



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Springdale School of Innovation

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Springdale School of Innovation

Grade Level(s) for the School: K-12 Student Enrollment Cap: 2,000

Name of School District: Springdale School District

Name of Contact Person: Dr. Megan Witonski

Address: 804 W Johnson Ave City: Springdale

ZIP: 72765 Daytime Phone Number: (479) 750-8800 FAX: (479) 750-8812

Email: mwitonski@sdale.org

Charter Site Address: 2667 Hylton Rd.

City: Springdale

ZIP: 72764 Date of Proposed Opening: 07/01/2016

Name of Superintendent: Dr. Jim D. Rollins

Address: 804 W Johnson Ave City: Springdale

ZIP: 72765 Daytime Phone Number: (479) 750-8800

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

"Personalized Learning Designed for Student Success" The Springdale School of Innovation is a technology-rich STEM-focused school. Students and educators embrace personalization, real world applications, flexibility, and alternative offerings through digital or blended learning opportunities. This design allows for student agency, opportunities for digital course offerings, self-paced, and project-based learning that promotes college and career readiness.

Our "Learning Today, Leading Tomorrow" philosophy is delivered through initiatives such as 1:1 technology for all students and career exposure through Real World Wednesday initiatives, that incorporate community, business, industry, STEM, and Career and Technical programs. The Springdale School of Innovation is dedicated to the education of the whole child by promoting advanced communication skills, a collaborative environment, and an innovative approach to teaching and learning. Students have the opportunity to be self-directed while being equipped with the perseverance and skills needed to be college and career ready.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Key programmatic features:

1. Personalized education at the Springdale School of Innovation (SOI) will provide students with online or blended instruction, self-paced learning, and project-based learning opportunities. Course competencies have been created over the last two years and will continue to be developed and emphasized in the learning progression. Individualized instruction through interest-tailored courses and direct interaction with experts in the field of study provide authentic and transferable learning experiences. Struggling students will be immediately identified and supported with individual attention.
2. Curricular units in each subject area will integrate industry-standard technology and hands-on experiences that support the development and application of real-world skills. Multifaceted curriculum delivery with a broad gifted and talented approach, including virtual classes and project-based experiences, will promote the culture of personalized student learning. Resources that SOI will offer students include access to industry-standard labs, access to technology, individual Chromebooks, Real-World Wednesdays, gifted and talented instruction for all students, and community internships.
3. In contrast to typical high school programs, students may pursue a dual high school and college associate's degree or technical certification through partnerships with colleges, universities, and trade school partnerships.
4. SOI proposes to be a school without walls and offer a comprehensive digital K-12 curriculum to any student, anytime, anywhere.
5. SOI supports students to become members of a global community with international employment opportunities. Dual language programs will be offered in Mandarin Chinese and Spanish.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

The Springdale School District held a public hearing on June 30, 2015 to assess support for the establishment of a district conversion charter school. Associate Superintendent, Dr. Megan Witonski, Principal, Mr. Joe Rollins, and Assistant Principal, Dr. Mark Oesterle presented information to parents and community members about the proposed district charter conversion application and process. The rationale and proposed changes were shared in a PowerPoint presentation to stakeholders (see appendix). Parents inquired further about the proposed changes and the impact on instruction, college options, and location. The parents also mentioned how these changes could benefit their child. The purpose for seeking charter status and the specific waivers requested under the charter application were outlined. The potential impact the requested waivers could have on student learning were detailed. Parents, community members, and business leaders overwhelmingly supported the school and the district charter conversion application efforts. Parents cited charter status would provide additional opportunities for their child not available in a traditional model. Parents were positive about the direction with one stating, "The School of Innovation is really trying to meet the needs of students in the way they like to learn." Another parent stated, "Giving parents and students a choice will be beneficial to our kids." Additional informational meetings were held regarding the components and inclusions of the proposed district conversion charter application with parents at SOI, building leaders, business leaders, and Patron Shelf, a group of community stakeholders from around the district who meet monthly to provide input on educational initiatives.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***

2. Give the mission statement for the proposed charter school.

Applicant Response:

"Personalized Learning Designed for Student Success" The Springdale School of Innovation is a technology-rich STEM-focused school. Students and educators embrace personalization, real world applications, flexibility, and alternative offerings through digital or blended learning opportunities. This design allows for student agency, opportunities for digital course offerings, self-paced, and project-based learning that promotes college and career readiness.

Our "Learning Today, Leading Tomorrow" philosophy is delivered through initiatives such as 1:1 technology for all students and career exposure through Real World Wednesday initiatives, that incorporate community, business, industry, STEM, and Career and Technical programs. The Springdale School of Innovation is dedicated to the education of the whole child by promoting advanced communication skills, a collaborative environment, and an innovative approach to teaching and learning. Students have the opportunity to be self-directed while being equipped with the perseverance and skills needed to be college and career ready.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Springdale School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	79.48	79.53	80.88
Targeted Achievement Gap Group	73.29	73.74	76.08
African American	68.54	65.88	73.68
Hispanic	76.47	77.40	78.92
White/Caucasian	87.73	88.45	86.61
Economically Disadvantaged	73.71	73.81	76.67
English Language Learners/ Limited English Proficient	68.64	68.66	76.04
Students with Disabilities	36.66	51.77	79.57

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Springdale School District		
Campus Name	School of Innovation		
Grade Levels	8-12		
Campus Status	School was in first year. No Data to Report		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Springdale School District		
Campus Name	Springdale High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	79.76	82.85	85.89
Targeted Achievement Gap Group	73.77	80.04	83.60
African American	58.82	64.71	n<10
Hispanic	77.42	85.38	86.46
White/Caucasian	91.32	90.42	89.22
Economically Disadvantaged	74.46	80.04	84.91
English Language Learners/ Limited English Proficient	56.31	71.10	81.20
Students with Disabilities	28.85	62.96	82.76

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Springdale School District		
Campus Name	4 Feeder Schools - Lakeside, George, Southwest, and Central Jr. High		
Grade Levels	8-9		
Campus Status	See Individual Reports in Appendix		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

The Springdale School District is committed to providing the highest quality education to all students to ensure that ALL means ALL. Currently, the district is in Needs Improvement status with six of the 30 schools being classified as focus schools. The average district performance in math and literacy as reported on the ESEA report card is an average of 79 percent achieving or advanced. Additionally, the targeted achievement group in math and literacy is each an average of 73 percent achieving or advanced. The graduation rate for the 2014 report card was reported at 80 percent.

The four School of Innovation feeder junior high school's student achievement data ranges from 61 to 83 percent achieving or advanced in math and 71 to 83 percent achieving or advanced in literacy. The targeted achievement gap group results in math ranges from 56 to 76 percent achieving or advanced and in literacy ranges from 68 to 76 percent achieving or advanced.

The four feeder middle schools report similar data. The results range from 73 to 83 percent achieving or advanced in math and 70 to 82 percent achieving or advanced in literacy. The targeted achievement gap group continues to reflect district trends with a range from 60 to 70 percent achieving or advanced in math and 67 to 74 percent achieving or advanced in literacy. Significant factors that influence the achievement scores include the large population of English Language Learners (ELLs) who are served and supported. These assessment results indicate that until we reach 100 percent proficiency, we must continue to seek that learning target for all students.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

In light of this performance data, the Springdale School District is responding by applying to become a district conversion charter school. One goal of the school is to provide students an opportunity to learn in a different environment and methodology than a traditional school. Another goal of the school is to raise the achievement level for all students and close the targeted achievement gap by providing an innovative approach to education. While current state data did not exist at the time of this report, local NWEA MAP data was available. The School of Innovation outperformed all Springdale junior high schools on the NWEA MAP exam in literacy and mirrored the highest average score in math. The students in math, including the targeted achievement gap group, met 100 percent anticipated growth for math, an achievement not matched by any other junior high school in Springdale. While this is only one data set, there is clear evidence the model has a positive impact on student achievement. This demonstrates evidence of meeting one of the academic achievement goals for the school as defined in question four. Two years of experience with the School of Innovation has culminated in additional needs that could be met through the conversion charter approval process.

1. Educational need at campus:

The Springdale School of Innovation seeks to address needs not reported on the ESEA report card. The School of Innovation identified the following needs through community, parent, and business input through the Northwest Arkansas Chamber report on Economic and Employment Trends for the Next 10 years to:

1. graduate students with employment ready credentials;
2. identify and develop strengths of the individual student in a college and career (targeted manner), not possible in traditional school environments;
3. prepare students for college;
4. individualize education, make it relevant, and provide an entry point to a successful career;
5. emphasize student interests and goals to encourage the development of a lifelong learner;
6. provide highly flexible education options in the Springdale School District that can address the needs of students who cannot or do not fit the traditional profile. This includes students unable to attend school for various reasons including homebound students, students who need to work to support their family, students who are medically fragile, and those who may benefit from a varied learning experience;
7. help students investigate possible career or education paths.

2. Other significant factors:

Students will assume responsibility for their learning, particularly when targeted to their interests and aspirations.

Students will be able to articulate their future goals and aspirations, as they discover career and

college opportunities based on educational experiences.

Students will have a network of people and a practicable knowledge base that will help them secure jobs that earn higher living wages.

Students will add value to the community because of their knowledge, experiences, and ability to contribute to society.

Non-traditional learners will have access to a complete K-12 learning experience through digital or blended models of delivery depending on individual needs.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

1) Educators in partnership with business and community leaders will impart knowledge and provide experiences for students through career experience and/or college and career readiness beyond the classroom.

a) Students will have the opportunity to complete industry level certifications in career interest areas prior to graduation through partnerships with local businesses, industry, and technology leaders. Internships and experiences in industry-standard labs allow students to develop technical skills with a focused knowledge base to pursue employment in their specific areas of interest. Furthermore, all students will complete an internship in their self-identified career field prior to graduation.

b) All students will have the opportunity to complete an associate's degree prior to graduation through dual enrollment classes. Currently, the School of Innovation is partnered with Northwest Arkansas Community College, Northwest Technical Institute, and Virtual Arkansas to provide college and career classes for students pursuing degrees beyond high school.

c) Industry professionals and university faculty will assist students in the learning process. These individuals will provide course content that is advanced and subject specific. Highly skilled and experienced professionals will provide a rich learning experience for students. Students will access the latest research and cutting edge technology to make real-life connections by experiencing the content through experienced professionals.

2) The Springdale School of Innovation will provide a comprehensive online K-12 learning experience for students or families who feel this option best meets the needs of their child.

a) Increasingly parents are looking for personalized supports for their children. Students may face significant challenges in a traditional school for various reasons including family difficulties or limitations, medical issues, physical challenges, or personal reasons. The goal of the district conversion charter school is to provide students with customizable options to give them opportunities that support their individual learning experience.

These needs will be met through the same high learning standards expected of the Springdale School District. The Springdale School of Innovation proposes to progressively deploy the digital K-12 learning experience over a five year period. This will begin with grades 8-12 adding additional grade bands until K-12 is fully implemented. Not all students learn at the same pace and the traditional model is not conducive to all learning styles. Although the School of Innovation's foundation is an online or blended learning environment that includes attendance at the physical school building, the School of Innovation is committed to helping all students achieve their full potential by offering non-traditional learning options beyond those of a physical classroom. A 1:1 technology program students can access digital content will offer students the flexibility to work at their own pace. The digital

curriculum is structured to provide project based learning and virtual opportunities in post-secondary experiences.

3) The Springdale School of Innovation will provide a dual-language program in Spanish and in Mandarin Chinese.

a) Through conversations with industry leaders they emphasized that bilingual employees are essential to the success of their business in the global marketplace. School of Innovation students who opt for the dual-language program will be offered the experience of the learning progression in Spanish or Chinese through the 12th grade, thereby developing the same proficiency as native speakers. There is a rapidly expanding need for employees to be fluent in the language of foreign business partners. Students who are able to meet this need will have additional career opportunities in the global marketplace.

b) Dual language offerings will assist English Language Learners in becoming more effective, confident, and successful in and their academic experience. Thomas and Collier (2004), have demonstrated that dual language classes support success in academic development, including improved graduation rates for ELL students. Longitudinal research findings demonstrate the substantial power of this program for enhancing student outcomes and fully closing the achievement gap in second language.

Collier, V., & Thomas, W. (2004). The Astounding Effectiveness of Dual Language Education for All. NABE Journal of Research and Practice, 2:1 (Winter, 2004), 1-20.

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Exceed the state and district average in Mathematics on the state assessments	State Assessments	Exceed state and district average	Annually
Exceed the state and district average in ELA on the state assessments	State Assessments	Exceed state and district average	Annually
Exceed the state and district average in Science on the state assessments	State Assessments	Exceed state and district average	Annually
Students will exceed district averages on the interim assessments in ELA and Math	Interim Assessments	Exceed district average for math and ELA	Annually
100% of students will participate in internships, or industry partnerships prior to graduation	Personal Learning Plans	100% Participation	June 2019
85% of students will complete either an associates degree or industry certification	Transcripts / Personal Learning Plans	85% Participation	June 2019
All students will take the PSAT and scores will be at or above district average.	PSAT	100% Participation	June 2018
100% of students after graduation will either enter college or the workforce.	Post- Graduation Surveys / My 10 year plan	100% Completion	June 2019
95% or higher graduation rate	ADE Report	95% Graduation Rate	June 2019

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Goal 1. Students will exceed the state and district average in mathematics on the state assessment.

If students are successful in meeting this goal, they are successfully mastering the curriculum at a level to advance to more challenging courses. Additionally, they have learned math at a level allowing them to incorporate skills successfully in their subsequent courses and future career.

Goal 2. Students will exceed the state and district average in English Language Arts on the state assessment.

If students are successful in meeting this goal, they are successfully mastering the curriculum at an advanced level to more challenging courses at the college level. Furthermore, they have learned English at a level that allows them to successfully communicate and write in their career fields.

Goal 3. Students will exceed the state and district average in Science on the state assessment.

If students are successful in meeting this goal, they are successfully mastering the curriculum at a level to advance to more challenging courses at the college level. Moreover, they have learned science content at a level that will allow them to successfully apply these concepts in their career fields.

Goal 4. Students will exceed the district average on interim assessments in English Language Arts and Math.

Interim assessments allow teachers and administrators to measure student progress in real time and intervene in a timely fashion when necessary. Students who exceed district averages will demonstrate mastery of these subjects. This supports the school mission of supporting student learning at an exemplary level.

Goal 5. Students will participate at 100 percent in internships or industry partnerships prior to graduation.

Students who have real world experiences will be able to narrow their interests in future educational and career choices. Additionally, students will establish a network of people who can offer them direction and support outside of academics. Furthermore, students will develop a resume that is relevant and will demonstrate applicable experience to pursue employment opportunities. Equally as important, students will develop a sense of their own interests and be aware of opportunities that will provide them with satisfaction and a sense of purpose.

Goal 6. Students will complete at 85 percent an associate's degree or industry certification.

Education provides a pathway for each student to become a well-rounded learner and contributing community member. Students should be able to rely on their education to achieve goals, including that of securing a job that pays a higher living wage. Achievement of a 85 percent target will support the fact that the School of Innovation is effectively providing a relevant learning experience for students, and accomplishing the mission that results in students securing an associate's degree or industry certification.

Goal 7. All students in tenth grade will take the PSAT and scores will be at or above the district average.

The PSAT provides an introduction to the SAT. In addition, based on their scores, students may be eligible for scholarships. Scores at or above the district average will provide additional evidence students are achieving at high levels, which will support the School of Innovation's mission to support the individual learner and provide tailored instruction.

Goal 8. 100 percent of students will enter college or the workforce after graduation.

Graduation from high school increases opportunities in career or post-educational arenas. However, a high school diploma alone is no guarantee of a career that pays a higher living wage. A 100 percent post-graduation placement rate would demonstrate the School of Innovation has designed and implemented an education experience that develops individuals into contributing members of society.

Goal 9. Graduation rate of 95 percent or higher.

A graduation rate of 95 percent or greater will support the mission to offer an educational program that ensures success. Although the School of Innovation is strongly committed to maintaining the utmost rigor in all course offerings, the method of learning and the ability to target student interest is designed to keep students engaged and successful through graduation. This supports the School of Innovation's mission of personalized learning designed for student success.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

Proposed Grade Level Expansion:

- 2016-2017: Grades 8-10 Blended or Digital Learning with Concurrent Course Offerings
- 2017-2018: Grades 8-12 Blended or Digital Learning with Concurrent Course Offerings
- 2018-2019: Grades 3-12 Blended or Digital Learning
- 2019-2020: Grades K-12 Blended or Digital Learning

Enrollment applications are accepted first come, first served, based upon capacity; acceptance into 11th and 12th grade will be based upon building capacity, completed coursework, and specific academy requirements.

Academies include:

- Institute of Health, Science, and Technology
- Institute of Business, Leadership, Entrepreneurship, and Service
- College Readiness and Experiential, Work-Based Learning

Accelerated and traditional paths to graduation are available and include the following requirements beginning in the 8th grade

Graduation Requirements:

SMART CORE CURRICULUM DIPLOMA (minimum of 22 units of credit)

English --4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

Mathematics - 4 units; One unit must be taken at 11th or 12th grade

- Algebra I or First Part and Second Part Algebra I (Grades 7-8 or 8-9)
- Geometry or First Part and Second Part Geometry (Grades 8-9 or 9-10)
- Algebra II

- Fourth Math—Choice of: Math Ready, Algebra III, Calculus, Linear, Systems and Statistics, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics.

