic student program</li> </ul>
August	<ul style="list-style-type: none"> <li>* Provide professional development for the Academic Counselors</li> <li>* Convene the school based leadership team</li> <li>* Orientation to the SIG grant with all staff members</li> <li>* Development of Professional Learning Communities in all areas</li> <li>* Discuss the needs and topics for upcoming teacher meetings</li> <li>* Reinstate the Leadership Team and determine duties of each member</li> <li>* Principal, External Provider, and Leadership Team establish protocol for classroom visits</li> <li>* Review School Improvement Grant implementation plan with faculty and at first PTA meeting</li> <li>* Technology Lab Director will explore the possibilities of partnerships at the University of Arkansas at Pine Bluff</li> <li>* Monthly Court Liaison Report</li> </ul>
September	<ul style="list-style-type: none"> <li>* Continue purchasing requested supplies, materials and equipment</li> <li>* Conduct initiate preparations for National Board Candidate program</li> <li>* Early morning professional development sessions</li> <li>* External Provider (E2E) and Coaches will visit classrooms together and debrief findings. This will occur weekly throughout the year</li> <li>* Begin parent functions and classes</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Implement extended learning opportunities</li> <li>* Develop safety net interventions from data results</li> <li>* Assessment of First 30 Days and Next Steps targeted</li> <li>* Academic Counselor meet with identified students and parents monthly</li> </ul>

	<ul style="list-style-type: none"> <li>* Technology Lab Director will work with students in a project based curriculum</li> <li>* Monthly Court Liaison Report</li> </ul>
October	<ul style="list-style-type: none"> <li>* Begin after school and before school programs</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Begin school culture assessment and professional development sessions</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Begin Content Area Professional Development</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Begin/Update Data Walls</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Monthly Court Liaison Report</li> </ul>
November	<ul style="list-style-type: none"> <li>* Build the skills of science and social studies teachers in content literacy</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
December	<ul style="list-style-type: none"> <li>* Deepen the collaborative work of teachers within the professional learning communities</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Monthly Court Liaison Report</li> </ul>
January	<ul style="list-style-type: none"> <li>* Review the skills of science and social studies teachers in content literacy</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Reassess PLC/Next Steps</li> <li>* Monthly Court Liaison Report</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> </ul>
February	<ul style="list-style-type: none"> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> </ul>

	<ul style="list-style-type: none"> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
March	<ul style="list-style-type: none"> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
April	<ul style="list-style-type: none"> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
May	<ul style="list-style-type: none"> <li>*External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> <li>*Plan for the 10<sup>th</sup> grade FYE (First Year Experience) summer workshop</li> </ul>
June	<ul style="list-style-type: none"> <li>*Revisit what has been accomplished from Professional Learning Communities and establish protocols for the coming year</li> <li>* Review professional development for the year and determine needs and next steps</li> <li>* Summer Academy – professional development</li> <li>* Determine staff needs</li> </ul>
July	

2015-2016 School Year

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

2015-2016 School Year	
July	<ul style="list-style-type: none"> <li>* Reviewing technology needs and supplies</li> <li>* Review data and identifying students in areas of strengths and needs for classroom placement and safety net intervention</li> <li>* Revisit what has been accomplished from PLC's and Leadership Teams</li> <li>* End of year summary report and needs assessment for the following: Home School Counselors, Dean of Students, Court Liaison, Academic Counselor, Technology Lab Director and Parent Facilitator</li> <li>* FYE for Sophomore students and parents</li> <li>* Technology Lab Director will plan annual academic student program</li> <li>* Determine staff needs and assignments</li> </ul>
August	<ul style="list-style-type: none"> <li>* Continue professional development for the Academic Counselors</li> <li>* Reconvene the school based leadership team</li> <li>* Update the staff members on the current status of the SIG grant and present at the first PTA meeting</li> <li>* Review the progress of Professional Learning Communities in all areas</li> <li>* Discuss the needs and topics for upcoming teacher meetings</li> <li>* Reinstate the Leadership Team and determine duties of each member</li> <li>* Principal, E2E Provider, and Leadership Team will review or re-establish protocol for classroom visits</li> <li>* Technology Lab Director will explore the possibilities of additional partnerships in the community</li> <li>* Monthly Court Liaison Report</li> </ul>
September	<ul style="list-style-type: none"> <li>* Purchase additional requested supplies, materials, and equipment</li> <li>* Continue to work with the National Board Candidate program</li> <li>* Early morning professional development sessions</li> <li>* External Provider (E2E) and Coaches will visit classrooms together and debrief findings. This will occur weekly throughout the year</li> <li>* Begin parent functions and classes</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Continue extended learning opportunities</li> <li>* Continue to monitor safety net interventions from data results</li> <li>* Assess the First 30 Days and Next Step procedures</li> <li>* Academic Counselor will continue to meet with identified students and parents monthly</li> <li>* Technology Lab Director will continue to work with students in a project based curriculum</li> <li>* Monthly Court Liaison Report</li> </ul>

