



School LEA: 7203020

School Name: FAYETTEVILLE HIGH SCHOOL EAST

Submitter Information

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Date of application: 3/23/2015

District Information

District LEA: 7203000
District Name: FAYETTEVILLE SCHOOL DISTRICT
Superintendent Name: Paul Hewitt
Superintendent Email: paul.hewitt@fayar.net

General Questions

School's Most Recent Accountability Status: Needs Improvement
Special Accountability Status: Focus
Is this a brand new LEA? No
Is this an ALE School? Yes

Vision and Mission



Fayetteville Schools: Alternative Learning Environment: ALLPS Center

The Agee-Lierly Life Preparation Services Center (ALLPS) offers educational programs and services designed to support the development of students whose needs are not met by traditional programs. The educational process is geared toward the needs of the student. Individualized planning guides the learning to help establish personal responsibility and ensure student success. Students assume responsibility for attending school, actively engaging in learning activities, and cooperating with others in order to maintain a positive learning environment.

Our objectives are:

1. To help students develop and utilize skills needed to function successfully in life.
2. To improve students attendance.
3. To increase students' academic goals and success for themselves.
4. To assist students with self-responsibility in all aspects of their lives
5. To inspire students to believe in themselves, realize all things are possible, experience success, and a feeling of belonging.
6. To create a customized educational program that will improve graduation rate and promote continual educational success.

Vision:

We value the importance of family and community involvement.

- We value a safe and respectful environment.
- We value teaching and learning.
- We value personal responsibility and integrity.
- We value others as individuals.
- We value the empowerment of students in the realization of their potential

Fayetteville School District Mission:

The mission of the Fayetteville School District (FPS) is to provide a rigorous and relevant education in which all students gain the academic and personal skills needed for lifelong learning and success. To fulfill this mission, FPS strives to attain the goal of continuously improving the academic performance of each student by providing

a rigorous and relevant articulated curriculum, using effective instructional strategies and a comprehensive assessment system that measures success in the years before and after graduation.

Providing our students with quality instructional time in the classroom is key in meeting the mission and reaching the goals established for the District.



Goals and Performance Targets

Goal	Goal Description	Goal Assessment
1	<p>To help students develop and utilize skills needed to function successfully in life and increase academic success by improving attendance and reducing the achievement gap among the students by offering a flexible attendance schedule. The extra day will allow students extra time to complete homework, do projects over the extended weekend, complete online courses, teen parents can spend more time their child, often times the at-risk student assist in supporting the household, so the extra day will allow for more hours on the job, as well as, students exploration of postsecondary options. Other possible benefits include a rise in morale and decrease in absenteeism, by both staff and students. Additionally, parents finally have time to make appointments for their children that won't conflict with school, partake in school functions, and student athletes can leave early on Fridays for away games– all without sacrificing academic instruction. Students will attend school on Fridays on a voluntary and involuntary basis. Involuntary criteria is based on grades and disciplinary violations. Voluntary attendance is based on college/career prep activities, selected based on meeting criteria established for the 5th day scheduled activity. The 5th day of school activities will target the following actions:</p> <ol style="list-style-type: none"> 1. Remediation of instruction to help bridge learning gaps. Staff will review data from EOC exams, PARCC assessments, college entry exams, MAPS data, ASVAB exams, etc. to target areas to improve on academic instruction. Secondly, students will be able to makeup work missed in their currently enrolled classes. For example, students who does not score proficient on Biology EOC exam will be assigned to complete remediation on Fridays. 2. Focused strategies to target the individual student vs a whole class and one on one assessment of the student through the hidden curriculum. Students will be able to schedule time to meet with teachers they are comfortable with to discuss personal 	<p>Students attend school 4 days a week by meeting the following criteria:</p> <ol style="list-style-type: none"> 1. has a minimum passing grade of 70% in all classes 2. no discipline violations in Category III as categorized by Fayetteville Public School's district policy 3. no truancy from any class 4. students participate in 5th day required activities and events when assigned. <p>Assessment Grades and attendance will be assessed on a bi-weekly basis by the child's assigned homeroom teacher. Parents will be notified on a weekly basis via email correspondence, phone call home, or letter mailed to child's residence of the students required attendance.</p> <p>Discipline violations will be assessed weekly and the implementation of the 5th day attendance is immediate. Parents are contacted for discipline violations each time a suspension of any kind is assigned to a student. Students will need to attend school on a 5th day if he or she is assigned to ISS only. Student will not attend on the 5th day if assigned to OSS per the district policy.</p> <p>Data for attendance, grades, and discipline violations will be reviewed quarterly to assess the failures and successes with the 4 day school week. Modifications will be made as necessary to continually meet the goals of the School of Innovation guidelines.</p>



issues, get advice about home issues, etc. without disrupting classroom instruction. For example, a student may want to meet with a teacher about personal issues in their life and the teacher can be readily available to meet with the student on a scheduled basis.

3. Interventions to support the whole child. Programs and informational sessions will be available with targeting areas, such as Alcohol and Drug Abuse, parenting classes, smoking cessation programs, transitional meetings, such as Job Corp, Arkansas Rehabilitation planning, and other post-secondary needs as indicated by students and staff as essential components to learning. Staff will be able to target student needs as it relates to their reasons for entering the alternative school environment. Some students receive school based counseling and this additional day will allow the therapists to plan sessions with the students without having to reschedule due to testing, field trips, or other academic needs during the school day.