Natural Science --3 units with lab experience chosen from:

- Biology (1 unit)

Two units from the following three options

- Physical Science
- Chemistry
- Physics

Social Studies --3 units

- Civics --1/2 unit
- Economics - 1/2 unit
- World History - 1 unit
- U.S. History - 1 unit

Other Required Courses

- Oral Communications - 1/2 unit
- Physical Education - 1/2 unit
- Health and Safety - 1/2 unit
- Economics - 1/2 unit (may be counted toward Social Studies or Career Focus)
- Fine Arts - 1/2 unit
- Career Focus - 6 units

NOTE: Comparable Advanced Placement, International Baccalaureate, and Concurrent Credit College courses may be substituted where applicable.

Computer Science - (optional) A flex unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4th math requirement or the 3rd science requirement

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities are expected to meet requirements for graduation as set forth by the Springdale School District. The Individual Education Plan (IEP) committee shall establish a program of study that is compatible with each student's ability to perform. The committee may waive or substitute specific courses and may require specific courses when it is determined to be in the best interest of the student.

Students have the option of obtaining Honor Graduate status by following the Springdale School District requirements.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The Springdale School District will support the School of Innovation by providing all costs associated with the curriculum including the necessary technology, professional development, and curriculum resources. The Springdale School District committed funds to support the development and progression of the blended or digital online learning. The district provides 1:1 technology for all students at the School of Innovation. Funds are provided with partnership support from the state through the ADE student funding formula. Additional funding will be supported through business and community partners and grants to supplement offerings.

Compressed curriculum:

Students will be allowed to progress at an accelerated pace through their chosen learning path. Students must demonstrate mastery for each specific concept or skill. Students will work closely with advisors who will support them each step of the learning continuum. All students will meet the minimum ADE Smart Core requirements for high school graduation.

Placement and Scheduling in Specialized Courses

The vision of the School of Innovation allows students to move at their own pace. A student shall be placed in a given course after meeting prerequisites required for that course, successfully completing prior coursework, or evidence of mastery. It is critical for students to be carefully evaluated and monitored to ensure success. Students will not be placed on an accelerated track or into dual credit courses if there is evidence to suggest that it is not in the student's best interest. Information that may be considered for course placement include:

- Test scores (Student achievement)
- Current scheduled courses
- Previous report card grades
- Testing out of a prerequisite course
- Transfer credit from a recognized high school
- Program enrollment
- If missing official documentation due to new access to the country or lack of academic history staff may evaluate samples of projects, portfolios, or assessments.

Scheduling:

All students will be scheduled into 1) courses needed to meet graduation requirements, 2) academic support courses, if appropriate, and 3) elective courses. Each student must meet the requirements of the high school smart core graduation requirements and the chosen post high school institute.

When selecting core courses, school specific required electives and academic support classes have priority over other elective courses. As students approach their graduation date, the flexibility of digital courses required for graduation will have the highest priority and offer the greatest access for students. Students will be assigned to dual credit core courses based upon their history of success in prerequisite courses or upon evidence of mastery. All students are expected to have a full schedule, which will include internships, on-the-job training, and project based experiences for credit.

English Language Learners (ELL): English Language Learners will be placed into the appropriate language supported classes based upon their performance on the state English Language Learner assessment and staff recommendation. If the current year's assessment results are not available, the most recent assessment score will be used for placement.

Personalized Learning Plan (PLP):

All students at the School of Innovation in grades 6-12 are required to have a Personalized Learning Plan (PLP). The plan will be created in the 6th grade and updated throughout high school by the student. The PLP is a plan of action that allows students to identify and record career goals, personal and academic goals, assessment results, and extracurricular activities. The plan will be available online. Revisions of the PLP shall be made upon request of the student or parent or guardian.

Additional Options for Meeting Graduation Requirements

Online Courses: Online courses that have been approved by the Springdale School District Board of Education are accepted for credit toward graduation and may be used to meet requirements in the same subject area as the course. Online courses are comparable to traditionally taught classes in rigor and expectations. Students who elect to take online courses should be self-motivated, self-directed, and able to learn effectively in a self-paced environment. Online courses are subject to the same rules as other courses regarding retaking the course, grading, GPA calculation, and transcript documentation.

Some courses may have 100 percent of the course instruction provided online. These courses allow

the student to complete course work during and outside the school day and are offered under the supervision of a teacher, who will mentor and monitor progress to ensure the student stays on task and completes the required course work.

Students are expected to progress through an online course at their own pace, which may be faster or slower than a traditional course. The teacher of record will monitor all online courses for enduser activity. If a student does not actively participate in the online course, the student will be counseled and may be dropped from the course without earning credit. A student who is actively engaged in the online course and time on task and effort is documented may receive an "I" (incomplete) and allowed to complete the course. A student may elect to take all of their required coursework online.

Learning options for students in elementary grades

To expand student access to digital learning options, students in grades K-5 can access online curriculum based on Springdale School District's Understanding by Design (UbD) units for math, English language arts, science, and social studies. (See appendix for copies of the curriculum)

This curriculum allows for student self-pacing with constant monitoring to ensure progress. The classes will be entirely digital and will adhere to Arkansas Department of Education standards by grade level and align with the district UbD units. English Language Learners who participate in the online curriculum will receive scaffolding until they are able to achieve on or above grade level. Some classes will include interactive labs, where appropriate. Students may take classes above or below their assigned grade levels as appropriate. Students must enroll in the school district and sign up for courses.

Dual College/High School Credit Courses and Job Readiness Courses:

Dual credit courses are designed to address the needs and interests of motivated students interested in receiving their associate's degree or technical certification at the same time they receive a high school diploma. Some courses are college level and satisfy the high school credit requirement. In a dual credit class, content is covered at an increased pace and with more depth and rigor. Students will engage in critical thinking, read scholarly materials, and write technically for the purpose of research to develop college and career readiness skills. Students who plan to attend a post-secondary institution should consider dual credit courses.

Career readiness courses may or may not provide dual credit, but will support the completion of an industry level certification. Students will gain hands on skills and job experience.

Career Readiness/Experiential/Work-Based Learning:

Students will have the opportunity to participate in classes, labs, and work experience that will give them real world experience in a chosen career area. Career readiness classes will be blended courses with multiple configurations for course work completion. Work-based learning will be related to the student's Personal Learning Plan (PLP). Experiential learning courses are specific classes offered in the school. Such classes will include hands-on experiences with experts in their fields. These courses have specific syllabi and students meet with a teacher to review course expectations and progress.

Institute of Health, Science, and Technology (HST)

HST students experience the world of health sciences through rigorous courses, hands-on activities, guest speakers, field trips, internships, job shadowing, and classes beyond the school walls. Additionally students have the opportunity to earn a variety of certifications through a partnership with Allied Health and the Northwest Technical Institute. The Institute of Health, Science, and Technology partners with post-secondary schools such as Northwest Arkansas Community College, and Northwest Technical Institute. Community partners include local hospitals and clinics.

Institute of Business, Leadership, Entrepreneurship, and Service

Beginning in eighth grade, students will be exposed to a business environment. Students will learn business management, marketing, professional communication, entrepreneurship, leadership, and service skills related to their PLPs. Students will learn about business administration through online and traditionally taught classes and practical experience. Students will develop skills and knowledge through real-life experiences in order to

be successful when they graduate. They will learn to make informed and ethical decisions, and gain tools which will allow them to achieve economic independence and security. The Institute of Business, Leadership, Entrepreneurship, and Service is student-centered, experiential, and provides authentic business experiences. Students who enroll will be well prepared for the business world.

7. Describe the educational program to be offered by the charter school

Applicant Response:

The educational program proposed is a multifaceted and global approach to K-12 education in the 21st century. The components are designed to allow students to be self-directed, develop intrinsic motivation, and acquire the skill set to be successful in the global community. The building blocks are provided below:

Grades K-12

Dual language option: Students will have the opportunity to experience courses in Spanish or Mandarin Chinese. This option will work in concert with curriculum and program offerings.

Grades K-7

The kindergarten through 7th grade curriculum will be offered 100 percent digitally or through a blended experience available throughout the year. The course is self-paced and will be monitored by educators in the position to mentor struggling students. Scaffolding will be provided to ELLs and students with special needs as necessary. The expectation is that every student will demonstrate competency at the specified level before moving to the next level. Students will have the advantage of not being limited by grade levels, or a single year of curriculum. The expected outcome is that every student will have course work outcomes to demonstrate mastery through competencies achieved in elementary education.

Grades 8-9

Students will be able to attend classes, which will include core curriculum instruction. In addition, students will develop a career plan that includes the option of taking classes to support more in depth learning at the high school level. Exploratory hands-on opportunities and labs will be available. Digital classes will allow access to competencies and blended learning will supplement campus courses. Students may access courses to accelerate their degree program or explore areas of interest in certification areas. The digital curriculum will serve to extend the school day and school year allowing time to become the variable. Students will be challenged to meet the demands of the accelerated and dual credit options at the high school level. The expected outcome is that all students will complete coursework to meet or exceed competency requirements achieved in eighth and ninth grade.

Grades 10-12

Students will have the options below:

A) High school diploma

Students will graduate with the traditional high school diploma as per Smart Core requirements for high school completion in Arkansas.

B) High school diploma with:

- 1. Certificate of Proficiency.** The Certificate of Proficiency will be awarded to students who

demonstrate mastery of course required skills in specified performance standards in the areas or disciplines that issue certifications. The program of study may be a stand-alone program or part of a technical certificate or associate's degree curriculum.

2. **Technical Certificate.** The Technical Certificate is a program of collegiate level that recognizes the completion of a specified level of competency in an occupational field. This program of study may be a stand-alone program or a part of an associate's degree curriculum. Partner institution requirements must be fulfilled for graduation.

NOTE: Both types of certificates are granted once a student has passed courses and/or training that gives them industry-standard job readiness skills and knowledge. Technical certificates generally require more credits than do certificates of proficiency.

C) **High school diploma with:**

1. **Associate's Degree (Dual credit option)**

The associate's degree has a rich background in vocational education to prepare students to enter and advance in their specific college or career field. It allows high school students to graduate with their high school diploma and a two-year college degree. The aim is for students to enter the workforce at a skilled level and to enter college as juniors. The expense of college is substantial and students who graduate with extensive college experience are likely to understand the challenges and discipline needed to complete a bachelor's degree. The expected outcome is for students to be career or college ready.

Grade Levels and Maximum Enrollment by Year:

- 2016-2017: Grades 8-10 Blended or Digital Learning with Concurrent Course Offerings (800 Students)
- 2017-2018: Grades 8-12 Blended or Digital Learning with Concurrent Course Offerings (1400 Students)
- 2018-2019: Grades 3-12 Digital Learning (1600 Students)
- 2019-2020: Grades K-12 Digital Learning (2000 Students)

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Personalized learning is the core of the School of Innovation. The school's goal is to meet each student's individual learning needs by creating a unique self-paced learning environment that is project based and career-focused a traditional school format limits the learning of students who need to support their families financially, students who are homebound, those with specific medical conditions prohibiting them from attending school, families who travel extensively due to work-related obligations, and parents looking for a strong curriculum and have a desire to keep their child at home. To accomplish this, specific waivers are being sought that will allow the School of Innovation the opportunity to best meet the needs of students. The district conversion charter school designation will allow industry level professionals to provide high level content instruction to students. The continued seat-time waiver will allow students to move at their own pace and accelerate their learning. This allows students more opportunities to participate in industry level internships and complete college coursework while they are enrolled. As a designated conversion charter school, a dual-language option for students will be offered. This will provide a global learning experience for students as they engage in a second language and become bilingual learners. These opportunities will give students a competitive advantage as they enter college and the workforce. Furthermore students in the

community will be reached by providing a comprehensive digital K-12 online learning experience. This will help students who have needs beyond what a traditional brick and mortar school can support. By offering this additional mode of instruction Springdale School District can best serve all students of Springdale and beyond living up to the district vision of Teach them All and Learning for All.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

- A. The School of Innovation will have more autonomy in employing personnel in several ways:
- a. The School of Innovation will utilize digital and online courses that may employ teachers not physically located at the school. This will allow the district to access teachers who might be the best fit to instruct, but do not have the ability to travel to Springdale, Arkansas.
 - b. The School of Innovation will have the ability to employ industry level professionals for specialized and highly technical classes. Partial full time equivalent employment would allow the industry expert to remain employed in their field of expertise, while imparting their work experience to up and coming industry experts.
 - c. Companies will have the ability to connect with students at a much younger age to encourage them to enter a chosen field of interest.
 - d. Companies can begin mentoring potential candidates for positions in the future.
 - e. Teachers may work a partial full time equivalent contract to maximize efficiency of required staffing and teacher and student time on task.
 - f. The Springdale School District will support the School of innovation by providing specialty area teachers to ensure an optimal learning environment to maximize student learning.
- B. The Springdale School District leadership team will establish a budget that is fiscally sound, follows the Education Department General Administrative Regulations (EDGAR) procedures, and provides for equitable resources to sustain growth opportunities for students. Growth in student enrollment and industry partners will be key factors in developing future planning opportunities for students. The School of Innovation will seek grant funds and partnerships to support ongoing efforts.
- C. The Springdale School of Innovation will follow Springdale School District policies and procedures for governing school and day-to-day operations. The Springdale School District will provide staffing to support facility maintenance, nursing, and other related services.
- D. With the unique nature of a digital or blended online learning environment the Springdale School of Innovation has developed a calendar (see appendix) that is separate from the traditional school year. A waiver is being requested to allow the school to operate year round. With the use of digital learning, students have anytime access to content and curriculum. The calendar allows flexibility to personalize each student's education and to support the learning pace that is best for them. This will also reduce summer regression and better support all

learners attending school. Additionally, the flexible design of the calendar allows students to participate in business and industry internships.

- E. The leadership of Springdale School District through the School of Innovation will continue to seek new and innovative ways to provide the highest level of education to students. Digital and blended offerings will grow to serve all Kindergarten through twelfth grade students, teachers will have more autonomy to collaborate across the curriculum to remove redundant standards, aligned core competencies, and create a truly project based, personalized education for all students.

10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

The School of Innovation will establish a School Improvement Team that will consist of administrators, teachers, parents, and community members. This team will meet at least twice a year (fall and spring) to review student data, and look at performance targets and analyze progress toward established goals. A report to the public will take place during the fall meeting. Meeting notes will be logged in the Indistar software to serve as a record of progress.

All stakeholders will serve an active role in developing and implementing the school improvement plan. Student data from all of the feeder schools will be analyzed by the school leadership team. These data will be presented to the School Improvement Team. The results of these data will be used to shape future curriculum planning and professional development events.

As part of the protocol, the School Improvement Team will establish baseline data and establish student performance criteria as indicators of success. As noted earlier in the application, specific achievement targets will be monitored and measured by the improvement team. The School of Innovation leadership team will provide current research to support the goals that the School Improvement Team will create during this process.

The School Improvement Team will review multiple data sets to determine the effectiveness of the improvement plan. Based on student achievement data, the School Improvement Team will analyze the current goals, modify goals as necessary, and make improvement recommendations to the administrative team. The School Improvement Team will also make recommendations regarding professional development that can support increased student success.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Personalization of learning is the main focus of the School of Innovation. The school's goal is to meet each student's individual learning need by creating a unique self-paced learning environment that is project based and career focused. To accomplish this, specific waivers are being sought to allow the School of Innovation the opportunity to best meet the needs of students. The charter designation will utilize industry level professionals to provide high level content instruction to students. The continued

seat-time waiver will allow students to move at their own pace and accelerate their learning providing them more opportunities to participate in industry level internships and/or complete college coursework while they are enrolled. As a charter school, a dual language option for students will also be offered. This will provide a global learning experience for students as they engage in a second language and become bilingual learners. These opportunities will give students a competitive advantage as they enter college or the workforce. Furthermore, more students in our community will be reached by providing a comprehensive K-12 online curriculum. This will help students who have needs that a traditional brick and mortar school cannot support. For example, students who need to work to support their families, students who are homebound, families who travel extensively, and parents looking for a strong curriculum and elect to keep their child at home. By offering this additional model of instruction, Springdale School District can best serve all students in Springdale living up to its vision of Teach them All and Learning for All.

The School Improvement Team will complete an Arkansas Comprehensive School Improvement Plan (ACSIP) for the School of Innovation in Indistar. This plan will include regular monitoring of the goals outlined in the application, a review of student progress as measured by state and local data, and recommendations to improve learning outcomes. Furthermore, the School of Innovation will establish Professional Learning Communities (PLC) that will meet weekly to review and monitor student progress. Short cycle data assessments will drive these conversations and lead to point-in-time responses for each student. Additionally, the use of advisory time will be a central component to help students take ownership of their learning. The school's goals will be shared with all stakeholders and student goal setting will help define each student's academic goals.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

The Springdale School of Innovation will develop competencies for all core and elective courses. The curriculum will follow the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the Arkansas Board of Education. Teachers will collaborate with district level teachers on special assignment who are experts in their core areas to develop, review, revise, and edit curriculum for all core subject areas. The Associate Superintendent for Curriculum and Instruction will be the final level of approval prior to the implementation of the curriculum to ensure the highest level of quality and alignment.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:
 - A) Guidance program;

Applicant Response:

The Springdale School of Innovation will provide guidance counseling to all students who attend the school.