October	<ul style="list-style-type: none"> <li>* Begin after school and before school programs</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Begin school culture assessment and professional development sessions</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Begin Content Area Professional Development</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Begin/Update Data Walls</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Monthly Court Liaison Report</li> </ul>
November	<ul style="list-style-type: none"> <li>* Review and assess the skills of science and social studies teachers in content literacy</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor will continue to meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
December	<ul style="list-style-type: none"> <li>* Continue collaborative work of teachers within the PLC's</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Monthly Court Liaison Report</li> </ul>
January	<ul style="list-style-type: none"> <li>* Review and assess the skills of science and social studies teachers in content literacy</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Reassess PLC/Next Steps</li> <li>* Monthly Court Liaison Report</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> </ul>
February	<ul style="list-style-type: none"> <li>* External Provider (E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor will continue to meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>

March	<ul style="list-style-type: none"> <li>* External Provider (E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walk</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor will continue to meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
April	<ul style="list-style-type: none"> <li>* External Provider (E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor will continue to meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
May	<ul style="list-style-type: none"> <li>* External Provider (E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor will continue to meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> <li>* Plan for the 10th grade FYE (First Year Experience) summer workshop</li> </ul>
June	<ul style="list-style-type: none"> <li>* Revisit what has been accomplished from Professional Learning Communities and establish protocols for the coming year</li> <li>* Review professional development for the year and determine needs and next steps</li> <li>* Summer Academy – professional development</li> <li>* Determine staff needs</li> </ul>
July	

2016-2017 School Year

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

2016-2017 School Year	
July	<ul style="list-style-type: none"> <li>* Reviewing technology needs and supplies</li> <li>* Review data and identifying students in areas of strengths and needs for classroom placement and safety net intervention</li> <li>* Revisit what has been accomplished from PLC's and Leadership Teams</li> <li>* End of year summary report and needs assessment for the following: Home School Counselors, Dean of Students, Court Liaison, Academic Counselor, Technology Lab Director and Parent Facilitator</li> <li>* FYE for Sophomore students and parents</li> <li>* Technology Lab Director will plan annual academic student program</li> <li>* Determine staff needs and assignments</li> </ul>
August	<ul style="list-style-type: none"> <li>* Continue to provide professional development for the Academic Counselors</li> <li>* Reconvene the school based leadership team</li> <li>* Update the staff members on the current status of the SIG grant and present at first PTA meeting</li> <li>* Review the progress of Professional Learning Communities in all areas</li> <li>* Discuss the needs and topics for upcoming teacher meetings</li> <li>* Reinstate the Leadership Team and determine duties of each member</li> <li>* Principal, E2E Provider, and Leadership Team will review and/or establish protocol for classroom visits</li> <li>* Technology Lab Director will explore the possibilities of additional partnerships within the community</li> <li>* Monthly Court Liaison Report</li> </ul>
September	<ul style="list-style-type: none"> <li>* Purchase additional requested supplies, materials, and equipment</li> <li>* Continue to work with the National Board Candidate program</li> <li>* Early morning professional development sessions</li> <li>* External Provider (E2E) and Coaches will visit classrooms together and debrief findings. This will occur weekly throughout the year</li> <li>* Begin parent functions and classes</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Continue extended learning opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>* Continue to monitor safety net interventions from data results</li> <li>* Assess the First 30 Days and Next Step procedures</li> <li>* Academic Counselor will continue to meet with identified students and parents monthly</li> <li>* Technology Lab Director will continue to work with students in a project based curriculum</li> <li>* Monthly Court Liaison Report</li> </ul>
October	<ul style="list-style-type: none"> <li>* Begin after school and before school programs</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Begin school culture assessment and professional development sessions</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Begin Content Area Professional Development</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Begin/Update Data Walls</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Monthly Court Liaison Report</li> </ul>
November	<ul style="list-style-type: none"> <li>* Review and assess the skills of science and social studies teachers in content literacy</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor will continue to meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
December	<ul style="list-style-type: none"> <li>* Continue collaborative work of teachers within the PLC's</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Monthly Court Liaison Report</li> </ul>
January	<ul style="list-style-type: none"> <li>* Review and assess the skills of science and social studies teachers in content literacy</li> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year</li> <li>* Reassess PLC/Next Steps</li> <li>* Monthly Court Liaison Report</li> <li>* Continue Walkthroughs and focus walks</li> </ul>

