ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Little Rock School District	
Mailing Address (Street, P.O. Box, City/Zip) 810 West Markham Street, Little Rock, Arkansas 72201	Starting Date 2015
Name, title and phone number of authorized contact person: Linda Young, Director of Grants and Program Development 501-447-3372	Ending Date 2020
Amount of funds requested: $ 6,852,436.13	Number of schools to be served: 1

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

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

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

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model					
				Turnaround	Restart	Closure	Transformation	Early Learning	Whole School Reform
Baseline Elementary School	050900 001378	P-5	☒	☒	☐	☐	☐	☐	☐

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.

Of the eligible priority schools, the district is not applying for Geyer Springs elementary because the school is being transformed to the Geyer Springs Gifted and Talented Academy which will serve students in grades 1- 5. The district is not applying for Hall High, JA Fair or Cloverdale as these schools were served in the first cohort of SIG schools between 2010 and 2013. Henderson was considered for this grant competition but time constraints to secure parent and community involvement prevented completion.

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: Baseline Elementary School LEA #: 60-01-052

Context
1. Grade levels (e.g., 9-12): K-5 2. Total Enrollment: 270

3. % Free/Reduced Lunch: 96.3% 4. % Special Education Students: 17.7%

5. % English Language Learners: 52.6%

6. Home Languages of English Language Learners (list up to 3 most frequent:)

1.Spanish
2.NA
3.NA

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

Located at 3623 Baseline Road, Baseline Elementary is a neighborhood school serving K through 5th grade students residing in the surrounding attendance zone. Baseline Elementary is one of thirty elementary schools in the Little Rock School District. While the enrollment for Baseline (270 K-5) has remained stable over the past ten years, for the last four years, the number of Hispanic students sharply increased over the same four years, but the largest population remains free and/or reduced lunch going from 88.3% in 2004 -2005 to 97% as of October 2014.

The Baseline attendance zone is contained within the southwest section of city of Little Rock. This portion of the city has a history that has gone from a stable middle class environment to a gang riddled, high crime, and high poverty urban area. This area is home to the majority of Little Rock's Hispanic families; more than half (52%) of the Hispanic youth ages 0-18 reside in this area. According to US Census and American Community Survey data, for the census tracts contained within the Baseline attendance zone, the following circumstances prevail:

- 27.9% of family households are single parent households
- 10.6% of civilians are unemployed (civilians)
- Approximately 29.2% of residents received Food Stamps or SNAP Benefits in last 12 months
- 34.8% of families lived with income below poverty level in last 12 months
- 45.1% of these high poverty families included children under 18
- Only 6.8% of residents age 25 and up obtained a college degree

In terms of neighborhood resources in the area, the Southwest Community Center (SWCC) is situated less than two miles from the school facility. The SWCC offers a broad array of afterschool, summer, and Saturday programs including tutoring and homework assistance, arts and crafts, recreational activities, a computer lab, swimming, and fitness activities. The Central Arkansas Library Dee Cox Branch is located within a two mile radius as well. The Branch offers a variety of literacy resources and programs. Despite the availability of these resources, accessibility is limited by a $25/month fee at the SWCC as well as lack of transportation. Many of the youth residing in this area lack access to positive cultural experiences and are not developing the skills, knowledge and perspectives needed to succeed in a global age.

The Baseline teaching staff includes 25 certified teachers of which 14 (56%) hold a Master's degree. Three of the staff members hold National Board Certification. The certified staff includes the building principal, twelve classroom teachers, part-time art and PE teachers, an assistant principal, one music teacher, one reading teacher, two special education teachers, a part-time counselor, half-time gifted and talented teacher and a librarian. Non-certified staff includes a bilingual aide, a parent coordinator, secretary, and nurse.

Baseline's leadership has been steady over the past eleven years, having had one principal for eight of the eleven years and another for the last three years. Teacher turnover has fluctuated since 2004 with 2013 having the largest mobility at 45%. Teacher mobility in the 2014 school year revealed 21% new teachers at Baseline. The teachers averaged between four to ten sick days a year over the course of the ten years and on average used at least 1 of the 2 allowed personal days. There has been a decline in the use of professional days over this time frame. The state of Arkansas mandates that licensed educators accumulate at least 60 hours of professional development yearly. In addition to the school based professional development, the district offers professional development to all employees to assist in not only meeting the requirement but also to help educators meet the academic needs of all students. Baseline has seen a decline in teachers completing 60 hours of professional development going from 96% in 2004 – 2005 to only 78.6% in 2013-2014.

Student discipline has been low, overall averaging less than one incident or consequence per day over the past ten years. However, during the 2013 – 2014 school year, the number of more serious discipline sanctions totaled 72 which were almost all a result of fighting. For the fall semester 2014, fighting continues to be the reason for disciplinary sanctions with a total of 37 infractions through December 2014. Teachers

report that students who act out and create classroom disruptions is a daily classroom problem for most teachers.

In April 2015, a Climate Survey taken by 83 3rd – 5th graders indicates that safety and security issues as well as disciplinary distractions in the classroom do exist at Baseline. When on the playground, 61.3% respond that they feel unsafe and 25.9% feel unsafe in the bathroom. Bullying is also an issue as 54.6% indicate that other kids help if they see someone being bullied or picked and only 53.7% of students tell adults at school when other kids are being bullied or picked on. Over 40% of students report that students who misbehave take a lot of my teacher's time.

Baseline has community partnerships with the Baseline Neighborhood Association, Quail Valley Apartments, two local McDonalds, and the St. Mark Episcopal Church. Parental involvement has been relatively low, with the highest average volunteer hours per day being 46.7 in 2005-2006 and lowest being 6.8 average hours per day in 2010-2011. During the 2013 – 2014 school year, the average hours of volunteer time per day was 15.3.

8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:

Recipient Middle School	Grade Span		Recipient High School	Grade Span
Cloverdale Middle School	6-8		McClellan High School	9 -12
Mabelvale Middle School	6-8			

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 Job Description attached	Principal position will be advertised and a principal hired	TBD	TBD	TBD
Iciphine Jones, Assistant Principal School Improvement Specialist	M.S.E., Elementary Education; B.S.E., Elementary Education; Master Principal K-9; As Humphrey elementary principal 1994 – 2009 - school was recognized by SEDL as a model school; Reading Specialist; School Improvement Specialist; Curriculum Coordinator; Federal Programs Coordinator Forty years educational experience	1 year	1 year	6 years
Dr. Sadie Mitchell, Associate Superintendent of Elementary Schools	Ed.D. Education; Ed.S., M.S.E. Elementary Administration; B.S.E. Elementary Education Little Rock School District: Associate Superintendent for Elementary Schools 11yrs; Member and Chairperson of the Magnet Review Committee 13 yrs; Associate Superintendent	9 years	19 years	32 years

	for School Services (elementary & secondary) 7yrs; Co-Interim Superintendent 1 month; Elementary School Principal 6 yrs; District Summer School Principal grades 1st – 6th 3 yrs; Assistant Principal and Early Childhood Education Coordinator 1 yr; Monitored CBI (Community Based Instruction) 1 yr; and Teacher 1st grade/Theme Coordinator/Lead Teacher 5 yrs England Public School District Arkansas: Special Education Teacher/Lead Teacher 4 yrs			

For Baseline Academy, the district is implementing the Turnaround model for school improvement. As part of the Turnaround design, securing a school principal that has a documented track record for school improvement and student achievement is paramount.

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

The following are examples of the job description to be used in the Baseline Academy principal selection process.

SAMPLE POSITION DESCRIPTION

Job Title: Elementary Principal – Baseline Academy **Job Code:** Pay 11S

Job Family: Certified Administrative **FLSA Status:** Exempt-E

Pay Program: Administrative **Pay Range:** Grade 69

Contract: 11 Months - 220 Days **Prepare Date:** June, 2015

SALARY AND TERMS:

Pay 11S – Grade 69 $52,778 - $93,072 - an eleven (11) month, 220 day contract, plus Benefit Package. NOTE: Precise placement within the salary range will be determined based upon experience and education. FLSA: Exempt

---

SUMMARY:

The principal of Baseline Academy will serve as a dynamic, innovative turnaround leader of a Kindergarten through 5th grade school. The principal will be responsible for building a team of highly capable elementary teachers who provide instructional leadership for rapid school improvement and student achievement. The curriculum is designed around a rich culturally responsive literacy instructional approach which is integrated across the curriculum. The principal will be responsible for implementation of Turnaround strategies and interventions within an extended school day for all students and teachers.

QUALIFICATIONS:

1. Master's degree or higher with eligibility for Arkansas certification as an elementary principal required.

2. Must satisfy Framework for Teaching Proficiency Assessment as required by the Arkansas Department of Education.

3. Must have at least three years of successful experience as a teacher and/or administrator in an urban school district.

4. Excellent writing skills, as well as experience and expertise in strategies to infuse technology across the curriculum.

5. Broad knowledge of the principles and practices of school administration including financial management.

6. Expertise in building instructional capacity, curriculum development, and knowledge of strategies to differentiate instruction, modify assessments, and adjust the pace of learning for all students.

7. Persistent use of data and researched-based focus on student achievement.

8. Strong and visible communication skills with the ability to welcome interaction with all members of the school community (students, teachers, families, etc.)

9. Demonstrate experience in building partnerships and resources for a school.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The principal will provide effective instructional leadership for Baseline Academy and be responsible for directing and managing instructional programs, service operations, and personnel at the campus level. The principal will provide leadership to ensure high standards of instructional service and will oversee compliance with policies, the success of instructional programs and operation of all campus activities.

A. Student Achievement Leadership:

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

B. Organizational Leadership:

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

C. Instructional Leadership:

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

D. Management:

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

E. Community Partners:

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

F. Ethical Leadership:

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

G. Environmental Context Leadership:

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

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

In accordance with the Arkansas Department of Education Administrator Licensure Standards and the Educational Leadership Consortium Council Standards for Advanced Programs in Educational Leadership, the evaluation system developed to evaluate district principals and assistance principals is grounded in the **Leader Excellence and Development System** (LEADS) for administrator evaluation. The LEADS process is directed by the appropriate level superintendent. For Baseline, the Associate Superintendent for Elementary Schools, Dr. Sadie Mitchell, serves as the chief evaluator for elementary schools.

The LEADS process is based on six state and national standards: Organizational Leadership, Instructional Leadership, Management Leadership, Community Partnership Leadership, Ethical Leadership and Environmental Context Leadership. Each standard is further defined by specific performance indicators and rubrics that clearly establish the expected behavior for each indicator.

Using a differentiated model of evaluation, principals and assistant principals are evaluated yearly on all six standards and corresponding performance indicators. Our current evaluation system places tenured administrators into a three-year cycle, where a more in-depth and formal evaluation of their achievement is assessed. During the administrator's cycle year, the principal participates in a pre and post-conference with his or her respective Associate Superintendent who is the evaluator. A mid-year conference with the principal is held to review evidence and progress on standards and indicators.
Throughout the year, the respective Associate Superintendent conducts unannounced focus walks in all schools but with specific concentration on the schools of the principals to be formally evaluated during the cycle year. A summative evaluation is conducted to review the final achievement.

Initially, an orientation for Principals and Assistant Principals is held to review the Arkansas Principal Evaluation System materials and evaluation process. During the orientation, a clear explanation of the Principal Evaluation Rubric is provided including highlights of the four levels of performance (exemplary, proficient, progressing, and not meeting standards) as well as the three categories of leadership: novice, inquiry, and intensive. Novice leaders are those that are new to the district, new to principalship, just completing principal licensure, or transitioning from Assistant Principal to Principal. Inquiry leaders are those who consistently rate progressing, proficient, and/or exemplary on the standards and functions contained within the Principal Evaluation Rubric. Intensive leaders are those who have received a "not meeting standards" performance rating" and for whom a Principal Professional Intensive Growth Plan is or has been developed.

In preparation for the first evaluation meeting, the Principal/Assistant Principal completes a Principal Evaluation Rubric Self-Assessment, ideally informed by use of a Principal Staff Leadership Survey. The evaluator completes a Principal Evaluation Rubric for initial assessment as well. The evaluation rubric tracks school leader performance within six standards: School Vision, Mission, and Goals; Teaching and Learning; Managing Organizational System and Safety; Collaborating with Families and Stakeholders; Ethics and Integrity; and the Education System (pertaining to the political, social, economic, legal, and cultural context of the school). Collectively, the six standards gauge performance through thirty-one aspects of school operations ranging from promotion of continuous improvement to comprehensive and rigorous curricular programs to professional development efforts and building relationships with parents and caregivers.

Completed rubrics (both the Principal/Assistant Principal and the evaluator's) are reviewed at an initial meeting. The meeting serves as an opportunity for selection of the standards and functions to include in the Principal Professional Growth Plan. The leadership category for the Principal/Assistant Principal is selected at this time. Following the initial meeting, follow-up occurs on a schedule determined by the leadership category. Novice leaders meet with the designated evaluator on a monthly basis until the leader has demonstrated progress. At this point meetings are scheduled at the discretion of the evaluator. Meetings occur a minimum of four times annually. Inquiry leaders meet with the evaluator at least twice each year. Intensive leaders meet monthly at a minimum.

The Principal Professional Growth Plan is developed based on the discussion during the initial meeting. The Principal/Assistant Principal selects the school problems on which emphasis for the year is placed (according to the school ACSIP Plan), the associated goals, the leadership strategies to be utilized, the result indicators, and the data to provide monitoring feedback. The completed Professional Growth Plan is submitted to the evaluator. The Professional Growth Plan outlines growth targets in a systematic, detailed, and measurable manner.

Formative Assessment Conferences occur to review progress made towards implementation of the professional growth plan. The evaluator and Principal/Assistant Principal review data relating to the leadership impact including documentation from school visits, notes from Principal/Assistant Principal observations, feedback received from the Principal, and other data that indicates results.

As a culminating activity in the evaluation process, the administrative evaluator completes a Principal Evaluation Rubric for Summative Evaluation and the Principal/Assistant Principal completes a Reflective Narrative. This occurs annually for novice and intensive leaders and once every three years for inquiry leaders.

During the non-cycle evaluation year, administrators complete a Professional Growth Plan and must produce documentation that shows their progress on any identified standard and performance indicators during informal drop-ins at the building-level or as requested by the respective Associate Superintendent. Non-tenured administrators

(with 3 or less years) are evaluated yearly on all six standards for three consecutive years until tenured status is achieved. During this time, these administrators are evaluated yearly with a pre-conference, mid-year conference, and a summative conference to include a final/summative evaluation.

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

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

Recommendations for employment are made based on: (1) the performance level ratings of the Principal Evaluation Rubric; (2) evidence of student learning and teacher growth, and (3) progress on implementation of the Principal Professional Growth Plan. Documentation of the LEADS process is placed in the personnel file of the Principal/Assistant Principal.

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

In accordance with the Arkansas Department of Education, all teachers (including guidance counselors and media specialists) are evaluated utilizing the Arkansas State Department of Education **Teacher Evaluation and Support System (TESS)**. TESS is built upon the Framework on Teaching developed by Charlotte Danielson. The Framework is centered on four domains – Domain I: Planning and Preparation, Domain II: Classroom Environment, Domain III: Instruction, and Domain IV: Professional Responsibilities. Within the four domains, twenty-two associated components of professional teaching practice are outlined:

1. Demonstrating knowledge of content and pedagogy
2. Demonstrating knowledge of students
3. Setting the instructional outcomes
4. Demonstrating knowledge of resources
5. Designing coherent instruction
6. Designing student assessments
7. Creating an environment of respect and rapport
8. Establishing a culture for learning
9. Managing classroom procedures
10. Managing student behavior
11. Organizing physical space
12. Communicating with students
13. Using questioning/prompts and discussion
14. Engaging students in learning
15. Using assessment in instruction
16. Demonstrating flexibility and responsiveness
17. Reflecting on teaching
18. Maintaining accurate records
19. Communicating with families
20. Participating in a professional community
21. Growing and developing professionally
22. Showing professionalism

TESS is intended to provide an integrated system to improve student learning that links evaluation procedures with curricular standards, professional learning activities and targeted support to assist teachers in improvement of their instructional skills and content knowledge. The components for professional teaching practice are organized into a detailed rubric to assist evaluators and teachers in being specific about expectations and goals. The rubric is utilized to assist in creating consistency in evaluation in public school systems.

Administrators must obtain certification to evaluate teachers. All teachers are also required to complete training on the system. School administrators (principals) are responsible for implementing TESS for their building instructors. The schedule of

teacher evaluation varies according to teacher tracks. Three tracks are available for classification of teachers:

- Track 1 - the Novice/Probationary track for teachers with less than three years of classroom teaching experience or less than one year of teaching experience in the district;
- Track 2 - the Interim Track for teachers who have successfully transitioned out of the Novice Track;
- Track 3 – the Intensive Support Status Track for teachers who receive an unsatisfactory rating in any domain of the components for professional teaching practice.

Interim teachers undergo the complete evaluation process every three years while Novice/Probationary and Intensive Support Status teachers are evaluated annually.

The evaluation process consists of formal and informal observations, collaborative construction of a professional development plan, and summative evaluation. The process varies for each track.

The process for Novice/Probationary teachers is as follows:

- June through September: Teacher and evaluator trainings.
- August through October: Complete TESS self-assessment to inform Professional Development Plan (PDP); Develop the PDP; gain ongoing support from a teacher-mentor; Engage in informal observations; plan professional development and instructional goals collaboratively with the building Principal.
- September through December: Engage in formal observation (to include pre-conference, observation, and post conference.
- November through April: Conduct additional informal observations; conduct additional formal observation if needed.
- December through January: Conduct a mid-year review of the Professional Development Plan and observation results; incorporate revisions as needed.
- April through May: Hold a Summative Evaluation Meeting - Evaluator and teacher conference to discuss observation results and artifacts; Evaluator completes the final summative rating utilizing the Summative Evaluation Form and Scoring Guide; Teacher and evaluator collaborate on updates to the Professional Development Plan for the following year.

Interim teachers follow a very similar process, but it is extended over the course of three years. The complete cycle consists of engaging in training, undergoing informal and formal observations, consistent review and updating of the professional development plan, collection of artifacts to illustrate effective use of teaching practices and classroom and professional management strategies, periodic conferencing with the building principal/evaluator, and completion of a summative evaluation.

For teachers on the Intensive Support Track all of the evaluation components are included and take place on an annual cycle. Following training in June and August,

stipulations are put in place to require informal observations to occur twice each month. The teacher professional development plan is strengthened to become an Intensive Growth Plan. Use of formative evaluation forms outlining observation findings assists the teacher in updating the Intensive Growth Plan (IGP). The observations and IGP updates occur from September through April and the summative evaluation occurs in April. Final recommendations may include transitioning the teacher off the Intensive Track into probationary or interim status, extension of Intensive Support status for up to two more semesters, or recommendation for termination or non-renewal if progress in the event that evidence of progress is not found.

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

2014 - 2015

In an effort to kick-off the current school year with intensive focus placed on school improvement, the Baseline Elementary school leadership worked with district leaders, ADE and the school-based School Improvement Specialist to develop a short-term plan for the first 45-60 days of the school year. This plan is formatted to encourage daily focus of school leadership on key actions to promote visible impacts on improvement.

Activities in the Baseline plan included lesson plan professional development for teachers prior to the start of the school year. Teachers received training on how to incorporate eight key facets into all lesson plans: goals and objectives, methods, activities and tasks, assessment, student grouping, questioning, materials and resources, and homework. Emphasis was placed on the establishment of school-wide rituals and routines for a safe and orderly learning environment during teacher professional development. Additional activities promoted strategies for student engagement and ESL instruction. A review of the Classroom Observation Tool and data reports occurred as well.

During the current school year, Baseline has been supported by intensive Leadership Team development programs provided by the district which focused on routine coordination of effective meetings, stabilizing leadership team membership, and ensuring record-keeping of meeting discussions and progress. Leadership Team improvement has occurred and a Parent and Community Committee has been formed as well.

A School Improvement Specialist is designated to work at the school site to support improvement efforts and provide ongoing embedded professional development for effective classroom walk-throughs (CWTs) with immediate feedback for teachers. CWTs and focus walks are being utilized to encourage and monitor use of lesson plans, student grouping, classroom management and general teacher progress towards professional growth plans. Ongoing professional development efforts are providing support for increased use of common formative assessments and additional focus on strategies for ESL students.

2012 – 2013 and 2013 - 2014
For two years, 2012 – 2013 and 2013 – 2014, school reform efforts were led by the external provider, Pearson. Work included development of programs to promote and celebrate student success, make high expectations a visible cultural component, and reinforce positive behavior.

Monitoring for consistent use of parent and community sign-in sheets indicated formalized efforts to increase involvement. Leadership support for improving teacher and classroom monitoring was provided. The number and quality of classroom walkthroughs increased and mechanisms were put in place to encourage immediate and productive teacher feedback. Co-teaching, facilitation of collaboration meetings, modeling and a variety of in-classroom supports were implemented to assist teachers in effectively utilizing high-yield instructional strategies. Support and direction for proper use of common formative assessments was provided. Training to promote use of Sheltered Instruction Observation Protocol (SIOP) as an effective instructional strategy for ELL students occurred and is in use in some of the Baseline classrooms.

2011 – 2012 and 2010 – 2011
Prior to the current work with Pearson, Baseline spent two years working with Evans-Newton's *Target Teach*. During this time efforts strived to match daily classroom learning with formative test content by providing curricular resources and intensive instructional support. A major focus of *Target Teach* support relies on alignment and use of data to gauge student improvement. Services included: delivering high-impact teaching through modeling of effective instruction, practice, and assessment; assisting teachers in delivering highly-focused instruction that translates into increased student performance; providing guidance to teachers on hard-to-teach concepts; sharing current educational methodologies from leading educational theorists; and integrating resources covering all phases of effective teaching. Target Fundamentals curriculum resources were utilized for targeted intervention. Support included provision of Parent Assisted Learning (PAL) materials for parent involvement. PAL materials provided parents with information outlining state standards, reinforced high-stakes test objectives through aligned take-home activities, and engaged parents in strengthening their child's knowledge base.