4. Social gatherings to promote belonging and allows students that lacks family support to bond with adults and other students. Students and teachers work together monthly to plan activities to improve relationships. Currently, assemblies are scheduled once monthly to connect students school and home life. Family Night is an activity held in the fall to introduce staff to families of ALLPS students. A host of activities are provided during this night and ALLPS students are invited to bring their children, parents, siblings, grandparents, guardians, and other close family members to meet and greet the staff. Diversity Day is held in the spring to celebrate the individual student. Families are invited to this event, as well.

5. Mandatory parental involvement activities that include bi-monthly meetings with student/staff/parents for student future success and interventions. Students with excessive absences, failing grades, reoccurring discipline issues, emotional issues that are not being met with success will be followed up with a conference with teachers and the students families to discuss opportunities for success.



	<p>A sample 5th day activity schedule is attached in the "Additional documentation" heading.</p>	
2	<p>Students will be exposed to college and career readiness options.</p> <p>Students are less distracted, exhibit improved morale, and behave better on the shortened weekly schedule, which will allow for a more focused study of postsecondary preparations.</p>	<p>Students attend school 4 days a week by meeting the following criteria:</p> <ol style="list-style-type: none">1. has a minimum passing grade of 70% in all classes2. no discipline violations in Category III as categorized by Fayetteville Public School's district policy3. no truancy from any class4. Students participate in 5th day required activities and events when assigned. <p>Assessment Grades and attendance will be assessed on a bi-weekly basis by the child's assigned homeroom teacher. Parents will be notified on a weekly basis via email correspondence, phone call home, or letter mailed to child's residence of the students required attendance.</p> <p>Discipline violations will be assessed weekly and the implementation of the 5th day attendance is immediate. Parents are contacted for discipline violations each time a suspension of any kind is assigned to a student. Students will need to attend school on a 5th day if he or she is assigned to ISS only. Student will not attend on the 5th day if assigned to OSS per the district policy.</p> <p>Data for attendance, grades, and discipline violations will be reviewed quarterly to assess the failures and successes with the 4 day school week. Modifications will be made as necessary to continually meet the goals of the School of Innovation guidelines.</p>
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Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
10.01.4: Waiver of the minimum 30 hours weekly.	1	<p>The waiver will allow flexibility in scheduling to assist students with varying needs, such as:</p> <ul style="list-style-type: none">--access to mental health services without having to pull students from classes--remediation of instruction for those failing to perform successfully on PARCC or other end of course exams--staff will be able to offer more time to students with extreme academic and attendance needs--allow for more active parental involvement with parent/teacher meetings available biweekly for students needing immediate interventions.--Participating in a flexible schedule will open opportunities for students who are on track to graduate to explore college and technical classes, participate in community service learning activities, get a job, participate in internships, and/or job shadowing opportunities. <p>All students are assigned a Homeroom teacher. The homeroom teacher is responsible for monitoring students grades on a weekly basis. The principal will create a structured schedule of activities for each week that will identify the activities and students recommended for participation of the activity on the 5th day. Students are required to attend activities that target their particular intervention finding.</p> <p>Teachers will utilize the 5th day to analyze, discuss, and create interventions for students in need. This accountability measure will help ensure success for each student and will keep students connected to the school's instructional day.</p> <p>Connection to the school day will also be adhered to with parent/teacher meetings bimonthly, required attendance/participation for immediate interventions, grade monitoring and student action program meetings, and attendance documentation.</p>



Code section, Rule, or Local Policy	Goal	Rationale
4.03.3.2 - Class size in an ALE environment	2	<p>Blended learning and Credit Recovery classrooms utilize technology for the majority of time to deliver instruction. Students with high absenteeism are able to access technology to learn the concepts missed due to absenteeism, stay on track with the curriculum, and catch up at their pace to eliminate stress of feeling overwhelmed.</p> <p>Blended learning approach is offering of guided study/credit recovery classrooms are key successes for students in an alternative learning setting. About 70% or more of the students attending ALE are in need of alternate approaches to learning or recovery of credits. Guided study/credit recovery courses account for 20% of the master schedule of courses and about 40% of classes are taught via a blended learning approach to teaching.</p> <p>Student's attendance is very poor and infrequent. Often times classrooms with 15 students enrolled are attended with about 3-5 students absent on a regular basis. The teachers have to provide flexible teaching strategies to ensure all students are provided the same content and access to previously learned material in their absence.</p> <p>Allowing more than 18 students in a guided study/credit recovery class would increase class offerings for students who are readily attending and allow some buffering in the class schedule due to attendance issues, maximize the resources, provide student access to essential classes needed for graduation, which will accelerate their studies and improve the graduation rate.</p> <p>At ALLPS, the teachers teach a maximum of 45 students per 9 week period on a 4x4 block schedule. About 70% or more of the grading of student work is done by the online software program in the credit recovery and guided study classrooms. So increasing the student load is not likely to negatively effect the teacher's efficiency. The waiver will increase the maximum number of students per teacher to 54, which will not be exceeded.</p> <p>The request is to increase the enrollment to 18 per guided study/credit recovery class without the need for a paraprofessional due to the high rate of absenteeism to the class. On average, students at the ALLPS alternative campus miss an average of 2 days weekly depending on the student's reason for being in an ALE program, student grade level, and need for the course.</p>



Documentation Checklist

Submission Status	Document Category
Submitted	Stakeholder Engagement
Submitted	Shared Leadership
Submitted	Election Results
Submitted	Professional Development Scope
Submitted	Budget
Submitted	References
Submitted	Approved School Board Resolution
Submitted	Statement of Assurances