	<ul style="list-style-type: none"> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> </ul>
February	<ul style="list-style-type: none"> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year☐</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
March	<ul style="list-style-type: none"> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year☐</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
April	<ul style="list-style-type: none"> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year☐</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> </ul>
May	<ul style="list-style-type: none"> <li>* External Provider(E2E) and Coaches will visit classrooms together weekly throughout the year☐</li> <li>* Continue Walkthroughs and focus walks</li> <li>* Teacher Meetings focused on Student Work</li> <li>* Continue data updates on student progress</li> <li>* Academic Counselor meet with identified students and parents monthly</li> <li>* Monthly Court Liaison Report</li> <li>* Plan for the 10th grade FYE (First Year Experience) summer workshop</li> </ul>
June	<ul style="list-style-type: none"> <li>* Revisit what has been accomplished from Professional Learning Communities and establish protocols for the coming year</li> <li>* Review professional development for the year and determine needs and next steps</li> <li>* Summer Academy – professional development</li> </ul>

	<ul style="list-style-type: none"> <li>* Determine staff needs</li> </ul>
July	<ul style="list-style-type: none"> <li>* Reviewing technology needs and supplies</li> <li>* Review data and identifying students in areas of strengths and needs for classroom placement and safety net intervention</li> <li>* Revisit what has been accomplished from PLC's and Leadership Teams</li> <li>* End of year summary report and needs assessment for the following: Home School Counselors, Dean of Students, Court Liaison, Academic Counselor, Technology Lab Director and Parent Facilitator</li> <li>* FYE for Sophomore students and parents</li> <li>* Technology Lab Director will plan annual academic student program</li> <li>* Determine staff needs and assignments</li> </ul>



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

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

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

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

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

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

## SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Pine Bluff School District

Priority School Pine Bluff High School

Total 3-Year Budget \$5,463,000

### **Pre-Implementation:**

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

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

**COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN**

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

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input checked="" type="checkbox"/> Recruit, place and retain staff		\$100,000	\$100,000	\$100,000
<input checked="" type="checkbox"/> Select new staff		\$95,000	\$95,000	\$195,000
<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input checked="" type="checkbox"/> Create partnerships to support transformation model		\$150,000	\$150,000	\$75,000
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				

<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development	\$200,000	\$100,000	\$120,000	\$190,000
<input checked="" type="checkbox"/> Implementing data collection and analysis structures		\$15,000	\$15,000	\$15,000
<input checked="" type="checkbox"/> Increase learning team (extended day, week, and/or year)		\$351,000	\$351,000	\$351,000
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based) Home School Counselors, Dean of Students, Court Liaison, Academic Counselors		\$490,000	\$490,000	\$490,000
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input checked="" type="checkbox"/> Integrating Technology (Audio-Visual Laboratory)		\$150,000	\$125,000	\$70,000
<input checked="" type="checkbox"/> Implementing a Merit pay structure for meeting individual and school wide academic growth goals.		\$260,000	\$260,000	\$360,000
<input type="checkbox"/> Literacy Development /Reading Teachers				
LEA-activities designed to support implementation of the transformation model				
Total	\$200,000	\$1,711,000	\$1,706,000	\$1,846,000

**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.

Position	Number of F.T.E's	Salary	Total
State Monitor	1	\$100,000	\$100,000
Home School Specialist	3	\$35,000	\$105,000
Dean of Students	1	\$60,000	\$60,000
Academic Coaches	1	\$50,000	\$50,000
Technology Lab Director	1	\$40,000	\$40,000
Court Liaison	1	\$30,000	\$30,000
Parent Involvement Facilitator	1	\$25,000	\$25,000
Site Director and Academic Improvement Officer	1	\$95,000	\$95,000
Reading Specialist	2	\$60,000	\$120,000
Director of Literacy Programs	1	\$60,000	\$60,000
<b>Total FTE's</b>	<b>13</b>	<b>Subtotal</b>	<b>\$685,000</b>

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**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