B) Health services;

Applicant Response:

The Springdale School of Innovation will provide health services through the Springdale School District nursing staff for students who physically attend school. A health room is available in the new facility. The school nurse will coordinate all student health records to ensure students who physically attend meet state immunization requirements.

C) Media center;

Applicant Response:

The School of Innovation's new facility will encompass an e-Library. Students will access materials digitally. This gives the ability to incorporate multimedia skills in their daily work in partnership with student partners and teachers; therefore, a library media specialist will not be designated for that purpose. A waiver will be requested for this standard.

D) Special education;

Applicant Response:

The Springdale School of Innovation will follow all rules and regulations regarding students who participate under the Individuals with Disabilities Act. No student shall be denied services at the School of Innovation and all Individual Education Plans and 504 plans shall be followed. Teaching staff and resources will be provided by the Springdale School District to support all students.

E) Transportation;

Applicant Response:

The Springdale School District will provide transportation to all students choosing to attend the School of Innovation who reside within Springdale School District boundaries. Transportation will be provided to all students following district bus routes and designated student pick up and drop off locations. Transportation will be provided for students who qualify under IDEA or Section 504 in accordance with their Individual Education Plan or 504 plan. The Springdale School District will provide information to parents about the locations for transport within their community and it will also be available online. For students who qualify under the McKinney-Vento Act, transportation will be provided in accordance with the law. Students who opt to enroll outside the district boundaries will be responsible for their own transportation.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Springdale School District provides an alternative educational placement opportunities through Springdale Archer Learner Center. Students who meet participation requirements and physically attend the School of Innovation may be referred to the school in accordance with the intake procedures established at the Springdale Archer Learning Center.

G) English Language Learner (ELL) instruction

Applicant Response:

The Springdale School of Innovation will provide instruction to all students who qualify for English Language Learner instruction. A Language Proficiency Assessment Committee (LPAC) will evaluate all ELLs every year. Accommodations as described in the LPAC will be provided and followed. Student participation will not be denied based on a student's ELL level and services supporting their learning will be provided following Springdale School District policy and state law.

H) Gifted and Talented Program.

Applicant Response:

In an effort to ensure consistent and sustained access to the curriculum at a high level and learning frequency, the School of Innovation will provide a gifted and talented learning experiences for all students. This will be in partnership with the traditional model of gifted instruction in the Springdale School District with the oversight by our district coordinator for gifted and talented education; however, a dedicated gifted and talented instructor will not be onsite. A waiver will be requested for this standard.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, separate from the district's annual report to the public, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See Arkansas Code Annotated 6-23-202.)

Applicant Response:

In accordance with Arkansas Code Annotated §6-23-202, the Springdale School of Innovation will provide an annual report to the parents, community and business partners to discuss the progress made by the district conversion charter school. A School of Innovation Showcase will be advertised and promoted by sending invitations to students, parents, community members, business partners, school board members, and state representatives. This report will allow for a time of public comment to improve practice.

The Springdale School District will also provide an Annual Report to the Public inclusive of the School of Innovation data.

Furthermore, the School of Innovation will report local success stories and celebrate individual student achievements and accomplishments in print and through social media. These accolades will be documented on the district website.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Students in the Springdale School of Innovation are required to submit an application of interest. Students within the Springdale School District are allowed to apply under school choice as defined by Arkansas State Statute. All students from outside the district are allowed to apply and must complete the Public School Choice Application for entry into the Springdale School District. No students will be denied acceptance provided they meet the criteria under the school choice process and meet required deadlines.

To inform students, parents, and the public about the School of Innovation, Showcase Nights will be held at every middle school and junior high school in the Springdale School District. Follow up meetings will also be held at the School of Innovation for parents and students unable to attend. Individual appointments will be scheduled with families who may not have been available to attend any of the scheduled meetings.

Information will be advertised on the district and school website, social media, and through the Parent Link phone system. Interpretation is available at all meetings for families who need services.

Applications will be time and date stamped in order of receipt and will be kept on file to comprise a waiting list. Applications will be accepted starting January 1, 2016 and will remain open until August 1, 2016. Students will be allowed to enroll or transfer to the school as long as space is available. In the event there are more student applications than can be accommodated, applications will be accepted in the order in which they were received. The order will be followed in the sequence of year, date, and time. If a student who initially submitted an application, is no longer interested in attending the School of Innovation, the next name on the list will be called to fill that vacancy and so on.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
 No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

The Springdale Public School District has no prior charter involvement.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Staffing will be based on the number of students who apply for the school. Hiring procedures will follow established Springdale Public Schools policy.

2016-2017 Staffing Plan:

All staffing will be subject to enrollment outcomes

Principal 1.0

Assistant Principal 1.0

Instructional Facilitator 2.0

Counselor 1.5

Nurse 1.0

Registrar 1.0

Classified Staff 3.0

Certified Teaching Staff 4.0 per Core Subject (16) 9.0 Elective Staff (Art, Music, PE, CTE, etc.)

Maintenance 4.0 (Day and Evening)

Job Descriptions:

Classroom Teacher Qualifications:

Teachers shall be Highly Qualified under federal regulations.

The teacher shall be under the general direction of the Superintendent of Springdale Schools and immediately responsible to the principal for executing the policies of the Springdale School Board as they relate to the function of the school. The teacher's specific responsibilities shall be:

1. To direct and evaluate the learning experiences of the pupil in both curricular and extracurricular activities in accordance with school policies.
2. To provide guidance to the pupil which will promote their welfare and their proper educational development.
3. To seek professional aid of the school principal and supervisory personnel.
4. To be responsible for child accounting.
5. To maintain liaison with the parents.
6. To administer the classroom program.
7. To provide for the care and protection of school property.
8. To participate in the business and activities of the faculty.
9. To cooperate with and participate in the planning and the evaluation of the school program.
10. To notify supervising principal as early as possible when it is necessary to be absent from school.
11. To maintain a cordial and workable relationship with colleagues.
12. To study and comply with School Board policy.

School Principal Qualifications:

Reports To: Superintendent/Deputy Superintendent/Assistant

Superintendents Supervises: All certified and classified personnel assigned to their building.

Job Goal: To use leadership, supervisory, and administrative skills to promote the educational development of each student.

Performance Responsibilities:

1. Establishes and maintains an effective learning climate in the school.
2. Keeps the superintendent informed of the school's activities and problems.
3. Prepares and administers the school budget and supervises school finances.
4. Prepares and administers the preparation and maintenance of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
5. Works with various members of the central administrative staff and other school administrators as requested.
6. Keeps his or her supervisor informed of events and activities of an unusual nature as well as routine matters related to the supervisor's accountability.
7. Supervises all personnel assigned to the school.
8. Assists in the supervision of the operation and maintenance of the buildings, grounds, and other school property assigned to him or her.
9. Assumes responsibility for the implementation and observance of all board policies and regulations by the school's staff and students.
10. Maintains active relationships with students and parents.
11. Leads in the development, determination of appropriateness, and monitoring of the instructional program.
12. Assists in the development, revisions, and evaluation of the curriculum.
13. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.
14. Assumes responsibility for the safety of students.
15. Assumes responsibility for his or her own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings, through enrollment in advanced courses, and the like.
16. Participates in the selection and evaluation of all building personnel.
17. Conducts meetings of the staff as necessary for the proper functioning of the school.
18. Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.
19. Assumes responsibility for the safety and administration of the school plant.
20. Supervises all school activities and programs.
21. Participates in principals' meetings, and such other meetings as are required or appropriate.
22. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
23. Assumes responsibility for maintaining excellence and growth in the area of student achievement.

School Assistant Principal

Qualifications:

Assistant Principals must hold appropriate principal's certificate.

Reports To:

The Principal, under the authority of the Deputy Superintendent, Assistant Superintendents and the Superintendent of Schools.

Supervises:

Teachers, students, and classified personnel at the building level as assigned by the principal.

Job Goal: Assists the principal in the areas of leadership, supervision, and administration to promote the educational development of each student.

Performance Responsibilities:

1. Assists the principal in the overall administration of the school.
2. Serves as principal in the absence of the regular principal.
3. Participates in district-level activities as required or assigned by the superintendent.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting both education data and financial data, including grant funds or private donations received directly by the charter school.

Yes

No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The current location of the school is the Jones Center located at 922 E Emma Ave, Springdale, AR 72764 (479) 756-8090

The Springdale School of Innovation is utilizing dedicated classroom and meeting space within the Jones Center. During the 2014-2015 inaugural year, the Springdale School of Innovation was housed in approximately 15,000 square feet of leased instructional space at the Jones Center for Families, 922 East Emma Avenue, Springdale, Arkansas.

In addition to the leased instructional space, amenities available at the Jones Center include an auditorium, dining area, swimming pool, regulation basketball court, and more. Additional information on the Jones Center for Families may be found at the following website: <http://thejonescenter.net>

The Springdale School District made a firm commitment to the success of the Springdale School of Innovation. District funds purchased a parcel of sixty acres to build the new location of the Springdale School District School of Innovation. Phase one of the the project is under construction. Phase one is scheduled to be complete and open August of 2016. The new location will be 2667 Hylton Rd. Springdale, 72764. A copy of the site plan is included in the appendix.

The hallmark of this building is the flexible learning space created to provide personalized learning areas that are conducive to small groups and individuals or teacher-facilitated learning. Large project labs are located throughout the facility creating opportunities for students to develop real-world solutions to real-world problems.

A high-tech infrastructure has been integrated into the backbone of the school to allow for technology driven learning, a digital learning environment, and the opportunity to expand as technology capabilities increase.

In phase one of construction, dedicated project labs will address the needs to support career and technical education in partnership with higher education learning labs.

It is assured that the Springdale School District will provide continued maintenance and repair of the facility in perpetuity. Appropriate maintenance staff will be assigned to the facility to ensure the daily upkeep and repair of the building.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility will meet all requirements under IDEA and ADA. The facility is zoned to operate as a school and will meet all building codes and zoning requirements for a public school building. There will be no businesses located within 1,000 feet that sell or distribute alcohol. All plans and building outcomes have been planned and approved in partnership with the Arkansas Department of Education Facilities Division.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The Springdale School of Innovation already participates in the National School Lunch Program requirements that follow the USDA Food and Nutrition Guidelines. A full service cafeteria is currently available and will be available at the new school site described in question 18. Breakfast and lunch will be provided in accordance with all USDA Food and Nutrition Guidelines under the direction of the district food and nutrition coordinator.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents, guardians, and community partners are key to the success of the School of Innovation. At the core of the educational programs is the ability for students to interact and participate in real-world, career ready activities. Every Wednesday has been dedicated as Real World Wednesday where business and industry leaders come and interact with students in their given career field. These community leaders provide opportunities for students to interact, ask questions, and work alongside business leaders. Students spend time in the field with industry leaders. Business leaders are encouraged by this work as it provides a foundation for creating future employees within their company. These conversations influenced the course offerings at the School of Innovation and the design of the building. The new building is designed to meet the learning needs of students and industry partners.

Parents have been instrumental in this partnership and many have become guest presenters. Their enthusiasm and partnership helped to motivate the school district to seek the approval as a district conversion charter to allow licensure options to truly incorporate our industry leaders as part of the daily fabric of the student learning experience. The School of Innovation will use industry partners to provide instruction to students in their specific field. The pinnacle of this work will occur during a student's final year when they will participate in an internship or apprenticeship in their career field of interest. A final capstone project will be completed in conjunction with their business and industry partner and will showcase the sum of a student's learning while at the School of Innovation. Parents, business leaders, and community members will join staff as students present their final capstone in a public forum.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Springdale School District will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner as to maintain a desegregated school district, and will not impede on the school district's ability to maintain a desegregated school district. The Springdale School District is not under any court orders concerning the desegregation of its schools, nor are any of its surrounding schools.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Springdale School District will take appropriate steps to ensure the long-term stability and sustainability of the Springdale School of Innovation. The School of Innovation has the full support of all district leadership and district directors. This support focuses in the areas of curriculum, instruction, assessment, accountability, facilities, technology, fiscal and human resources, food service, nursing, and transportation. All aspects of state compliance not included in waiver requests will be assisted by the Springdale School District guiding principles and procedures founded for appropriate educational practice. The infrastructure in place to support the School of Innovation assists in the success that has been experienced in the implementation year.

The inaugural year of School of Innovation provided building and district leaders the ability to reflect and modify procedures and practices for the current academic year. The team has studied, reviewed research, and visited many of the leading innovative schools in the country with proven models. This research, reflection, and study has provided our leadership team with the desire to move to the next level of implementation. Springdale School Districts seeks to encompass current approvals through the innovation process in addition to waivers that can only be granted through the district conversion charter process to fully implement some of the industry practices in Arkansas. The district has the support of students, parents, community and business leaders, and state and national innovative experts to assist in bringing this model forward for students to experience.

The Springdale School District began construction on a state of the art facility to house the School of Innovation with phase one opening in the fall of 2016. In addition to funding appropriations, the Springdale School Board members are committed to the implementation and development of the School of Innovation by unanimously allowing the submission of the district conversion charter application. The approval to submit this most critical application allows educational leaders to develop students of innovation into leaders of innovation.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Oral Communication	Section 9.03.1 ("Language Arts") of the ADE Rules Governing the Standards for Accreditation	The Springdale Public School District is required to teach Oral Communication as a separate class to its ninth (9th) to twelfth (12th) grade students. The applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standard Rules, Arkansas Frameworks and all applicable rubrics be embedded within English courses to be provided by the conversion charter school. The application ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.	Final Grades for Oral Communication	Student scores will be at or above district averages for the course.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Planned Instructional Day Requirements	Section 10.01.4 ("Planned Instructional Day") of the ADE Rules Governing the Standards for Accreditation	Due to the nature of the blended or digital learning experience as outlined in this application, the applicant is requesting a waiver of the Planned Instructional Day requirements. The programmatic offerings at the Springdale School of Innovation, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week. The Springdale School of Innovation currently under School of Innovation Status has been granted a seat time waiver.	State Assessment, Interim Assessment, Student Performance, Student Completion, and Graduation Rate	The School of Innovation average student scores will be at or above district averages on the state assessment and interim assessments. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.
Class Size and Teaching Load	Section 10.02 ("Class Size and Teaching Load") of the ADE Rules Governing Standards for Accreditation and specifically subsection 10.02.5	To meet the needs of the digital, blended learner, the applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The applicant believes the fully digital and blended learning environment provided for students justifies of a waiver under Section 10.02.5 of the Standard.	State Assessment, Interim Assessment, Student Performance, Student Completion, and Graduation Rate	The School of Innovation average student scores will be at or above district averages on the state assessment, interim assessment, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Clock Hours Required for Credit	Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation:	The Springdale School of Innovation currently has a waiver for clock time hours under Innovation Status granted in 2014. The applicant is requesting to continue the waiver under District Charter Conversion Status. The applicant is not, by this request, asking for a waiver of graduation requirements. The Applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will submit any additional information desired.	State Assessment, Interim Assessment, Student Performance, Student Completion, and Graduation Rate	The School of Innovation average student scores will be at or above district averages on the state assessment interim assessment, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Educator Licensure	Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):	The applicant requests a waiver from the listed statutes and rules, to the extent that it may be necessary to hire professionals who possess outstanding credentials and work history in the various areas of expertise in their field that align with coursework in the Springdale School of Innovation. This could mean the professional does not hold or possess a teaching license. Any individual hired as a result of the waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry check. By partnering with business and industry leaders high quality content can be provided in specific fields of career readiness. This will promote a strong partnership with industry leaders and provide workforce awareness. Additionally, to better serve our English Language populations and 40 plus languages served in the district, it will assist in supporting our students who need additional support in English and dual language offerings.	State Assessments, Interim Assessments, Student Performance, Student Completion, and Graduation Rate	The School of Innovation average student scores will be at or above district averages on the state assessment, interim assessment, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Career and Technical Education	Section 9.03.3.9 (Career and Technical Education) of the ADE Rules Governing the Standards for Accreditation:	The Springdale School of Innovation is required to teach the Career and Technical Education curriculum requirements as separate classes to its seventh (7th) and eighth (8th) grade students. The applicant is asking for a waiver of that requirement so that the requirements of the ADE Standards, Rules, Arkansas Frameworks and all applicable rubrics may be taught within other courses or online options to be provided by the School of Innovation. Specifically, teaching the Careers class during seminar (advisory) time where it is better suited to student learning. If the application and waiver is approved the applicant will work with the Career and Technical Education Department to ensure approval from their department.	Career and advisory (Seminar) class scores. Successful completion of My 10 Year Plan	Students will successfully complete the My 10 year plan and the requirements for careers during advisory or seminar time.
Library Media Specialist	Ark Code Ann. § 6-25-103 and 6-25-104, and Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation (concerning library media specialist):	The Springdale School of innovation will offer students access to an e-Library through 24 hour access to utilize the media center to create a learning environment that supports the blended or digital learner. Learners work at their own pace. In light of this structure, it will not be necessary to hire a library media specialist.	Student access to the online library system Student course completion	The School of Innovation student access ratio into the online library will be monitored for accessibility, access, and ability to incorporate research and texts into assignments or projects.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Gifted and Talented	Ark. Code Ann. § 6-20-2208(c)(6) and 6-42-109; Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Gifted and Talented Program Approval Standards (concerning Gifted and Talented Students):	The applicant requests a waiver of the statutes and rules, necessary to permit students who meet the requirements for placement in the Gifted and Talented (GT) programs to students in grades Kindergarten (K) through twelfth (12th) into appropriate pre-advanced placement and advanced placement courses or concurrent-credit courses through partner community colleges and universities, and classroom instructors. All roles and responsibilities of this position will be addressed by the counseling staff and advisor/seminar teacher to ensure the needs of all GT students are met through course content design.	State Assessment, PSAT, AP Testing, concurrent enrollment, completion, and average student scores	The School of Innovation average student scores will be at or above district averages on state assessments and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.
Basic Language of Instruction	Ark. Code Ann. § 6-16-104 Basic Language of Instruction:	The Springdale School of Innovation seeks to obtain a waiver from the English only requirement for the basic language of instruction. The sole purpose of this waiver is to allow for the creation of a kindergarten through twelfth grade dual-language offerings within the district. The intent is to provide high quality dual language instruction in English and Spanish or English and Mandarin Chinese.	Successful establishment of a dual-language program in Mandarin and or Spanish.	Students will demonstrate mastery of the content in the dual-language classroom performing at or above district average.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Beginning and End of School Year	Ark. Code Ann. § 6-10-106 Uniform Dates for beginning and end of school year:	<p>The Springdale School of Innovation seeks to obtain a waiver from the uniform dates for beginning and ending school dates. Given the nature of a self-paced curriculum and given the design of providing blended or digital instruction, the school year will no longer follow a traditional calendar.</p> <p>This waiver would allow the school calendar to follow a non-traditional path for the school year to begin and end at any time during the calendar year. Employment arrangements with teachers will reflect varied beginning and ending times during the calendar year.</p>	State Assessments, PSAT, AP Testing, concurrent enrollment, completion, and average student scores.	<p>The School of Innovation average student scores will be at or above district averages on the state assessments and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.</p>