2009 - 2010
Baseline was a *Success for All* school. *Success for All* implemented a four-component approach to support – leadership, instruction, school-wide intervention, and professional development. Leadership support focused on developing collaborative leadership strategies, monitoring school improvement, and consistent utilization of data. Use of data and monitoring was promoted to support the school in exploring approaches to student grouping. Instructional supports included endorsement of a collaborative learning approach and provision of rich classroom materials and instructional guides. School-wide intervention supports included provision of curricular resources for social and behavioral development, facilitation of school-wide teacher-teams, and support for tutoring program and family involvement. Professional development efforts focused on

intensive coaching and facilitator training to improve use of collaborative teams and teacher-to-teacher PD approaches.

High teacher turnover and changes in Principal leadership diminished the success of Baseline reform initiatives. Additionally, extreme high poverty settings surrounding the majority of the student body as well as cultural disconnect and language barriers posed by high numbers of Hispanic students and families pose challenges to creating a school environment of high expectations and success.

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	2014	2013	2012	2011	2010
Reading/Language/English	42.02	42.9	53.4	45.3	50
Mathematics	45.38	42.9	50.9	54.7	50
Science	14	8.3	15	8.6	12.2
Social Studies					
Writing					

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

Test Year: 2013-2014

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2014	2013	2012	2014	2013	2012	2014	2013	2012	2014	2013	2012	2014	2013	2012
Reading/ Language/ English	NA	NA	NA	41.43	41.9	50.7	43.75	46.7	48.9	NA	NA	NA	0	0	16.7
Mathematics	NA	NA	NA	35.71	33.8	57.4	60.42	48.3	37	NA	NA	NA	15	17.6	16.7
Science	NA	NA	NA	10.3	4.55	2.7	21.4	10.53	4.3	NA	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

Test Year: 2014

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	36.9	36.6	51.2							
Mathematics	54.3	43.3	37.25							
Science			14.0							
Social Studies										
Writing										
Other										

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	21.6	65.7	42.8							
Mathematics	43.2	47.3	38.1							
Science			7.14							
Social Studies										
Writing										
Other										

Test Year: 2012

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	34.8	56.1	4 0							
Mathematics	50.0	53.7	45.7							
Science										
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2014-2015 school year: 95.1%

5. Mobility rate for the 2014-15 school year: 17.6%

6. Graduation rate for all students for the 2012-2013 school year: Not Applicable

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

	All Students
2013	N A
2012	N A
2011	N A

Key Questions

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

A trend analysis of the percentage of students in each subgroup who tested proficient or better on the Arkansas Benchmark Exams for elementary students has been completed by the school leadership team and central office team. This has led to the identification of specific subgroups of students who are experiencing the lowest achievement.

Literacy Analysis:

- African American – Trend data for the African American subgroup indicates that 44.8% of students were proficient or better in 2011; 50.7% were proficient in 2012; 41.9% of students scored proficient or better in 2013; and 41.43% scored proficient or better in 2014.
- The overall four year trend reflects a 3.37% decrease with respect to the baseline performance percentage.
- Hispanic – Trend data for the Hispanic subgroup indicates that 40% of students were proficient or better in 2011; 48.9% in 2012; 46.7% scored proficient or better in 2013; and 43.75% scored proficient or better in 2014. The overall four year trend reveals a gain of 3.75%% with respect to the 2011 baseline performance percentage over the four year period.
- Students with Disabilities – Trend data for the Special Education subgroup indicates that 8.3% of students were proficient or better in the 2011; 16.7% in 2012; 0% in 2013 and 0% in 2014. The overall four year trend documents a disappointing 100% loss in the percentage of students performing at proficiency or better.

Analyzing the trend data for the four year period in literacy confirms that the Hispanic subgroup increased by 3.75% between over between 2011 and 2014. However, the four year trend also reveals that the African American (-3.37%) and the Students with Disabilities (-100%) subgroups declined in proficiency performance. The Students with Disabilities (-100%) subgroup experienced the most loss of achievement of all subgroups over the course of the four year trend.

Analysis of the subgroup data indicates a need to strengthen comprehension of literary, content, and practical reading passages by interpreting, analyzing, comparing, contrasting, and evaluating texts and inferring meaning from text. All subgroups scored lowest on open response items for content and practical passages. Additional analysis indicates the need to focus on the development of academic vocabulary across subgroups.

Math Analysis:

- African American- Trend data for the African American subgroup in mathematics indicates that 49.3% of students were proficient or better in 2011; 57.4% were proficient in 2012; 33.8% of students scored proficient or better in 2013 and 35.71% achieved proficiency or better in 2014. A 16.43% gain with respect to the baseline percentage was made from the 2011 to the 2012 school years followed by a 41.11% decrease in the 2013 school year with respect to the 2012 percentage rate and a slight increase of 1.91% between 2013 and 2014. The overall four year trend reflects a 21.69% decrease with respect to the 2012 and 2014 proficiency scores.
- Hispanic – Trend data for the Hispanic subgroup indicates that 50% of students were proficient or better in 2011; 37% in 2012; 48.3% in 2013 and 60.42%

scored at the proficiency level in 2014. After a drop in the proficiency level by 12% between 2011 and 2012, the proficiency level increased by an impressive increase of 23.42% between 2012 and 2014.

- Students with Disabilities – Trend data for the Special Education subgroup indicates that 16.7% of students were proficient or better in the 2011; 16.7% in 2012;17.6% in 2013 and 15% in 2014. This group has seen a decline in proficiency level over the four year period.

Additional analysis of the subgroup indicates the lowest identified areas of the combined population and all subgroups were measurement and the ability to perform open response items.

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

Not Applicable to Baseline Elementary School. However, almost 100% of Baseline students move to Cloverdale Middle School then on to McClellan High School. McClellan High School's graduation rate for the 2014 school year was 70.3% or 16.6% points below the Arkansas state average graduate rate of 86.9%.

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

A review of the 2014 state mandated assessment data reveals that student performance in literacy is lagging behind progress made in mathematics. The All Student Group's performance was 42.02% proficient or above; however, this group's performance target was 58.96%. The Targeted Achievement Gap Group's (TAGG) performance was 40.91% proficient or above but the expected target was 58.50%. The TAGG group did meet their growth goal as their growth was 73.77% with a target goal of 68.76%. The ESEA subgroups of African American and Hispanic students failed to meet their performance targets by 21.07% and 9.61% respectively. The ESEA subgroup Economically Disadvantaged student performance was 43.56% proficient or above with a performance target of 58.09%. The English Language Learners student performance in literacy was 37.21% proficient or advanced with a target of 52.27%. The subgroup Students with Disabilities also failed to meet their annual performance objective (50%) by scoring only 10% proficient or advanced.

In the areas of literacy, the vast majority of Baseline students have not made academic gains in literacy. Baseline students failed to show sufficient mastery of skills in Reading and Writing to attain the Basic level. The students typically do not expand ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. Students have great difficulty in writing and performed better on multiple choice questions than open response items. These deficiencies are evident across grade levels. In grade 3, students had more difficulty with "content" passages; 4th grade student had more difficulty with "literary" passages and students in the 5th grade were challenged by "practical" passages. All three grades had more difficulty in the writing domain with content and style than with sentence formation, usage and mechanics.

Math performance is also a major area of concern for Baseline. The scores have not increased on an annual basis and are not stable. The All Student Group's performance was 45.38% proficient or above which is well below the target goal of 66.04%. The All Student Group also failed to make their growth target (73.39%) with a growth goal of 39.91% proficient. The TAGG performance was 46.36% proficient or advanced, but the performance target was 65.05%. The ESEA subgroup African American student performance was 35.71% proficient or above with a performance target of 68.97%. The Hispanic subgroups scored 60.42% proficient or above with a performance target of 61.67%. The subgroup Economically Disadvantaged proficiency score was 49.50% with a performance target of 64.71%. The ESEA English Language Learners student performance was 58.14% proficient or above; however, the subgroup's performance target was 60.80%. The final subgroup, Students with Disabilities, performed at the 15% proficiency or above rate; however, the performance target was 50%.

In math, most students fail to show evidence of understanding the mathematical concepts and procedures in the five mathematics content strands. The primary deficits were in Measurement, Data Analysis and Probability along with Geometry.

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

The characteristics of the student demographics that should be taken into account in selecting a model and external partner include a careful examination of the various subgroups that are served by the school. Extremely high percentages, 96.3%, of Baseline's students qualify for free and reduced lunch. Baseline also has a high English Language Learner population at 52.6% of the students. Research indicates that identifying and mediating resistance from students and families is a key component to successful turnaround efforts. (Brinson & Steiner, 2012) Understanding non-traditional approaches to student and family motivation as a means to respond to perceived and real barriers is an essential skill of a successful program partner. (Usher & Kober, 2012)

For Baseline, a provider with extensive experience in working with a high-poverty student and family population as well as a high ESL population would be considered the "perfect match." The ideal provider will assist teachers and staff using a shoulder to shoulder model with innovative strategies that address the daily disruptions caused by student misbehavior, neighborhood crises, little parental involvement, and learning deficits. They will assist teachers and staff in believing that their students can learn at high standards and help motivate teachers to teach in dramatically different ways rather than the "old fashion – typical" teaching behaviors that have failed students in the past.

Given that 52.6% of the student population are English Language Learners, it is critical that the provider have the expertise and tools to provide the administration and facility with strategies for creating a culture of ELL Advocacy and Achievement, provide professional development tools that build teachers' knowledge of second language acquisition and supply tips for strengthen home-school-community connections. (Alford & Nino, 2011)

Given the 17.7% SPED population, it is equally important to provide services for teachers in the best practices related to students with special needs. The success rate with the Special Education students is at 0% proficient. Technical assistance and intensive professional development in effective strategies for inclusion practices is a high priority.

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

Characteristics of the enrollment area of Baseline that should be taken into account in selecting a model and external partner and/or providers are those of an urban area. The enrollment area of Baseline encompasses the city's high crime area. During the 1990s, the enrollment area was notorious for gang problems. With commitment and outreach from the community, the area is revitalizing itself for the better.

The main characteristics to consider are the cultural issues that stem from the current demographic circumstances. The majority of the student population is African American, and most of the students come from low income backgrounds (96.3% are qualify for free and reduced lunches) coupled with a high ELL population (52.6%). The area is also characterized by visible inequity, with low income housing located in close proximity to higher income neighborhoods.

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

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

The Arkansas Department of Education conducted a school audit at Baseline Elementary School from October 17-22, 2010. Findings, recommendations, implementation progress, the timeline, and the evaluation processes for each standard area are outlined below.

Baseline Elementary School Scholastic Audit Summary		
Academic Performance (Standards 1, 2, and 3)		
Findings	**Recommendations**	**Progress and Timeline**
• School curriculum committee not established • Common planning time not utilized effectively • Effective instructional and assessment practices not in use • Leadership Team discussions do not address curriculum • Instruction not linked to assessment • Use of rubrics not established • Teacher-created assessments are weak • Differentiation is very limited, often absent	• Targeted professional development (higher order thinking, data, learning styles, technology) • Implement school-wide use of research-based instructional strategies • Establish school curriculum committee • Increase leadership monitoring and guidance for quality instruction and assessment • Increase job-embedded professional development • Collaborate and plan to increase relevancy of instruction • Formalize system to	Oct 2010 – May 2015 • Increased number and focus of classroom walkthroughs • Classroom observation records and feedback processes have improved • Some occurrence of job-embedded PD as evidenced • Records indicate provision of PD for formative assessment, data/data walls, collaborative planning, workshop model and other research-based instructional practices

• Analysis of student work is lacking • Limited access to and use of technology • Constructive feedback inconsistently provided	provide timely meaningful teacher feedback • Increase available technology	• Routinely scheduled leadership team meetings occur/external provider assists with effectiveness • Increased focus/teacher time spent on data • Effective use of technology occurring • Increase district level improvement on lesson planning • Increase district level support on enhanced classroom walkthroughs
Learning Environment (Standards 4, 5, and 6)		
Findings	**Recommendations**	**Progress and Timeline**
• Teachers, other staff, and stakeholders not involved in vision or decision-making • Substantial language barriers pose challenges to parent communication • School does not have communication plan or established routine parent contacts • Student recognition needs strengthening • 43% Hispanic with no bilingual staff • Evidence of high expectation is lacking • Teacher acceptance of role in student success not fully evident • Access to supports and interventions is limited • PD is not linked to	• Empower development of a culture of high expectations via 5 specific steps outlined in SA • Develop a school communication plan • Recruit and hire Spanish-speaking personnel • Increase differentiated instruction • Establish a parent involvement committee • Provide leadership PD to develop comprehensive skills • Align professional growth plans and evaluation • Increase and improve professional growth plan feedback and response	Oct 2010 – May 2015 • Bilingual staff has been obtained • Spanish-language communications are being produced and distributed to families • Some provision of co-teaching and model respond to professional growth plans • Routinely scheduled student recognition occurring (“Party with the Principal,” “Fun Fridays”) • Parent events occurring, documentation of parent involvement improving • Documented efforts to strengthen leadership team skills are underway • School-based Intervention Team convening regularly • Volunteers in Public

professional growth plans or student assessment • Collaboration is lacking • Low levels of parental involvement		Schools records indicate increased parent/community involvement • Increased district level support on leadership team development • Some provision of common planning time for teacher collaboration and grade level collaboration • Reading teacher added to staff • District provided additional school support through a school-based School Improvement Specialist
Efficiency (Standards 7, 8, and 9)		
Findings	**Recommendations**	**Progress and Timeline**
• A safe and orderly environment is established • Data is analyzed and available; few teachers access • Meetings (Leadership Team, teachers with coaches, etc) lack productive focus, evidence of impact on practices unapparent • Needed classroom resources not always available	• Increase leadership involvement in monitoring, evaluating, and modeling best practices • Facilitate uniform reporting mechanisms from leadership to staff, staff to students, and school to parents • Frequent monitoring of use of classroom time • Professional development for differentiation, classroom management • Assessment of school	Oct 2010 – May 2015 • ADE provides ongoing accountability • Progress towards ACSIP goals is tracked through use on Indistar online tool • Initiation of use of Data Director data management system promotes timely access to data • Efforts to increase effectiveness of common planning time and ensure

• Shared vision is not established • Instructional time not utilized effectively • Little evidence of leadership skills to facilitate improvement • Flexible scheduling/matching student needs to instructor strengths not occurring • Weak vertical and horizontal planning and collaboration • Need alignment of resources with ACSIP	resources (instructional, financial, technology) • Increased stakeholder involvement in visioning and overall school performance • Ongoing ACSIP implementation and monitoring • Specific identification of task accountability and follow-up	relevancy of discussion are documented • Increasing occurrence of classroom observations encourage efficient use of classroom time • Scheduling template utilized for class planning encourages maximization of classroom time • Documented efforts to strengthen leadership team skills are underway • Use of flexible student grouping/grouping by ability documented

Evaluation of progress towards Scholastic Audit Recommendations is multi-faceted. The School Improvement Specialist relays significant information regarding meeting discussions and professional development in periodic reports. School records assist in documenting improvements in parent and community involvement and development of improved outreach to Spanish-speaking families. Implementation of systems for more efficient data management and ACSIP progress monitoring has occurred as part of district-wide improvements. Principal and School Improvement Specialist feedback assists in maintaining awareness of classroom walkthrough (CWT) documentation improvements. The improved documentation for CWTs provides evidence of increasing frequency and focus of the classroom observations.

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

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

Mr. Baker Kurrus, Superintendent of the Little Rock School District, is committed to providing direct leadership for Baseline Elementary School's SIG initiative with assistance and active participation from an experienced and capable central office staff. The district will provide leadership and support to ensure that both equity and excellence will be addressed, with the focus of reform efforts clearly centered on instruction. The Associate Superintendent for Elementary Schools, Dr. Sadie Mitchell, will provide direct turnaround support through monthly meetings with the Baseline principal, the school's leadership team, and the School Improvement Specialist to review progress toward implementation and discuss barriers as well as successes. The Associate Superintendent Dr. Mitchell will convene monthly meetings of the district's Turnaround Team. The Turnaround Team includes Dr. Karen Broadnax, Director of English as Second Language; Sabrina Stout, Reading Specialist; Laura Beth Arnold, Curriculum Specialist; Linda Young, Director Grants and Program Development, and Renee Kovach, Director of Human Resources. This team will provide monthly reports directly to the Superintendent regarding progress toward implementation and will participate in the monthly status sessions with the Baseline principal and leadership team.

Baseline Elementary School Turnaround Team*		
Team	**Function and Frequency**	**Members**
Turnaround Team	Meet with building Principal monthly to discuss implementation progress and next steps, ensure barriers are addressed, ensure sufficient balance of autonomy and	• Dr. Sadie Mitchell, Associate Superintendent for Elementary Schools • Dr. Karen Broadnax, Director of English as Second Language • Linda Young, Director of Grants • Sabrina Stout, Reading Coordinator • Laura Beth Arnold, Curriculum

	guidance from central office Provide on-going implementation support and monitoring Provide monthly status reports/updates	Specialist • Renee Kovach, Director of Human Resources
Baseline SIG Advisory Committee	Meet quarterly to engage in authentic conversation regarding school environment and turnaround process Review and provide feedback on turnaround implementation	• Dr. Terry Richard, UALR/community member • Bettye Bennett, Parent • Cathy Kohler, LREA President (Union) • Carmen Howard, Community member • Turnaround Team members • School leadership team representative, teacher representative
* Prior to the onset of each school year, a comprehensive list of functioning school-base teams will be developed. A formal plan of coordination will be developed by the building principal to ensure the highest degree of routine communication and collaboration.		

"Successful school turnaround also requires district turnaround – fundamental changes in the way that districts think about and provide support for schools" (Baroody, 2011). The district will take the lead in leveraging key resources essential to school turnaround: Leadership; Infrastructure to provide differentiated support and accountability; Conditions for effective talent management; and Effective instructional infrastructure (Player, Hitt, Robinson 2014). The district recognizes that school turnaround is a process and the School Improvement Grant provides an initial roadmap and resources to support a vibrant and energized turnaround initiative. The district leadership believes that school turnaround occurs most successfully when all stakeholders recognize that the process is organic and not static. Fluidity and rapid response to school needs are required to support the dramatic turnaround which is expected at Baseline.

The district will take the lead in establishing high expectations and share those expectations in a transparent manner, continually checking in with the school regarding progress on the expectations and the need for co-developing additional interventions needed to support increased progress. The district will maintain focused leadership that

is clearly centered on teaching and learning strategies in a coherent and comprehensive approach. The principal and teaching staff will be able to experience district support. The district acknowledges the challenges involved in implementing the Turnaround model but is well prepared and positioned for the opportunity to support a successful turnaround for Baseline. The new superintendent has assembled a talented team who has worked to carefully design an initial process in response to extensive data analysis, stakeholder input and the unique needs of Baseline students. The design and process coupled with total commitment from the district's leadership, support from the state of Arkansas Department of Education, and the Turnaround Team promise to start the school on the road to rapid improvement. The district plans to work hand in hand with the new principal and staff to establish aggressive short term achievement targets to gauge progress and modify the process as needed. Flexibility and responsiveness to formative data and school leadership requests and ideas will forge the foundation of meaningful and positive reform. The result will be long term success for the Baseline turnaround initiative.

The district is now in position with stable, visionary leadership to make turnaround initiatives one of its top priorities. The Superintendent has assembled a capable and dedicated turnaround team with a highly competent leader to whom the principal reports. He has charged the team with clear expectations in terms of ensuring a successful turnaround initiative. A Turnaround Team will support and promote full and effective implementation of SIG interventions and strategies to obtain rapid student achievement improvements.

The district will also provide guidance on turnaround practices and interventions advocated by district, state or national entities. The district will share information on rigorous evidence of effects of district/state/national sanctioned turnaround practices and will provide materials, resources and training to collect, manage, and use data for instructional improvement. Provisions will be made to provide adequate materials, resources and training to support implementation of the common core standards and follow up to ensure that the aligned curriculum is integrated into teaching.

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

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

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

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

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

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

In conclusion, the district will communicate to all stakeholders that the School Improvement Grant 1003(g) is not a program that operates in isolation by the few but rather is an inclusive systemic reform process to dramatically turnaround student achievement and other key student outcomes such as reduced discipline, improved attendance and reduced course failures. The SIG 1003(g) grant opportunity is to be used to support and inform the very heart of all school operations.

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

Over the past years, a great deal has been written about the important of leadership in general and in relation to organizational performance specifically. Academics, researchers, and practitioners from various fields of study have concluded that leadership is a one of the clear keys to successful turnaround (Herman, et al, 2008). Therefore, effective leaders of rapid improvement take focused steps that center on "leadership for learning" or "instructionally focused leadership" (Murphy, 1990). Lambert (2003) portrays the principal as the fire carrier for the school's vision, the central character in instructional planning and a collaborator who brings teachers and parent into discussions about the school's operation.

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

The principal will:

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

- Build leadership capacity across the faculty and staff through school leadership teams that are actively involved in achieving the learning goals and improving leadership.

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).

School Letter Grade

Detailed academic data for Baseline has been provided in the needs assessment section. This year, the school was also issued a letter grade of "D." The letter grade system evaluates the school's Arkansas Benchmark math and literacy exam scores, year-to-year gains made on those tests, and achievement gaps among student groups.

Interim Assessment

Interim assessment scores are provided below. The district has implemented use of The Learning Institute SOAR assessments for grades 2-5 in Math and grades 3-5 in Reading and Writing to help teachers plan instruction and identify intervention needs. Assessments are given at least four times per year to assess student progress in learning grade level content and skills. Assessment questions are similar in scope and type to the Benchmark exams. SOAR assessment scores for Baseline are outlined below.

SOAR Assessment Performance (2015) **% of students with an adjusted test score of 70% + for mathematics and 75% + for literacy**			
Subject	**Goal**	**Students Meeting Goal**	**Difference from Goal**
Reading	80.0 %	21 of 118	-60.0 %
Writing	80.0 %	10 of 104	-70.0 %
Math	80.0 %	85 of 160	-30.0 %

In the 2014-15 school year, the Little Rock School District began utilizing Scholastic Math Inventory (SMI) as an additional means of student assessment. This assessment operates as a universal screener and formative assessment to gauge differentiation and RTI. Elementary students took SMI tests two times during the Fall semester. Student Academic Growth as evidenced by Scholastic Math Inventory Results is provided as follows.