2014-2015

<b>Purchased Services</b>			
(1) External Provider Partnership Development- TBD			\$100,000
School Climate and Culture Consultant Consultant Cost \$1800 per day, All inclusive			
University of Virginia Turnaround Model			\$50,000
<i>Travel, per diem, and lodging for PBHS Staff to UVA</i>			
For UVA Staff to Pine Bluff, Arkansas			\$150,000

		Total <i>Allocated</i>	\$150,000.00
Summer Professional Development Activities <i>Parent and Community Training</i> <i>Staff Development and Training, Summer Camp</i> Recruitment of Instructional Staff Data Analysis and Dissemination Off Contract Professional Development for Common Core and Differentiated Instruction			200,000
<b>Section (1) and (2) Subtotal Amount</b>			<b>\$350,000</b>

High Quality Job-embedded Professional Development		Rate	Total Cost
<p>College Level classes toward a Masters in Teaching Degree will be offered on the campus of Pine Bluff High to all eligible employees. Pine Bluff High has a very low percentage of teachers with Master's Degree. Less than 35 percent of the tenured staff have attained Masters Degrees. A partnership will be established with the University of Arkansas to have tenured professors deliver afternoon instructional classes two times per week, on site. Professional Development will be offered throughout the year, specifically to improve application of differentiated instruction, and to Climate and Culture concerns. Training to assist teachers in using and analyzing formative and summative assessments, data, and student's work will be the primary focus of the Professional Development.</p>			\$100,000
			Subtotal \$100,000.00
<p>Implementing data collection and data collection.</p> <p>An individual will be hired to collect and disseminate all relevant student data collected from EOC, Star, Year End Assessments, ACT, attendance, discipline, and Juvenile related information that affects student's success rates.</p>			\$15,000
<b>Extended Day Schedule</b>			
<p>The school's daily schedule will be extended one period per day. This represents an additional 45 minutes of learning opportunity for students. All certified and classified personnel will be paid their hourly rate of pay. Teachers will only be paid when they are</p>		<p>65 <a href="#">employees @ .75</a> of \$40 per hour= 65 x \$30.00 x 180 days per year = \$351,000</p>	

present for the entire day. A supplemental contract will be signed for this separate employment agreement.	Total	\$351,000 per year
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**Student Support Personnel**

Home School Specialist	3	\$35,000	\$105,000
Dean of Students	1	\$60,000	\$60,000
Academic Coaches	1	\$50,000	\$50,000
Technology Lab Director	1	\$40,000	\$40,000
Court Liaison	1	\$30,000	\$30,000
Parent Involvement Facilitator	1	\$25,000	\$25,000
Site Director and Academic Improvement Officer	1	\$95,000	\$95,000
Reading Specialist	2	\$60,000	\$120,000
Director of Literacy Programs	1	\$60,000	\$60,000
		Total Amount	\$490,000

**Integrating Technology**

An Audio Video-Lab will be established to assist the students with Literacy, Reading, and technical skill development. Students will use the lab as a reward based incentive for good behavior,	
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<p>and to develop technical skills that may be used as a practicum for careers in radio, television, broadcast journalism, film and commercial production.</p> <p>Equipment purchases will include bundle Microphones, Sound Boards, Sound Processors, Master Sound Boards, Television Recording and editing equipment, Television Monitors, Compact Disc Playback and burners, CD's, DVD's, Amplifiers, software, Laptops, IPADS, and carrying cases. The lab will make yearly software and hardware purchases to upgrade technology.</p>	<p>Year 1 Total</p> <p style="text-align: right;">150,000</p>
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**Merit Pay**

<p>Teachers and Support Staff will receive additional compensation for students achieving AMO in Math, and English and meeting graduation goals. Specific awards for Math and English teachers will be determined by students meeting specific individual achievement goals as well as group learning goals. These awards shall be inclusive of bonuses for Math and Literacy Teachers up to \$5,000 in tested areas and an additional \$2,000 for all employees school-wide.</p>	<p>Year Total</p> <p style="text-align: right;">\$260,000</p>
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Year 1 Total

\$1,911,000

**Year 2 2015-2016**

Position	Number of F.T.E's	Salary	Total
State Monitor	1	\$100,000	\$100,000
Home School Specialist	3	\$35,000	\$105,000
Dean of Students	1	\$60,000	\$60,000

Academic Coaches	1	\$50,000	\$50,000
Technology Lab Director	1	\$40,000	\$40,000
Court Liaison	1	\$30,000	\$30,000
Parent Involvement Facilitator	1	\$25,000	\$25,000
Site Director and Academic Improvement Officer	1	\$95,000	\$95,000
Reading Specialist	2	\$60,000	\$120,000
Director of Literacy Programs	1	\$60,000	\$60,000
Total FTE's	13	Subtotal	\$685,000