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Professional Development	Ark. Code Ann. § 6-17-704 School Districts Professional Development Plan, § 6-17-705 Professional Development Credit & §6-17-709 Professional Development Schedule	The Springdale School of Innovation is seeking a waiver of the requirements for developing a set of coordinated planned learning activities for teachers, administrators, and non-licensed school employees. It also seeks a waiver from granting up to 12 hours of professional development credit for time spent in classrooms prior to the start of the school year. Furthermore, a waiver is being requested from developing a professional development schedule. Due to the nature of online or blended teaching, it is possible to have teaching staff not assigned to a building or to follow a traditional school calendar (see waiver for Uniform Dates for Beginning and End of School Year). Under the waiver for Educational Licensure it could be possible that employees working in other career fields, providing interim instruction, would need access to this waiver. Requiring those individuals to be held to the same professional development criteria as full time district employees, especially for those who are teaching remotely would prove burdensome. The Springdale School District will require the School of Innovation to submit a plan to provide necessary professional development to employees as it relates to their required job function.	State Assessments, Interim Assessments, PSAT, AP Testing, Concurrent Enrollment, Completion and average student scores.	The School of Innovation average student scores will be at or above district averages on the state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Non-Instructional Duties	Ark. Code Ann § 6-17-117	The Springdale School of Innovation seeks a waiver from non-instructional duties for teachers. In a blended learning environment students may not follow a traditional schedule during the day. Duty schedules need to be established to meet the needs of the student. Flexibility to have teachers provide non-instructional supervision during their assigned hours is essential to supporting the digital learner. Digital learning and staff who may work remotely, the need for a scheduled daily planning period will not be needed.	State Assessment, PSAT, AP Testing, Concurrent Coursework, Enrollment, completion, and average student scores	The School of Innovation average student scores will be at or above district averages on the state assessment, interim assessments, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.
Teacher Contracts	Ark. Code Ann § 6-17-807 Additional Days Worked – Paymen	The Springdale School of Innovation seeks a waiver from the statutory formula for funding teachers for additional days worked. Due to the unique nature of digital or blended learning, teachers may no longer follow a traditional school day or calendar. As part of the waiver the Springdale School District shall develop an alternative payment matrix to meet the needs of its blended, digital, or partial teaching staff. This payment matrix shall be approved by the school board in a public meeting.	State Assessment, PSAT, AP Testing, Concurrent Coursework, Enrollment, completion, and average student scores	The School of Innovation average student scores will be at or above district averages on the state assessment, interim assessments, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Mandatory Attendance	<p>Ark. Code Ann. §6-18-211(a)(b)(1) 9-12 Students in grades nine through twelve – Mandatory Attendance & (2)(a)(i)(iia) No more than 1 class period for for organized and scheduled extracurricular classes.</p>	<p>The Springdale School of Innovation seeks a waiver from requiring students in grades Kindergarten through twelve (K-12) from being required to attend a full school day and from scheduling no more than one extracurricular class during the school day. As part of the curricular design where students are allowed to self-pace and work under a seat time waiver it is possible students will not need the required 350 minutes a week to complete and accelerate their coursework. Also, as part of the curricular design students will be participating in career interest internships with business partners in the area. These hands-on experiences are invaluable to our students and will occur during the school day. With the establishment of K-12 digital learning students may not be in contact with the physical address of a school building allowing them to work from anywhere at any time.</p>	<p>State Assessment, PSAT, AP Testing, Concurrent enrollment, completion, and average student scores</p>	<p>The School of Innovation average student scores will be at or above district averages on state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.</p>

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Attendance Records and Reports	Attendance 6-18-213 (2) Attendance Records and Reports Generally	The Springdale School of Innovation requests a waiver under subsection two (2) requiring a teacher to "visually note the physical presence or absence of each student on a daily basis." With a blended or digital learning environment students may not be physically located in a building. For example, a student who is participating digitally or a student working at an internship may complete coursework at home after the internship is completed. Student attendance for digital learners will be maintained within the Learning Management System, recording the day, time, and duration of their participation in each individual course.	State Assessment, Interim Assessment, PSAT, AP Testing, Concurrent Coursework, Enrollment, Completion and average student scores.	The School of Innovation average student scores will be at or above district averages on the state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above district average. Many students will complete coursework ahead of a traditional pace.
Immunization Requirements	Ark. Code Ann. § 6-18-702 Immunization Requirements	The Springdale School of Innovation seeks to obtain a waiver from Immunization Requirements under Ark. Code Ann. § 6-18-702 solely for the purposes of students enrolled full time in the online setting. If a student does not attend the physical building they would not be required to provide proof of immunizations to the school. This would not exempt parents from meeting state requirements for immunization but exempt the school from the responsibility of enforcement under Ark. Code Ann. § 6-18-702(b)(1)	School Health Records will reflect no significant impact on student health as it relates to immunizations.	Students without immunizations will perform on average the same as typical peers who have been immunized.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Eye and Vision Screening	Ark. Code Ann. § 6-18-1501 Eye and Vision Screening	The Springdale School of Innovation seeks to obtain a waiver from eye and vision screening requirements under Ark. Code Ann. § 6-18-1501 solely for the purposes of students enrolled full time in the online setting. If a student does not attend or come into contact with student or the physical building they would not be required to provide proof of eye and vision screening to the school.	School Health Records will reflect no significant impact on student achievement as it relates to vision.	Students without vision screening will perform on average the same as typical peers who have been screened.
Physical Education	Ark. Code Ann. § 6-16-132: Section 9.03.4.9 (Physical Education) of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards for Body Mass Index for Age Assessment Protocols in Arkansas Public Schools	The applicant is required to teach Physical Education to students in grades K-12 in accordance with the referenced statute and ADE Rules. The Springdale School of Innovation is asking for a waiver of that requirement for any student who is enrolled in online coursework or any student who participates on a sports team who is enrolled at the School of Innovation.	State Assessment, Interim Assessment, PSAT, AP Testing, Concurrent Coursework, Enrollment, Completion and average student scores.	The School of Innovation average student scores will be at or above district averages on the state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above district average. Many students will complete coursework ahead of a traditional pace.
Physical Education	Ark. Code Ann. § 6-16-132: Section 9.03.4.9 (Physical Education) of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards for Body Mass Index for Age Assessment Protocols in Arkansas Public Schools	The applicant is asking for a waiver of that requirement in order that the curriculum of that requirement of the ADE Standards and Rules, Arkansas Frameworks and all applicable rubrics may be embedded within another course to be provided by the Springdale School of Innovation. The applicant ensures that students will receive instruction concerning the required material in the Physical Education class meeting or exceeding all state requirements, specifically by embedding the course content from it's Physical Education class within its Health or Marching Band Class.	Students will show mastery of content through interim assessments aligned to state frameworks for Physical Education	Students at the School of Innovation will be at or above district averages on interim assessments in the Physical Education Classroom.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Fine Arts	Section 9.03.3.6 (Fine Arts) of the ADE Rules Governing Standards for Accreditation	The Springdale School of Innovation is required to provide Fine Arts coursework in order to meet the requirements of this standard. The applicant is seeking a waiver of that requirement for students who participate in a career institute may be able to choose and complete the coursework in their areas of interest as opposed to Fine Arts Courses. All courses that are provided to such students in substitution of Fine Arts shall meet or exceed all state curriculum requirements.	State Assessment, Interim Assessment, PSAT, AP Testing, concurrent coursework, Enrollment, Completion and average student scores.	The School of Innovation average student scores will be at or above district averages on the state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above district average. Many students will complete coursework ahead of a traditional pace.
Teacher Fair Dismissal Act / Public School Employee Fair Hearing Act	Ark. Code Ann. § 6-17-1501 et. seq and Ark. Code Ann. § 6-17-1701 et. seq.	The Springdale School of Innovation is seeking a waiver from The Teacher Fair Dismissal Act of 1983 to ensure high impact educational experiences are provided to students on a daily basis. Under this waiver the Springdale School of Innovation will assist in providing the highest quality instruction at all times. The waiver will provide both physically-located instructors and virtually-located instructors with an equitable lens for teaching and learning to ensure a highly effective educational experience.	Teacher willingness to participate under these guidelines and remain without any ethical violations in their conduct.	High Teacher Retention Rate

APPENDIX

Documentation of requirements pertaining to the Public Hearing

Evidence of parental and community support

Proposed school's 2016-2017 calendar

Proposed school's 2016-2017 daily schedule

Signed Statement of Assurances

NORTHWEST ARKANSAS Democrat Gazette

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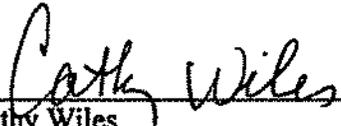
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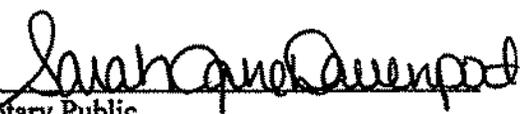
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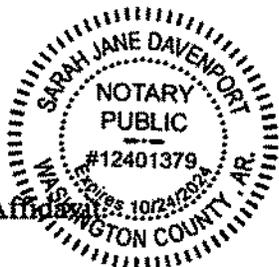
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This 23 day of June, 2015.


Notary Public
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****NOTE****

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Public Meeting Notice
Springdale School District,
School of Innovation,
conversion charter
The Springdale School of
Innovation conversion charter
meeting is scheduled for June
30, 2015 from 6:00 p.m. - 7:00
p.m. at the Jones Center at 922
East Emms Avenue in
Springdale, Arkansas. The
School of Innovation will
continue to provide students
with accelerated pathways for
students to earn an Associate's
degree and/or industry-level
certification(s) in addition to a
high school diploma by the end
of their twelfth grade school
year. The combination of
nationally emerging best
practices of competency-based
and blended learning will be the
keystone of the instructional
plan of this school. A fully
digital K-12 curriculum will be
added to the existing
instructional model to provide
personalized self-paced learning
thereby ensuring student voice
and choice.
73187800 June 9, 16, 23, 2015



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Parents hear charter proposal for Springdale's School of Innovation

By Brenda Bernet
This article was published July 1, 2015 at 1:00 a.m.



PHOTO BY J.T. WAMPLER
Joe ReHins, principal of Springdale's School of Innovation, talks to parents Tuesday. The School District is applying for a charter for the school for the 2016-17 school year.

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School of Innovation

- Plans announced in fall 2013.
- State grants school of innovation status in summer 2014.
- Opens with 200 eighth-graders in temporary space in the Jones Center in August 2014.
- School will enroll about 400 eighth- and ninth-graders at the Jones Center in August.
- School of Innovation to move to permanent home in August 2016.

Comments

Font Size

SPRINGDALE -- Parents with children enrolled in the School of Innovation like the self-paced, flexible learning environment the school offers and look forward to expanded opportunities that would come if the school becomes a district-run charter school, they said.

"It's just another level of education this is going to provide," said Dawn Manos, who thinks her 12-year-old daughter Sara will thrive when she begins eighth grade at the School of Innovation. "Their concern is for the students."

Manos was among about 50 parents who attended a public hearing Tuesday night to learn more about the Springdale School District's proposal for the school to become a district-conversion

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charter school. District officials have submitted a letter of intent to the Arkansas Department of Education and a comprehensive application is due Sept. 9.

The school received waivers from the state to create a more personalized learning environment than the district has offered, and a conversion charter would provide for additional waivers from state regulations to expand the school's offerings, Principal Joe Rollins said.

The primary reasons for seeking a charter are to continue to personalize learning, provide more digital learning options for students and to make connections from school to college and careers, he said.

The school opened for the 2014-15 year for about 200 eighth-graders at The Jones Center. The school will operate out of the center for one more school year with 400 eighth-graders and freshmen.

In 2016-17, the school will move to a permanent home across from Lakeside Junior High School on Hylton Road, south of Robinson Avenue. Construction is due to start soon on what will be a \$24 million, 143,000-square-foot campus there, said Gary Compton, assistant superintendent for support services.

The new campus is expected to open with about 600 to 650 students in the eighth through 10th grades and by 2018-19 grow to as many as 1,000 students in the eighth through 12th grades.

A district-conversion charter school is a public school governed by a school district, as opposed to an open-enrollment charter school run by an independent organization and aren't limited to enrolling students from a specific geographic boundary like a public school district.

Springdale will have to receive approval from a state Charter Authorizing Panel and the State Board of Education before the School of Innovation can operate under waivers sought by the district, Witonski said. The waivers wouldn't apply until the 2016-17 school year, she said.

If the application is denied, the school will continue as it is, and the district can reapply next year, Witonski said.

The charter application will ask for waivers to allow for a fully digital kindergarten through 12th-grade program under the School of Innovation, Witonski said. Students could choose to have all face-to-face instruction, to blend face-to-face instruction with online courses or to take all of their classes online. The content would be created and monitored by Springdale teachers.

Waivers are necessary for plans to offer instruction in more than one language and to allow industry professionals without a teaching license to teach classes, though the industry professionals would be subject to background checks, Witonski said.

Administrators and teachers are constantly changing and adding to the school, said Michelle Crozier, whose 14-year-old daughter Mackenzie will begin as a freshman in August at the school. The school is giving students exposure to opportunities in the community and workforce, she said.

"They really are seeking to meet the needs of the students in the way they like to learn," Crozier said.

Matt Gumm, whose 14-year-old son Trevor begins ninth grade in August at the school, said his family has supported non-traditional education. Trevor was a student of the open-enrollment charter school Arkansas Virtual Academy before becoming a School of Innovation student.

Gumm thinks having digital courses will be a good option, he said.

"I don't think any delivery method or school setting is perfect for anyone," he said. "Giving students and parents a choice, I think it will be beneficial."

NW News on 07/01/2015

Print Headline: Parents hear charter proposal for School of Innovation

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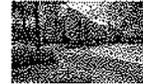
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Landscape Asst. CENTRAL ARKANSAS LIBRARY 06.27.15 | Little Rock, AR

Engineer

Calendar

(http://arkansasonline.com/eventcalen

Art in the Park Wildwood Park | Little Rock, AR (http://arkansasonline.com/eventcalen: IN-THE-PARK/1528157/2015-07-02T00)

Little Rock Farmers' Market Ottenheimer Hall | Little Rock, AR (http://arkansasonline.com/eventcalen: ROCK-FARMERS-MARKET/1438839/2015-07-02T07)

A Very Veggie Fourth of July Bernice Garden | Little Rock, AR (http://arkansasonline.com/eventcalen: VERY-VEGGIE-FOURTH-OF- 00 V15EAE03/0015 07 02T15)



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May 27, 2015

Dear Parents,

The Springdale School District invites you to attend a public meeting at The Jones Center at 922 East Emma Avenue in Springdale on June 30, 2015 from 6:00 p.m. - 7:00 p.m. This meeting will introduce new participants to the Springdale School of Innovation's instructional model by increasing personalized education options as we apply for district conversion charter school status.

The School of Innovation (SOI) conversion charter will continue to provide students accelerated pathways to earn an Associate's degree and/or industry-level certification(s) in addition to a high school diploma by the end of their twelfth grade school year. The combination of nationally emerging best practices of competency-based and blended learning will be the keystone of the instructional plan of this school.

A fully digital K-12 curriculum will be added as part of the existing instructional model to personalize self-paced learning thereby ensuring student voice and choice. Anyone is welcome to attend and we encourage you to invite your friends who are looking to make the School of Innovation their home.

In Innovation,

A handwritten signature in black ink, appearing to read "Joe Rollins".