Grade	1st Test	2nd Test	1st Test	2nd Test	1st Test	2nd Test	1st Test	2nd Test
	Below Basic	Below Basic	Basic	Basic	Proficient	Proficient	Advanced	Advanced
K	76	29	18	40	4	29	2	2
1st	93	51	5	40	2	9	0	0
2nd	70	33	30	65	0	3	0	0
3rd	95	73	5	27	0	0	0	0
4th	98	89	2	9	0	2	0	0
5th	89	82	11	18	0	0	0	0

SOAR scores show little evidence of school academic progress. However, Scholastic Math Inventory results indicate that many students moved from below basic into basic performance. Movement from Basic to Proficient is also noted.

English Language Development Assessment (ELDA)

The English Language Development Assessment (ELDA) is designed to measure academic and social language proficiency for English Language Learners in five domains: Comprehension, Reading, Writing, Listening and Speaking. The Baseline ELDA results are an important gauge of the efficacy of currently implemented ESL instructional techniques and interventions. The ELDA results for the school are provided below.

Baseline Elementary English Language Development Assessment (2014) % of students tested who met Level 5 standard overall and by language domain				
Domain	% met Level 5	Goal	Difference from Goal	Students Meeting Goal
Composite	2.1%	80.0 %	-77.9 %	2 of 95
Comprehension	6.3%	80.0 %	-73.7 %	6 of 95
Reading	6.3%	80.0 %	-73.7 %	6 of 95
Writing	2.1 %	80.0 %	-77.9 %	2 of 95
Listening	20.0 %	80.0 %	-60.0 %	19 of 95
Speaking	30.5 %	80.0 %	-49.5 %	29 of 95

ACSIP

The Baseline ACSIP Plan guides school initiatives. The plan places emphasis on the following priorities and goals:

Priority 1: Literacy

- Goal: To lessen the achievement gap between proficient and non-proficient learners.

Priority 2: Math

- Goal: To improve mathematical skills in grades K-5 by concentrating on the lowest identified areas through data analysis (i.e. measurement, geometry, data analysis, probability, and open response questions.)

Priority 3: Wellness

- Goal: The purpose of the Baseline wellness priority is to improve the health of students and instill lifelong healthy habits for students, parents, and staff; which in turn will assist to increase the academic performance of our school. Wellness activities include nutrition education, hand washing for disease prevention, dental care, and physical fitness.

Priority 4: Parental Involvement and School Climate

- Goal: Teachers and parents will work together to develop interpersonal and academic skills in students, which will directly impact student behavior and achievement.

Priority 5: 2014-2015 Priority Improvement Plan

- Goal: To implement selected "Turnaround Principles" to guide effective and continuous building level school improvement practices as specified by Arkansas' ESEA Flexibility Waiver.
- Goal: To develop leadership to support teaching, learning, organizational direction and high performance expectations and create a learning culture.
- Goal: To develop teacher capacity by attending professional development, analyzing data maintaining records, communicating with parents, and implementing the core curriculum.
- Goal: To ensure the school's climate by setting high expectations, reinforcing positive behavior, changing negative behavior, and engaging all stakeholders.
- Goal: To function as an effective learning community that supports a climate conducive to performance excellence.
- Goal: To ensure the school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance by holding students accountable for their learning.

Priority Improvement Plan and Interim Measurable Objectives

The Priority Improvement Plan goals are stated above in the ASCIP plan discussion. Interim Measureable Objectives (IMOs) are tracked in quarterly ESEA reports. IMOs left unmet as of the 3rd quarter include the following:

Student Progress and Achievement – By April 3rd, 2015, 60% of students will obtain 75% or better on their Post Tests as determined on track for the AMO in Math and

Literacy. Evidence shows that CFA's were written in alignment with PARCC's rigorous format and application of knowledge was challenged in accordance. An assessment of instructional deficits is planned for the 4th quarter.

Student Safety and Discipline – By April 3rd, 2015, in comparison to third quarter of 2013-14, a 5% increase in attendance to the Party with the Principal will occur. (The Party with the Principal is an incentive for student attendance.) Evidence shows that high mobility negatively impacted student attendances, which led to a decrease in the number of students receiving the incentive.

Teacher Professional Development

Baseline teaching faculty has received 2,283 hours of professional development thus far in the 2014-15 school year. The primary focus has been improving instructional strategies. Ample time has been spent highlighting and reviewing literacy and math curriculum maps and also instructing for the use of educational technology. Hours have been dedicated to Advocacy/Leadership Training, Parent Involvement Strategies, or Data Disaggregation.

Student Health, Behavior and Attendance

In terms of student behavior issues, fighting, bullying, refusing to follow rules, disorderly conduct, and repeated violations of category one offenses are the most frequent type of discipline behavior resulting in an office referral. The average daily attendance rate for students is 95.1%. However, absenteeism is an issue because 37.5% of students have missed more than seven days of school this year. The school mobility rate is very high at 17.6%.

The Little Rock School District data dashboard indicates that 1.5% of students are in foster care and 4.1% of the students are classified as homeless.

The School Health Index (SHI) outlines a lack of access to physical activity facilities during out of school hours. Other areas of need include parent and family involvement and anti-bully or violence prevention. Recommendations include placement of anti-bully signs and other visible supports for a peaceful environment, increased anti-violence/conflict resolution programming, assignments and projects to support increased family involvement and increased promotion of student, family, and community activities promoting physical health. Data provided by the school nurse shows ADHD/ADD and asthma as the most common student health conditions. Nurse counseling to encourage improved student personal hygiene occurs somewhat frequently. Health records also indicate occurrence of suspected abuse and corresponding reports to the Department of Human Services (DHS). A large number of students receive mental health intervention services as evidence by the chart below.

2013-2014 Mental Health Data for Baseline Elementary		
Provider	**Number of Students Served**	**Primary issues**
DaySpring Behavioral Health Services	34	Poor impulse control, verbal/physical aggression, anxiety, self-harming

Baseline Teacher Input

During School Improvement Grant planning meetings, teachers indicated that the school was in need of curricular supplies. Increased support for English Language Learner students and their families was highlighted as a pronounced need at the school. The need for positive mentors and role models for African American male students was noted. The teachers felt that additional school technology would be very helpful. Teachers commented that new students arrived to the school throughout the year, even at the end of the second semester. Teachers also noted the difficulty in instructing students that do not speak English. The challenge of increasing parental involvement was noted.

Parent Input and Perceptual Data

Baseline completed parent surveys for each quarter of this year. The results are highlighted below.

First Quarter Parent Survey Results 2014-2015 School Year

Total Surveys Collected-70 (31 English, 39 Spanish)

1. Do you need help with how to assist your child with homework?
   Yes N=30, No N=40

2. Are you aware that we have a Parent Center with free reading materials and computers with internet access available for you during the school day?
   Yes N=40, No N=30

3. Which websites are you connected to?
   - Edline N=27
   - Class Dojo N=25
   - First in Math N=5
   - Baseline's Facebook Page N=11

4. Are you receiving your child's homework and reviewing his/her agenda book daily?
   Yes N=68, No N=2

5. Are you receiving a paper copy of the Parent Newsletter?
   Yes N=67, No N=3

6. Would you prefer that the Newsletter was send to you via email or text?

Yes N=36, No N=34

7. What parent workshops would you like to take?
    - English as Second Language-33
    - Making Materials to Learn at Home-23
    - GED-2

8. Which materials do you have access to at home?
    - Pencils and paper N=64
    - Crayons and markers N=56
    - Computer with internet N=26

9. What challenges do you face in participating in your child's school experience?
    - None N=35
    - Transportation N=6
    - Child care N=6
    - No materials at home N=0
    - Don't understand how to help with homework N=10
    - Little to no English N=25
    - Other-I work, sometimes I don't have time N=1

10. Are the times of school activities convenient for you?
    Yes N=43, No N=27

11. If not, what time is best?
    - 8-10 am N=9
    - 10 am-12 pm N=6
    - 12-2 pm N=2
    - 2-4 pm N=1
    - 4-6 pm N=18

12. Has your child's teacher asked you to volunteer in her classroom?
    Yes N=13, No N=57

13. In what areas would you like to volunteer?
    - Chaperone a Field Trip N=30
    - Cut out materials for teachers N=29
    - Gentlemen's Club N=1
    - Teach students something (folk dance, chess, etc.) N=7
    - Listen to a child read N=23
    - Help class with Science Fair Project N=8
    - Other-Volunteer in classroom, Willing to help in any area, Cooperate in something N=3

14. Do you have any other suggestions for us?
    - We ask the parents and teachers should have a day where we let our

children express to us how they feel about their education. Instead of the parents and teachers doing all the talking and letting them listen. Let's listen to our children and students.
- I can help wherever it's needed.
- Teach ESL Classes for the parents.
- I need help with my son so he can learn English.

2nd Quarter Parent Survey Results 2014-2015 School Year

Total Surveys Collected-90 (50 English, 40 Spanish)

What parent classes would parents like to see at Baseline?
- Cooking Healthy Foods N=57
- Sewing N=25
- Immigration and Taxes N=23
- Conflict Resolution N=25
- Making Learning Materials to Use at Home N=47
- Technology-Edline/Email/Basic Computer Use N=33
- Homework Help Night N=38
- Family Literacy Program N=30

Grade level of child:
- K N=18
- 1st N=22
- 2nd N=14
- 3rd N=20
- 4th N=11
- 5th N=10

Parent is aware that due to Baseline being a Priority/Academically Distressed School, he/she needs to do the following:
- Read Parent Newsletter/Announcements N=68
- Check child's homework N=74
- Check child's agenda book N=70
- Replace agenda book if lost N=62
- Check child's grades on Edline N=66
- Conference with child's teacher N=70

Other comments/concerns:
- To help in everything that I can with my daughter and her teachers.
- I'm sorry I cannot help with the activities mentioned above.
- I would like to participate in the workshop for making materials to use at home, but I would like to know the time before I say yes.
- I worry for my son because the other children make fun of him.
- That my daughter learns English and how to speak English. Also thank you for helping my daughter.

- I am unable to attend workshops, my work and sleep schedule conflict. I will do my best I can to remain ever present throughout my daughter's education.

3rd Quarter Parent Survey Results 2014-2015 School Year

Total Surveys Collected: 5 (2 English, 3 Spanish)

1. Do you have a computer in your home?
   Yes N=4, No N=1

2. Would you like to buy a computer for $50?
   Yes N=3, No N=2

3. Do you have internet access at home?
   Yes N=3, No N=2

4. Are you interested in internet access for $10 a month?
   Yes N=2, No N=3

End of the Year Parent Survey Results 2014-2015 School Year

18 Completed to Date; Survey still in process (14 English, 4 Spanish)

1. In what grades were your children this year?
   - Kindergarten N=3
   - 1st grade N=6
   - 2nd grade N=3
   - 3rd grade N=7
   - 4th grade N=4
   - 5th Grade N=3

2. Are you planning to send your children to Baseline next year?
   Yes N=14, No N=4

3. Do you agree with the proposed plan for Baseline to be restructured to focus on English Language instructional strategies next year?
   Yes N=18, No N=0

4. Are you satisfied with the instruction that your children received at Baseline this year?
   Yes N=12, No N=2

If you were not satisfied with the instruction that your children received, how can we better assist you to meet their needs?

- I was pleased with the teacher, but not with the school as a whole.
- They don't communicate with the parents or amongst themselves.

Indistar Assessment

Indistar is an online resource utilized by schools to track progress towards improvement indicators. The system is linked to research-based indicators that can be customized for the specific school site and district. Activity tracking allows for ongoing monitoring of school progress towards specified indicators. A summary Indistar Report for Baseline highlights the following:

Red Flag Indicators (No Development or Implementation, and included in Plan)

- IID11 - Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

Objectives met (Objectives with tasks complete and evidence provided)

- ID02 - All teams will have written statements of purpose and by-laws for their operation.
- ID03 - All teams will operate with work plans for the year and specific work products to produce.
- IE07 - The principal will monitor curriculum and classroom instruction regularly.
- IE08 - The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
- IE09 - The principal will challenge and monitor unsound instructional practices and support the correction of them.
- IF01 - The principal will compile reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
- IF02 - The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning professional development.
- IF03 - Professional development for teachers will include observations by the principal related to indicators of effective teaching and classroom management.
- IIB01 - Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives.
- IIB02 - Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction.
- IID03 - Teachers will receive timely reports of results from standardized and objectives based tests.
- IID06 - Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data.
- IID07 - The Leadership Team will monitor school-level student learning data.
- IID10 - Instructional Teams will use student learning data to identify students in need of instructional support or enhancement.
- IIIA05 - All teachers will maintain a record of each student's mastery of specific learning objectives.

- IIIA06 - All teachers will test frequently using a variety of evaluation methods and maintain a record of the results.
- IIIA07 - All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
- IIIA09 - All teachers will clearly state the lesson's topic, theme, and objectives.
- IIIA11 - All teachers will use modeling, demonstration, and graphics.
- IIIA13 - All teachers will explain directly and thoroughly.
- IIIA35 - Students will be engaged and on task.
- IIIB01 - All teachers will maintain a file of communication with parents.
- IIIB02 - All teachers will regularly assign homework (4 or more days a week).

Fully Implemented Indicators (Indicators assessed as fully implemented)

- ID01 - A team structure will be officially incorporated into the school governance policy.
- ID04 - All teams will prepare agendas for their meetings.
- ID05 - All teams will maintain official minutes of their meetings.
- ID06 - The principal will maintain a file of the agendas, work products, and minutes of all teams.
- ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting).
- ID08 - The Leadership Team will serve as a conduit of communication to the faculty and staff.
- ID10 - The Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.
- ID11 - Teachers will be organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
- IE05 - The principal will participate actively with the school's teams.
- IE06 - The principal will keep a focus on instructional improvement and student learning outcomes.
- IE10 - The principal will celebrate individual, team, and school successes, especially related to student learning outcomes.
- IE13 - The principal will offer frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
- IF04 - Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.
- IF05 - Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management.
- IF06 - Teachers will be required to make individual professional development plans based on classroom observations.
- IF07 - Professional development of individual teachers will include an emphasis on indicators of effective teaching.

- IF08 - Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
- IF10 - The principal will plan opportunities for teachers to share their strengths with other teachers.
- IIA01 - Instructional Teams will develop standards-aligned units of instruction for each subject and grade level.
- IIA02 - Units of instruction will include standards-based objectives and criteria for mastery.
- IIB03 - Unit pre-test and post-test results will be reviewed by the Instructional Team.
- IIB04 - Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
- IIB05 - All teachers will re-teach based on post-test results.
- IIC01 - Units of instruction will include specific learning activities aligned to objectives.
- IIC03 - Materials for standards-aligned learning activities will be well-organized, labeled, and stored for convenient use by teachers.
- IID02 - The school will test each student at least 3 times each year to determine progress toward standards-based objectives.
- IIIA02 - All teachers will develop weekly lesson plans based on aligned units of instruction.
- IIIC01 - When waiting for assistance from the teacher, students will be occupied with curriculum-related activities provided by the teacher.
- IIIC08 - All teachers will display classroom rules and procedures in the classroom.
- IIIC10 - All teachers will reinforce classroom rules and procedures by positively teaching them.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

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

   Yes. Over the past years, the district implemented two school improvement initiatives: Target Teach at the elementary level and Pearson which was implemented at Priority schools. Each initiative provided multi-year school improvement services which resulted in two elementary schools being removed from the Priority status (Wilson Elementary) and Focus status (Brady Elementary). The initiatives both provided intensive professional development services that targeted school leadership and classroom practices. Services were primarily embedded into the school day. Coaches from each provider were assigned specific schools to serve for up to 20 to 30 days. The coaches modeled lessons, co-taught classes, observed and provided individual teacher feedback. Curriculum was provided from each external provider and was primarily used in intervention classes. Individual principal and teacher feedback was generally positive across the board but the overall outcomes fell short of district expectations. The decision was made by district leadership to abandon the use of external providers and rely on in-house expertise and individual national experts that provide targeted professional development.

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

   The District has gathered substantial support with key stakeholders, parents, community organizations, the teacher's union, and central office staff.
   Even with the element of staff reconstitution, many teachers and staff members agree that change is needed at Baseline. The proposed Baseline Academy school design for turnaround has been reviewed and approved for implementation by the Arkansas Education Commission who is serving as the district's school board. The Superintendent has established a Turnaround Team under the direction of the Associate Superintendent for Elementary Schools, and an assembled team of experienced administrators and specialists to facilitate district level support and accountability. School level accountability will be monitored by the Turnaround Implementation Team. This team will monitor day to day implementation of Baseline's school turnaround goals, objectives, and strategies. Community and parent meetings were held to discuss the Baseline Academy turnaround initiative. The recommended changes were embraced and supported by both groups.

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

   Yes. The School Improvement Specialist (SIS) is assigned to each priority/academically distressed school to provide strategic assistance in meeting Annual Measurable Objectives and ensure quality, rigorous instruction across the school. The SIS works on-site to directly assist the school leadership and staff by providing technical assistance to improve and implement effective classroom observations, curriculum supervision, and improvement of instruction. Support to prepare for and implement the PARCC assessments is provided along with continuous support for development, revision, and implementation of the school's ACSIP and PIP as well as AMOs/IMOs. The SIS collaborates with the building leadership and instructional facilitators to provide site-based professional development aligned with LRSD district-wide strategies. The SIS also supports the development of a highly functional school Leadership Team. The SIS is responsible for implementing SMART Accountability measures and providing ongoing feedback via reports and other means as required by the Superintendent and the Arkansas Department of Education.

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

   Yes, LRSD schools that are designated as in need of improvement are required to implement school improvement strategies to improve student achievement. The Principals and Leadership Teams of the six designated Academically Distressed schools developed 45-day plans with articulated improvement strategies, objectives, benchmarks, implementation timelines and evaluation processes. The plans were updated and refined throughout the year. Schools received support from central office staff in the development of their plans. Additional school plans are under development and scheduled to be implemented in the next few months.

   The Superintendent employs a systemic approach to improving academic outcomes across the district. Moving forward the approach to school improvement will entail a "systemic process" for all school improvement efforts. Effective implementation, ensuring rapid support to the school sites and an intentional sustainability plan will be featured in all plans. This approach builds on the direction schools have taken this year in developing focused school improvement plans. To ensure leadership capacity at the school sites, schools have received extensive support on developing highly functioning school based leadership teams. School-based teams have participated in monthly professional development sessions that included time for teams to work together on their building specific improvement plans. Central Office curriculum staff, supervisors and school improvement specialists attended the sessions and provided technical assistance and support as needed.

All schools have received professional development in the area of developing high quality lesson plans and ensuring alignment with the curriculum maps and state standards. The school schedules have been adjusted to facilitate time for teacher collaboration.

At Baseline, the district placed an additional School Improvement Specialist to provide full time support at the school site, Ms. Iciphine Jones. Ms. Jones has extensive experience and expertise in leading school reform. With more than 25 years of experience and credentials as a Master Principal, Ms. Jones has successfully served as an elementary principal, federal programs coordinator, and curriculum coordinator. She provides daily technical assistance and support to building administration and teaching staff.

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

   As of January, 2015, the Little Rock School District is under the direction of the Arkansas State Board of Education. The State Board of Education has promoted initiation of succinct, targeted plans to improve LRSD priority schools, including Baseline. One of the first decisive measures taken by the ADE for the Little Rock School District was to appoint Howard Baker Kurrus as the district superintendent.

   Mr. Kurrus brings a unique perspective to the district as a business leader. He served on the school board from 1998 until 2010, showing unwavering dedication to LRSD students, families, teachers, and administration. He has a Bachelor's of Political Science from the University of Arkansas at Fayetteville and a juris doctorate from Harvard law School in Cambridge, Massachusetts. He has served as general counsel for Landers Auto Group, president and director for the Winrock Group, Inc., and co-manager for Rocket Properties, LLC. Upon appointment, the ADE Commissioner of Education welcomed Mr. Kurrus as an asset to the district due to his extensive experience creating and leading effective organizations. Mr. Kurrus will serve as the leader of LEA organizational and logistical support for the Baseline turnaround process, while Dr. Sadie Mitchell, the LRSD Associate Superintendent for Elementary Schools serves as the instructional and curricular leader at the district level.

   Dr. Mitchell has worked in Arkansas education for thirty-six years. She holds a doctorate in Education and an Educational Specialist degree as well as a Master's degree in Elementary Administration and a Bachelor's degree in Elementary Education. Prior to her current position as Associate Superintendent for Elementary Schools, Dr. Mitchell served as the Associate Superintendent for School Services (K-12). She serves on the National Southwest Education Development Lab Board of Directors as well as the LRSD Parent Teacher Association, and the LRSD/LR Classroom Teachers Association Negotiating Board. She has extensive experience as a school principal, which aides her in

understanding the daily operations of school and teacher management. Furthermore, throughout her experience in education she has continually served parents and community stakeholders. She is an adept communicator and long-time advocate for quality public education in Arkansas.
Dr. Mitchell will head the hiring process for a highly-qualified building principal for Baseline Academy.

Extensive information regarding the ideal principal candidate to lead the Baseline turnaround process has been provided in prior sections of the application. To reiterate the qualifications necessary for this key position, LRSD will conduct a rigorous and extensive search and nation-wide position advertisement to attract quality candidates. Specific qualifications are included in the job description provided in Section B, Part I: Descriptive Information, Question 9. The work of the school principal will be supported at the LEA level by Mr. Kurrus and Dr. Mitchell. Additional LEA assistance will be provided by central office departments. An up-to-date organizational chart is displayed on the district website.

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

The LRSD has an aggressive recruitment plan that spans a large portion of the United States. The Department of Human Resources is charged with the responsibility of developing and implementing the recruitment plan and seeks personnel from Arkansas as well as the surrounding states. Recruiters focus on colleges and universities throughout the region. The SIG program design includes a comprehensive professional development plan including introductory sessions for teachers new to Baseline. The district also utilizes the Pathwise mentoring program for new teaching personnel.

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

The Little Rock School District (LRSD) 2014-2015 projected budget contains total revenues of $318,976,604 and projected total expenses of $320,661,504 leaving a projected ending fund balance of $34,101,416. The projected fund balance in the Operating Fund is $32,826,255 which includes $1,089,406 restricted operating fund balance for future QZAB debt payments.

