

Schools of Innovation Application

2017-2018

School Name: Lakeside Intermediate

LEA #2606042

Contact Information: Sandy Hawkins - 501-262-2332

Section 1 : Narrative description of the Innovation plans

Innovation narrative should include

- A brief description of the school demographics & learning data trends
- Rationale which answers why you want a school of innovation and what specific student needs it will meet
- A brief description for the proposed innovation and how it will work to impact student learning

Lakeside Intermediate School wants to obtain a school of innovation waiver in order to provide a Virtual/Blended 2-4 classroom for our students. This will allow students currently enrolled in the Lakeside Primary virtual blended classroom to continue their current virtual educational path. This will also allow current students and newly enrolled students who may fit the virtual blended environment the option to enroll in a 2-4 virtual classroom. With our 2-4 Virtual/Blended classroom, we would be able to provide a more personalized learning approach for students to give them the best chance to succeed while finding a balance between their education, extracurricular activities and family time. We have several families that choose homeschool or private school and also many students who do not thrive within our brick and mortar setting. We would like a Virtual/Blended 2-4 classroom in order to meet the needs of these students and offer another option for their child's education. Our 2-4 Virtual/Blended classroom would be a digital/blended approach to learning. We would expect the same rigor, if not more, in our Virtual/Blended 2-4 as in our regular classrooms. If families choose the digital/blended option, it will help

prepare students to work more independently and teach them to pace themselves academically. It will prepare students to work in a digital format and learn to use cutting edge technology that will prepare them for the future.

Parents may choose this option for their child because it will give their child the best of both the homeschool environment, the virtual school and the brick and mortar environment. Students will be able to work virtually at their own pace and also have the opportunities to have the social/emotional support of the traditional setting by including students within the school day as they would like to and how it fits into their schedule. For example, we have had students who are medically fragile, have issues such as severe allergies or heart conditions, and the brick and mortar setting is not safe for them. We have had severely autistic children who are over stimulated in a traditional school environment. We have had families that would like to travel and share experiences with their child, but the attendance laws interfere with their ability to do that. We have had families that want their child to pursue athletics or the arts which involves travel and/or extended lessons and it interferes with the time restraints of our brick and mortar setting. We have had students that needed acceleration and the pace of our current setting might hold them back from going as far as they could go academically. We currently meet the needs of all the situations above to the best of our ability, but by providing an option for families, we could see these students soar even further than they ever have before. Below are some specific examples of different family situations in our district that we think we could better serve via the Virtual/Blended 2-4 Classroom option if they chose to: Parents have contacted our Administration encouraging the school to continue the virtual blended classroom for students to further their educational path through the virtual environment.

Currently at Lakeside Intermediate we have a student who is fighting cancer and is unable to attend school due to fear of contracting germs during his treatment. His school plan entails a LIS staff member going to

his residence four hours a week. This classroom would provide him with the opportunity to be on the same curriculum track as his peers.

Often we have students with an autism diagnosis that suffer anxiety in a normal school environment. These students would also have the opportunity to receive a Lakeside education in their least restrictive environment.

There are often students that are placed in our alternative learning environment classroom that have made great strides in a smaller classroom environment. The virtual blended classroom will give us more opportunities to provide more alternative education without the stigma of being in an ALE classroom.

Parents with currently enrolled students in the k-1 classroom have expressed their pleasure in their students' progress. They highly encourage Lakeside to continue this program in the Intermediate School to meet the individual needs of their child.