Joe Rollins

Principal, School of Innovation

A handwritten signature in black ink, appearing to read "Mark Oesterle".

Mark Oesterle, Ed.D.

Assistant Principal, School of Innovation

Public Meeting Notice

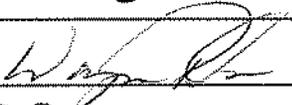
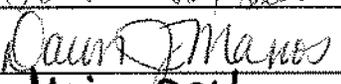
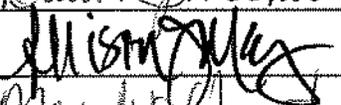
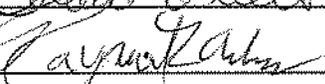
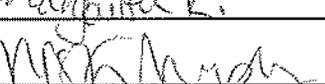
Springdale School District, School of Innovation, conversion charter

The Springdale School of Innovation conversion charter meeting is scheduled for June 30, 2015 from 6:00 p.m. - 7:00 p.m. at the Jones Center at 922 East Emma Avenue in Springdale, Arkansas. The School of Innovation will continue to provide students with accelerated pathways for students to earn an Associate's degree and/or industry-level certification(s) in addition to a high school diploma by the end of their twelfth grade school year. The combination of nationally emerging best practices of competency-based and blended learning will be the keystone of the instructional plan of this school. A fully digital K-12 curriculum will be added to the existing instructional model to provide personalized self-paced learning thereby ensuring student voice and choice.

Springdale School District

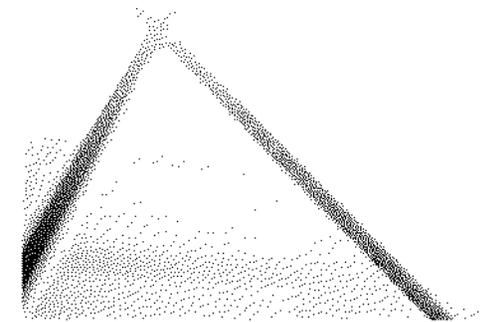
District Charter Conversion

Meeting 6/30/2015

Printed Name	Signature	email
Wayne Peterson		
Brandelyn Peterson		
Jordan Peterson	Jordan Peterson	
Dawn Manos		
Allison McElroy		
Mandy Hunt		
Dan + Amy Flanigan	Dan Flanigan	
Michelle Crozier	Michelle Crozier	
Missy Wright	M. Wright	
Diane Scott		
Raymond L. Anders		
Kim Moore	Kim Moore	
Stephanie Martinez	Stephanie Martinez	
Margarita Rodriguez	Margarita R.	
Misty Murphy		
Miguel Castillon		
Laura Huck	L Huck	
Matt + TREVOR G...		

Springdale School of Innovation District Charter Conversion

Leading in Innovation



Vision Statement

Personalized Learning Designed for Student Success

The Springdale School of Innovation is a technology-rich STEM-focused school. It embraces personalized, real world application, flexible, digital and blended learning opportunities for all students, allowing for student agency, opportunities for digital course offerings, self-pacing and a project-based learning environment that promotes career and college readiness.

Philosophy

Learning Today, Leading Tomorrow

Delivered through initiatives such as 1:1 technology for all students, Real World Wednesday Initiative to incorporate community business, industry, STEM, and Career and Technical

The Springdale School of Innovation is dedicated to the education of the whole child by promoting excellent communication skills, a collaborative environment, and innovative approaches to teaching and learning. Our students are self-directed and have the perseverance and skills needed to be career and college ready.

Goals

improve opportunities for personalized learning

create a fully digital campus K-12

- include students we are not currently able to serve
- controlled content, locally branded

provide a dual language opportunity for students K-12

enhance opportunities through additional waivers not currently afforded

Current Reality

- raise the bar for what is provided for our students
- meet students where they are
 - Ability to personalize learning to a higher level
 - Project Based – Digital – Global
 - Students choosing a different path
 - If not us – who?
 - Community Need
- Standards vs. Competency Based

How Did We Get Here?

Springdale has been growing at a rapid pace with a changing demographic

Traditional model does not always meet the needs of all students

Local industry calls for skilled workers with diverse skills to meet industry standards

Universities seek students who are prepared for college

College is costly and many students attend without a clear path

Waivers

Certification and Teacher Fair Dismissal

- Allows skilled professionals to instruct students in certification area

Digital

- 100% on-line offerings

Charter

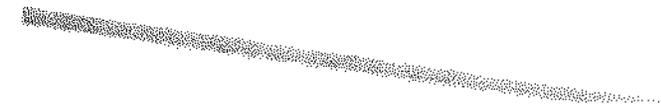
- School of choice, expanded outreach for students
- Learning opportunities to match student need

Dual language instruction

Clock Hours

SPRINGDALE SCHOOL DISTRICT Will Lead the Way

SCHOOL OF
INNOVATION



SOI Expectations

Associates Degree and/ Industry Standard Certification in applied career field

Competency Based Performance

Senior Thesis/CAP Stone Project

EAST required during Jr. High experience

At least one EAST course required during 10th-12th grade

Up to two major cross-curricular projects per year

SOI Expectations

International Study between Junior and Senior Year

Dual-Language offerings

PSAT required by 9th grade for dual-enrollment purposes

Career interest Groups

Senior Internships

Continuous Access

- Open 24/7
- Continued coursework through summer

All students involved in at least one extra-curricular program

www.Infinitespringdale.com

Full Comprehensive K-12 Curriculum

Meet the needs of a population we are not serving

- Immigration
- Students who need to work for their families
- Homebound
- Medically Fragile
- Institutionalized
- Families who are required to travel due to career

www.infinitespringdale.com

- Offer to students who transfer late or with unique situations
- Customized to Springdale standards by Springdale teachers
 - Ability to upload lessons, assessments, videos, and offer on-line office hours and student support
- Community and state partnerships

Next Steps

Presentation to the Springdale School Board in June

Public Meeting, June 30th 6:00 p.m. at the Jones Center

Application to the Charter State Office

Hearing before the Charter Authorizing Panel

Hearing before the Arkansas State Board of Education

Continued curriculum development

- SOI and Digitally

Growth plan, review staffing needs

Establish systems at SOI to allow for growth and provide flexibility

Questions



SCHOOL OF INNOVATION LETTERS OF SUPPORT

The following letters of support for the Springdale School of Innovation district charter conversion application are on file. Any additional information or copies of the letters will gladly be provided.

- United States Congressman Steve Womack
- Randy Zook – President and CEO Arkansas Chamber of Commerce
- Kim Davis – Senior Program Officer – Home Region Program
- Denise Airola – Director for the Office of Innovation for Education
- Russell Tooley – Executive Vice President Tyson Foods
- State Senator Jon Woods
- State Representative Lance Eads
- State Representative Micah Neal
- State Representative Jana Della Rosa
- Doug Sprouse – Mayor, City of Springdale
- Cathi Swan – State Coordinator of Digital Learning
- Perry Webb – President and CEO Springdale Chamber of Commerce
- Murry Cline – Vice President of Operations NWA
- Chris Stecklein – Executive Director Springdale Public Schools Education Foundation
- Mitchell Johnson – President and CEO Ozark Electric Cooperative
- Arthur Thurman – President and COO Mathias Properties
- Charles R. Nickle – Chief Executive Officer USI Consulting Engineers
- Mr. Ed Clifford- CEO Jones Family Trust
- Shane Acosta – General Manager Cargill
- Kathy McFetridge - Owner Ozark Film and Video
- Nate Robinson – AVP Retail Lending Today's Bank
- Stephanie Robinson – Owner SIRE Mercantile
- James Couch – Partner Cypert, Crouch, Clark, & Harwell, PLLC
- Mike Luttrell – President Walker Brothers Insurance
- Dr. Blake Robertson – President Northwest Technical Institute
- Heath Ward – Executive Director Springdale Water Utilities
- Alford Drinkwater – Sr. Vice President AERT, Inc.
- Dr. Ajay Malshe – Distinguished Professor of Mechanical Engineering, University of Arkansas
- Dr. Chase Rainwater – Associate Professor of Industrial Engineering, University of Arkansas
- Dr. Richard Cassady – Professor of Industrial Engineering, University of Arkansas
- Mike Morgenthaler – President, First Security Bank Springdale
- Lisa Ray – President and CEO of Arvest Bank Springdale
- Justin Cole – General Manager Northwest Arkansas Naturals
- Derek Gibson – Executive Vice President Legacy National Bank
- Nathan Gairhan – President and CEO United Bank
- Mike McFarland – Senior Vice President, Business Development Arvest Bank
- Rick Barrows – President Multi-Craft Contractors

Congress of the United States
House of Representatives
Washington, DC 20515-0403

September 4, 2015

Mr. Johnny Key
Commissioner
Arkansas Department of Education
4 Capitol Mall, Mail Slot 26
Little Rock, AR 72201

Dear Commissioner Key,

It is my privilege to submit this letter expressing support of the Springdale School of Innovation (SOI) district conversion charter application. I understand that the SOI application enjoys the support of local and state elected officials who represent the community served by the school, and I am pleased to add my endorsement to those already expressed. Northwest Arkansas enjoys a wide variety of education options for families to consider, and if approved the SOI district conversion charter would enhance those offerings.

SOI is a blended learning STEM-focused school that focuses on project-based learning to foster student achievement. Opened in 2014, SOI has already experienced success. However, greater opportunities exist through the requested district conversion charter – specifically, the flexibility to implement dual language immersion in Spanish and Mandarin Chinese, enhance digital content and course offerings, and increase involvement of industry professionals.

It is for these reasons that I respectfully request every possible consideration that the SOI district conversion charter application can be afforded. If I can be of further assistance, please let me know.

Sincerely,



Steve Womack
Member of Congress

SW/kw

For
WALTON FAMILY
FOUNDATION

P.O. Box 2030
Bentonville
AR 72712-2030

August 10, 2015

Johnny Key
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Commissioner Key,

I am writing in support of the conversion charter grant application for the Springdale School District that will be addressed by the Charter Authorizing Panel in the near future. As you know, the Springdale School District has served families and students well throughout its history, and has been recognized by numerous education organizations throughout the country for outstanding work with all students. During the 2014-2015 academic year, the school district was honored with a discovery visit from White House officials to observe best practices by the district for working with the ELL community.

A specific initiative within the foundation's "Home Region" Program is to assist area industries to attract and retain quality associates. A significant portion of this initiative is having quality educational options for families in the region. Area industries are attracting families from all over the world to live and work in Northwest Arkansas. These families have been accustomed to a variety of experiences and educational options for their children.

While we have been blessed with excellent schools in Northwest Arkansas, rapid population growth in the area is driving need for innovative school settings in order to serve the families industries are recruiting. They often seek smaller, more personalized or specialized school settings and this conversion charter school will help meet that need.

Please don't hesitate to contact me if you have any questions.

Sincerely,

Kim Davis
Senior Program Officer – Home Region Program



September 8, 2015

Arkansas State Board of Education
Mr. Johnny Key, Commissioner
4 Capitol Mall #26
Little Rock, AR 72201

Dear Commissioner Key,

I would like to express my strong support for the Arkansas State Board of Education to grant approval for the Springdale School of Innovation's request for conversion into district conversion charter status.

During the past year, the Springdale School of Innovation has brought forth changes to public education and created new relationships with business and industry partners, allowing students to observe the business community first-hand. This involvement with industry professionals and the content delivery as it applies to their respective fields of work, better prepares them to contribute to the world of work upon their graduation.

By granting the School of Innovation a district conversion charter, students will have opportunities not previously afforded to them such as self-paced and accelerated learning through blended instruction, 1:1 technology, digital course offerings that can be accessed by students in the district and beyond both as a program of study, or as individual courses when they are not available to them in their current school. Additional benefits are dual language immersion in Spanish and Mandarin Chinese, recorded teacher lessons/curriculum that students can access anytime, anywhere, and career credentialing programs of study. Early college experiences provide students with the opportunity to achieve a two-year associate's degree prior to high school graduation. This remarkable school's opportunities to students is unmatched in any other public school in our state.

Thank you for your consideration of this critical request by the Springdale School of Innovation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Russell Tooley".

Russell Tooley
EVP Continuous Improvement



Business matters.

September 1, 2015

Arkansas State Board of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Members of the Board:

On behalf of the Arkansas State Chamber of Commerce / Associated Industries of Arkansas and the 1,400 company members these organizations represent, it is my pleasure to offer my recommendation of and support for the Springdale School of Innovation and its efforts to seek District Conversion Charter Status by the State of Arkansas and the State Board of Education.

This school, under Principal Rollins's leadership, demonstrated an extraordinary ability to create much needed change. For far too long, a disconnect has existed between Arkansas's public education system and the state's business community. The School of Innovation has made incredible strides in bridging that gap, bringing all parties together, and implementing a curriculum and utilizing tools reflective of today's global marketplace and its increasingly technical and technological landscape.

Principal Rollins continues to improve upon the school's inaugural year success. Through extensive use of technology and partnerships with school and community college personnel coupled with area business and industry leaders, the School of Innovation has developed highly responsive lessons and blended education plans to maximize learning. Students now have the opportunity to meet with and see first-hand regional business and industry facilities and engage directly with employers on a regular basis to gain better perspective of the demands they will face in today's workplace. This has proven to be highly effective and motivational for all involved.

The School of Innovation is placing its students on a fast-track to success. Accelerated learning encourages students to obtain a two-year associate's degree prior to high school graduation and encourages market-driven career credentialing opportunities. Graduates will be well positioned to take advantage of a wide range of career opportunities and maximize their individual income potential wherever their careers may take them.

The intellectual and capital investments made by the Springdale School of Innovation will continue to bolster the economy of Northwest Arkansas and enrich the lives of those it serves. Principal Rollins, the staff and faculty and its partners are to be commended for their collective vision and efforts and the Arkansas State Chamber of Commerce / Associated Industries of Arkansas proudly supports and encourages their efforts.

Sincerely,

A handwritten signature in black ink, appearing to read 'Randy Zook', written over a horizontal line.

Randy Zook
President & CEO



OFFICE of
INNOVATION
for EDUCATION

September 2, 2015

Dear Charter Authorizing Panel Members:

I am writing in support of Springdale School District's application for conversion charter status for its School of Innovation (SOI). As Director of the Office of Innovation for Education I direct and engage in research of innovative practices and programs on a regular basis.

Our office's goal is to find those practices and programs that have a high likelihood of improving student learning outcomes. Personalized learning (<http://www.inacol.org/wp-content/uploads/2015/02/mean-what-you-say.pdf>) shows promise for increasing student engagement in learning, as well as student development of 21st Century competencies-the so-called soft skills students need to be successful in college and careers. The evidence is beginning to support positive student learning outcomes when you improve student engagement and 21st Century competencies (http://www.inacol.org/resources/resource-search/?resource_topics=17).

I have found a few consistent elements that are critical to supporting personalized learning for all students: a mindset that focuses on students as partners and drivers of their learning, expectations of and accountability for teacher/leader change in practice, school staff who seek to remove school/classroom barriers to personalized learning, and an administrative team that seeks to remove obstacles to provide the necessary supports to schools to ensure positive progress.

Springdale School District has incorporated these elements into their long term innovation plan. Leaders have built a strong foundation for personalizing learning through the district's Race to the Top grant activities which provide a comprehensive framework from which to focus on district-wide change in teacher and leader practices to support student-driven learning. This comprehensive framework allows for innovation to occur on micro- and macro-scales, incubating the more innovative approaches while nurturing the foundation for district-wide change.

Teachers and leaders throughout the district are incorporating student-led conferences and expanding student advisory opportunities. These are occurring under efforts guided by the Center for Secondary School Redesign a strong partner for managing change toward student-driven, personalized learning. These efforts are leading to macro-level, incremental changes in the practices of the adults.

Springdale's SOI is an example of incubating innovation at the micro-scale. Leaders, teachers, and students are designing personalized learning paths and using technology as a tool to enable students to have some control over pace, path, and place for their learning. Students at the SOI are able to pursue

- self-paced learning using blended learning instruction and 1to 1 technology;
- advisory from school faculty, as well as community college advisors, business and industry professionals;
- exposure to work-place culture through weekly opportunities to meet with and see first-hand regional business and industry facilities;
- accelerated learning and support using recorded teacher lessons for anytime, anywhere access to teachers and curriculum;
- early college experiences with the opportunity to achieve a two-year associate's degree prior to high school graduation;
- internships prior to graduation and access to digital course offerings that can be taken from home; and
- career credentialing programs of study.

Springdale is seeking a conversion charter for its SOI to expand the reach of personalized learning to more students with more options-potentially capturing more of the educationally unengaged students in the community. Students would be able to access additional course offerings, including dual language immersion, and benefit from increased involvement of workplace professionals in augmenting the course content with workplace context.

Through this conversion charter the SOI will be able to build on its progress at the micro-scale, iterating its design to continue to expand both the innovation and the reach of its programs for students.

Innovative endeavors are not without risk. Therefore, accountability for implementation and outcomes goes hand in hand with plans for change. Through the application process and through its district Race to the Top grant, Springdale commits to monitoring the outcomes and impact of these endeavors on their students' outcomes. I support their effort to remove the remaining policy barriers that would limit their innovative efforts. Through this effort Arkansas will have the opportunity to learn and grow from informed innovation in its own backyard.