The 2012-2013 actual revenues and expenditures reflect:

- Total operating revenues of $266,571,181 which is $5,929,943 under the original budgeted amount.
- Total operating expenses of $262,599,379 which is $2,415,012 under the original budgeted amount.

- An experience step for all eligible employees. An increase of $39.34 in the health insurance contribution. A raise of 1.75% for eligible certified staff and 2.0% for eligible non-certified staff.

The 2013-2014 actual revenues and expenditures reflect:

- Total operating revenues of $268,185,897 which is $2,842,367 over the original budgeted amount.
- Total operating expenses of $275,498,194 which is $6,994,382 over the original budgeted amount.
- An experience step for all eligible employees. A raise of 3.00% for eligible certified and non-certified staff.
- Local revenue of $146,510,412.
- State revenue of $120,711,616.
- Federal grant revenue of $22,037,419.

The 2014-2015 budgeted revenues and expenditures reflect:

- An increase of $128 of state foundation funding per student.
- An increase of .004% or $586,176 in local revenue.
- An increase of 15.5% or $18,735,153 in state revenue.
- An experience step increase for all eligible employees.
- A reduction in total expenditures of 4.03% or $13,472,329
- A slight reduction in total FTEs due to cost saving measures

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

   The district will support implementation utilizing a variety of funding streams to include Title I, Title II-A, Title III, NSLA designated funds as applicable, and local operating dollars.

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

   The district is not applying for Geyer Springs elementary because the school has being transformed to the Geyer Springs Gifted and Talented Academy which will serve students in grades 1-5. Hall High School, JA Fair High School, and Cloverdale Middle School have all participated in the School Improvement Grant 1003 (g) as Cohort One schools in 2010 – 2014. All schools implemented the Transformation Model with varying degrees of success. Henderson Middle School was closely considered for this round of SIG competition but time restraints prohibited the necessary community and parent collaboration to successfully complete the application process.

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

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

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

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

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

Transformation

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

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

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

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

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

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

The District encourages, attracts and retains National Board Certified teachers by providing an annual stipend of $3,000 over and above the stipend provided by the state of Arkansas ($5,000). Candidates are provided two additional release days above the three days provided by the State Department of Education to all National Board Candidates a week for portfolio assessment. Candidates are also provided the use of a laptop during their candidacy period.

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

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

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

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

Turnaround

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

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

   Many of the same policies and statutes that impact the implementation of the transformation model also impact implementation of the turnaround model.

   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.

The Teacher Fair Dismissal Act requires due process and timely notification for staff terminations, transfers, or replacements.

The Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAPP) and the Academic Distress Program provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

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

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

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

   Several district policies exist to ensure the provision of equitable, high quality educational services to all students. These policies pertaining to equity, quality of leadership, quality of staff, and staff and leadership conduct and facility requirements, would apply to implementation of the turnaround model.

   LEA policies uphold the Teacher Fair Dismissal Act which could serve as a barrier to reconstitution of staff. The LEO would engage in ongoing consultation with the Little Rock Education Association to ensure proper management of staff changes.

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

   The Professional Negotiated Agreement with the Little Rock Education Association (LREA) contains employment conditions that factor into turnaround.

However, the LREA has historically worked collaboratively with the district to help bring about innovative change. Section H of the Little Rock School District policy manual contains policies, regulations, and exhibits on the process of negotiating with bargaining units recognized by the school board and authorized under state law.

Restart

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

Charter Schools

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

   The aforementioned policies affecting transformation and turnaround also impact implementation of the Charter School model.

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

   The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAPP) and the Academic Distress Program provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

   Formation of public charter schools is limited by the State Board of Education. Exploration of this option would include timely examination of the charter schedule, funding regulations, and limitations. These decisions could be guided by the ADE 2014 Rules Governing Public Charter Schools.

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

   LRSD Strategic Plan adopted by the Board of Education March 2010, *Target 2015*, includes strategies to support transformation: performance driven and reform-based leadership; job-embedded professional development that is aligned with the school's instructional plan; streamlined data and accountability system linked to students, teachers, and schools (knowledge and skills based pay plan);

utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff. (The LRSD Strategic Plan is available at www.lrsd.org.)

Several district policies exist to ensure provision of equitable, high quality educational services to all students. These policies pertaining to equity, quality of leadership, quality of staff, and staff and leadership conduct and facility requirements, would apply to creation of a district charter school.

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

   The Professional Negotiated Agreement with the Little Rock Education Association (LREA) contains employment conditions that factor into transformation. However, the LREA has historically worked collaboratively with the district to help bring about innovative change. The interface between developing a charter school and adhering to the LREA PNA could serve as a barrier to implementation of this model. Section H of the LRSD policy manual contains policies, regulations, and exhibits on the process of negotiating with bargaining units recognized by the school district and authorized under state law.

Education Management Organizations

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

   Because the primary policies and statutes discussed impact the quality of all public school operations, in addition to impacting implementation of the transformation, turnaround, and the charter school model, these policies also impact school operations under contract with EMOs.

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

   The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAPP) and the Academic Distress Program

provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

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

   The district has detailed contract policies that cover consultant services and procurement of supplies and materials. However, policies are not developed that would address the numerous issues of turning a school over to an EMO. To date, the district has not considered this option.

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

   The district and the Little Rock Classroom Educators Association have not discussed contracts with EMOs or included any specific language to address potential EMO operation of schools within the district.

Closure

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

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

The Arkansas Department of Education rules governing the Final close of Public School Financial Records would impact the closure process.

The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAPP) and the Academic Distress Program provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

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

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

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

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

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

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

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

Evidence-Based Whole School Reform Model

An LEA must implement this model in partnership with a whole-school reform model developer. A developer is defined as an entity or individual that maintains propriety rights for the model; or has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process that determines that the developer is likely to produce strong results for the school. The model must be evidence based and meet the following criteria:

- At least one study meeting What Works Clearinghouse evidence standards
- Statistically favorable impact on academic achievement or attainment on schools similar to the applicant
- Must also be a whole-school reform model
- Model chosen must be identified by ED as meeting the applicable requirements

1. State statutes and policies that address contracts with external providers, limit them, create barriers to them, or provide support for them and how:

The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards should be considered in all transactions and proposed partnership involving distressed schools.

2. District policies that address contracts with external providers, limit them, create barriers to them, or provide support for them and how:

The district has detailed contract policies that cover consultant services and procurement of supplies and materials. The mediation of District procedures with a whole school reform model provider would include contract negotiations, approval by central office leaders and inclusion of procurement advice and input.

3. District contractual agreements, including collective bargaining, that affect contracts with external providers and how:

The Professional Negotiated Agreement with the Little Rock Education Association (LREA) contains employment conditions that factor into environments promoted and provided by external providers. However, the LREA has historically worked collaboratively with the district to help bring about innovative change. The interface between an EMO charter school and the LREA PNA could serve as barrier to implementation of this model.

Early Learning Model

An LEA that selects this model must:

- Offer full-day kindergarten
- Establish or expand a high-quality preschool program
- Provide educators, including preschool teachers, with joint planning time
- Implement additional requirements that are the same as the transformation model (except no requirement for increased learning time)

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

State statutes and policies impacting implementation of the Early Learning Model include:

The aforementioned state and rules would be applicable:

The process to enroll a child in an Arkansas public school (including starting ages and starting date flexibility for Kindergarten students) is addressed in Arkansas law and in the Arkansas Standards for Accreditation of Arkansas Public Schools.

Act 35 of the Second Extraordinary Session of 2003 Arkansas Standards and Indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

The ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

ADE Rules and Regulations to Implement the Appropriation for the Students At-Risk, K-3 would be applicable.

In regards to pre-school implementation, all statutes and codes governing existing LRSD preschool facilities would be applicable to implementation of high quality preschool programs in the Early Learning Model.

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)
Jeanette Hodges Independent National Expert Consultant	N	Y	Embedded support and professional development for Disciplinary Literacy	Extensive experience assisting urban schools with literacy program improvement; Resume provided as an attachment
Patty Kohler and Renee Calhoun Independent Consultants/UCA Professors	N	Y	Embedded support and professional development for inclusion and Co-Teaching for SPED students	Extensive experience assisting Little Rock School District sites with improving inclusion and co-teaching practices; Resumes provided as attachments
School Mental Health Providers	N	Y	Student and family counseling and mental health and community resource referrals	Track record of provision of mental health services and supports to Little Rock youth.
LRSD Central Offices	Y	N	Implementation assistance,	Extensive experience in program implementation

			professional development, and monitoring and evaluation support	support, monitoring and evaluation, and provision of high quality professional development.
Arkansas Department of Education	N	Y	Implementation feedback and monitoring and evaluation support	Extensive experience and familiarity with school improvement efforts across the state
Tri District Cooperative/ Arkansas State Cooperatives	N	Y	Technical Assistance	Extensive experience in supporting Little Rock, Pulaski County and North Little Rock Schools

Turnaround

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

External partners available to assist with 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)
Jeanette Hodges Independent National Expert Consultant	N	Y	Embedded support and professional development for Disciplinary Literacy	Extensive experience assisting urban schools with literacy program improvement; Resume provided as an attachment
Patty Kohler and Renee Calhoun Independent Consultants/UCA Professors	N	Y	Embedded support and professional development for inclusion and Co-Teaching for	Extensive experience assisting Little Rock School District sites with improving inclusion and co-teaching practices; Resumes provided as attachments

			SPED students	
School Mental Health Providers	N	Y	Student and family counseling and mental health and community resource referrals	Track record of provision of mental health services and supports to Little Rock youth.
LRSD Central Offices	Y	N	Implementation assistance, professional development, and monitoring and evaluation support	Extensive experience in program implementation support, monitoring and evaluation, and provision of high quality professional development.
Arkansas Department of Education	N	Y	Implementation feedback and monitoring and evaluation support	Extensive experience and familiarity with school improvement efforts across the state
Tri District Cooperative/ Arkansas State Cooperatives	N	Y	Technical Assistance	Extensive experience in supporting Little Rock, Pulaski County and North Little Rock Schools

Restart

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

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	N	Y	Familiarity with Arkansas charter management organizations, technical assistance	Oversight experience with Arkansas charter schools and management organizations.

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	N	Y	Familiarity with education management organizations in Arkansas, technical assistance	Oversight experience with Arkansas education management organizations.

Closure

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

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
AR Department of Education	N	Y	Technical assistance with navigating closure process	Assistance with and knowledge of prior closures across the state.
We are not aware of any additional partners that would assist with implementation of the closure model.				

Evidence Based Whole School Reform

An LEA must implement this model in partnership with a whole-school reform model developer. A developer is defined as an entity or individual that maintains propriety rights for the model; or has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process that determines that the developer is likely to produce strong results for the school. The model must be evidence based and meet the following criteria:

- At least one study meeting What Works Clearinghouse evidence standards
- Statistically favorable impact on academic achievement or attainment on schools similar to the applicant

- Must also be a whole-school reform model
- Model chosen must be identified by ED as meeting the applicable requirements

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Success For All	N	N	Whole School Reform model	Authorized by the USDOE

Early Learning Model

An LEA that selects this model must:

- Offer full-day kindergarten
- Establish or expand a high-quality preschool program
- Provide educators, including preschool teachers, with joint planning time
- Implement additional requirements that are the same as the transformation model (except no requirement for increased learning time)

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Dept. of Education	N	N	Technical Assistance	Not aware of Early Learning Model implementation in Arkansas

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						
	Intervention Model					
Characteristic	Turnaround	Transformational	Restart	Closure	Evidence Based Whole School Reform Model	Early Learning Model
School Performance						
X☐ All students experience low achievement/graduation rates.	✓		✓	✓	✓	
☐ Select sub-groups of students experiencing low-performance		✓			✓	
X☐ Students experiencing low-achievement in all core subject areas	✓		✓	✓		
☐ Students experience low-achievement in only select subject areas		✓				
School Capacity						
X☐ Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓			
☐ Evidence of pockets of strong instructional staff capacity		✓				
X☐ Evidence of limited staff capacity	✓		✓	✓	✓	
X☐ Evidence of negative school culture	✓		✓	✓	✓	
X☐ History of chronic-	✓		✓	✓	✓	

low-achievement						
☐ Physical plant deficiencies				✓		
X☐ Evidence of response to prior reform efforts	✓	✓				
District Capacity						
X☐ Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓	✓	✓
☐ Capacity to negotiate with external partners/provides			✓		✓	✓
X☐ Ability to extend operational autonomy to school	✓		✓			
☐ Strong charter school law			✓			
☐ Experience authorizing charter schools			✓			
☐ Capacity to conduct rigorous charter/EMO selection process			✓			
☐ Capacity to exercise strong accountability for performance			✓		✓	
Community Capacity						
X☐ Strong community commitments to school	✓	✓	✓			
☐ Supply of external partners/providers			✓		✓	
☐ Other higher performing schools in district				✓		

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

   Best Fit Ranking of Intervention Models

A. Best Fit: __Turnaround_____

B. Second Best Fit: _Transformation_____

C. Third Best Fit: _Restart_____

D. Fourth Best Fit: ___Closure_____

E. Fifth Best Fit: Evidenced Based Whole School Reform_____

F. Sixth Best Fit: Early Learning Model_

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

The Transformation Model

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

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

   QUALIFICATIONS:

   1. A master's degree or higher with eligibility for Arkansas certification as a Building Level Administrator.

2. A minimum of three years of successful school turnaround leadership experiences at the elementary school level with documentation of increased student achievement.

3. Excellent writing skills, as well as experience and expertise in strategies to infuse technology across the curriculum.

4. Broad knowledge of the principles and practices of school administration and the
   Turnaround model for rapid school improvement.

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

6. Persistent use of data and research-based focus on student achievement.

7. Has demonstrated experience in building partnerships and resources for a school.

8. Knowledge of financial management.

9. Outstanding and visible communication skills with the ability to welcome interaction with all members of the school community (students, teachers, families, community)

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

A. Student Achievement Leadership:

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

B. Organizational Leadership:

- Possesses commitment and facilitates the development of a vision and mission of learning for the school that promotes the success of all students

- Establishes and clearly communicates building priorities, long range goals and objectives
- Communicates effectively both orally and in writing

C. Instructional Leadership:

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

D. Management:

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

E. Community Partners:

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

F. Ethical Leadership:

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

G. Environmental Context Leadership:

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

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

The District will support the new leader in making staff replacements through the rigorous implementation of the LRSD Professional Teacher Appraisal System (PTAS), the Teacher Excellence Support System (TESS), and the Arkansas Teacher Fair Dismissal Act (Arkansas code 6-17-1503). The LRSD believes that the principle responsibility of the certified teacher is to direct and assess teaching and learning experiences for students. The District places high

regard on the quality of teaching and learning in each classroom with high expectations for improved student outcomes. In order to ensure such expectations are met, the LRSD Professional Teacher Appraisal System has been designed and implemented and now administrators and teachers have been trained in TESS for implementation as well. The purposes of the evaluation system are: 1) to enhance the quality of instruction, 2) to provide a basis for professional development, 3) to encourage collegiality and professionalism, and 4) to serve as the basis for sound and defensible employment decisions. The AR Smart Accountability plan provides State guidance to better differentiate interventions and resources to schools most in need. Schools are distinguished by applying different labels, interventions and consequences to schools appropriate to their actual school improvement status based on the 2009 Arkansas Benchmark Scores.

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

   The District central office staff is capable and committed to support the transformation efforts. The staff is experienced and has extensive expertise to advise and assist principals and teachers throughout the process. The District's strategic plan that has support from a strong base of stakeholders contains bold steps that are perfectly aligned with the required components included in the turnaround of schools. The District's strategic plan that has support from a strong base of stakeholders contains bold steps that are perfectly aligned with the required components included in the turnaround of schools. The Strategic Plan, *Target 2015*, adopted by the Board of Education in March 2010 is being actively implemented. It contains a key comprehensive battery of student assessments with a strategic mix of diagnostic, formative, benchmark and summative assessments: 1) create school schedules that enable collaborative work by professional learning communities of teachers; 2) enhance and focus ongoing professional development on improved instruction in reading, math, writing, and science, and provide instructional coaches to support teachers across all schools and classrooms; 3) ensure that adequate and effective funding for our schools is accomplished through the effective use of state funding, combined with our own local tax effort, targeted Federal resources for special education and Title I, II, and III, to provide enough money to deploy all the strategies identified as essential to our students' success; 4) recruit and retain a high quality staff through more national recruitment for top teacher and leadership talent; 5) establish a streamlined data and accountability system that links students, teachers and schools so growth and value-added analyses can be conducted and include performance on formative, anchor, end-of-course, and state assessments along with appropriate demographic data; and 6) structure the assessment system in which all programs, students, and teachers

are evaluated on a regular basis, including considering a new salary schedule for teachers.

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

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

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

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

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

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

The Turnaround Model

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

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

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

Retention and career enhancement activities include the following:

- Continue the New Teacher Induction program that provides long-range and comprehensive support including;
    a. High quality New Teacher Orientation AND beginning teacher support;
    b. Mentors who are trained in High Performance Mentoring, Teacher Performance Assessment, and coaching to support student (teaching) interns and new teachers;
    c. Beginning teacher seminars throughout first year;

- Tuition Reimbursement for graduate coursework.
- Professional Development opportunities for growth and certification.
- Local availability of a full range of graduate programs in education.
- Leadership seminars for those teachers who aspire to positions of leadership in education.

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

   LRSD will conduct a rigorous and extensive search for a qualified leader. The position will be advertised nationally in educational publications such as Education Weekly and both electronic and print advertisements will be published across the nation to confirm we attract the best and highest quality candidates. Extensive information regarding candidate qualifications is provided in the transformation model questions. The same job description would be utilized in the event of turnaround or transformation model implementation.

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

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

   The district will advertise teaching positions on the national level in both electronic and print publications. Teacher job descriptions will be crafted with requirements that meet student needs as well as the Turnaround model and design to include trainings for working with ESL and culturally diverse populations.

   Qualified candidates will participated in a rigorous multiple step interview process. Each candidate will be expected to submit an electronic portfolio which documents their teaching skills and integration of technology in the classroom. Interview questions and scoring rubrics will be constructed to measure a candidate's willingness and ability to work a longer school day; participate in all professional development opportunities; and to implement their professional learning into the classroom to directly impact student achievement. Candidates will also provide a writing sample as part of the process in order for the selection committee to further determine the

candidate's level of competency for the placement at Baseline. A sample writing prompt would be, "Write about a time when you accomplished something satisfying as a teacher despite one or more obstacles."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Restart Model

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

N/A – This is not a best-fit or second best-fit for Baseline.

School Closure Model

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

N/A – This is not a best-fit or second best-fit for Baseline.

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

N/A – This is not a best-fit or second best-fit for Baseline.

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

N/A – This is not a best-fit or second best-fit for Baseline.

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

N/A – This is not a best-fit or second best-fit for Baseline.

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

N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

    N/A – This is not a best-fit or second best-fit for Baseline.

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

    N/A – This is not a best-fit or second best-fit for Baseline.

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

    N/A – This is not a best-fit or second best-fit for Baseline.

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

    N/A – This is not a best-fit or second best-fit for Baseline.

Whole School Reform

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

N/A – This is not a best-fit or second best-fit for Baseline.

2. How will the LEA enable the school leader to make strategic staff replacements and recruit highly effective teachers?

N/A – This is not a best-fit or second best-fit for Baseline.

3. What changes in teaching and learning in one full academic content area will be emphasized in this whole school reform model?

N/A – This is not a best-fit or second best-fit for Baseline.

4. What non-academic support will be provided for all students?

N/A – This is not a best-fit or second best-fit for Baseline.

5. How will the district and LEA involve families and the community?

N/A – This is not a best-fit or second best-fit for Baseline.

.

Early Learning Model

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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

   N/A – This is not a best-fit or second best-fit for Baseline.

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?

   N/A – This is not a best-fit or second best-fit for Baseline.

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency Arkansas Department of Education	Provide technical assistance, professional development opportunities, and monitoring.
Local Education Agency Little Rock School District	Implement district level SIG Turnaround Team. Provide support for grant management; financial and budget issues; and contracting issues.
Lead Partner (LEA staff) Baker Kurrus, Superintendent Dr. Sadie Mitchell, Associate Superintendent of Elementary School Dr. Karen Broadnax, Director of ESL Linda Young, Director of Grants & Program Develop Laura Beth Arnold, Social Studies Curriculum Specialist	Provide implementation and evaluation assistance; provide grant management services; assist with monitoring the budget; engage in weekly site visits; provide coordination of external partners; and serve the on school-based leadership team.
Support Partner Dr. Patty Kohler Jeanette Hodges Dr. Renee Calhoun	Provide professional development and technical assistance including teacher support, implementation tools, and data systems and analysis support. Assist and support teachers in using the inquiry teaching methods and instruction facilitated through planning, modeling, observing, and providing feedback
Support Partner School Mental Health Providers	Assist and support teachers in mediating non-academic barriers to success. Assist in developing family engagement.

Principal To Be Determined – Position to be advertised	Provide leadership for SIG implementation.
School Staff	Participate in leadership and SIG implementation. Meet regularly to ensure collection of data, collaboration, and ongoing evaluation.
Parents and Community	Participate in school activities and their child's education.

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

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

Responsibilities of Partnering Organizations/Consultants:

Will undertake the following responsibilities/actions:

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

I. Contractual Duties of Contracted Providers to Little Rock School District:

A. Principal will have input into the selection of consultants serving at their school.
B. Consultants will focus on improving instructional strategies and use of data to inform re-teaching.

C. Consultants will assist teachers with specific instructional strategies that actively engage students in the learning process.
D. Consultants will assist teachers in infusing technology into the teaching and learning process.
E. Consultants will promote the continuous use of data to inform and differentiate instruction in order to meet the academic needs of individual students.
F. Consultants will utilize evidence-based practices to build internal leadership capacity.
G. Consultants will assist schools in implementing the turnaround principles of school improvement and the Transformation Model as specified by the Arkansas Department of Education and the U.S. Department of Education.
H. Consultants will assist teachers in fully utilizing instructional time.
I. Assist schools in the development of the school's Priority Improvement Plan (PIP) and Interim Measurable Objectives (IMOs).
J. Customize professional development services through consultation with building principals and as specified in the school's Priority Improvement Plan (PIP).
K. Use outcome-based measurement tools to collaboratively analyze, problem-solve, reflect and coach on the depth and quality of implementation: focus walks, classroom observations, artifacts in school portfolios, and utilization of data.
L. Support teachers in using key strategies and differentiating instruction for English language learners and students with special needs.
M. Strengthen the skills of school-based coaches and instructional support personnel.
N. Assist teachers to analyze student work as a way to build teacher collaboration on instructional practices.
O. Provide professional development sessions on selected topics during professional learning communities (PLCs) as requested and needed.