Lakeside Intermediate School plans to have a contract that parents and students will sign upon enrollment in our 2-4 Virtual/Blended classroom. In this "contract" we would have accountability measures put into place to ensure the success of the program and the success of the child academically. We would also visit with parents and students to gather their ideas for the contract and to ensure that we are addressing their needs, as well. As we monitor students throughout the school year, we might face a time where we deem additional responses to intervention. We may require students to attend Lakeside Intermediate School more often "face to face" if we see that more RTI is needed for the student(s). We plan to have a portion of the day set aside at Lakeside for students to have "face" time with their child's teacher and seek extra guidance as needed. Lakeside will provide flexibility to allow virtual students to attend school for portions of

their academic time with the teacher. We will issue the appropriate technology tools to those who do not have internet access or the tools needed for the class, just as we currently provide school supplies to all of our current students. We will provide opportunities for students to come on campus to do Project Lead the Way lessons, Science Lab experience days, and involve them in any of our academic events they would like to participate in. Lakeside Intermediate Virtual/Blended 2-4 would also plan specific events for this class only so they can gather together and get to know each other to help build a classroom community of learners. Guided Reading is a cornerstone of Early Childhood Education. The small group guided reading table is where the work of phonics, the big ideas of shared reading, the skills learned from our Compass computer program, and the prior knowledge of the world around a student are mixed together to create a fluent reader that understands the importance of printed text. As Lakeside looks at creating a program that reaches beyond the brick and mortar setting, it is important to remember to place emphasis on the values of a traditional classroom. There is nothing in the world that could ever replace giving a child a book to hold; Lakeside understands how powerful written text is and wants to create a program that values teacher to student interaction and physical reading material. This is the primary reason that we chose to offer a blended classroom instead of a virtual classroom. The Lakeside 2-4 Virtual/Blended teacher will use the information gained from the exam given upon entry to the program to create an individual learning plan for each child enrolled. The plan would include a ratio for time spent in the classroom vs. time spent working outside of the classroom depending on the student's results. Lakeside 2-4 Virtual/Blended plans on hosting parent nights at The Garland County Library along with hours during the school day to assist parents and students as needed. Parents will gain tools for helping their child with reading skills and the students will have interaction with each other. Student response journals will offer accountability for reading that takes place outside of the school environment. Accountability will also be made through DIBELS and DAZE assessments that will be given each nine weeks. Some students will be progress monitored bi-weekly depending upon need and Compass Learning will be tracked by the teacher. All students enrolled will have access to recordings of their teacher demonstrating small group lessons

and other teachers as well. For each lesson there will be a review and extension. Zoom lessons will also be offered daily in connection with one to one conferencing options. Lakeside wants to use our curriculum and standards at the child's level. Just like our current students, our virtual students will have the opportunity to read towards goals established by the teacher in a variety of genres. As with all of our 2-4 students, we want to create lifelong readers and writers that use the world around them to collect information and express themselves. Our hope is that by expanding the walls outside the classroom, we are giving students a little bit more of the world for inspiration. In the elementary grades, guided reading – and all prerequisite skills – are of utmost importance. With this in mind, we believe that Lakeside School of Innovation would work with participating families in the following ways:

- Guided Reading Materials would be provided for student use (including but not limited to leveled books, online resources, teaching sequences, skill goals by level, phonics lessons)
- Parents would be encouraged to participate in workshops provided by the school to learn how to guide their child through guided reading lessons. Compliant parents who understand the teaching process may be responsible for a portion of their child's lessons, with guidance and support from Lakeside School of Innovation Teacher.
- Lakeside School of Innovation Teacher would provide guided reading lessons for ALL virtual students through platforms such as Zoom, Apple Facetime and/or Skype.
- Lakeside School of Innovation Teacher would provide guided reading lessons at the physical school for those who choose – or are required – to participate.
- Lakeside School of Innovation Teacher would monitor student progress by performing frequent assessments (Running Records, Informal Reading Inventories, DIBELS, etc.) for ALL virtual students.

- Lakeside School of Innovation Teacher would maintain constant contact with our students' families, so that families will know if acceptable progress is being made.

- A document will be created to show procedures to take when acceptable progress is not being made. This document will be agreed upon by the committee, and parents will be made aware of this protocol upon enrollment in the Virtual School.