2015-2016

<p><b>Purchased Services</b></p> <p>(1) External Provider Partnership Development- TBD School Climate and Culture Consultant Consultant Cost \$1800 per day, All inclusive</p> <p>University of Virginia Turnaround Model <i>Travel, per diem, and lodging for PBHS Staff to UVA</i> For UVA Staff to Pine Bluff, Arkansas</p>			<p>\$100,000</p> <p>\$50,000</p> <p>\$150,000</p>
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		Total <i>Allocated</i>	\$150,000.00
<b>Section (1) and (2) Subtotal Amount</b>			<b>\$150,000</b>

High Quality Job-embedded Professional Development		Rate	Total Cost
<p>College Level classes toward a Masters in Teaching Degree will be offered on the campus of Pine Bluff High to all eligible employees. Pine Bluff High has a very low percentage of teachers with Master’s Degree. Less than 35 percent of the tenured staff have attained Masters Degrees. A partnership will be established with the University of Arkansas to have tenured professors deliver afternoon instructional classes two times per week, on site. Professional Development will be offered throughout the year, specifically to improve application of differentiated instruction, and to Climate and Culture concerns. Training to assist teachers in using and analyzing formative and summative assessments, data, and student’s work will be the primary focus of the Professional Development.</p>			\$85,000
			\$35,000
			Subtotal \$120,000.00
<p>Implementing data collection and data collection.</p> <p>An individual will be hired to collect and disseminate all relevant student data collected from EOC, Star, Year End Assessments, ACT, attendance, discipline, and Juvenile related information that affects student’s success rates.</p>			\$15,000
<b>Extended Day Schedule</b>			
<p>The school’s daily schedule will be extended one period per day. This represents an additional 45 minutes of learning opportunity for students. All certified and classified personnel will be paid their hourly rate of pay. Teachers will only be paid when they are</p>	<p>65 <a href="#">employees @ .75</a> of \$40 per hour= 65 x \$30.00 x 180 days per year = \$351,000</p>		

present for the entire day. A supplemental contract will be signed for this separate employment agreement.	Total	\$351,000 per year
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**Student Support Personnel**

Home School Specialists	3	\$35,000	\$105,000
Dean of Students	1	\$60,000	\$60,000
Academic Coaches	1	\$50,000	\$50,000
Technology Lab Director	1	\$40,000	\$40,000
Court Liaison	1	\$30,000	\$30,000
Parent Involvement Facilitator	1	\$25,000	\$25,000
Reading Specialist	2	\$60,000	\$120,000
Director of Literacy Programs	1	\$60,000	\$60,000
		Total Amount	\$490,000

**Integrating Technology**

An Audio Video-Lab will be established to assist the students with Literacy, Reading, and technical skill development. Students will use the lab as a reward based incentive for good behavior, and to develop technical skills that may be used as a practicum for careers in radio, television, broadcast journalism, film and	
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commercial production.  Equipment purchases will include bundle Microphones, Sound Boards, Sound Processors, Master Sound Boards, Television Recording and editing equipment, Television Monitors, Compact Disc Playback and burners, CD's, DVD's, Amplifiers, software, Laptops, IPADS, and carrying cases. The lab will make yearly software and hardware purchases to upgrade technology.	Year 2 Total	125,000
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**Merit Pay**

Teachers and Support Staff will receive additional compensation for students achieving AMO in Math, and English and meeting graduation goals. Specific awards for Math and English teachers will be determined by students meeting specific individual achievement goals as well as group learning goals. These awards shall be inclusive of bonuses for Math and Literacy Teachers up to \$5,000 in tested areas, and an additional \$2,000 for all employees school-wide.	Year 2 Total	\$260,000
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Year 2 Total

\$1,706,000

**Year 3 2016-2017**

Position	Number of F.T.E's	Salary	Total
State Monitor	1	\$100,000	\$100,000
Home School Specialist	3	\$35,000	\$105,000
Dean of Students	1	\$60,000	\$60,000

Academic Coaches	1	\$50,000	\$50,000
Technology Lab Director	1	\$40,000	\$40,000
Court Liaison	1	\$30,000	\$30,000
Parent Involvement Facilitator	1	\$25,000	\$25,000
Site Director and Academic Improvement Officer	1	\$95,000	\$95,000
Reading Specialist	2	\$60,000	\$120,000
Director of Literacy Programs	1	\$60,000	\$60,000
Total FTE's	13	Subtotal	\$695,000