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

The LRSD Turnaround Team composed of the Associate Superintendent of Elementary Schools, the Director of English as Second Language, a reading specialist, a curriculum specialist, the Director of Grants and Program Development, and the Director of Human Resources will meet monthly to review the status of the SIG implementation at the school. The monthly meetings provide the opportunity to review progress, identify barriers, make mid-course adjustments and suggested revisions to the plan on a continuous basis. The Turnaround Team will submit quarterly monitoring reports to the Superintendent of Schools. These reports will also be shared with the Advisory Committee.

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

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

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

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

Step 5: Forge Working Relationships

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

The Little Rock School District will promote the working relationships among the groups and partners committed to this intervention by creating a Baseline SIG Advisory Committee. This Advisory Committee will include representatives from key stakeholder groups. The initial committee includes a representative from UALR, a parent representative, the LREA president, teachers, parents, neighborhood and community representatives, and the Turnaround Team members.

On a quarterly basis (or more often if needed), the committee will meet to engage in authentic conversation about the school setting, culture, and the turnaround process. Participants will also review data reports and comments from principals, reports from the Turnaround Team, consultants, teachers, students, and the parent committee. Success stories and case studies from similar schools across the nation will be shared as well. Emphasis will be placed on effective facilitation to ensure efficient use of time and honest and open lines of communication. Modifications in program implementation will be as warranted. Working relationships will be strengthened as stakeholders and the district "work on the work" together. Giving a voice for legitimate input into implementation will improve relationships.

Baseline proposed activities will place a Youth Development Specialist (YDS) at the school site with the primary role to provide positive youth development opportunities and supportive services to students. The YDS will be providing Tier II (targeted) and Tier III (intensive) RTI behavioral interventions. The RTI interventions are effective at addressing the social-emotional needs of students who present behavioral challenges in school. YDS will provide positive behavior intervention supports. The YDS will ensure that participants engage in positive academic and social activities in the school setting. The YDS will work to solidify participants' connections with the school learning environment. The YDS will be responsible for facilitating ongoing communication among participants, their families, school staff and other community stakeholders in collaboration with the school's Title I Parent Coordinator.

Parent meetings will be held to provide parents with practical guidance to establish a quiet place for children to study at home and consistent study habits for studying at home; maintain daily conversations with their children about their school experiences and progress; and maintain regular and supportive verbal interaction with their children. As the YDS, students, and parents meet together, conversations and sharing child-rearing concerns will occur. Specific sessions will include meeting with teachers to discuss children's progress in school and their children's home-based study and reading habits. The positive youth development experiences will connect students to

the community and encourage community awareness of and involvement in the school turnaround process.

The Baseline YDS will work to establish a working connection with the City of Little Rock Youth Intervention and Prevention (YIP) site located across the street to the school. This site offers resources and assistance for parents and small children. Many programs are bilingual and targeted to Hispanic residents. Encouraging access to these resources will be a cornerstone of creating a caring environment and developing stakeholder connections for Baseline parents and families.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Mr. Baker Kurrus	Superintendent		Renee Kovak	Director of Human Resources
Dr. Sadie Mitchell	Associate Superintendent		Dr. Karen Broadnax	Director of ESL
Linda Young	Director/Grants & Program Development		Laura Beth Arnold	Curriculum Specialist
Sabrina Stout	Literacy Specialist		Katy Elliott	Grants Specialist

Meetings

Location	Date		Location	Date
Main Office (810 West Markham)	4/7/2015		Baseline Elementary (with school staff)	4/14/2015
Main Office (810 West Markham)	4/8/2015		Baseline Elementary (with school parents)	4/16/2015
Main Office (810 West Markham)	4/10/2015		Main Office (810 West Markham)	5/20/2015
Main Office (810 West Markham)	4/13/2015			

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.

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

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

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

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

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

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

Step 8

Parent and Community Engagement

The LEA must provide documentation (agendas, public notices, minutes, etc…) of efforts to engage families and community in the selection of the intervention model. They must also provide to the SEA at each quarterly monitoring visit, evidence of continued engagement during the planning, pre-implementation, and implementation of the selected model. The LEA will also develop a perceptual survey of parents, students, and the community on the effectiveness of the selected model and activities on an annual basis. The results of these surveys must be submitted with its application for renewal.

The process to transform Baseline has been discussed with a variety of school and community stakeholders. The proposed activities have been discussed in the Arkansas Democrat Gazette and posted on the LRSD website. Plans to transform the school have been reported at Arkansas State Board of Education meetings as well.

A meeting was held with Baseline staff to discuss proposed changes to the school on April 14, 2015. Following the staff meeting, a parent meeting occurred the evening of April 16, 2015. To get additional input from parents an informal focus group was held at a community venue on May 20, 2015. Documentation from all of these meetings is included as an attachment.

The Baseline turnaround plan was also discussed at the Little Rock School District Civic Advisory Committee meeting held on May 26, 2015.

The LEA agrees to facilitate continual family and community engagement throughout the SIG process. Evidence will be collected including meeting and event sign in sheets, agendas, perceptual surveys, outreach documentation and other artifacts of engagement. The surveys will gather perceptual data from parents, students, and the community regarding the progress and impact of turnaround activities. The parent surveys will occur quarterly; student and community surveys will be implemented annually.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

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

Goal #1 All students and the targeted achievement gap group will meet the ESEA Annual Measurable Objectives in math and literacy no later than Spring of 2018.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Enhance core literacy and math instruction through: • Ongoing job-embedded professional development for inclusion/Co-teaching, SIOP, differentiation, literacy across the curriculum, using data, and technology integration • Increased teacher collaboration • Increased student and teacher support Implement classroom reforms including: • Use of promoted instructional strategies • Smaller class size • Transition Classrooms • Step Up to Writing in Math • Inclusion strategies Implement Response to Intervention • School-wide • Reading Teachers Increase learning time of each school day Build state of the art learning environment: • Use of Middlebury, • Adequate technology for students and teachers • Expanded curricular materials Increase parental involvement	Progress monitoring reports reflect effective identification of students for RTI Classroom reforms routinely utilized in 60% of classrooms 80% of teachers report perceptions of student engagement 80%of teachers report increases in collaboration 100% of TESS informal observations completed by Oct. 1. 100% of teacher report adequate access to technology 100% of students report adequate access to technology Parental participation (at parent meetings) increases by 40%. 80% of parents report increased engagement in student learning and school experience	Formative assessment data Benchmark test scores Walkthrough data Teacher surveys (2x/year) Student surveys (annual) Parent surveys (quarterly) # of teachers receiving AMO incentive Course failure data PD provider reports Attendance and tardy records RTI class enrollments Grant Monitoring Records Professional development records (sign-in sheets, agendas, feedback surveys) Parent meeting sign-in sheets Local SIS Weekly Reports ADE SIS Weekly Reports Purchase Orders and Finance Reports	PD Summer Institute August 2015, 2016, 2017, 2018, 2019 PD 2x Monthly Afterschool Sessions • Sept2015–May2016, • Sept2016-May2017, • Sept2017-May2018 • Sept2018-May2019 • Sept2019-May2020 Saturday PD Sessions • Sept2015–May2016, • Sept2016-May2017, • Sept2017-May2018 Embedded PD – August 2015 and Ongoing Transition Classrooms established – July 2015 Extended day 2015-2020 Technology and curricular purchases begin at the onset of grant and occur in phases 2015-2018	June 2018: AMOs met 2019-2020 Sustaining success	Building Principal Assistant Principals Teachers Instructional Facilitators PD Consultants Central Office Staff Reading Teachers Home School Advisor Interpreter Title I Parent Facilitator

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

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

Goal #2 Enhance the professional teaching culture as a means of accelerating the academic achievement of all students.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Provide extended time daily for planning, teaming, and collaboration Provide intensive professional development programs • Ongoing embedded support • SIG Summer Institute • Afterschool Sessions • Saturday Sessions • Reflection Academy • Co-teaching for effective collaboration in delivering instruction for students with disabilities Provide adequate technology for tech-rich instruction Increase parental communication regarding classroom progress and parent support options Leadership Team serves as exemplary model of professional school culture	Classroom reforms routinely utilized in 60% of classrooms 80%of teachers report increases in collaboration 80% of teachers report progress in Prof Growth Plan 80% of parents report increased engagement in student learning 100% of TESS informal observations completed by Oct. 1. 100% of teacher report adequate access to technology 100% of teachers perceive high functioning Leadership Team	Professional development records (sign-in sheets, agendas, feedback surveys) Classroom walkthrough data PD consultants reports Teacher surveys (2x/year) Student surveys (annual) Climate surveys (annual) Parent surveys (quarterly) Student attendance rates Teacher attendance rates Formative assessment scores Benchmark test scores Co-teacher lesson plans Master schedule Grant Monitoring Records Leadership Team documentation Purchase orders and financial records	PD Summer Institute August 2015, August 2016, August 2017, August 2018, August 2019 PD 2x Monthly Afterschool Sessions Sept2015–May2016, Sept2016-May2017, Sept2017-May2018 Sept2018-May2019 Sept2019-May2020 Saturday PD Sessions Sept2015–May2016, Sept2016-May2017, Sept2017-May2018 Embedded PD – August 2015 and Ongoing: Intensive Consultant assistance 2015-2018; LEA support continues throughout 2020 Technology purchases phased in 2015-2018	June 2018 2019-2020 Sustaining success	Teachers Building Principal Assistant Principal Leadership Team members PD Consultants Central Office Staff Interpreter Home School Advisor

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

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

Goal #3 Establish a safe, orderly school climate characterized by an effective approach to discipline, a personalized learning environment and a supportive school culture.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Provide PD to improve teacher knowledge of child development Improve student attendance rates Improve teacher attendance rates Reduce student behavior referrals Implement an effective coordinated student support system Increase parent involvement Increase community involvement	Reduce student absences by 10% Reduce teacher absences by 10% Reduce # of referrals by 5% Increase access to student services by 15% Increase in parent involvement rates by 15% Community volunteer presence increases by 20% 50% of students and teachers report improved perceptions of school climate and safety	Student and teacher attendance records # of Students participating in student incentives Discipline records Grant Monitoring Records Youth Development Specialist, school nurse, counselor, and mental health provider reports Volunteers in Public Schools (ViPS) sign in sheets Student surveys (annual) Parent surveys (quarterly) Teacher surveys (2x/year) Climate surveys (annual)	Summer Institute PD – August 2015 LEA in-service days – Throughout 2015-16 Additional student supports in place (Home School Advisor, Interpreter, Youth Development Specialist) – June/July 2015 Parent Meetings initiated prior to the start of the school year (August 2015) and ongoing Student incentives administered in Dec 2015 and June 2016 – Ongoing	June 2016 2017-2020 Sustaining success	Building Principal Youth Development Specialist Teachers School Counselor Parent Coordinator Home School Advisor Interpreter Central Office Staff

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

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

Goal #4 To develop and strengthen student competencies in English Language Arts for all students with emphasis placed on effective instruction for English Language Learners

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
To enhance classroom instruction through the effective use of SIOP strategies Create classroom environments that value the student and provide authentic opportunities for use of academic language while maintaining the highest standards and expectations for all students Ensure all faculty participation in intensive, ongoing professional development Implement Transition classes Scaffolding techniques consistently used, assisting and supporting student understanding To provide adequate technology and curricular resources for visually-rich vocabulary and core subject instruction Increase in bilingual parent communication	Percentage of students meeting Level 5 ELDA proficiency scores increases by 50% Classroom observations show ELL instructional strategies utilized in 100% of classrooms CWT data shows frequency of use of ELL strategies within classrooms as 50% of more 100% of instructional faculty attend SIOP trainings 100% of teacher report improved understanding and use of ELL instructional skills 80% of parents of ELL students report increased knowledge of student learning and academic support options	ELDA scores Benchmark scores Formative assessment data Classroom walkthrough data Local and ADE SIS reports Professional development records and feedback Transition classroom records (attendance, grades, lesson plans) Teacher lesson plans from all classes Records of bilingual class communications Interpreter documentation of work Home School Advisor visit and communication documentation Parent surveys (quarterly)	Transition classes established August 2015 All PD programs include ELL emphasis (August 2015 and Ongoing – Consultants to promote ELL instructional strategies August 2015-2018; LEA PD support ongoing) Classroom walkthroughs begin August 2015 Technology and curricular purchases phased in 2015-2018 Home School Advisor and Interpreter in place July 2015	June 2018 2019-2020 Sustaining success	Building Principal Assistant Principals Teachers Instructional Facilitators PD Consultants Central Office Staff Interpreter Home School Advisor

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

SECTION B, PART 5:

Intervention Design and Implementation

Baseline Academy will achieve rapid improvements in student achievement and improvements in school culture by implementing the Turnaround model. The Turnaround model was found to be the best fit to impact student achievement and school improvement.

As a comprehensive model, the proposed activities include:

1. Increased learning time to enable embedded daily intervention, enrichment, and teacher professional development and collaboration
2. Selection of a new building Principal and immediate review, rehire, and recruitment of new school staff
3. Multiple programs to meet student academic and social-emotional needs
4. Intensive, embedded development of teacher, leader and administrator capacity
5. Cultivation of family and community connections
6. Provision of school leadership autonomy and program implementation and monitoring structures directly linked to central office expertise and Superintendent support
7. Implementation of incentives tied to meeting Baseline's AMO goals for math and literacy
8. Implementation of a research-based instructional program
9. Support for continuous and consistent use of assessment and application of resulting data
10. Provision of social-emotional student and family services and community-oriented programs

Programs will be characterized by increased rigor and relevancy, differentiation, and student-centered and interdisciplinary learning. School leadership and staff will be vested in the process through the provision of extensive, embedded professional development. Throughout the turnaround process school leadership, teachers, central office staff, community stakeholders, and professional development consultants will work collaboratively to ensure that students meet Arkansas academic requirements. Proposed activities are tightly aligned to the Turnaround model requirements.

<u>Establishing New Leadership, Staff, and the Turnaround Environment</u>

The transformation of Baseline Elementary to the new Baseline Academy will begin with the selection of a new principal who exhibits expertise and experience in school improvement, reconstitution of staff, extensive initial and ongoing training/professional development, and regular monitoring for the fidelity of implementation. Once the new staff is established according to District guidelines and policies outlined in Step 3 of the 1003(g) application, a two-day SIG

leadership training for the Principal, lead teachers, and the Turnaround Implementation Team and a 10-day Summer Institute will set the stage for working collaboratively, understanding the key components of the Baseline SIG Turnaround plan, and preparing for an effective opening of school.

Overview of Academic Strategies

Baseline Academy will offer a uniquely focused literacy and language program for current and future students. Students will be immersed in multiple modalities of language and literacy-rich learning. Programs will support all students in developing a strong base of foundational literacy and reading skills. Effective instructional strategies for English Language Learners (ELL) and all students will be utilized school-wide. The curricular design provides: 1) opportunities for students to learn skills in meaningful ways using research-based instructional models; 2) intensive intervention to struggling students; and 3) a rigorous instructional program which engages students in a relevant and responsive curriculum that affords them opportunities to become critical thinkers using the knowledge and skills they have been taught. The instructional design will be characterized by rigorous ELL programs; Sheltered Instructional Observational Protocol (SIOP) teaching methods; Literacy across the Curriculum; Comprehensive Response-to-Intervention (RTI); and Integrated Differentiation.

Baseline's comprehensive school redesign will employ a defined and robust set of effective practices that will rely on the talent, energy, and human capital of the faculty. The provision of intensive leadership and teacher orientation and training will ensure that Baseline Academy staff fully comprehend curricular and instructional reform efforts and are prepared to embrace their responsibility for taking an active role in ensuring success.

The goals of Baseline Academy's language and comprehensive literacy approach are as follows:

- Goal #1 All students and the targeted achievement gap group will meet the ESEA Annual Measurable Objectives in math and literacy no later than Spring of 2018.
- Goal #2 Enhance the professional teaching culture as a means of accelerating the academic achievement of all students.
- Goal #3 Establish a safe, orderly school climate characterized by an effective approach to discipline, a personalized learning environment and a supportive school culture
- Goal #4 To develop and strengthen student competencies in English Language Arts for all students with emphasis placed on effective instruction for English Language Learners

Extended Learning Time

One of the most visible and high impact turnaround reforms at Baseline includes extending the current school day from 7:50am until 2:35pm to 7:50am through 4:05pm, adding 1.5 hours to each school day, or 267 extra hours each year for students. Teachers will receive a total of 130 additional hours of professional development outside the contract. Each year that time will increase by four additional hours for a total of 402 additional professional development time over the five-year grant period. The extended school day will accommodate daily small group and one-on-one intervention for students as well as the addition of a collaboration period to accompany the teachers' planning/prep period. A sample student schedule is provided below.

Baseline Elementary Sample Schedule					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:50 - 8:15	Breakfast in the Classroom/Calendar Math				
8:15 - 10:45	Reading Workshop/Whole Group Comprehension/Word Study/Writing Process/Grammar				
10:45 - 11:45	Differentiated Instruction/ RTI Block				
11:45 - 12:30	Lunch/Recess				
12:30 - 1:45	Math				
1:45 - 2:30	Disciplinary Literacy/Science				
2:30 - 3:00	Disciplinary Literacy/Social Studies				
3:00 - 4:00	GT Enrichment Push In	P.E.	Art	Computer	Music
4:00 - 4:05	Return to Homeroom Class/Dismissal				

Elementary Literacy and Language Best Practices

An emerging body of research highlights best practices for ELL and elementary literacy instruction. Case studies from successful schools and a growing body of research assist sites such as Baseline Academy in implementing high-impact strategies and programs. However, as is the case with many educational reforms, there is no one size fits all solution and a successful school redesign depends on a collaborative of talented leadership, site-specific tactics, and tireless professional development programs.

The Institute of Educational Sciences' What Works Clearinghouse published a Practice Guide entitled *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades.* The publication outlines four recommended strategies which have demonstrated strong levels of effectiveness for ELL-focused instruction:

- Focused, intensive, small group interventions for explicit instruction directed by assessments and addressing the core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension);
- High quality vocabulary instruction infused throughout the day;
- Use of formative assessments for ELL students to gauge phonological processing, letter knowledge, and word and text reading; and
- Provision of at least 90 minutes of structured extended learning for groups of students with varying levels of English language skills.

A recent study of effective ELL instructional strategies in San Diego schools outlines a balanced literacy approach to include emphasis on meaning, literacy components embedded throughout instruction, differentiation and accountable talk, or meaningful engagement in comprehension and topic development. Despite the credibility of the aforementioned approaches, the volume of effective instruction in the sample of nine San Diego schools examined for the study occurred primarily following district and school-wide deliberate, systemic, and organized focus on ELL instructional protocols. Evidence suggests that concerted professional development supported by district expertise and guidance was a critical factor lending to academic achievement of ELL populations within the school. Additionally the study highlights the larger than expected impact of classroom exercises to illicit inquiry and higher-level thinking in improving student comprehension abilities. The use of comprehension aids such as supportive texts, realia, and visual props was also noted as a promising practice in ELL instruction.

A large portion of research on successful programs for elementary literacy and English Language Learners focuses on implementing effective professional development programs. The 2014 report from the National Center for Literacy Education entitled *Remodeling Literacy Learning: Make Room for What Works* is a nationwide survey of over 3,000 classroom teachers. The number one finding outlined by the report is that, "Nationwide, most teachers do not yet feel well prepared to implement the new literacy standards, especially with high-needs students." Surveys highlight best practices of increasing teacher literacy training, providing qualified specialists to ensure ongoing embedded support, and ensuring the availability of time for teacher-to-teacher collaboration.

Baseline Academy's proposed school redesign integrates best practices and research relating to English language learning and literacy including adoption of relevant, research-based curricula, implementation of literacy across the curriculum to support school-wide focus, extensive differentiation, Response-to-Intervention programs, and ongoing use of data and assessment. Qualified leadership and extensive teacher training and embedded professional development will support a successful school-wide approach. The school program will rest on a base of cultural respect for ethnic and linguistic diversity.

Academic Strategies

Students at Baseline Academy will receive high-quality and culturally relevant, standards-based instruction in their classroom setting. The instruction provided in the classroom will be culturally responsive and have been demonstrated to be effective through scientific research. Based on an analysis of formative and summative assessment data, it will be determined which students will require close progress monitoring, differentiated instruction, additional targeted assessment, a specific research-based intervention, or acceleration. The classroom performance of all students will be monitored continually.

A key component of Baseline Academy is the implementation of research-based instructional practices in every classroom. Strategies and resources to be implemented include Sheltered Instructional Observation Protocol (SIOP), literacy across the curriculum, student-centered differentiation, transition classes for identified ELL students, use of research-based programs to support English language acquisition, school-wide response to intervention, use of *Step Up to Writing in Math* curriculum in math classes, and use of *Middlebury Interactive Language* programs for 4th and 5th grade students. Implementation will be supported by intensive, embedded professional development and ramped up monitoring efforts to ensure effective use in all classrooms. A description of strategies and resources are detailed below.

Sheltered Instructional Observation Protocol (SIOP)

Baseline Academy teachers will participate in the SIOP Model which is a well-articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. Sheltered instruction is an instructional approach that engages ELLs to develop grade-level content area knowledge, academic skills, and increased English proficiency. Participating instructors will understand the research-based framework of the sheltered instruction approach for English language learners, become versed in the components of effective sheltered instruction lessons, and practice observing and evaluating sheltered instruction lessons.

The SIOP Model was developed by the Center for Research on Education, Diversity, and Excellence (CREDE) in partnership with the US Department of Education. The development was initiated as an effort to develop explicit sheltered instructional practices for providing effective instruction to linguistically diverse populations. The model is comprised of eight components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

SIOP Model professional development assists teachers in developing routine use of the above interrelated elements. The elements of the SIOP Model work together to support academic success for English Language Learners by supporting language development and making grade-level academic content accessible and comprehensible to them. The SIOP Model assists teachers in integrating key concepts for second language learning into lesson plans and instructional methods. The model also encourages use and provides resources for use of hands-on materials and cooperative learning, strategies which are shown to be beneficial for all students. A successful implementation of the SIOP Model benefits all learners, while providing teachers with the tools to meet the unique educational needs of ELLs as they acquire proficiency in English. Hands-on materials and ESL literacy resources and realia will be purchased for all classrooms.