Our Virtual 2-4 students will take NWEA MAP skills assessments three times per year and DIBELS progress monitor as needed. Communication with parents will be on a daily basis due to the nature of the educational setting and the age level. Parents will be critical in helping students access technology each day for learning. Newsletters will also go home on a weekly basis. Parents will also have access to the weekly Ram Reports from the Principal. Students may have transportation issues which we could address with the students' parents as needed and help provide for their needs. Parents and students will be encouraged to participate in our events and will be recommended for services as needed just as our regular brick and mortar students are held accountable. We are very passionate about our School of Innovation and our excitement is spilling over into the community. Each week we have patrons and staff members ask the School of Innovation team, "When will you know if we get to have the 2-4 Virtual/Blended School?" As we have registered new students and met with parents in the community, this program comes up in conversation frequently. We are excited to be able to offer yet another option at Lakeside for our families and feel like this option meets the needs of many of our families and what they are asking of us. We anticipate that the 2-4 Virtual/Blended School will build upon the program already established in the K-1 Primary Building and will give these students a seamless transition to the Intermediate building.

Section 2: General Questions

General Questions

Special Conditions (Check all that apply) (NOTE: This language may change under ESSA)

- Facilities Distress
- Rewards School for Growth
- Rewards School for Performance

Link to your School Improvement Plan:

<https://drive.google.com/drive/folders/OB6PREOmh3nWqT0g3eWdNT2VKWG8>

School Rating

- A
- B
- C
- D
- F

Is this a new LEA?

- Yes
- No

If Yes, Please Explain

Supports and service organizations assisting your school.

- Arkansas Department of Education (ADE)
- Arkansas Public Resource Center (APSRC)
- Education Renewal Zone (ERZ)
- Other -Please list below:

Exploring and Learning Phase 1: The work in this section is suggested before completing the School of Innovation Plan and Goals in the application.

Exploring and Learning Phase 1 Work Sept. 2017-Jan 2018	
September 26-27 October 3, 2017 November 30, 2017 December 5, 2017	<ul style="list-style-type: none"> ● Fall Innovation Summit in September ● Council meeting ● Application meeting ● Staff informational meeting

Exploring and Learning Phase 1 Capacity Building up to Submission of Application on February 5, 2018

What activities have engaged staff and other stakeholders in order to build capacity for innovation?.

Complete the following chart that **details** the professional development plan.

Professional Development Plan Part 1— Exploring and Learning Phase 1 learning up to submission of application

Date	Describe Activity	Number of participants	Roles in School
6/30/17	Teacher coding application training	20	2 administrators 1 academic coach 17 teachers
9/26/17	SOI Summit Conference	3	1 administrator 2 academic coaches
10/3/17	Council Meeting	7	2 administrators 1 academic coach 1 gt teacher 3 teachers
10/4/17	Google Survey for SOI committee	Building	All Staff

10/5/17	Flex/mod classroom transition meeting	7	3 administrators 1 academic coach 1 - current SOI teacher
11/10/17	Staff SOI informational meeting	Building	All Staff

Section 4 : Vision and Mission

The school’s **Vision and Mission** will align to the innovative work. Please indicate if your vision and mission are:

_____ new _____revisited _____reworded ___completely revised

If you completed any of the steps above, briefly explain your process and the stakeholders involved

The school’s **Vision** statement

The school's **Mission** statement

Lakeside School District is committed to helping all students grow through learning by preparing for an ever changing world and by providing a safe learning environment that will facilitate the total development of each person. This mission statement is based upon the following beliefs; all individuals have value and worth. All individuals have the capability to learn. All individuals should be provided the opportunity to become lifelong learners. All individuals should be accountable for their own learning. All individuals have the responsibility to facilitate learning for one another.

Section 5: Goals and Anticipated Outcomes

Identify the school of innovation goals and performance targets.

These may include, but are not limited to, the following goals outlined in [AR Code § 6-15-2803 \(2016\)](#)

(Example of Goal Writing Worksheet at end of Application Form)

Note: Limit the response to no more than five (5) goals.