With respect,

Denise Airola
Director

**Springdale Public Schools
2016-2017 School Calendar**

Days Required

- * Student Days - 178
- * Prof. Dev. Days - 10
- * P/T Conference - 2 per year
- * Teacher Days- 190

August 2016						
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June 2017						
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July 2017						
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- * Aug 1-10 - Break
- * Aug 8-10 - Prof Dev, Non-student Days
- * Aug 22-26 - Prof Dev, Non-student Days
- * Sept 5-9 - Labor Day Break
- * Oct 10-21 - Fall Break
- * Nov 7-9 - Parent Teacher Conferences
- * Nov 11 - Veterans Day
- * Nov 21-25 - Thanksgiving Holiday
- * Dec 19-Jan 6 Christmas Break
- * Jan 5-6 - Teacher Workday
- * Feb 13- 24 - Winter Break
- * Mar 6-10 - Break
- * March 13 - Teacher Workday
- * April 3-14 - Spring Break
- * May 8-10 - Parent Teacher Conferences
- * May 29 - Memorial Day
- * June 5-16 Summer Break
- * June 15-16 - Prof Dev, Non-student Days
- * Jul 3-7 - Independence Day
- * Jul 17 - Teacher Workday



Springdale School Of Innovation 2016-2017 Daily Schedule

Time	Monday BLOCK A	Tuesday BLOCK B	Wednesday ENRICHMENT BLOCK	Thursday BLOCK A	Friday BLOCK B
8:45-9:15 30 Minutes	Goal Setting Advisory	Goal Setting Advisory	Goal Setting Advisory	Goal Setting Advisory	Goal Setting Advisory
9:20-10:35 75 Minutes	PERIOD 1	PERIOD 5	8th grade: iTime 9th grade: RWW 150 Minutes	PERIOD 1	PERIOD 5
10:40-11:55 75 Minutes	PERIOD 2	PERIOD 6		PERIOD 2	PERIOD 6
A Lunch 11:55-12:30 35 Minutes	8th Lunch 9th Advisory	8th Lunch 9th Advisory	8th Lunch 9th Advisory	8th Lunch 9th Advisory	8th Lunch 9th Advisory
B Lunch 12:30-1:05 35 Minutes	9th Lunch 8th Advisory	9th Lunch 8th Advisory	9th Lunch 8th Advisory	9th Lunch 8th Advisory	9th Lunch 8th Advisory
1:10-2:25 75 Minutes	PERIOD 3	PERIOD 7	8th grade: RWW 9th grade: iTime 150 Minutes	PERIOD 3	PERIOD 7
2:30-3:45 75 Minutes	PERIOD 4	PERIOD 8		PERIOD 4	PERIOD 8

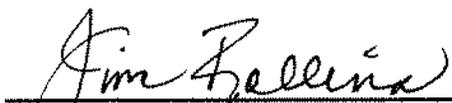
Typical Daily Expectation for Elementary School		
8:00-10:00	ELD	Writing
	ELD	Writing
10:00-11:30	Social Studies	Writing
	Social Studies	Writing
11:30-12:00	Lunch / Break	Writing
12:00-2:00	Math	Writing
	Math	Writing
2:00-3:30	Science	Writing
	Science	Writing
3:30-4:30	Elective / Extension	Writing
	Elective / Extension	Writing
	Elective / Extension	Writing
	Elective / Extension	Writing

**2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

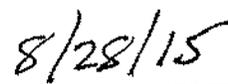
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District



Date



Printed Name

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	CENTRAL JUNIOR HIGH SCHOOL		
Grade Levels	8-9		
Campus Status	<i>Needs Improvement Focus</i>		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	83.26	80.24	
Targeted Achievement Gap Group	70.74	66.59	
African American	n<10	63.64	
Hispanic	78.91	69.47	
White/Caucasian	87.69	87.43	
Economically Disadvantaged	70.00	65.63	
English Language Learners/ Limited English Proficient	67.92	55.05	
Students with Disabilities	24.32	52.11	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	GEORGE JUNIOR HIGH SCHOOL		
Grade Levels	8-9		
Campus Status	<i>Needs Improvement</i>		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	78.41	77.13	
Targeted Achievement Gap Group	75.77	73.51	
African American	50.00	37.50	
Hispanic	81.35	75.65	
White/Caucasian	83.33	90.41	
Economically Disadvantaged	76.80	73.37	
English Language Learners/ Limited English Proficient	70.25	67.41	
Students with Disabilities	30.00	61.19	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	LAKESIDE JUNIOR HIGH SCHOOL		
Grade Levels	8-9		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	71.71	60.97	
Targeted Achievement Gap Group	68.17	56.79	
African American	N<10	50.00	
Hispanic	70.07	59.63	
White/Caucasian	82.14	75.13	
Economically Disadvantaged	68.36	56.83	
English Language Learners/ Limited English Proficient	60.36	45.67	
Students with Disabilities	27.27	41.79	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	SOUTHWEST JUNIOR HIGH SCHOOL		
Grade Levels	8-9		
Campus Status	Needs Improvement Focus		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	83.75	83.10	
Targeted Achievement Gap Group	76.92	76.81	
African American	80.00	75.00	
Hispanic	82.28	81.27	
White/Caucasian	89.17	90.88	
Economically Disadvantaged	77.03	76.36	
English Language Learners/ Limited English Proficient	74.80	71.48	
Students with Disabilities	47.50	58.67	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	HELEN TYSON MIDDLE SCHOOL		
Grade Levels	6-7		
Campus Status	Achieving		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	79.07	80.86	
Targeted Achievement Gap Group	74.38	75.26	
African American	71.43	71.43	
Hispanic	75.95	76.58	
White/Caucasian	87.39	92.47	
Economically Disadvantaged	74.73	76.25	
English Language Learners/ Limited English Proficient	66.67	66.43	
Students with Disabilities	40.91	45.45	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	HELLSTERN MIDDLE SCHOOL		
Grade Levels	6-7		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	82.32	83.58	
Targeted Achievement Gap Group	71.03	72.96	
African American	64.29	42.86	
Hispanic	75.21	76.45	
White/Caucasian	87.99	89.87	
Economically Disadvantaged	71.90	72.38	
English Language Learners/ Limited English Proficient	66.52	69.53	
Students with Disabilities	32.29	50.00	

CAMPUS DATA – OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	SPRINGDALE		
Campus Name	J. O. KELLY MIDDLE SCHOOL		
Grade Levels	6-7		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	71.45	81.24	
Targeted Achievement Gap Group	69.30	79.53	
African American	60.00	53.33	
Hispanic	69.74	82.27	
White/Caucasian	82.47	87.63	
Economically Disadvantaged	69.69	79.67	
English Language Learners/ Limited English Proficient	65.76	78.16	
Students with Disabilities	28.92	50.60	

CAMPUS DATA – OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	SPRINGDALE		
Campus Name	SONORA MIDDLE SCHOOL		
Grade Levels	6-7		
Campus Status	Achieving		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	70.41	73.57	
Targeted Achievement Gap Group	67.22	70.30	
African American	72.73	63.64	
Hispanic	70.99	75.69	
White/Caucasian	81.53	84.23	
Economically Disadvantaged	67.81	70.48	
English Language Learners/ Limited English Proficient	56.29	61.01	
Students with Disabilities	29.23	46.15	

Kindergarten- Year at a Glance 2015-2016

For each unit below are the FOCUS standards that will be ASSESSED during that unit. Just because they are assessed in a particular unit *does not mean* they should not be addressed other parts of the year.

Unit 1: Concepts about Print	Unit 2: Making Stories Come Alive	Unit 3: Researching Our World	Unit 4: The Natural State
<p style="text-align: center;">RF.K.1 Concepts about Print</p> <p style="text-align: center;">RI.K.5 Front cover/Back cover of book</p> <p style="text-align: center;">RL.K.6 Author/Illustrator of story books</p> <p style="text-align: center;">W.K.1 Opinion Writing</p>	<p style="text-align: center;">RL.K.2 Retell familiar stories with key details</p> <p style="text-align: center;">RL.K.3 Identify characters, setting, events</p> <p style="text-align: center;">RL.K.5 Difference between storybook and poem</p> <p style="text-align: center;">RL.K.7 Relationship between picture and text</p> <p style="text-align: center;">RL.K.9 Compare and contrast character's adventures</p> <p style="text-align: center;">SL.K.4 Describe familiar people, places, events</p> <p style="text-align: center;">W.K.3 Narrative writing</p>	<p style="text-align: center;">RI.K.2 Identify main idea and key details</p> <p style="text-align: center;">RI.K.3 Describe connections within a text</p> <p style="text-align: center;">RI.K.7 Relationship between picture and text</p> <p style="text-align: center;">RI.K.9 Identify similarities and differences between two books on the same topic</p> <p style="text-align: center;">SL.K.1 Collaborative conversations</p> <p style="text-align: center;">SL.K.4 Describe people, places, and events</p> <p style="text-align: center;">SL.K.6 Speak audibly to express thought/feelings</p> <p style="text-align: center;">W.K.2 Informative Writing</p> <p style="text-align: center;">W.K.7 Participate in shared research/writing</p> <p style="text-align: center;">W.K.8 Recall or gather information</p>	<p style="text-align: center;">RI.K.2 Identify main idea and key details</p> <p style="text-align: center;">RI.K.6 Author/Illustrator of informational Texts</p> <p style="text-align: center;">RI.K.8 Identify reasons an author give to support points in text</p> <p style="text-align: center;">SL.K.1 Collaborative conversations</p> <p style="text-align: center;">SL.K.5 Add visuals when needed</p> <p style="text-align: center;">W.K.2 Informative Writing</p> <p style="text-align: center;">W.K.5 Add detail when needed</p> <p style="text-align: center;">W.K.6 Explore digital tools to publish writing</p> <p style="text-align: center;">W.K.7 Participate in shared research/writing</p> <p style="text-align: center;">W.K.8 Recall or gather information</p>

Supporting Standards: These standards should be taught and used throughout the year, not just at *one point in the year*.

Language	Reading Foundations	Reading Information	Reading Literature	Speaking and listening
L.K.1	RF.K.1	RI.K.1	RL.K.1	SL.K.2
L.K.2	RF.K.2	RI.K.4	RL.K.4	SL.K.3
L.K.4	RF.K.3	RI.K.10	RL.K.10	
L.K.5	RF.K.4			
L.K.6				

First Grade- Year at a Glance 2015-2016

For each unit below are the FOCUS standards that will be ASSESSED during that unit. Just because they are assessed in a particular unit does not mean they should not be addressed other parts of the year.

Unit 1: Stories We Read	Unit 2: Researching the World	Unit 3: How Characters Change	Unit 4: Fiction vs. Nonfiction
<p>RL.1.2 Retell stories with key details and understanding the moral/lesson</p> <p>RL.1.3 Describe characters, setting, and major events</p> <p>RL.1.7 Use illustrations to describe characters, setting, or events</p> <p>RL.1.9 Compare and contrast characters' adventures</p> <p>W.1.3 Narrative Writing</p>	<p>RI.1.2 Identify main idea and key details</p> <p>RI.1.3 Make connection within a text</p> <p>RI.1.5 Know and use text features</p> <p>RI.1.8 Identify reasons an author gives to support points in a text</p> <p>RI.1.9 Identify similarities and differences between two texts on the same topic</p> <p>SL.1.1 Collaborative conversations</p> <p>W.1.2 Informative Writing</p> <p>W.1.7 Shared research/writing project</p> <p>W.1.8 Recall/gather information</p>	<p>RL.1.2 Retell stories with key details and understanding the moral/lesson</p> <p>RL.1.4 Find words or phrases that appeal to the senses or feelings</p> <p>RL.1.6 Identify who is telling the story</p> <p>RL.1.9 Compare and contrast characters' adventures</p> <p>SL.1.5 Add drawings or visuals to clarify thoughts, feeling, ideas</p> <p>W.1.1 Opinion Writing</p> <p>W.1.6 Use digital tools to publish writing</p>	<p>RI.1.6 Information from pictures vs. text</p> <p>RI.1.7 Use illustrations and details in a text to describe key ideas</p> <p>RL.1.5 Difference between fiction and nonfiction</p> <p>RL.1.7 Use illustrations to describe characters, setting, or events</p> <p>W.1.1 Opinion Writing</p> <p>W.1.5 Adding Detail when needed</p>

Supporting Standards: These standards should be taught and used throughout the year, not just at one point in the year.

Language	Reading Foundations	Reading Information	Reading Literature	Speaking and listening
L.1.1	RF.1.1	RI.1.1		SL.1.2
L.1.2	RF.1.2	RI.1.4	RL.1.1	SL.1.3
L.1.4	RF.1.3	RI.1.10	RL.1.10	SL.1.6
L.1.5	RF.1.4			
L.1.6				

Second Grade- Year at a Glance 2015-2016

For each unit below are the FOCUS standards that will be ASSESSED during that unit. Just because they are assessed in a particular unit *does not mean* they should not be addressed other parts of the year.

Unit 1: The Stories We Read	Unit 2: Informational writing: How does it work?	Unit 3: Life Before We Were Born	Unit 4: The Stories We Tell
<p>RL.2.1 Ask and answer wh- questions</p> <p>RL.2.3 Describe how characters respond to major events</p> <p>RL.2.5 Describe overall structure of a story</p> <p>RL.2.7 Use information from illustrations and print to understand characters, setting, or plot</p> <p>W.2.3 Narrative Writing</p>	<p>RI.2.2 Identify main topic of multi-paragraph text</p> <p>RI.2.5 Know and use various text features to locate key facts</p> <p>RI.2.6 Identify main purpose of a text</p> <p>RI.2.7 Explain how specific images clarify text</p> <p>RI.2.8 Describe how reasons support specific point in a text</p> <p>SL.2.1 Collaborative conversations</p> <p>W.2.2 Informative Writing</p> <p>W.2.6 Use digital tools</p> <p>W.2.8 Recall/gather information</p>	<p>RI.2.1 Ask and answer wh- questions</p> <p>RI.2.3 Describe connections between two events, ideas, steps in a text</p> <p>RI.2.9 Compare and contrast most important points presented in two texts on the same topic</p> <p>SL.2.2 Recount/describe key details</p> <p>W.2.1 Opinion Writing</p> <p>W.2.7 Participate in shared research/writing project</p>	<p>RL.2.2 Recount stories (fables and folktales) & determine morai</p> <p>RL.2.6 Acknowledge differences in point of view</p> <p>RL.2.9 Compare and contrast two or more versions of the same story</p> <p>SL.2.4 Tell a story with descriptive details</p> <p>SL.2.5 Create an audio recording of stories or poems</p> <p>W.2.3 Narrative Writing</p> <p>W.2.5 Revising and Editing</p>

Supporting Standards: These standards should be taught and used throughout the year, not just at one point in the year.

Language	Reading Foundations	Reading Information	Reading Literature	Speaking and listening
L.2.1				
L.2.2				
L.2.3	RF.2.3			
L.2.4	RF.2.4	RI.2.4	RL.2.4	SL.2.3
L.2.5		RI.2.10	RL.2.10	SL.2.6
L.2.6				

**Third Grade Year at a Glance
2015-2016**

UNIT 1 Connections With Characters Social Studies: Citizenship and Government	UNIT 2 People and Places Social Studies: My community	UNIT 3 Stories Worth Telling Social Studies: Communities around the world	UNIT 4 What's Your Point of View? Social Studies: Economics
FOCUS STANDARDS			
<p>RL.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting)</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RI.3.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).</p> <p>SL.3.3 Ask and answer questions from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RI.3.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).</p> <p>RI.3.9 compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>SL.3.3 Ask and answer questions from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluent reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</p> <p>W.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>LANGUAGE PROGRESSION</p> <p>Language standards should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.</p>			
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, verbs, and adjectives in general and their functions in particular sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>c. Use commas and quotations in dialogue.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps).</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of adverbs in general and their functions in particular sentences.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in addresses</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>
<p>Supporting Language Standards</p> <p>These Language standards should be integrated into the curriculum all year long.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful parts) in writing words.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion).</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Distinguish shades of meaning among related words that describe states of minds or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</p>			

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Reading Foundations</p> <p>Reading Foundations should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.</p>			
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>c. Decode multisyllable words</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words</p>
<p>Supporting Reading Foundation Standards</p> <p>These reading standards should be integrated into the curriculum all year long.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose with and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			

**Fourth Grade Year at a Glance
2015-2016**

<p align="center">UNIT 1 The Heart of a Story</p> <p>Social Studies: Citizenship and Government</p>	<p align="center">UNIT 2 Our Place in the World</p> <p>Social Studies: Regions and Geography of Arkansas and the United States</p>	<p align="center">UNIT 3 The Natural State</p> <p>Social Studies: Arkansas History</p>	<p align="center">UNIT 4 Accounting for Point of View</p> <p>Social Studies: Economics</p>
FOCUS STANDARDS			
<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).</p> <p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RI.4.2 Determine the main idea of a text, and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical, text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.4.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.5 Describe the major differences between poems, dramas and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RI.4.9 Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.</p> <p>SL.4.2 Paraphrase portions of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided..</p> <p>W.4.9 Draw evidence from literature, informational texts to support analysis, reflection, and research.</p> <p>a. apply grade 5 Reading standards to literature (e.g. compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g. "Explain how an author uses reasons and evidence to support particular points in a text.")</p>

UNIT 1	UNIT 2	UNIT 3	UNIT 4
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LANGUAGE PROGRESSION

Language standards should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that).</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag)</p> <p>g. Correctly use frequently confused words (e.g. to, too, two, there, their)</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas and quotation marks to direct speech quotations from a text.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g. I was walking, I am walking, I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g. can, may, must) to convey various conditions.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p>	<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical (synonyms).</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Form and use prepositional phrases.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p>
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Supporting Language Standards

These Language standards should be integrated into the curriculum all year long.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Spell grade appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect.

c. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

Reading Foundations

Reading Foundations should be integrated into the curriculum as appropriate the entire year.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and suffixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Fifth Grade Year at a Glance
2015-2016**

UNIT 1 Tales and Tribes	UNIT 2 Connections Across Continents	UNIT 3 Conflict and Change	UNIT 4 Coming of Age
Social Studies: Pre-Columbian Peoples of North America	Social Studies: Colonization and Settlement of North America	Social Studies: American Revolution	Social Studies: Forming a New Nation

FOCUS STANDARDS

<p>RL.5.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RI.5.2 Determine two or more main ideas of a text, and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.5.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s).</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>SL.5.2 Summarize a written text read aloud or information present in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>RL.5.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>W.5.9 Draw evidence from literature to support analysis and reflection.</p> <p>a. apply grade 5 Reading standards to literature (e.g. compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions)).</p>
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UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>LANGUAGE PROGRESSION</p> <p>Language standards should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.</p>			
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses</p> <p>c. Use verb tenses to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g. either/or, neither/nor).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?) and to indicate direct address (e.g. Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors in context.</p>	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).</p> <p>L.5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).</p>	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions in general and their function in particular sentences.</p> <p>e. Use correlative conjunctions (e.g. either/or, neither/nor).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?) and to indicate direct address (e.g. Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of prepositions in general and their function in particular sentences.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?) and to indicate direct address (e.g. Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use relationships between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

Supporting Language Standards

These Language standards should be integrated into the curriculum all year long.