Literacy Across the Curriculum

At Baseline Academy, students will have access to print and online materials that reflect their culture and neighborhoods as well as multiple other areas (Goldenberg, Rueda, & August, 2006). This addition to the instructional pedagogy will include intentional and purposeful opportunities for talking to each other and adults in meaningful and open dialogue. Language and literacy-rich environments set the stage for academic success, encourage and support communication and language development, and promote listening, reading and writing in authentic and relevant ways (Stephan, Renfro & Stephan, 2004).

The classrooms will be furnished with culturally-representative libraries and supportive texts for students to include a variety of content-aligned topics. Posters and media related to various events and topics, teacher and student created materials will be displayed in rooms. Learning charts that document classroom learning and serve as a reference for later work will center students in a literacy-rich, relevant classroom environment. Lesson plans in all subjects will facilitate student conversation with one another and engagement in reading and writing tasks integrated with science, social studies and math.

Language and literacy-rich classrooms will result in an immediate change in student performance at Baseline based on the longstanding research which indicates students who have ample classroom libraries, opportunities to communicate with peers, and places to read and write tend to spend more time reading, exhibit more positive attitudes toward reading, and demonstrate overall increased academic achievement (NAEP, 2002). In addition, students who are provided regular, differentiated instruction in literacy and content areas are likely to reach higher achievement in literacy and content areas (Gambrell, Malloy, & Mazzoni, 2007). These unique opportunities will match the students' needs and cultural backgrounds as a primary means of assuring a swift change in teacher practice and student achievement. All classrooms will be equipped with content specific literacy materials.

Student-Centered Differentiation

In *Integrating Differentiated Instruction*, Carol Ann Tomlinson and Jay McTighe state four core beliefs of effective classrooms. These beliefs include: 1) students should consistently experience curricula rooted in the important ideas of a discipline; 2) students need opportunities to learn the "basics" and opportunities to apply them in meaningful ways; 3) there is a need for balance between student construction of meaning and teacher guidance, and 4) students need to know the learning goals of a unit or lesson and criteria for successfully demonstrating proficiency with the goals. In differentiated classrooms teachers use multiple approaches and support systems in these important roles to ensure understanding of a full range of learners.

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

Tomlinson (2003) describes the importance of differentiation and meeting the vast needs of the students within each classroom. In addition, Miller (2009) and Atwell (2007) describe the immediate change in student achievement when students are provided some choice and allowed the opportunity to share ideas and opinions related to learning – with guidance, but not over bearing demands – from the teacher. Specifically, Kuntz (2012) points to the importance and sustained changes in student learning and higher achievement when they are empowered and view themselves as a critical part of their own learning.

At Baseline Academy, this concept will be implemented by providing student choice while teachers will provide regularly scheduled, small group learning opportunities. Teachers will intentionally and carefully match tasks and texts to student needs, interests, and cultural background while encouraging students to share in some of the decision making, plans for demonstration of their learning, and in providing open ended questions and problems. These experiences will include increased conversation and discussion, precisely tailored instruction in literacy, mathematics, and general academic areas, and increase student engagement (Cohen, 1994; Lee, 2006). Students will interact with other students throughout the day with carefully and thoughtfully designed instruction for small groups of students with similar needs or interests and teachers will engage with students to provide individual feedback to support the development of the whole child including social, emotional, language and academic needs. These tasks will collectively foster language development, social acumen and dramatic changes in academic skills.

School-wide, consistent Response to Intervention

The SIOP Model is an instructional framework for organizing classroom instruction in meaning and effective ways – it may be used across all Tiers of RTI. Response to Intervention (RTI) is a multi-tiered service delivery model that is used to identify at-risk learners early and to provide

effective instruction in general education first (typically called Tier I), followed by targeted intervention (Tier 2: about 20% – 30% of students) as needed. It is founded on the principle that *all children can learn* (Echevarría & Hasbrouck, 2009) and is designed to reduce the number of students eligible for and in need of special education services (typically Tier 3: about 5% - 8% of students). Key to RTI is that all students receive instruction in the core curriculum, even those who receive additional services.

Tier I represents general education. Since the SIOP® Model has been found to be effective with all learners – and is essential for English Learners (ELs) – its features should be implemented consistently to provide high quality instruction for all students. Examples of Tier 2 intervention include explicit reading instruction that emphasizes key features important for ELs and other students, including developing and practicing oral language, key vocabulary, interaction, phonemic awareness, phonics, fluency, comprehension strategies, and so forth. Few students should be included in Tier 3, consideration for this level of service is based on a student's documented response to general education and Tier 2 interventions.

TIER 1 Core Curriculum Implemented with Fidelity
(Provided by classroom teachers)
This is provided for all students daily and includes whole group instruction and differentiation. This is the foundation of the tiered intervention process and must be in place for any intervention to be successful. Instruction for Tier 1 is planned using the LRSD K-5 Literacy and Integrated Content Curriculum, which is aligned to Common Core State Standards. This includes technology integration and flexible grouping of students within the classroom.

TIER 2 Takes place in groups of up to 6 students 3-5 times per week for 20-40 minutes
(Provided by classroom teachers, reading teachers, or literacy facilitators)
This is the first level of additional support provided to accelerate learning for students not yet on grade level.

TIER 3 Takes place daily in groups of up to 3 students for 20-40 minutes
(Provided by reading teachers or literacy facilitators)
If a student does not make adequate progress in Tier 2, Tier 3 intervention is provided. This individualized, intensive level of support is only needed for a small percentage of students.

Core curriculum and instruction (classroom instruction) will meet the academic needs of approximately 80% of students. Approximately 20% of students will need Tier 2 intervention for a period of time in their academic careers to reach grade level proficiency. Close to 3% of the students needing this additional support will need Tier 3 intervention. For RTI (Response to Intervention) purposes, Tier 3 intervention is provided prior to referral for testing by special education department. For additional information visit:
http://www.rtinetwork.org/learn/what/whatisrti.

Step Up to Writing in Math

Step Up to Writing in Math will be utilized as a supplemental math resource for integrating literacy practice into Baseline math classes. This curricular program teaches practical strategies

for learning math terms and vocabulary, improving reading fluency and comprehension, practicing note taking and writing composition, understanding charts and graphs, and keeping logs and journals. Flexible lessons provide ample opportunities for classroom use and encourage targeted instruction and differentiation.

The National Council of Teachers of Mathematics (NCTM) has identified communication as an essential part of mathematics education. Writing in mathematics helps students analyze and evaluate ideas and retain the math content that they learn for longer periods of time. Writing plays several key roles in improving math performance. For students who are proficient, writing about math learning reinforces skills and creates a stronger base for future learning. For students who are struggling, writing about their math experiences help them to understand where they are faltering in the mathematical process. Writing requires that students organize ideas and information, demonstrate comprehension, plan before they begin writing, and provide specific examples and evidence in their responses.

Recognizing that time is often lacking for class preparations and the demands of varying student levels pose significant classroom changes, Step Up to Writing in Math tools and techniques are designed to save time for both teachers and students. They require minimal preparation time and are practical and easy to teach. Guidelines for scoring writing products are provided to assist math teachers with limited experiences grading literacy work.

Materials are visual, hands-on, and sequential. The multisensory approach incorporated by Step Up to Writing in Math appeals to students. Many of the activities require folded or cut paper, colors, lists, symbols, and/or practice guides. Lesson materials guide teacher demonstrations, include hands-on activities, and offer opportunities for independent practice. Utilization provides sustained interdisciplinary practice and routine use of math skill sets. Step Up to Writing in Math improves communication about and comprehension of math subject matter and the interdisciplinary approach extends student learning beyond the math classroom. Math manipulatives, calculators and curriculum materials to support the implementation of Step Up to Writing in Math will be purchased with grant funds.

Middlebury Interactive Language Programs

Baseline Academy 4th and 5th grade students will utilize Middlebury Interactive Language software programs. Middlebury programs offer courses developed from the immersive language pedagogy and teaching methodology used at Middlebury College's renowned Language Schools. Online courses offer a blended learning approach for students to gain a stronger base of comprehension and to accelerate language acquisition. Courses were developed by Middlebury linguistic PhDs and experts and are supported by decades of research supporting language acquisition through exposure to authentic materials and frequent interactions with the targeted language. Tasks and instructional exercises are tied to real-world contexts and scenarios.

Elementary language courses feature rigorous grade-level curriculum, songs, games and practice activities to teach basic expressions and help students develop vocabulary. Cultural education and celebration of diversity are recurrent themes. For example, Spanish courses

integrate exposure to authentic fables, myths and legends from Spanish-speaking cultures. Laptops, storage carts, and headphones will be purchased to facilitate use of the Middlebury Interactive Language program.

Middlebury Interactive Languages is a research based, award winning program. A 2013 evaluation study by the Johns Hopkins Center for Research and Reform in Education found that sample programs included in the third party evaluation experienced overwhelming positive feedback from instructors regarding content and pedagogy. Though academic gains were on par with regularly delivered coursework and further research on this aspect is recommended, findings showed an across the board increase in student engagement and motivation for language acquisition.

Transition Class for English Learners

Transition classes will be established at Baseline Academy. Services will be delivered in two multi-grade classes: a K-2 classroom and a 3-5 grade classroom. Transitional programs refer to instructional programs for students who have been schooled in their native language and are now in “transition” classrooms where literacy instruction takes place in English. Transition usually occurs during the elementary years but may occur in middle and high school for older students recently arrived in U.S. schools that are entering English-only literacy programs in the U.S. With regard to the development of literacy and transition from a first language to a second language, there is research on the transfer of first language, L1, to the second language, L2 (Cummings, 2001).

First language proficiency plays a distinct role in the development of literacy in a second language. Understanding of how these pieces work together will help educators determine when those transitions are most appropriate to the English-only mainstream classroom. Scaffolds must be in place in the mainstream classroom to support students transitioning from L1 to L2, for students to make that successful transition. It must be a team approach to decide how long students need to participate in the transition class.

The teacher has to be highly trained in second language acquisition, early literacy and language development, and reading instruction/development of literacy. In addition, the teacher must be culturally literate to provide a culturally responsive classroom. The teachers should also hold the ESL Endorsement or agree to complete the process for securing the ESL Endorsement within a specified time frame. A rich array of transitional classroom instructional materials, manipulatives, realia and supplies will be purchased to ensure each classroom is well equipped to meet the needs of ELL learners.

Some of the features that make transitional programs successful would include
Use of Strategies to Make Instruction Comprehensible to ELLs

- Adjusting the level of English vocabulary and structure so it is appropriate for the students given their current level of proficiency in English; (SIOP - Comprehensible Input)
- Using explicit discourse markers such as “first” and next;” calling attention to the language in the course of using it;

- Using the language in ways that reveal its structure; providing explicit discussion of vocabulary and structure; (SIOP - Building Background)
- Explaining and, in some cases, demonstrating what students will be doing or experiencing; providing students with appropriate background knowledge; (SIOP - Building Background)
- Building on students' previous knowledge and understanding to establish a connection between personal experience and the subject matter they are learning; (SIOP - Building Background)
- Using manipulatives, pictures, objects, and film related to the subject matter (SIOP - Strategies and Comprehensible Input) (Gersten, 1996; Saunders, 1999).

Opportunities for Practice

- Giving English language learners opportunities to interact with fluent English-speaking peers, providing opportunities for extended dialogue, and giving students enough time to acquire the skills they need before they stop receiving special language-related services; providing opportunities for English language learners to interact with peers, which helps students develop fluency in, and comfort with English. In addition, effective teachers create opportunities for extended dialogue to enhance English acquisition and learning (SIOP - Interaction)
- "Work the text," which means studying it carefully—reading it, rereading it, discussing it, writing about it, and listening to what others have written about it (SIOP - Strategies)
- Through interactions with native speakers, second-language learners gain access to language that is unavailable in traditional teacher-directed classroom settings (SIOP - Interaction)
- Effective teachers use Higher Order Thinking Skills (HOTS) questions that press students to clarify or expand on initial statements, as well as encourage students to participate in conversations (SIOP - Strategies)
- The teacher encourages students to express their ideas either orally or in writing and guides them to increasingly sophisticated levels of understanding – navigating Blooms Taxonomy (SIOP - Strategies)

Materials/Units of Study

- Use of non-fiction text, visual cues, realia, hands-on manipulatives, project-based learning, cross-curricular themes
- Use of bilingual text as is appropriate
- High emphasis on literacy and variety of ways to access text
- There are also several commercial Newcomer Programs that can be purchased – Reach -National Geographic, On Our Way to English – Houghton Mifflin, Let's Go – DYNEd, First English – DynEd, Intensive English – Santillana, Spotlight on English – Santillana

<u>Reading Teachers</u>

Two reading teachers (one SIG funded) will provide systematic, focused instruction to meet the needs of students struggling in literacy so that all students will read on grade level by the end of third grade. The Baseline reading teachers will provide an extension of the research-based,

LRSD Elementary Literacy and Integrated Content Core Curriculum. Through extension of core curriculum, reading teachers work with groups of students with similar needs to improve literacy performance and achievement. Reading teachers will provide daily, intensive lessons focused on the needs of the students as determined by screening and diagnostic assessments designed to identify strengths and areas of need. Instructional strategies are designed for clarity, efficiency, cohesion, engagement, mastery, purposeful integration of content areas, and flexible application of learning. "It's not just the time spent by [by students] with a book in hand, but rather the intensity and volume of high-success reading, that determines a student's progress in learning to read. (Allington, 2012)

The Baseline reading teachers will receive professional development from the LRSD Reading Coordinator every year. Topics for professional development include: technology use and tools, assessments and documentation, lesson design options, progress monitoring, scheduling, stages of development, successful methods of instruction, and accountability actions necessary to ensure success with students served by the reading teachers. Ongoing, onsite support will also be provided each year. Baseline reading teachers will collaborate with the classroom teacher to maximize cohesion of literacy learning for students. The Baseline master schedule will provide common planning time in grade levels to ensure time for reading teachers to serve students without interrupting core instruction. The special block of time provided as a result of the extended learning time through SIG funding, Differentiated Instruction/RTI Block will provide dedicated time for reading teachers to access students across classrooms and grade levels if necessary. The school principal will ensure that adequate space for successful, intensive small group instruction is identified.

Students will be given screening assessments to reveal areas of need. Diagnostic assessments will be administered to pinpoint skills and strategies for instruction. Progress monitoring assessments will be administered. When a child is performing at grade level, a series of assessments will be administered and reviewed with the program coordinator to verify that the student is ready to exit the program. When a child successfully exits the program, the reading teacher begins placement assessments for another child.

The focus and format for lessons will be chosen based on the degree of need and the areas of need for each group. These flexible options of lesson design and systematic application of lesson will ensure that students receive instruction designed to accelerate their learning so they can perform on grade level. The lesson framework used by LRSD reading teachers will follow the Explicit Teaching Model: Direct Explanation, Modeling, Guided Practice, and Application/Independent Practice. This lesson framework uses a gradual release model ("I do, we do, you do") to support students as they practice recently learned skills.

Based on data, the reading teachers will provide differentiated, intensive, accelerated instruction for:

- Foundational skills (Phonemic Awareness, Phonics, Word Recognition)
- Reading (Comprehension, Vocabulary, and Fluency)
- Writing (Organization, Content, Sentence Formation, Usage, and Mechanics)

The instruction provided to students by the reading teachers will be closely linked to core classroom instruction, which must be implemented with fidelity. A series of safeguards will be in place to take action immediately when it is evident that a student or students are not making

progress. The principal and coordinator will review the monthly and weekly documents submitted by the reading teacher and visit the reading teacher during instruction to verify consistency of implementation. Reading teachers will administer progress-monitoring assessments frequently to measure student progress. This will be submitted electronically to the principal and coordinator of the program. If this is in place and a student or students are not making progress, additional diagnostic assessments may be administered. Resources for instruction will be purchased using grant funds and will be determined based on needs of students. These resources will be linked to the LRSD Elementary Literacy Core Curriculum to ensure consistency and clarity for students. Simultaneously, the principal and LRSD Reading Coordinator will visit classrooms to determine fidelity of core curriculum implementation in regular K-5 classrooms. The Reading Teachers will communicate student progress to parents.

Class Size Reduction

Two class size reduction teachers will be added to the Baseline Academy. Based on the final fall enrollment teachers will be deployed to grade levels with the highest enrollment and teacher/student ratio which as of May 2015 will be the 3rd, 4th and 5th grade classes. However, this is subject to change based on final enrollment figures. In a 2014 policy brief from the National Education Policy Center, *Does Class Size Matter?*, Diane Schanzenbach provides solid research on the impact of class size and finds that class size is an important determinant of a variety of student outcomes, ranging from test scores to broader life outcomes. “Smaller classes are particularly effective at raising achievement levels of low-income and minority children.” (Schanzenbach, 2014) The addition of class size reduction teachers will reduce the number of students by approximately ten students (average class size of 17 versus 27).

Core Literacy and Math Instruction

While interventions are essential ensuring substantive systemic change is accomplished through strong research-based core instructional program. Additional time has been allotted for both literacy and math core instruction each day. During this block of time explicit and systematic instruction will be provided. Explicit instruction includes modeling by the teacher, guided practice with interaction between the teacher and student, and independent practice by students for mastery. The math lesson design follows the same Explicit Teaching Model but begins the lesson with an inquiry problem solving approach. This requires a variety of whole group and small group activities each day. Students will receive high-quality and culturally relevant, standards-based instruction in their classroom setting. The instruction provided in the classroom will be culturally responsive and have been demonstrated to be effective through scientific research. Based on collected data, it will be determined which students will require close progress monitoring, differentiated instruction, additional targeted assessment, a specific research based intervention, or acceleration. The classroom performance of all students will be monitored continually.

District curriculum maps in literacy, math, social studies and science provide a roadmap of what to teach and have resources that support the content and interventions. All curriculums are aligned to common core standards. The rigor of the common core standards is evident in the content of district curriculum maps. Quarterly assessments (TLI) provide student data on

mastery of literacy and math curriculum and are used to plan instruction and intervention. Both the adopted math and literacy textbooks have extensive resources and the district uses them for intervention, ESL support and differentiation. Social Studies and Science curriculum maps are aligned to the weekly reading and writing foci in literacy. The content in these areas will be used to reinforce and/or teach literacy skills. Evidence of interventions, cultural responsive teaching, student engagement, differentiated instruction and implementation of the math and literacy curriculum will be monitored on the building level and district level. The principal and LRSD literacy and math department personnel will visit classrooms to determine fidelity of curriculum implementation.

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

In his book *The Paideia Proposal*, Mortimer Adler (1982) proposes three key instructional roles for teachers: direct instruction, facilitator, and coach. There are specific teaching strategies that can be related to each role. All roles and the instructional strategies that support each role are important throughout the instructional day but vary in practice based on the learning experience. A strong instructional program has a structure that enables effective teachers to balance these roles by purposefully using a variety of strategies to ensure student understanding and maximum growth. Therefore, it is important when teaching diverse student populations to use instructional strategies effectively and provide targeted interventions to struggling students to ensure success. The chart below outlines the instructional strategies that support the various teacher roles and what students need to do.

Instructional Strategies That Support Various Teacher Roles	
What the teacher uses:	**What students need to do:**
Didactic/Direct Instruction • Demonstration/modeling • Lecture • Questions (convergent)	**Receive, take in, and respond** • Observe, attempt, practice, refine • Listen, watch, take notes, question • Answer, give responses
Facilitative/Constructivist Methods • Concept attainment • Cooperative learning • Discussion • Experimental inquiry • Graphic representative • Guided inquiry • Problem-based learning • Questions (open-ended) • Reciprocal teaching • Simulation • Socratic seminar • Writing process	**Construct, examine, and extend meaning** • Compare, induce, define, generalize • Collaborate, support others, teach • Listen, question, consider, explain • Hypothesize, gather data, analyze • Visualize, connect, map relationships • Question, research, conclude, support • Pose/define problems, solve, evaluate • Answer and explain, reflect, rethink • Clarify, question, predict, teach • Examine, consider, challenge, debate • Consider, explain, challenge, justify • Brainstorm, organize, draft, revise
Coaching • Feedback/conferencing • Guided practice	**Refine skills and deepen understanding** • Listen, consider, practice, retry, refine • Rethink, revise, reflect, refine, recycle through

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

Students will be provided literacy instruction in three daily forums: Literacy and Math Core Instruction; a SIG Differentiated Instruction Block; and literacy embedded into the social studies and science classes. Charts outlining both the literacy and math's instructional plans are provided.

Literacy Instructional Plan

<table>
<tr><th colspan="3">Baseline Literacy Instructional Plan</th></tr>
<tr><td>Literacy/Social Studies and Science Integrated
2 Hours and 30 Minutes
English Language Arts Common Core Standards

Core Instruction
Classroom teacher

Reading Workshop
Comprehension
Fluency
Vocabulary
Foundational Skills

Writing Workshop
Writing
Grammar
Step Up to Writing

Workshop Model
Direct Instruction
Guided Practice
Independent Practice
Assessment (Formative and Summative)
• Prescriptive
• Ongoing progress monitoring
• Ongoing Data Analysis

Social Studies and Science Curriculum Aligned to Weekly Reading and Writing Focus

Tier 1 and Tier 2 Intervention

Teacher Roles--- Blend of direct instruction/facilitator/coach</td><td>Differentiated Instructional Block
1 Hour
Students will be given screening assessments to reveal areas of need. Diagnostic assessments will be administered to pinpoint skills and strategies for instruction. Small group or individual instruction provided.