Goal 1	Continue to meet the needs of students who are currently in the flex classroom at Lakeside Primary School and to expand enrollment for grades 2-4.
Goal 2	Motivate students by providing a digital/blended approach for 2-4 students and offer a different pathway for learning. 75% of students enrolled in the 2-4 Virtual Academy will increase NWEA MAP scores in their specific RIT bands in Math and Literacy after a year of enrollment.

Section 6: Goal Timeline

Please connect the SOI goals to the innovation, rationale, and timeline for implementation. Note: limit the response to no more than five (5) goals.

Goal	Innovation	Rationale	Timeline
Ex. Decrease dropout rate by 3% by May 2019.	Ex .Mentoring program	Ex. Our school has a current dropout rate of 8% resulting in between 20-30 students per year leaving school. A mentoring program will closely monitor student needs in time for intervention and alignment of support in a timely manner.	Ex. Beginning fall 2018 and ongoing with review.
Goal 1: Continue to meet the needs of students who are currently in the flex classroom at Lakeside Primary School and to expand enrollment for grades 2-4.	Flex classroom	Primary started the FLEX classroom during the 2017-2018 school year for grades K-1. We want to provide this same pathway of learning for grades 2-4.	Beginning Fall 2018
Goal 2 : Motivate students by providing a digital/blended approach for 2-4 students and offer a different pathway for learning. 75% of students enrolled in the 2-4 Virtual Academy will increase NWEA MAP scores in their	Flex classroom	Students will have a more personalized learning approach to enable each student with the most effective learning environment. Within this learning environment students will exceed expectations and data will reflect growth.	Beginning Fall 2018 - we will test three times throughout the year. Beginning, middle and end. We will monitor growth throughout the year.

specific RIT bands in Math and Literacy after a year of enrollment.			
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Section 7: SOI Innovation Plan Proposed Actions

Describe the school of innovation plan. The action plan must include details such as curriculum to be used, changes to schedules, and changes to courses.

Complete the following ACTION Plan Timeline

Date From-To	Goal #	Action	Expected Outcome	Materials & Resources Needed
6/01/18 - onward	1	Continue to meet the needs of students who are currently in the flex classroom at Lakeside Primary School and to expand enrollment for grades 2-4.	We want to provide a more personalized learning approach for students to give them the best chance to succeed while finding a balance between their education, extracurricular activities and family time.	<ul style="list-style-type: none"> ● Hire new teacher ● LMS for students - to provide digital blended classes ● Classroom
08/20/18	2	Motivate students by providing a digital/blended approach for 2-4 students and offer a	Students will show growth from BOY to MOY on NWEA math and reading	<ul style="list-style-type: none"> ● Students enrolled into the FLEX classroom

		different pathway for learning. Seventy five percent of students enrolled in the 2-4 Virtual Academy will increase NWEA MAP scores in their specific RIT bands in Math and Literacy after a year of enrollment	scores, and meet their growth goal.	
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In the following table, list the Waiver information needed:

- Each law, rule and standard by title, number and description for which a waiver is requested
- A rationale for each waiver requested
- An explanation of the way that each waiver would assist in implementing the educational program of the school of innovation

The linked chart may assist: [Commonly Granted Waivers](#)

Waiver sought	Rationale	Explanation
10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) per week.	Students in the 2-4 Lakeside Virtual Academy will work at their own pace with a personalized learning plan through our curriculum and with a highly qualified instructor.	Given the nature of virtual courses students will be given the opportunity to complete their assignments at times that best fit their schedules. The students will no longer be constrained by the traditional school schedule of 8:00am to 3:00pm Monday-Friday.
AR Code § 6-16-102	Students in the 2-4 Lakeside Virtual/Blended	Students may not be “in class” during the

	Academy will work at their own pace with a personalized learning plan through our curriculum and with a highly qualified instructor. Students in our 2-4 Academy may progress through their instruction at a faster rate and not require the 6 hours or 30 hours per week of instructional time.	instructional day as they will be either online, working within the brick and mortar or working via computer with their learning coach during the day and throughout the week as needed.
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Section 9: Council of Innovation

The Council of Innovation is composed of teachers, classified employees, the building principal or designee, parents, community members, students and minority membership in schools with at least a 10% minority student population. The council shall generate innovative ideas and proposals of its own and from other stakeholders to determine the content of the plan that will be voted on by the school employees.