- L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - d. Recognize and correct inappropriate shifts in verb tense.
- L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. Spell grade-appropriate words correctly, consulting reference materials.
- L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - c. Consult reference materials (e.g. dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).

6th Grade ELA Year at a Glance 2014-15

Below are the FOCUS standards addressed in each unit.

Unit 1	Unit 2	Unit 3	Unit 4
↓ RL.6.2 RL.6.3 RL.6.4 RL.6.6 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.7 W.6.2	↓ RL.6.2 RL.6.3 RL.6.6 RI.6.6 RI.6.8 W.6.1 W.6.3	↓ RL. 6.3 RL. 6.4 RL. 6.5 RL. 6.6 RL.6.7 RL.6.9 RI.6.7 RI.6.8 W.6.1 L.6.5 SL.6.4	↓ RL.6.2 RL.6.6 RL.6.9 RI.6.2 RI.6.9 W.6.2 W.6.7 W.6.8 SL.6.4 SL.6.5 SL.6.6

These standards are not necessarily identified as "focus standards" as they should be a focus in all units.

Reading Literature	Reading Information	Writing	Language	Speaking and listening
RI.6.1 RI.6.10	RL.6.1 RL.6.10	W.6.4 W.6.5 W.6.6 W.6.9 W.6.10	L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	SL.6.1

7th Grade ELA Year at a Glance 2014-15

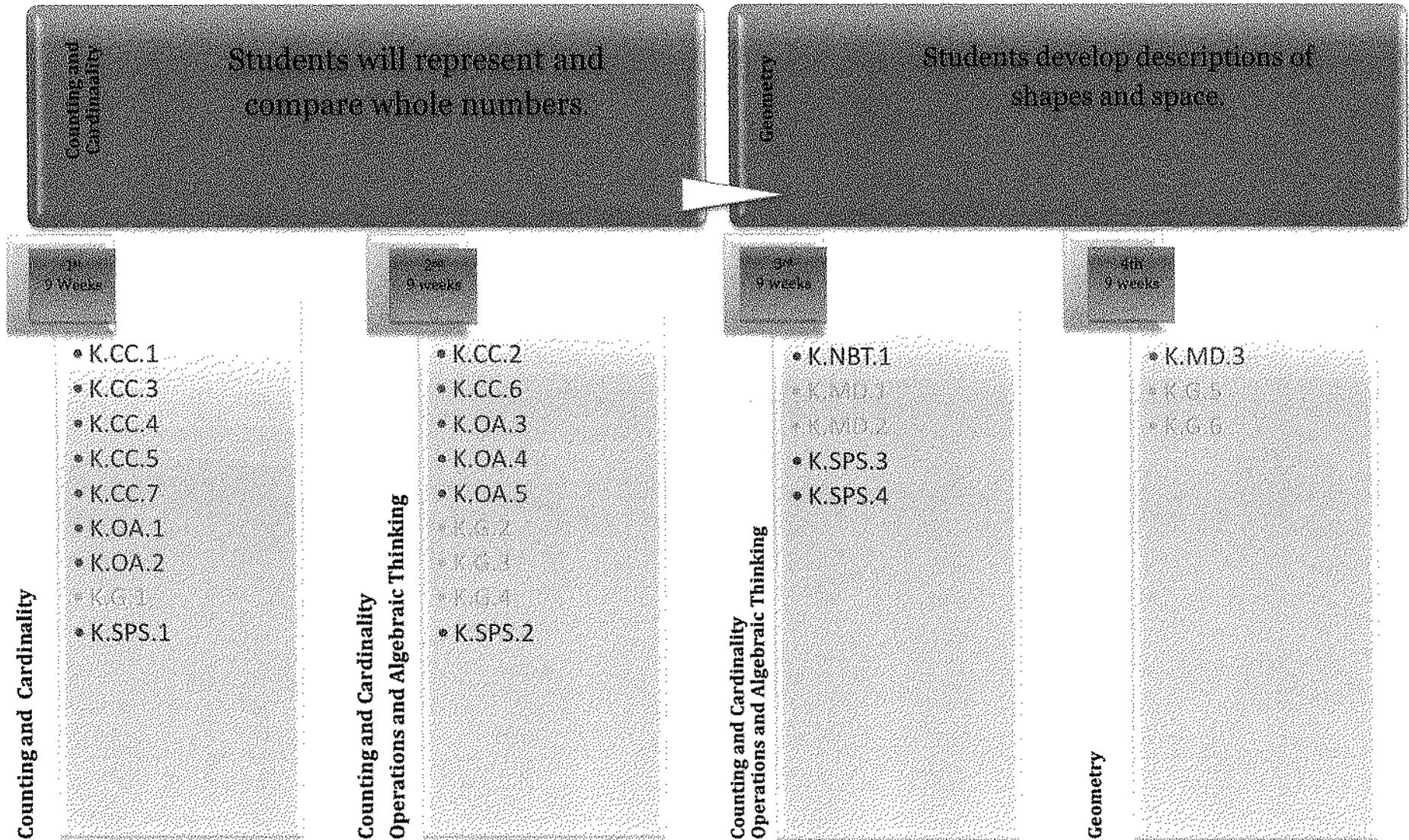
Below are the FOCUS standards addressed in each unit.

Unit 1	Unit 2	Unit 3	Unit 4
↓	↓	↓	↓
RL.7.2 RL.7.4 RL.7.6 RL.7.9 W.6.3 L.7.1 L.7.2 L.7.3	RL.7.3 RL.7.5 RL.7.7 RI.7.2 RI.7.3 RI.7.7 RI.7.8 RI.7.9 W.7.1 W.7.7 W.7.8 L.7.5 SL.7.2 SL.7.6 (12 week unit)	RL. 7.2 RI.7.2 RI.7.4 RI.7.5 RI.7.6 W.7.1 SL.7.3 SL.7.4	RL.7.3 RL.7.5 RI.7.3 RI.7.5 W.7.2 W.7.7 W.7.8 SL.7.4 SL.7.5 SL.7.6

These standards are not necessarily identified as "focus standards" as they should be a focus in all units.

Reading Literature	Reading Information	Writing	Language	Speaking and listening
RI.7.1 RI.7.10	RL.7.1 RL.7.10	W.7.4 W.7.5 W.7.6 W.7.9 W.7.10	L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	SL.7.1