Daily Intervention
Reading Teacher
Literacy Instructional Facilitator
Provides Tier 2 and Tier 3 Interventions

Resources tightly aligned with core curriculum including intervention lessons from:
• Journeys Common Core
• Journeys Common Core Reading Toolkit
• Step Up to Writing

Teacher Roles--- Blend of direct instruction/facilitator/coach</td><td></td></tr>
<tr><td colspan="3">Continually assess students to obtain valid data and use this student data to inform instructional decisions throughout the three segments of the daily literacy instruction and monitor program.
• LRSD Data Dashboard----Academic, attendance and discipline data can be obtained for the district/school/individual students. Academic data includes ITBS/Benchmark/TLI assessments.
• Literacy Unit Assessment---Prescriptive lessons for intervention
• Data Walls
• Student Work</td></tr>
<tr><td colspan="3">Reading Teacher—delivers intervention to small groups and individual students and work with teachers to improve instructional practices
Literacy Instructional Facilitator—delivers intervention to small groups and individual</td></tr>
</table>

students and works with teachers to improve instructional practices
GT Facilitator—provides enrichment to all classes once a week and delivers instruction to identified GT students
*** An Accountability Plan for monitoring the providers of student intervention has been developed. It is designed to track the effectiveness of their work. This will be done at the building and district level. Monitoring and support by the district Curriculum and Instruction team will be ongoing. Additionally, the Turnaround Implementation Team will conduct weekly team visits to monitor the effectiveness of Tier 2 and Tier 3 intervention.

Math Instructional Plan

Baseline Math Instructional Plan		
Math Instructional Block **One Hour and 15 Minutes** **Core Instruction** Classroom teacher Opening/Warm Up Problem Solving Lesson/rotations small groups Class discussions strategies/reasoning Explicit instruction and summary of lesson Journal/exit ticket/short assessment **Assessment** Assessment (Formative and Summative) Prescriptive Ongoing progress monitoring Ongoing Data Analysis Tier 1 and Tier 2 Intervention **Resources** • *Scholastic Math Inventory (SMI)* 4 Assessments a Year—Provides an alignment to numerous district resources that provide intervention lessons. • *Go Math Diagnostic*---Pretest—Chapter Assigns lessons Ongoing formative assessment • *Do the Math*—Intervention program to address all tiers of intervention focusing on number and operations Grades1-6 • *Counting Collections*—Grades K-1.	**Differentiated Instructional Block** **1 Hour** Small group instruction provided by classroom teacher, math instructional facilitator, GT specialist Instructional Facilitator Tier 2 and Tier 3 Interventions **Response to Intervention (RTI)** Use the following to assess and provide ongoing progress monitoring and prescriptive lessons. • *SMI—Scholastic Math Inventory*- 4 Assessments a Year—Provides an alignment to numerous district resources that provide intervention lessons. • *Go Math Diagnostic*--- Pretest—Chapter Assigns lessons Ongoing formative assessment • *Do the Math—(*Marilyn Burns)--Intervention program for Tier 1, Tier 2 and Tier 3 focusing on number and operations. Content is sequenced and paced to build on understanding and skills. Grades 1-6 Interventions address fundamental problems in math conceptual understanding.	

• Counting Collections—K-1 • *Step Up to Math* *Step Up to Writing in Math* provides the following support: ✓ Learning and using new math terms ✓ Reading actively to improve comprehension ✓ Using note taking to learn content and explain how word problems are solved ✓ Summarizing text on math topics and concepts ✓ Using summarizing strategies to write about graphs ✓ Writing for prompts typically found on assessments ✓ Writing creatively about math content and math concepts ✓ Using learning logs and journals to demonstrate mathematical thinking and knowledge • Resources on curriculum map		
Continually assess students to obtain valid data and use this student data to inform instructional decisions throughout the three segments of the daily math instruction. • LRSD Data Dashboard----Academic, attendance and discipline data can be obtained for the district/school/individual students. Academic data includes ITBS/Benchmark/TLI assessments. • District quarterly assessment data (TLI) • Math Unit Assessment---Prescriptive lessons for intervention • Other assessments • Data Walls • Student Work		
Instructional Facilitator—models and delivers effective instruction as indicated by data through intervention for small groups or individual students **GT Facilitator**—provides enrichment to all classes once a week and delivers instruction to identified GT students *** An Accountability Plan for monitoring the providers of student intervention has been developed. It is designed to track the effectiveness of their work. This will be done at the building and district level. Monitoring and support by the district Curriculum and Instruction team will be ongoing. Additionally, the Turnaround Implementation Team will conduct weekly team visits to monitor the effectiveness of Tier 2 and Tier 3 intervention.		

Each of the instructional blocks outlined above in the Math and Literacy Instructional Plans have essential elements needed to ensure that students engage in learning activities that are grounded in best practices. The proposal design provides a framework for rich integrated core instruction which provides a solid foundation for student success. It is an essential piece that

gives students the opportunity to show what they can do with what they are learning. Such tasks take extended time and concentrated effort, and require students to plan, work cooperatively, and communicate results in a variety of formats. The “doing” implicit in the tasks allows the assessment of a student’s developing cognitive and behavioral capacities for successful achievement. The extended learning time provided through the SIG turnaround design facilitates this approach to teaching and learning.

Continuous Use of Student Data to Drive Instruction

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

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

Technology and Technology Integration

Students at Baseline Academy will benefit for increased access to technology through the addition of laptops, iPads, SMART Tables and audio video supplies. Technology will be used as a learning tool through effective integration strategies and the use of web-based programs such as MyON, an interactive digital library available to all Baseline students; Middlebury Interactive Language Program, First in Math and Rosetta Stone. Baseline currently has access to a variety of resources but teachers report that increased WiFi capacity is needed to improve stability and internet access. Technology training will be provided on a regular basis Grant funds will be used to purchase 19 Access Points and 19 Power Injectors to ensure adequate connectivity WiFi usage.

Professional Development

All Baseline Academy teachers will participate in intensive and embedded professional development programs as outlined in the chart below. The Principal and Leadership Team will meet for three days in early July to forge a solid direction for complete and effective implementation of the Baseline Academy comprehensive instructional design and discuss establishment of quarterly goals and measures for student achievement. The team will also identify classroom level measure to provide ongoing and frequent data for tracking student progress and to promote differentiated instruction.

An intensive ten-day summer institute will provide initial professional development on key topics followed by bi-monthly two hour afterschool collaborative professional development sessions. During these sessions, the faculty, building administrators and district support staff will review, analyze and evaluate implementation efforts and review student data. Through the review of formative data, modifications in program implementation and strategies for differentiation will be made. Four 6-hour Saturday sessions will be identified for the continuation of SIOP training.

Faculty participation in all professional development will be mandatory and an understood commitment of employment at Baseline Academy.

Session	**Participants**	**Timeline**
Baseline Academy Leadership Seminar	Principal/Leadership Team	3 days, July 2015 July 2016
Team Building	All staff	1/2 day 2015 Summer Seminar
SIOP	All teachers	3 days, 2015 and 2016 Summer Seminar 4 Full Day sessions scheduled periodically during 2015 – 2016 SY and the 2016 – 2017 SY (PD days and Saturday sessions) After school PD for two hours monthly
Digging Into the Data	All teachers	1 day 2015 and 2016 Summer Seminar Ongoing
Lesson Planning and Step Up to Writing	All teachers	1 day 2015 Summer Seminar Ongoing
Step Up to Writing in Math	All teachers	1 day 2015 Summer Seminar Ongoing

Technology Training in preparation for 4th/5th grade	4th and 5th grade teachers	Early July 2015 2 days
Response to Intervention	All Teachers	Bi-Monthly Afterschool PD sessions
Technology Integration	All Teachers	Bi-Monthly Afterschool PD
Literacy Across the Curriculum/Language and Literacy Rich Learning	All Teachers	1 day, August 2015 Bi-Monthly Afterschool PD
Co-teaching/Inclusion Strategies	All Teachers	Bi-Monthly Afterschool PD sessions
Reflection Academy	All school faculty	1 day, June 2016 1 day, June 2017

The Summer Baseline Academy Institute provides the basis of orientation for new staff members and lays the foundations of teacher preparation for the implementation of Baseline Academy. The Institute will be held for 10 days (7 hours per day). The Summer Institute will be held the first three years of operation. Topics will be modified each year based on teacher needs and student results. The chart below outlines the tentative daily agenda for the inaugural Summer Institute.

Baseline Academy Summer Institute
Day 1: Welcome; Introductions; Opening Remarks and Overview of the Baseline Academy by Building Principal; School Vision and Mission
Day 2: Team building
Day 3 – 5: SIOP Training
Day 6: Digging into the Data (by school and by grade level)
Day 7 - 9: Literacy Across the Curriculum/ Step Up To Writing in Math/Step Up to Writing – Preparing to teach the new curriculum, overview embedded assessments
Day 10: Technology Across the Curriculum and Technology Tools; Wrap - Up

The intensive initial training will be complimented by ongoing, job embedded professional development through bi-monthly, collaborative planning sessions to refine instructional practice, and specialized professional training related to the performance events and training designed to meet the needs of second language learners. These sessions will include the review of student data/work, designing (and redesigning) lessons, and planning for the unique needs of students within the school. These bi-monthly sessions will become the heart of the effective instruction will be supplemented with in-classroom support related to the collaborative work. Four Saturday sessions will provide teachers with specific training on implementing the eight components of SIOP and participation in all SIOP training will be mandatory.

Ongoing professional development will be embedded into the professional learning culture of the school using the Professional Learning Community model. Teachers will engage in reflective, collaborative planning through weekly grade-level and content level professional development sessions. Student work and student performance will be analyzed and teachers will discuss implementation successes as well as challenges. Solutions will be developed and continuous improvements will be implemented.

Extensive co-teaching training will be utilized to effectively assist special education students and implement best practices for inclusion. Participating teachers will 1) review the "Best Practices" for efficient and effective co-teaching, 2) share examples of their best co-taught lessons this year, and 3) plan their next co-taught lessons. At the end of each session, co-teachers share their next co-teaching plans with the group. Measures will be put in place to ensure a highly functioning co-teaching/inclusion program.

Support for leadership will be provided through the executive coaching process. Exemplary educators serve as executive coaches to provide a minimum of three hours per month (September through 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. This process will ensure that the incoming leadership understands the turnaround reform process.

Professional Development Services

Professional development for the Baseline Academy SIG initiative will be delivered through a combination of district specialists as well as individual consultants who bring specific expertise and experience to the initiative. The district has selected to not use an external provider. Over the past several years, the district has worked with one or more external providers to provide intensive professional development services at several LRSD schools. However, substantial turnaround in student achievement outcomes was not achieved. Instead, the district has focused on system wide reforms beginning with a recent curriculum audit and district wide use of common formative assessments. Mr. Kurrus, Superintendent of Schools, is dedicated to a systemic approach to improved student outcomes. The Baseline Academy model will employ the systemic reforms in elementary literacy and literacy across the curriculum. As well, customized professional development services will be provided by experts specializing in the services that meet the unique needs of Baseline Academy. These professionals will consult regularly with the school principal and leadership team to make periodic adjustments to their professional development services and technical assistance.

The Sheltered Instruction Observation Protocol (SIOP) professional development will be delivered by a national SIOP expert, Jennifer Rojas. Ms. Rojas is a nationally recognized K-12 ELL/Intervention Specialist. Teachers and administrators will participate in the training and support needed to effectively implement the SIOP model. Services within the program help participants implement robust sheltered instruction lessons by:

- Building collaborative sessions with fellow educators to reflect and improve sheltered instruction
- Observing SIOP expert conduct model lessons and being coached in techniques to improve lesson delivery and implementation
- Gaining insight on how best to apply what was learned to Baseline

Jeanette Hodges is an educational consultant with over forty-one years of experience in literacy instruction. Prior to working as an independent consultant, Mrs. Hodges served as literacy provider for Southern Regional Education Board (SREB). Her work with SREB entailed serving over 40 states. Ms. Hodges routinely presents workshops and instructional consultations across the nation on a broad range of literacy instructional topics. She holds a Master's degree in English from Auburn University and Rank I and additional certifications from Northern Kentucky University and is currently pursuing her Doctorate from Auburn University. She served as a consultant to the Kentucky Department of Education for several years prior to the onset of work at the national level. She is a contributing author of the Southern Regional Education Board publication, Literacy across the Curriculum. She specializes in literacy across the curriculum workshops and embedded assistance to teachers. Her work entails modeling lessons and classroom strategies and coaching to promote rigor and critical thinking through cross-curricular literacy assignments. She also provides in-depth training on assessment and how to tailor the learning experience to targeted student needs. Ms. Hodges also spent a great deal of time throughout her coursework studying best practices in Sheltered Instructional Observation Protocol (SIOP) thus bringing her nationally re-known skillset of expertise in literacy and ELL populations to the Baseline turnaround program.

Dr. Patty Kohler will provide extensive support for teachers to encourage effective inclusion and co-teaching for special education populations. Dr. Kohler holds a Doctorate degree in Education with emphasis on special education. She brings over forty-two years of experience in education to the Baseline turnaround endeavor. Dr. Kohler specializes in teacher support for co-teaching and inclusion to support special needs students. Her writings and presentations are widely published in educational publications across the nation. Her on the ground work includes coaching, modeling, lesson plan and instruction analysis and feedback, and training for differentiation, authentic collaboration, and effective assessment. Ms. Kohler has invested the majority of her career in bettering central Arkansas education. She brings in-depth knowledge of local educational resources and contacts, as well as a proven reputation for getting results at the school site.

Dr. Kohler is supported by Dr. Renee Calhoon. Dr. Calhoon has served in multiple school level educator positions over the last twenty years. She is a Certified Instructional Model Professional Developer who has received multiple awards acknowledging her dedication to education that meets the mental, social, and physical well-being of all students.

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, reduce behavior problems, and bridge the achievement gap.

Incentives

Baseline 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, tardiness and school climate will be collected and periodically reviewed by the leadership team and teacher teams to guide decision making. Bilingual signage will be installed across the campus to assist with language barriers and create a more inclusive school climate. Grant funds are requested to assist with signage.

When Baseline achieves their AMO in literacy and math teachers will receive $500 to purchase classroom materials and supplies of their choice. This will provide teachers a direct incentive that is tied to increased student achievement. The incentive was agreed upon with the Little Rock Classroom Education Association who has included a letter of support for the Baseline Academy SIG proposal.

Student awards and recognitions for improved attendance as well as improved discipline and academics will be utilized throughout the year. A major attendance campaign will emphasize the need for students to attend school every day. Inexpensive rewards will be used to reinforce positive improvements. Decisions regarding student incentives will be delegated to grade level teams with an incentive event occurring a minimum of once per quarter.

Youth Development Specialist

A Youth Development Specialist (YDS) will be added to the Baseline staff through grant funds. The YDS will hold an elementary counselor license and provide prevention, intervention, and

support for all students for the prevention and intervention of behaviors that place students at risk and interfere with academic success. Behavior problems are well documented through interviews with Baseline classroom teachers who commented that a significant portion of the instructional time is interrupted due to student behavior issues. The YDS will provide the following services:

- Provide individual student and small group sessions to increase student knowledge and awareness of the dangers of at-risk behaviors and available resources to address student needs.
- Help students to grow in self-understanding and in positive maximum use of his/her potential.
- Assist parents and school staff in understanding the developmental needs of all students, and works with parents and staff in meeting the individual needs of children in the school environment.
- Provide response services, including short-term individual, and group counseling.
- Provide referral services to appropriate support services and community agencies.
- Makes home visits for the purpose of gathering pertinent background information and to facilitate effective communication between the home and the school.
- Promotes effective utilization of school and community resources in program development and implementation.
- Assists students to build on existing assets to make positive choices about their health and well-being, academic achievement and interaction with others.

Family and Community Involvement

Family and parent services will be enhanced through the provision of a full-time interpreter. A large percentage of parents are not fluent in English and require assistance in communicating with teachers and school staff. During grant development, parents participated in a focus discussion and shared ideas for services they would like to see included at the school site. Parents stressed expressed the need for child care for at parent meetings and events. Parent sessions will be held to assist parents to understand math and to be better prepared to assist their children with homework. Additional enrichment activities will be built into the school day to recognize their native cultures as well as special events that celebrate the diversity at Baseline Academy. Following the designation of the new principal and staff, additional parent and community focus groups will be conducted to gather ideas and suggestions.

The Baseline staff will collaborate with the Central Arkansas Library System (CALS) to improve library accessibility for families. CALS will visit the school to set up library cards for families so they can access the library via the Internet without the need for transportation to the library. If families would prefer to visit a library facility, The Dee Cox CALS library branch is located in close proximity to Baseline Academy.

Through the Parent Engagement Project, the district is partnering with the Winthrop Rockefeller Foundation and the School of Social Work from the University of Arkansas at Fayetteville to examine school and home partnerships, communication and collaboration. During 2015, staff from the School of Social Work will work at Baseline and two other elementary sites to discover

the specific needs of families and the support provided at the school sites. They will also assist in creating a Community Asset Map to reveal available resources. In the fall of 2015, they will collaborate with the district, parents, caregivers, business and community leaders to suggest new strategies, programs and/or policies to support families in increasing academic performance of district students.

Home-School Advisors

Baseline Academy will be served by two bi-lingual Home-School Advisors (one grant funded) who will provide support for the school community through improved parent communication in areas determined to be crucial to supporting student achievement and improving educational outcomes for English Learners. The Advisor will work to empower parents to be able to maintain a strong parent network and relationship with the school, the larger district and the community. The essential functions and responsibilities include:

- Provides site-based professional development for school staff to develop a culturally proficient school which is more responsive to the needs of the school community and parents
- Completes document translations at the district and campus level as required
- Provides interpretation services at the district and campus level as required
- Coordinates and facilitates collaborative sessions for language minority parents and schools where the focus in on improving communication between the schools, parents and community (translation and interpretation)
- Models exemplary practices in cultural proficiency to improve communication and collaboration among all stakeholders
- Provides on-the-job assistance to teachers in school as they work to improve regular communication with parents and the community (translations and interpretations)
- Serves as a reflective partner with the principals and teaching staff in encouraging culturally appropriate practices, as they relate to inclusiveness and access to schools for the language minority parents and community
- Contributes in the development of the Annual Parent Satisfaction Surveys
- Assists with focus group studies to monitor the level of parent involvement in targeted schools, along with participation rates for students in all aspects of school activities
- Monitors and evaluates the school's capacity for interpretation/translation services to meet the needs of parents and the community

Alignment of Resources
State and federal funding sources including Title I, Title IIA, and Title III funds and all other state, federal, and other grant funding received will be leveraged to ensure effective interventions to address areas of greatest need.

Modifications
The major barrier to implementation will be to ensure that new teaching strategies are effectively mastered and implemented by each participating teacher. A second challenge will be to ensure that that all aspects of the program are implemented with fidelity maintaining a constant focus on improving student outcomes. Fundamental change can be met with resistance even with a

new faculty. However, through the Turnaround Model, implementation has the fundamental elements necessary to implement change with positive outcomes. The Baseline plan is a living document that will undergo continuous review and modification by the school and district.

Sustaining the Reforms

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

The school and the district understand that strong program implementation is the key to sustainability. Ongoing monitoring of implementation and measurement of impact on student and school performance will occur from the onset of programs, embedding these crucial activities in the dynamic turnaround process.

Recognizing that costs are inherent to program continuation, the District will assume much of the financial responsibility of sustaining school improvement efforts. The District is prepared to support the program with a combination of local, federal, and state funds including Title I, Title IIA, Title III, and discretionary grant funds. The district's Grants Director, who is responsible for procuring grants, will assist the schools in applying for State, Federal and foundation grants to continue the innovative educational activities initiated. Baseline leadership and LRSD Central office staff are committed to the school improvement process. The reform efforts will be embedded in the school ACSIP plan and an ongoing accountability process will be put in place to ensure continual review and renewal of transformation implementations and monitor for continual progress. By the end of the five-year grant period, the program will be supported by an array of community supports and district funding.

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	April 15, 2015
3. Release LEA applications and guidelines for eligible applicants and technical assistance for applicants.	April 29, 2015
4. LEA application due for priority schools.	May 27, 2015
5. Application Review by ADE * Review process is on the following page.	June 1-5, 2015
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2014-2015 school year.	June 19, 2015
7. Provide technical assistance for initial grant implementation.	June 2015 – September 2015

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

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.

July 2015– August 2015 Pre-implementation
Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

July	• Complete hiring process for teaching faculty • Formulate Turnaround Communication Plan and Master Calendar • Finalize Summer SIG Institute agenda • Initiate Turnaround Team weekly meetings to launch turnaround process • Hire SIG staff: Interpreter, Class size reduction teachers, Youth Development Specialist, Reading teacher • Purchase materials and supplies: Middlebury Languages, Step up to Writing in Math, literacy materials • Implement Baseline Academy 3-day Leadership Seminar • Finalize professional development consulting contracts • Select and order bilingual signage • Post SIG grant information on LEA website • Convene SIG Advisory Committee • Initiate Wi-Fi infrastructure enhancements • SIS meets with school Leadership Team to review student data and Priority Improvement Plan • Order SIG staff laptops and basic supplies • Parent meeting to initiate ongoing involvement and discuss extended day and other turnaround plans
August	• Turnaround Team Monthly meeting • School leadership team develops student incentive plan • Complete Year 1 ipad and laptop order • Inventory classroom libraries and order literacy materials for classrooms • Implement 10 day Summer Institute • Plan and implement back to school family and student events • Leadership Team start 2x monthly meetings • SIS weekly reports commence for the year • Develop and contact list of potential community partners

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.