2016-2017

<b>Purchased Services</b> (1) External Provider Partnership Development- TBD School Climate and Culture Consultant Consultant Cost \$1800 per day, All inclusive			\$75,000
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		Total <i>Allocated</i>	\$75,000
<b>Section (1) and (2) Subtotal Amount</b>			<b>\$75,000</b>

High Quality Job-embedded Professional Development		Rate	Total Cost
<p>College Level classes toward a Masters in Teaching Degree will be offered on the campus of Pine Bluff High to all eligible employees. Pine Bluff High has a very low percentage of teachers with Master’s Degree. Less than 35 percent of the tenured staff have attained Masters Degrees. A partnership will be established with the University of Arkansas to have tenured professors deliver afternoon instructional classes two times per week, on site. Professional Development will be offered throughout the year, specifically to improve application of differentiated instruction, and to Climate and Culture concerns. Training to assist teachers in using and analyzing formative and summative assessments, data, and student’s work will be the primary focus of the Professional Development.</p>			\$85,000
			\$35,000
	Subtotal \$120,000.00		
<p>Implementing data collection and data collection.</p> <p>An individual will be hired to collect and disseminate all relevant student data collected from EOC, Star, Year End Assessments, ACT, attendance, discipline, and Juvenile related information that affects student’s success rates.</p>			\$15,000

**Extended Day Schedule**

<p>The school’s daily schedule will be extended one period per day. This represents an additional 45 minutes of learning opportunity for students. All certified and classified personnel will be paid their hourly rate of pay. Teachers will only be paid when they are</p>	<p>65 <a href="#">employees @ .75</a> of \$40 per hour= 65 x \$30.00 x 180 days per year = \$351,000</p>
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present for the entire day. A supplemental contract will be signed for this separate employment agreement.	Total	\$351,000 per year
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**Student Support Personnel**

Dean of Students	1	\$60,000	\$60,000
Academic Coaches	1	\$50,000	\$50,000
Technology Lab Director	1	\$40,000	\$40,000
Court Liaison	1	\$30,000	\$25,000
Parent Involvement Facilitator	1	\$25,000	\$25,000
Home School Specialist	3	\$35,000	\$105,000
Reading Specialist	2	\$60,000	\$120,000
Director of Literacy Programs	1	\$60,000	\$60,000
			Total Amount: 490,000

**Integrating Technology**

An Audio Video-Lab will be established to assist the students with Literacy, Reading, and technical skill development. Students will use the lab as a reward based incentive for good behavior, and to develop technical skills that may be used as a practicum for careers in radio, television, broadcast journalism, film and	
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<p>commercial production.</p> <p>Equipment purchases will include bundle Microphones, Sound Boards, Sound Processors, Master Sound Boards, Television Recording and editing equipment, Television Monitors, Compact Disc Playback and burners, CD's, DVD's, Amplifiers, software, Laptops, IPADS, and carrying cases. The lab will make yearly software and hardware purchases to upgrade technology.</p>	<p>Year 3 Total</p> <p>70,000</p>
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Merit Pay

<p>Teachers and Support Staff will receive additional compensation for students achieving AMO in Math, and English and meeting graduation goals. Specific awards for Math and English teachers will be determined by students meeting specific individual achievement goals as well as group learning goals. These awards shall be inclusive of bonuses for Math and Literacy Teachers up to \$5,000 in tested areas, and an additional \$2,000 for all employees school-wide.</p>	<p>Year 3 Total</p> <p>\$260,000</p>
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Year 3 Total \$1,846,000

## D. ASSURANCES

## D. ASSURANCES

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

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

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

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

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

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

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

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

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

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

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

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

School Name:

LEA #:

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

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

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

SECTION B, PART 2                      LEA Capacities  
    Selecting the Intervention Model and Partners for a Low-Achieving School  
  
    Develop Profiles of Available Partners  
  
    Determine Best-Fit Model and Partners  
  
    Define Roles and Develop Contracts  
  
    Forge Working Relationships  
  
    Intervention Model Needs Assessment Review Committee

SECTION B, PART 3  
    Annual Goals

SECTION B, PART 4  
    Proposed Activities

SECTION B, PART 5  
    Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

## Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

## Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

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

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

The National Center for Education Evaluation and Regional Assistance  
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at  
[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)  
  
Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at  
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>