Council of Innovation

Minority populations that comprise over 10% of school population (List all minorities that are over 10%) **Hispanic/Latino 10.7%**

(Minority representation on council is required for each 10% minority)

Name of council member	Representative group	Minority	Council Position	Date elected
Sandy Hawkins	Principal	N	Chair	10/04/17
Bruce Orr	Asst. Superintendent	N	Member	10/04/17
Nicki Landry	Asst. Principal	N	Member	10/04/17
Katie Brown	Academic Coach	N	Member	10/04/17
Katie Disney	GT Coordinator	N	Member	10/04/17
Janet Franks	Teacher	N	Member	10/04/17
Meghan Harvey	Teacher	N	Member	10/04/17
Nancy Bradburry	Classified Teacher	N	Member	10/04/17

Greg Turner	Parent	Y	Member	11/10/17
Tracee Rainey	Parent	Y	Member	11/10/17
Joshua Rainey	Student	Y	Student	11/10/17
Hellen Claire Whorton	Student	N	Student	11/10/17

Section 10: Shared Leadership

Shared Leadership

Complete the following chart to document collaborative opportunities for shared leadership with all stakeholders including staff, parents, and community members about the School of Innovation.

Include all meetings pertaining to the School of Innovation. Include meetings that occurred before Council of Innovation was formed. Include Council of Innovation meetings.

Meeting date	Meeting Purpose	Focus Audience	Number of Attendants	Meeting Outcome/Planned next steps
12/19/17	SOI Council Meeting	SOI Council	9	Introduce SOI Plan and Vision
1/10/18	SOI Council Meeting	SOI Council	10	Begin finalizing application for submission
1/15/18	Staff Meeting	Building Staff	70	Review SOI plan and ask for questions and concerns
1/19/18	SOI Leadership	Admin.	5	Prepare and complete application

Section 11: Election Results

School Name: Lakeside Intermediate School

Election Result

Faculty and staff of the school must vote on the innovation plan presented by the Council of Innovation. Sixty percent of the school employees must vote in favor for the application to be submitted to the ADE. Provide the election result below:

Number of Licensed and Classified Staff	65
Number of Staff who voted	58
Number of Staff who voted for the Proposed Plan	54
Number of Staff who voted against the proposed plan	4
Percentage of staff voting in favor of the proposed plan of innovation	93%

Section 12: Professional Development Scope

School Name:

Professional Development Plan

The purpose of the proposed professional development planning is to ensure staff have the capacity for the changes proposed by the innovation plan.

Complete the following chart that **details** the professional development plan.

Professional Development Plan —Implementation of SOI plan during Building Phase

Date	Audience for PD	Purpose of PD	Alignment to innovation plan/goals
6/4/18	Example: Leadership team members and FLEX teacher	Example: Curriculum Alignment	Goal 2 Teacher will enhance curriculum to add a digital blended approach for 2-4 students.

6/5/18	Academic Coach and teacher	Curriculum technology	Goal 2 Teacher will train on integrating technology instruction into curriculum
6/25/18 - 6/27/18	ISTE Conference	Obtain new technology skills	Goal 1 Implement technology skills that have been utilized in the current K-1 flex mod class
7/9/18	Public Forum	Share information to public and answer questions	Goal 1 Continue to meet the needs of students that are currently in the flex classroom
7/9/18 - school year starts	Class Prep	Teacher will work with leadership team, parent and academic council to plan for full 2-4 flex implementation	Goal 1 & 3 Teacher, parents and students will be prepared to take on the flex classroom in grades 2-4