September	• Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 1 • Launch attendance campaign for students • Begin grade level meetings and collaborations • Initiate embedded PD/Consultant services • Home school advisors begins to make home visits • Afterschool PD 2x monthly meeting begin • Initiative intensive walkthrough and focus walks to establish baseline for improvement • Student survey 1 • Initiate community partner feedback processes • Collect classroom lesson plans to monitor implementation of strategies • Finalize rubric to determine eligibility for teacher AMO incentive • School-wide technology inventory • Technology purchases according to SIG plan and tech inventory • Leadership Team 2x weekly meetings continue
October	• Turnaround Team Monthly meeting • Saturday PD session 1 • Deepen collaborative work with teachers • Afterschool PD 2x monthly meetings continue • Leadership Team 2x weekly meetings continue
November	• Turnaround Team Monthly meeting • Saturday PD session 2 • Collect artifacts for initial assessment of turnaround progress • Develop plan to revise turnaround process as needed • Afterschool PD 2x monthly meetings continue • Science material inventory • Leadership Team 2x weekly meetings continue
December	• Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 2 • Student survey 2

	• Holiday celebrate/family feedback session • Student incentives round 1 • Afterschool PD 2x monthly meetings continue • School media center inventory • Science material purchases according to inventory • Leadership Team 2x weekly meetings continue
January	• Turnaround Team Monthly meeting • Saturday PD session 3 • Implement program improvements based on artifacts and feedback • School literacy/media center purchases according to inventory • Leadership Team 2x weekly meetings continue
February	• Turnaround Team Monthly meeting • Saturday PD session 4 • Afterschool PD 2x monthly meetings continue • Leadership Team 2x weekly meetings continue
March	• Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 3 • Saturday PD session 5 • Student survey 3 • Afterschool PD 2x monthly meetings continue • Leadership Team 2x weekly meetings continue
April	• Turnaround Team Monthly meeting • Saturday PD session 6 • Collect artifacts for initial assessment of turnaround progress • Afterschool PD 2x monthly meetings continue • Spring parent and family feedback event • Leadership Team 2x weekly meetings continue
May	• Turnaround Team Monthly meeting • Student survey 4 • Parent Surveys • Teacher Surveys • Community partner surveys • Afterschool PD 2x monthly meetings continue • Student incentive awards round 2

	• Leadership Team 2x weekly meetings continue • Joint planning meeting to evaluate progress and impacts of consultant PD service (Turnaround Team, School Leadership Team, Consultant)
June	• Finalize PD plan amendments based on evaluative meeting • Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 4 • Implement program improvements based on artifacts and feedback • Complete and submit SIG year-end reports • Leadership Team 2x weekly meetings continue • Implement Reflection Academy • Year one Baseline Community Forum

2016-2017 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

August	• Announce teacher AMO incentive awards • Turnaround Team Monthly meeting • School leadership team develops student incentive plan • Complete Year 2 iPad and laptop order • Plan and implement back to school family and student events • Leadership Team start 2x monthly meetings • SIS weekly reports commence for the year
September	• Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 1 • Launch attendance campaign for students • Begin grade level meetings and collaborations • Initiate embedded PD/Consultant services • Home school advisors begins to make home visits • Afterschool PD 2x monthly meeting begin • Initiative intensive walkthrough and focus walks to establish baseline for improvement • Student survey 1 • Initiate community partner feedback processes • Collect classroom lesson plans to monitor implementation of strategies • Finalize rubric to determine eligibility for teacher AMO incentive • School-wide technology inventory • Technology purchases according to SIG plan and tech inventory • Leadership Team 2x weekly meetings continue
October	• Turnaround Team Monthly meeting • Saturday PD session 1 • Deepen collaborative work with teachers • Afterschool PD 2x monthly meetings continue • Leadership Team 2x weekly meetings continue
November	• Turnaround Team Monthly meeting • Saturday PD session 2 • Collect artifacts for initial assessment of turnaround progress • Develop plan to revise turnaround process as needed

	• Afterschool PD 2x monthly meetings continue • Science material inventory • Leadership Team 2x weekly meetings continue
December	• Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 2 • Student survey 2 • Holiday celebrate/family feedback session • Student incentives round 1 • Afterschool PD 2x monthly meetings continue • School media center inventory • Science material purchases according to inventory • Leadership Team 2x weekly meetings continue
January	• Turnaround Team Monthly meeting • Saturday PD session 3 • Implement program improvements based on artifacts and feedback • School literacy/media center purchases according to inventory • Leadership Team 2x weekly meetings continue
February	• Turnaround Team Monthly meeting • Saturday PD session 4 • Afterschool PD 2x monthly meetings continue • Leadership Team 2x weekly meetings continue
March	• Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 3 • Saturday PD session 5 • Student survey 3 • Afterschool PD 2x monthly meetings continue • Leadership Team 2x weekly meetings continue
April	• Turnaround Team Monthly meeting • Saturday PD session 6 • Collect artifacts for initial assessment of turnaround progress • Afterschool PD 2x monthly meetings continue • Spring parent and family feedback event • Leadership Team 2x weekly meetings continue
May	• Turnaround Team Monthly meeting

	• Student survey 4 • Parent Surveys • Teacher Surveys • Community partner surveys • Afterschool PD 2x monthly meetings continue • Student incentive awards round 2 • Leadership Team 2x weekly meetings continue • Joint planning meeting to evaluate progress and impacts of consultant PD service (Turnaround Team, School Leadership Team, Consultant)
June	• Finalize PD plan amendments based on evaluative meeting • Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 4 • Implement program improvements based on artifacts and feedback • Complete and submit SIG year-end reports • Leadership Team 2x weekly meetings continue • Implement Reflection Academy • Year two Baseline Community Forum

2017-2018 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	• Turnaround Team Monthly meeting • Intensive review of SIG goals and artifacts to document progress
August	• Announce teacher AMO incentive awards • Turnaround Team Monthly meeting • School leadership team develops student incentive plan • Complete Year 2 iPad and laptop order • Plan and implement back to school family and student events • Leadership Team start 2x monthly meetings • SIS weekly reports commence for the year
September	• Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 1 • Launch attendance campaign for students • Begin grade level meetings and collaborations • Initiate embedded PD/Consultant services • Home school advisors begins to make home visits • Afterschool PD 2x monthly meeting begin • Initiative intensive walkthrough and focus walks to establish baseline for improvement • Student survey 1 • Initiate community partner feedback processes • Collect classroom lesson plans to monitor implementation of strategies • Finalize rubric to determine eligibility for teacher AMO incentive • School-wide technology inventory • Technology purchases according to SIG plan and tech inventory • Leadership Team 2x weekly meetings continue
October	• Turnaround Team Monthly meeting • Saturday PD session 1 • Deepen collaborative work with teachers • Afterschool PD 2x monthly meetings continue • Leadership Team 2x weekly meetings continue

November	• Turnaround Team Monthly meeting • Saturday PD session 2 • Collect artifacts for initial assessment of turnaround progress • Develop plan to revise turnaround process as needed • Afterschool PD 2x monthly meetings continue • Science material inventory • Leadership Team 2x weekly meetings continue
December	• Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 2 • Student survey 2 • Holiday celebrate/family feedback session • Student incentives round 1 • Afterschool PD 2x monthly meetings continue • School media center inventory • Science material purchases according to inventory • Leadership Team 2x weekly meetings continue
January	• Turnaround Team Monthly meeting • Saturday PD session 3 • Implement program improvements based on artifacts and feedback • School literacy/media center purchases according to inventory • Leadership Team 2x weekly meetings continue
February	• Turnaround Team Monthly meeting • Saturday PD session 4 • Afterschool PD 2x monthly meetings continue • Leadership Team 2x weekly meetings continue
March	• Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 3 • Saturday PD session 5 • Student survey 3 • Afterschool PD 2x monthly meetings continue • Leadership Team 2x weekly meetings continue
April	• Turnaround Team Monthly meeting • Saturday PD session 6

	• Collect artifacts for initial assessment of turnaround progress • Afterschool PD 2x monthly meetings continue • Spring parent and family feedback event • Leadership Team 2x weekly meetings continue
May	• Turnaround Team Monthly meeting • Student survey 4 • Parent Surveys • Teacher Surveys • Community partner surveys • Afterschool PD 2x monthly meetings continue • Student incentive awards round 2 • Leadership Team 2x weekly meetings continue • Joint planning meeting to evaluate progress and impacts of consultant PD service (Turnaround Team, School Leadership Team, Consultant)
June	• Finalize PD plan amendments based on evaluative meeting • Turnaround Team Monthly meeting • SIG Advisory Quarterly Meeting 4 • Implement program improvements based on artifacts and feedback • Complete and submit SIG year-end reports • Leadership Team 2x weekly meetings continue • Implement Reflection Academy • Turnaround team monthly meeting • Year three Baseline Community Forum

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
NOTE: Because implementation of the turnaround model involves reconstitution of the school staff, the Turnaround Team met with LEA departments on behalf of the school. The members of the Turnaround Team include leaders from the Human Resources, ESL, Literacy, and the Grants and Program Department as a means to ensure communication, collaboration, and multi-departmental feasibility assessment of turnaround plans. In addition to committee meetings, the Turnaround Team consulted with additional departments as indicated in the chart.			
5/18/2015	Computer Information Services	John Ruffins	Director of Computer Information Services
		Linda Young	Director of Grants & Program Development
5/20/2015	Transportation	Mike Martello	Director of Transportation
		Linda Young	Director of Grants & Program Development
5/20/2015	Little Rock Education Association (LREA)	Cathy Koehler	LREA President
		Sadie Mitchell	Associate Superintendent of Elementary Schools
		Renee Kovak	Director of Human Resources
		Linda Young	Director of Grants & Program Development

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

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

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

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Little Rock School District Priority School Baseline Elementary

Total 3-Year Budget $6,852,436.13

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 school-wide program, the school must receive all of the non-Federal funds it would have received if it were not operating a school-wide program, including all non-Federal funds necessary for the operation of the school's basic educational program.

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

TURNAROUND MODEL	YEAR 1		YEAR 2	YEAR 3	YEAR 4	YEAR 5
	Pre-Imp				Sustainability	Sustainability
☐1. Developing teacher and school leader effectiveness						
☐Select a new principal						
☐Make staff replacements						
☐Support required, recommended and diagnostic strategies						
☐Change and sustain decision making policies and mechanisms						
☐Change and sustain operational practices						
☐Implement local evaluations of teachers and principal						

Additional options (specify) Any of the required and permissible activities						
☒ Executive Coaching		2,025	2,025	2,025		
Subtotal		2,025	2,025	2,025		
☐2. Reforming instructional programs						
☐Develop data collection and analysis processes						
☐Use data to drive decision making						
☐Align curriculum vertically and horizontally						
Additional options (specify) Any of the required and permissible activities						
☒ Curriculum		155,100	118,500	118,500		
☒ Technology		111,896	105,896	105,896		
Subtotal		266,996	224,396	224,396		
☒3. Increasing learning team and creating community-oriented schools		212,925	220,842	229,075.68	123,735.04	129,284.45
☒Increase learning time (extended day, week, or year)		611,886.52	611,886.52	611,886.52	518,886.52	518,886.52
☐Develop community partnerships that support the model						
☒Implement parent and community involvement strategies for ongoing engagement and support		201,025.00	197,742	204,727.68	156,901.57	162,377.63

Subtotal		1,025,836.52	1,030,470.52	1,045,689.88	799,523.13	810,548.60
☐4. Flexibility and Sustain Support						
☐Implement a comprehensive approach to school transformation						
☒Ongoing, intensive professional development and technical assistance from the LEA and the SEA		354,661.36	354,661.36	354,661.36	177,560.20	177,560.20
Subtotal		354,661.36	354,661.36	354,661.36	177,560.20	177,560.20
☐5. LEA-activities designed to support implementation of the turnaround model						
☐						
☐						
☐						
Subtotal						
Total for Turnaround Model		1,649,518.88	1,611,552.88	1,626,772.24	977,083.33	988,108.80

Priority:

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

Activity	Explanation	Amount
	.	
Total		

Budget Narrative:

Requirements

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

The budget for the proposed turnaround program at Baseline is aligned with the budget chart. Funds are dedicated to the turnaround model strategies as follows. The detailed budget justification provides additional information for specific costs.

1. Developing teacher and school leader effectiveness: The program will provide executive coaching in year 1, 2, and 3 of the grant.
2. Reforming Instructional Programs: The turnaround process will utilize SIG funds for curriculum and technology. Curriculum costs include the materials and supplies with the exception of student incentives, bilingual signage, and materials for parent and family meetings. Technology costs include all equipment purchases plus purchased services for technology training consulting fees. These costs occur in year 1, 2, and 3 of the grant. Additional wireless internet access points will be added in year 1 as well.
3. Increasing learning team and creating community-oriented schools: Costs associated with this component include the addition of key staff including a reading teacher and two teachers to reduce class size. Fringe and health care costs associated with the staff positions is included as well.
4. Increased learning time (extended day) will be provided as well. Costs associated with this component include extended day compensation and associated fringe costs. Bus transportation for students is included as well.
5. Implementation of parent involvement strategies for ongoing engagement and support are a key facet of turnaround programs. Costs associated with these programs include obtainment of an interpreter, a home school advisor and a youth specialist, associated fringe and health care costs, student incentives, parent meeting supplies, and bi-lingual school signage.
6. Provision of ongoing, intensive professional development and technical assistance from the LEA and the SEA is another key component of programs. Costs associated with this program aspect include staff stipends for a

summer institute, after school professional development sessions, Saturday sessions, and an end-of-the-year Reflection session. Associated fringe is included. The costs associated with obtaining highly qualified consultants to deliver embedded support for teachers is included, as well as the costs of Arkansas Department of Education technical assistance.

A detailed budget narrative is provided below:

BASELINE SIG PROPOSAL BUDGET NARRATIVE						
Budget Category	**Description**	**YEAR ONE**	**YEAR TWO**	**YEAR THREE**	**YEAR FOUR**	**YEAR FIVE**
A. Personnel:		**Total**	**Total**	**Total**	**Total**	**Total**
Employee Salaries						
Category	**Description**					
(1) Interpreter	1 FTE x $40,000 annual salary x year 1, 2, 3, 4, and 5	40,000.00	41,600.00	43,264.00	44,994.56	46,794.34
(1) Youth Specialist	1 FTE x $55,000 annual salary x year 1, 2, and 3	55,000.00	57,200.00	59,488.00		
(1) Home School Advisor	1 FTE x $40,000 annual salary x year 1, 2, 3, 4, and 5	40,000.00	41,600.00	43,264.00	44,994.56	46,794.34
(1) Reading Teacher	1 FTE x $55,000 annual salary x year 1, 2, and 3	55,000.00	57,200.00	59,488.00		
(2) Additional teachers for class size reduction	2 FTE x $55,000 annual salary x year 1, 2, 3, 4, and 5	110,000.00	114,400.00	118,976.00	123,735.04	128,684.44
Subtotal/Salaries		**300,000.00**	**312,000.00**	**324,480.00**	**213,724.16**	**222,273.13**
Extended Day Compensation						
(34) Extended Day for Certified Staff	1.5 hrs additional each day for 178 student days x $60.00/day x 34 staff in	363,120.00	363,120.00	363,120.00	363,120.00	363,120.00

	year 1, 2, 3, 4, and					
(14.6) Extended Day for Classified Staff	1.5 hrs additional each day for 178 student days x $24/day x 14.6 staff in year 1, 2, 3, 4, and 5	62,371.20	62,371.20	62,371.20	62,371.20	62,371.20
Subtotal/Extended Day Compensation		**425,491.20**	**425,491.20**	**425,491.20**	**425,491.20**	**425,491.20**
Stipends for Professional Development						
(30) Summer Institute	10 days x 7 hrs per day x 30 staff x $40/hr in year 1, 2, 3, 4, and 5	84,000.00	84,000.00	84,000.00	42,000.00	42,000.00
(33) Saturday Sessions	4 Saturdays x 6 hrs per Saturday x 33 staff x $40/hr in year 1, 2, and 3	31,680.00	31,680.00	31,680.00		
(30) Afterschool Sessions	2 sessions per month x 2 hrs per session x 9 months x 30 staff x $40/hr in year 1, 2, 3, 4, and 5	43,200.00	43,200.00	43,200.00	21,600.00	21,600.00
(30) Reflection Academy	2 sessions x 4 hrs per session x 30 staff x $40/hr in year 1, 2, and 3	9,600.00	9,600.00	9,600.00		
Subtotal/Stipends		**168,480.00**	**168,480.00**	**168,480.00**	**63,600.00**	**63,600.00**
B. Fringe						
Salary Personnel	$300,000 x 7.65% FICA, 14% retirement, .3% Worker's Comp (21.95%) plus $5,000 per position for health insurance x 6 ($30,000) in year 1, 2, 3, 4, and 5 (includes incremental pay steps for year 2, 3, 4, and 5)	95,850.00	98,484.00	101,223.36	66,912.45	68,788.95
Extended Day Compensation	$425,491.20 x 7.65% FICA, 14% retirement, .3% Worker's Comp (21.95%) in year 1, 2, 3, 4, and 5	93,395.32	93,395.32	93,395.32	93,395.32	93,395.32
Professional Development Stipend Compensation	$168,480 x 7.65% FICA, 14% retirement, .3% Worker's Comp (21.95%) in year 1, 2, 3, 4, and 5	36,981.36	36,981.36	36,981.36	13,960.20	13,960.20
Subtotal/Fringe		**226,226.68**	**228,860.68**	**231,600.04**	**174,267.97**	**176,144.47**

C. Purchased Services:						
Student Transportation	Two additional bus routes to accommodate the extended day. Two routes estimated at $46,500 per route in year 1, 2, and 3	93,000.00	93,000.00	93,000.00		
Consultant for Literacy across the Curriculum	Embedded support for Literacy across the Curriculum including modeling lessons, providing targeted PD sessions, and co-teaching and feedback: $1,500 per day x 20 days in year 1, 2, and 3	30,000.00	30,000.00	30,000.00		
Consultant Services for Inclusion and Co-Teaching for SPED students	Embedded support to promote effective teaching for SPED students to include coaching, modeling lessons, and providing targeted professional development: $1,200 per day x 16 days in year 1, 2, and 3	19,200.00	19,200.00	19,200.00		
Executive Coaching	$75 per hour x 9 months x 3 hours per month in year 1, 2, and 3	2,025.00	2,025.00	2,025.00		
Technology Professional Development Coach	5 two-hour sessions x $50 per hour in year 1, 2, and 3	500.00	500.00	500.00		
Subtotal/Purchased Services		**144,725.00**	**144,725.00**	**144,725.00**	**0.00**	**0.00**
D. Equipment:						
Laptop Computers	50 HP Laptops for Technology-rich instruction and learning: 150 x $645 each	32,250.00	32,250.00	32,250.00		
2 mobile laptops carts	laptop carts for laptop secure storage and charging (25 units per cart): 6 x $1,500 each	3,000.00	3,000.00	3,000.00		
SMART Tables	SMART Table technology for 3 Kindergarten classrooms: 6 x $6000 each		18,000.00	18,000.00		

iPads	50 iPads for technology rich instructional activities: 150 x $798 each	39,900.00	39,900.00	39,900.00		
3 mobile iPad carts	carts for storage and charging for iPads (15 units per cart): 10 carts x $2,520 each	8,400.00	8,400.00	8,400.00		
3 MacBook pro computers for iPad management	MacBook Pros to enable charging and syncing iPads (1 per cart): 9 x $1,282 each	3,846.00	3,846.00	3,846.00		
laptops for staff	4 units (interpreter, home school advisor, reading teacher, and youth specialist): 4 x $1250 each	5,000.00				
Wi-Fi expansion	19 Cisco 3702 Access Points, 19 Cisco PoE power injectors, cabling and installation	19,000.00				
Subtotal/Equipment		**111,396.00**	**105,396.00**	**105,396.00**	**0.00**	**0.00**
E. Materials and Supplies:						
Student Incentives	Student incentives for attendance academic achievement, reduced discipline, and reduced tardiness: 270 students x $10 each	2,700.00	2,700.00	2,700.00		
iPad audio video supplies	tripod ($40), microphone ($50), AV/Camera connector cords ($30), and trip pod attachment for iPad ($80) ($200 total) to enable use of iPads in each classroom (15) for student technology literacy projects: 200 x 15	3,000.00	3,000.00	3,000.00		
Transition classrooms curricula	100 students x $100/student	10,000.00	10,000.00	10,000.00		
Math intervention materials/manipulatives/calculators	270 students x $50 per student	13,500.00	13,500.00	13,500.00		
Reading and Literacy Intervention materials	270 students x $150 per student for high quality literacy and language instructional materials	40,500.00	40,500.00	40,500.00		
Science materials	270 students x $80 per student	21,600.00				
Teacher Incentives for AMO achievement	30 staff X $500 per teacher for classroom materials	15,000.00				

Professional literature and materials to support professional growth and development sessions	30 staff x $150 per staff for professional resources and materials for professional development sessions	14,000.00	14,000.00	14,000.00		
Classroom libraries and ESL materials	15 classrooms x $2500 per classroom	37,500.00	37,500.00	37,500.00		
Bi-Lingual School Signage	15 classrooms, media center, parent center, office, restrooms (20 areas) x $500 each	10,000.00				
Parent meetings and materials	270 students x $20 each for parent meeting materials	5,400.00	5,400.00	5,400.00		
Subtotal/Supplies and Materials		**173,200.00**	**126,600.00**	**126,600.00**	**0.00**	**0.00**
Other						
ADE SIG Supervisor	per grant requirement: $100,000 per year	**100,000.00**	**100,000.00**	**100,000.00**	**100,000.00**	**100,000.00**
TOTAL		**1,649,518.88**	**1,611,552.88**	**1,626,772.24**	**977,083.33**	**987,508.80**

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: Baseline Elementary

LEA #:
60-01
60-01-052

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

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

☒ Identification of Intervention Models
SECTION B, PART 1 Needs Assessment
☒ Develop a Profile of the School's Context
_____ Develop a Profile of the School's Performance
SECTION B, PART 2 LEA Capacities
☒ Selecting the Intervention Model and Partners for a Low-Achieving School
☒ Develop Profiles of Available Partners

☒ Determine Best-Fit Model and Partners

☒ Define Roles and Develop Contracts

☒ Forge Working Relationships

☒ Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
☒ Annual Goals
SECTION B, PART 4
☒ Proposed Activities
SECTION B, PART 5
☒ Timeline

SECTION B, PART 6
☒ LEA Consultation

SECTION C
☒ Budget
SECTION D
☒ Assurances

SECTION E

☒ Waivers

ATTACHMENTS (scanned or mailed):

☒ Signature Page (page 2 in the application is to be mailed)

☒ School Board Minutes Showing Approval of SIG 1003(g) Application

☒ Principal's Professional Growth Plan

Additional Resources

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

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

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

http://www.centeroninstruction.org

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

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

Reading Research Links

National Reading Panel
Publications
http://www.nationalreadingpanel.org/Publications/publications.htm

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

Learning Point Associates
Focus on Adolescent Literacy instruction
http://www.learningpt.org/literacy/adolescent/instruction.php

International Reading Association
Adolescent Literacy focus
http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English
A Research Brief on Adolescent Literacy available at
http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf

The Leader in Me by Stephen R. Covey

How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time
www.TheLeaderinMeBook.com

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

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

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

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

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