Kindergarten Curriculum

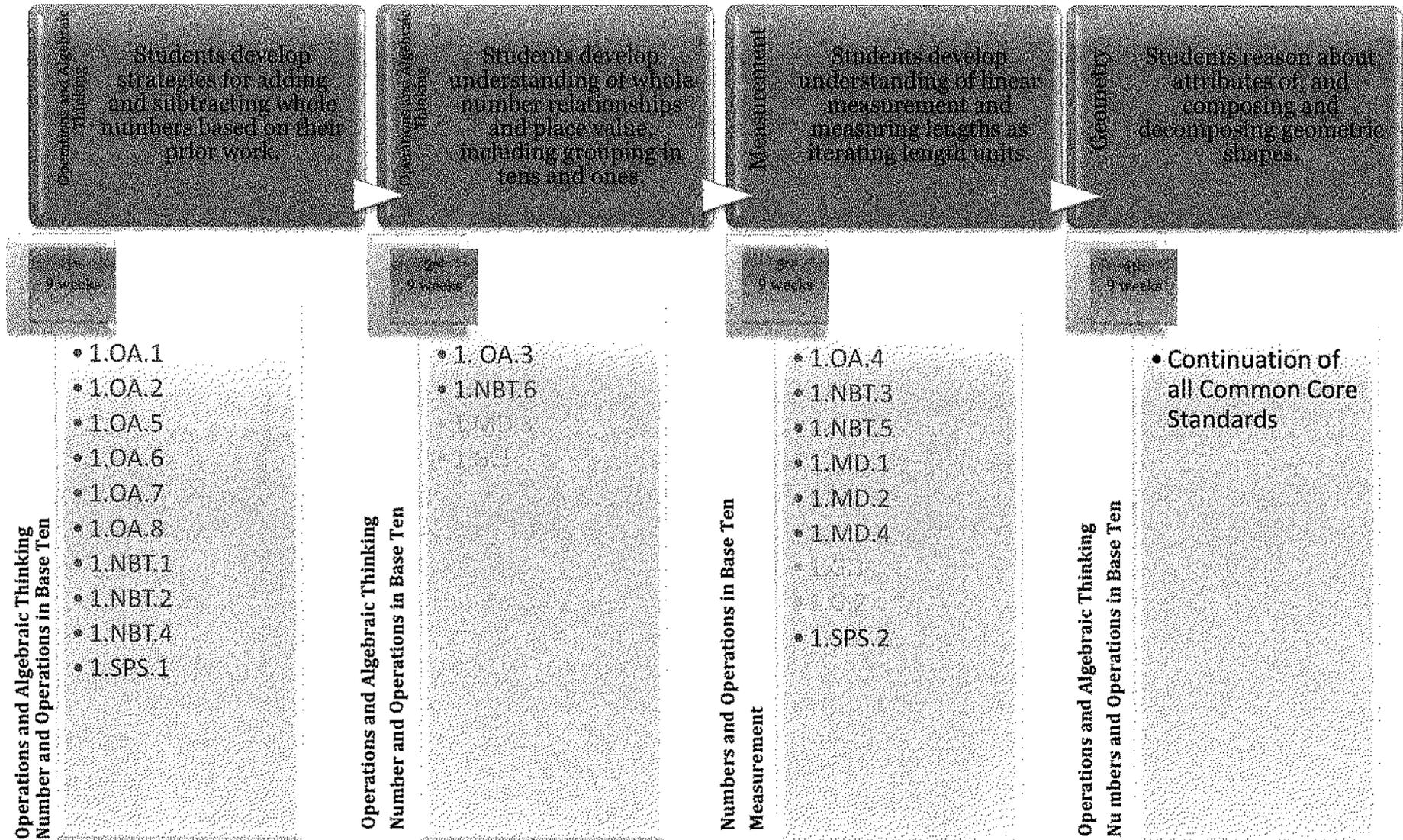


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

1st Grade Curriculum

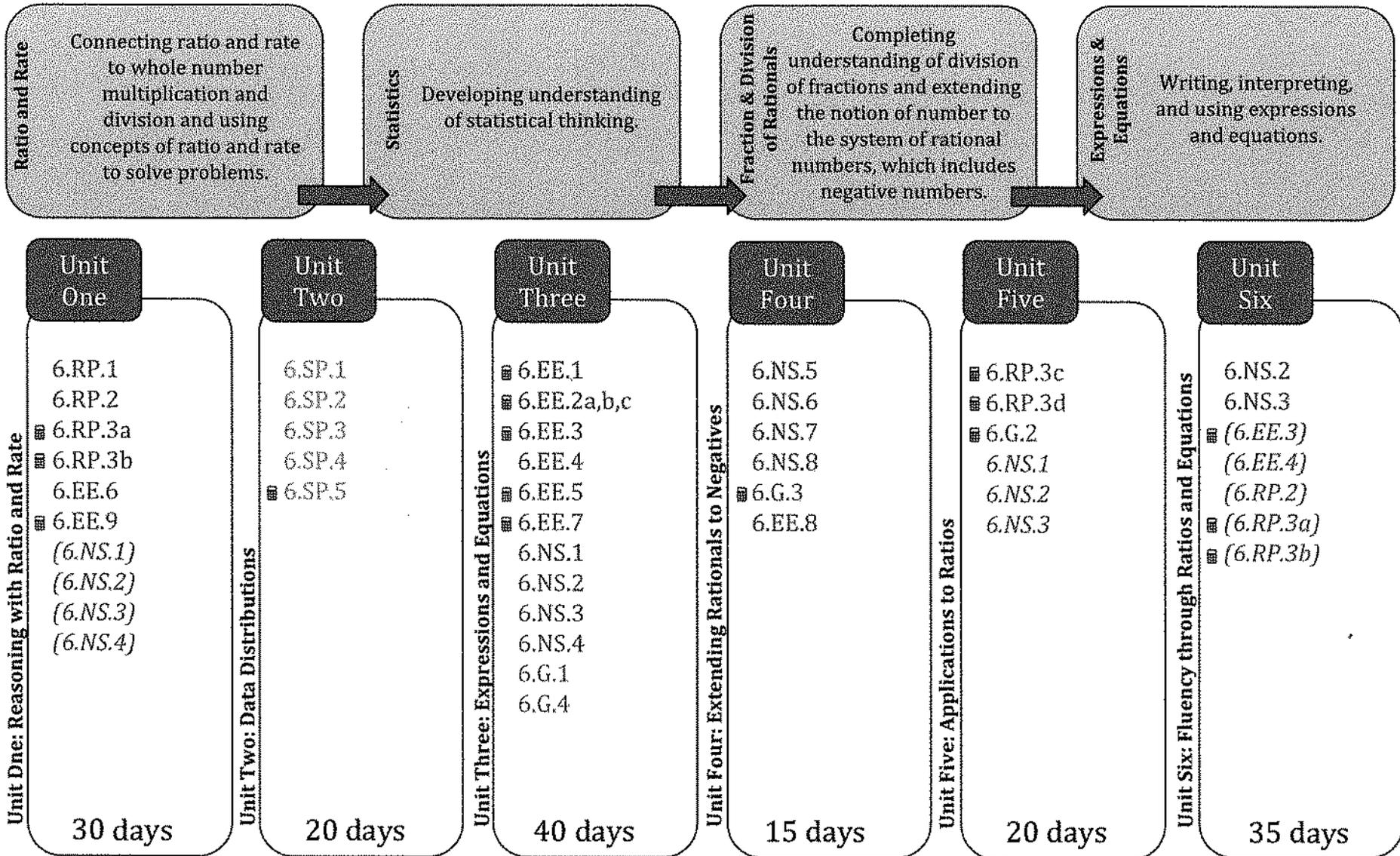


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

6th Grade Scope and Sequence



Green-Major Cluster

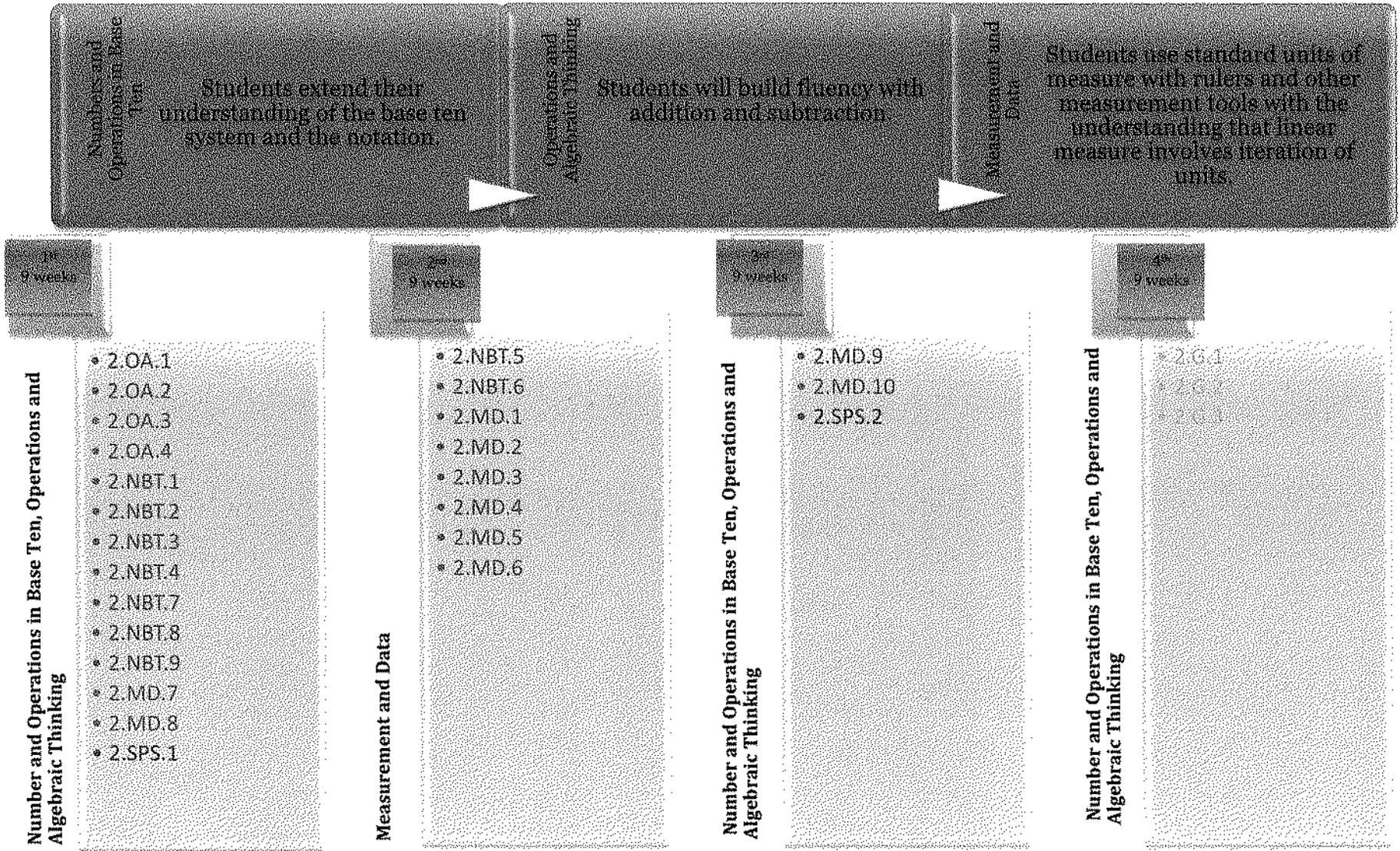
Blue-Supporting Cluster

Yellow- Additional Cluster

■ Calculators may be used in assessment

6.NS.1, 6.NS.2, 6.NS.3 Addressed all year, in every unit

2nd Grade Curriculum

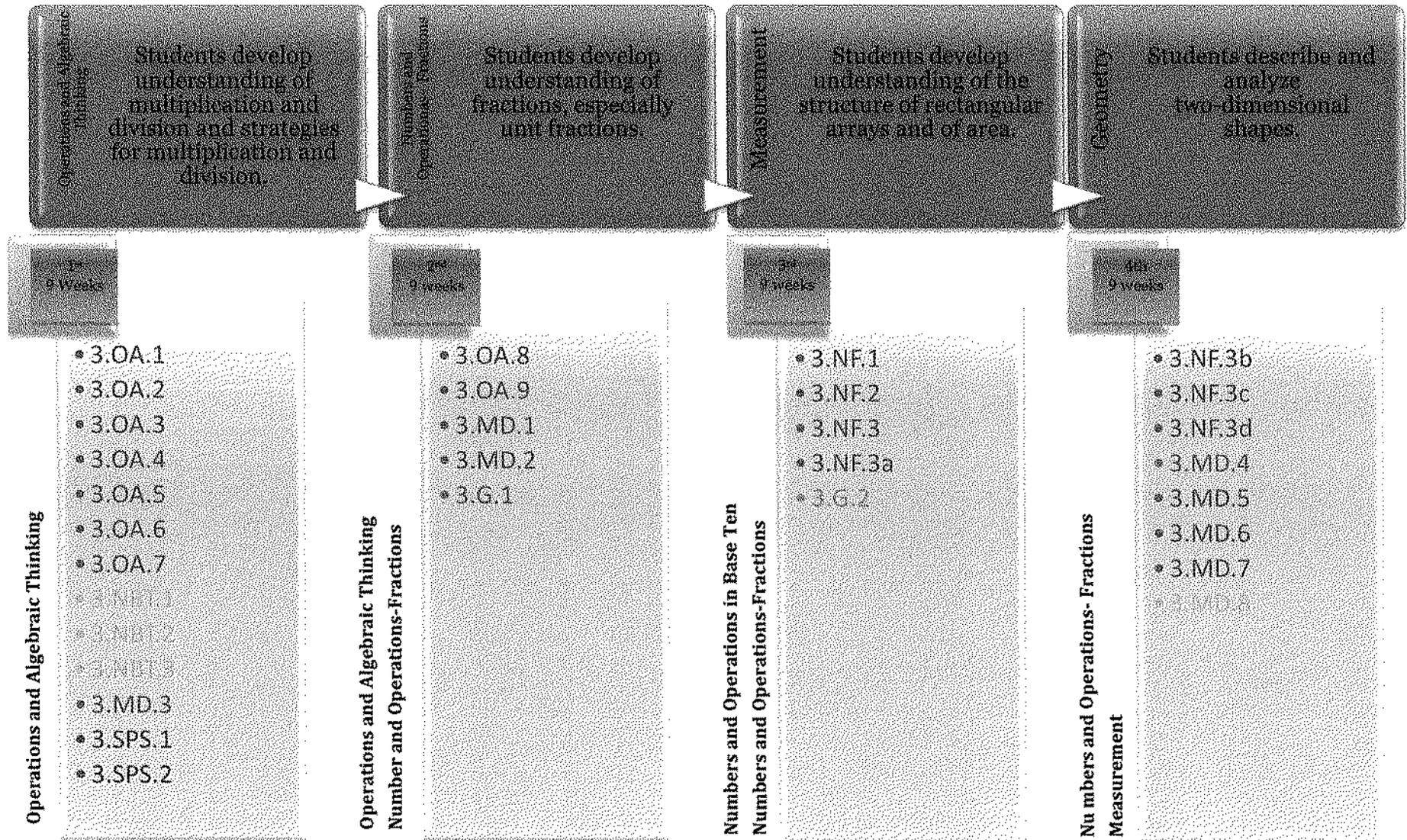


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

3rd Grade Curriculum

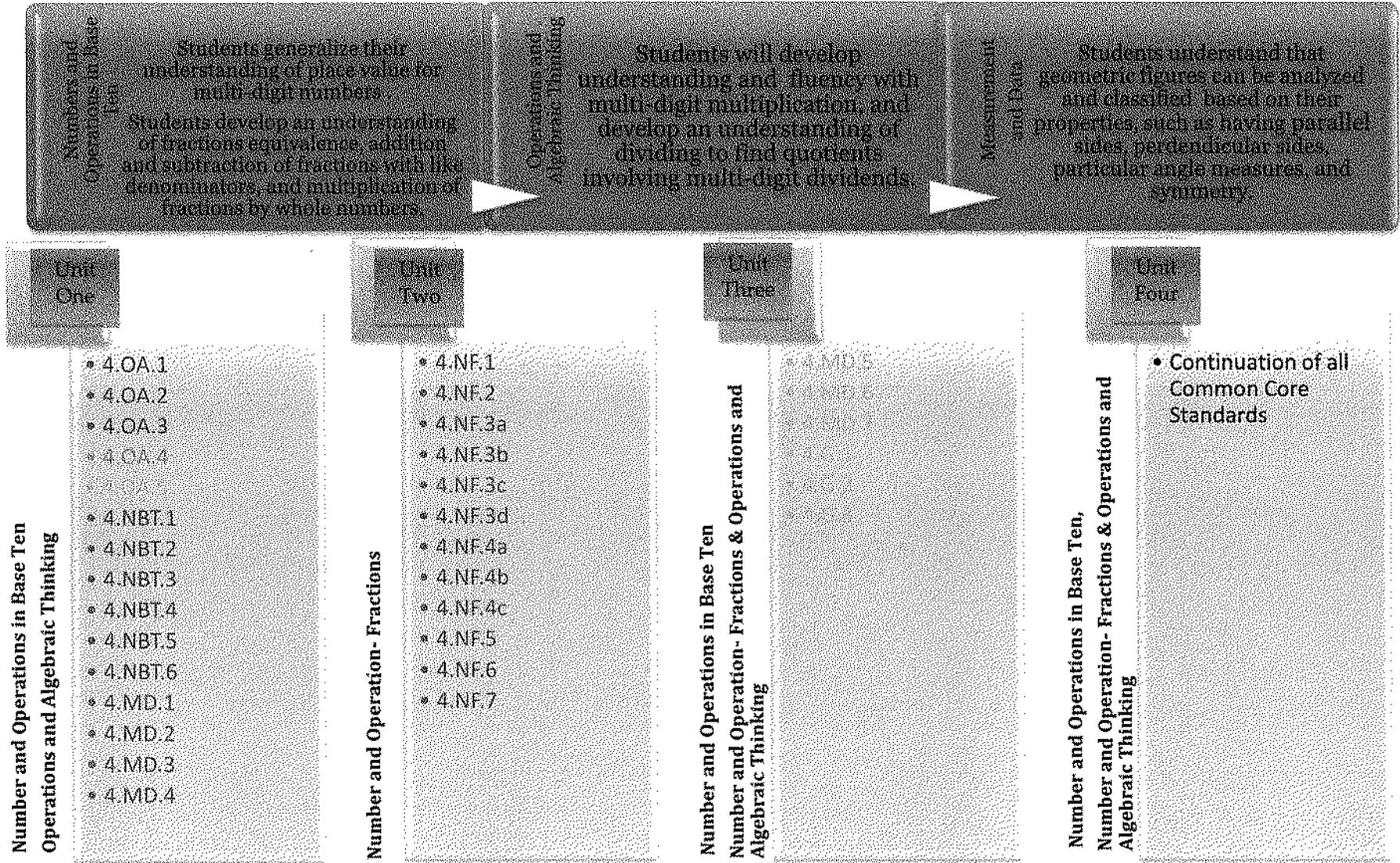


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

4th Grade Curriculum

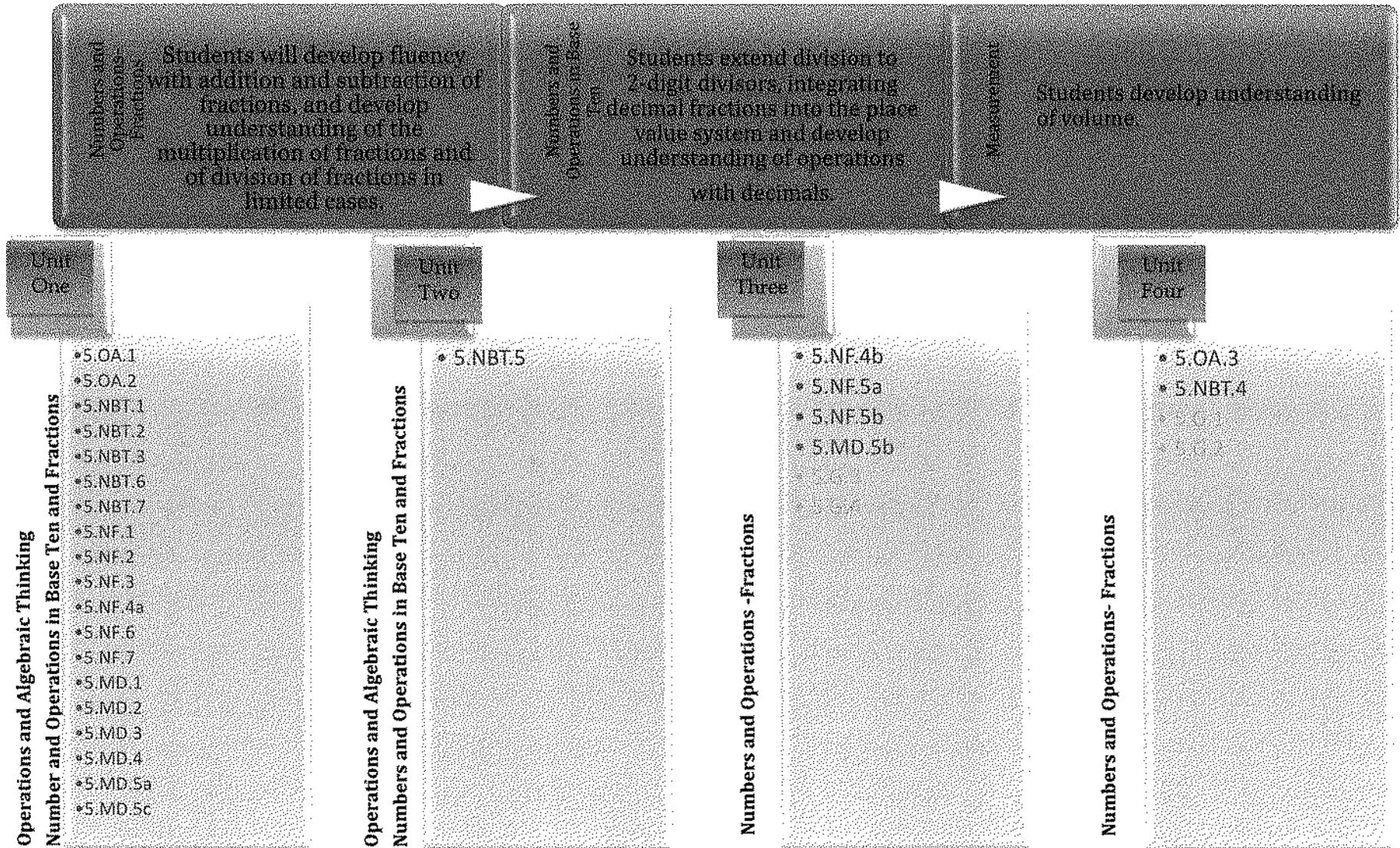


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

5th Grade Curriculum

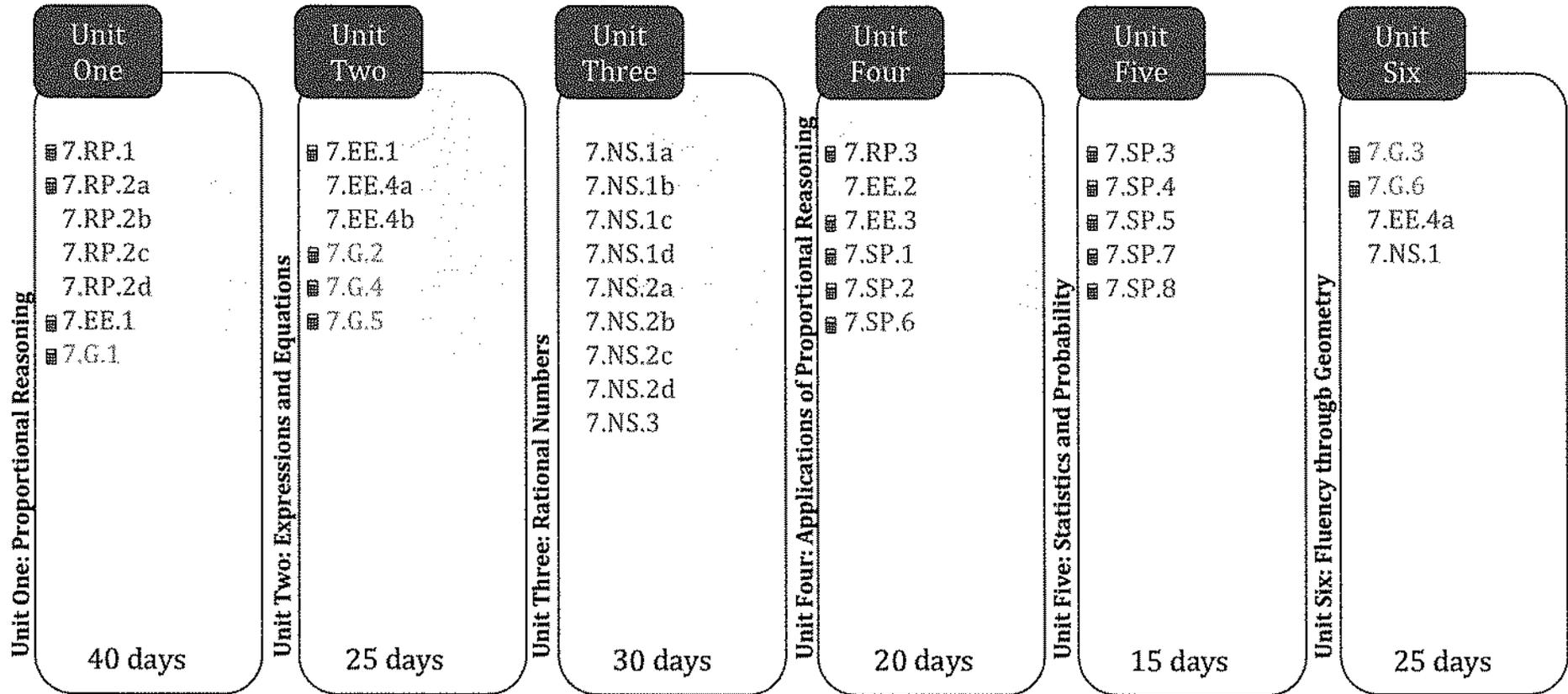
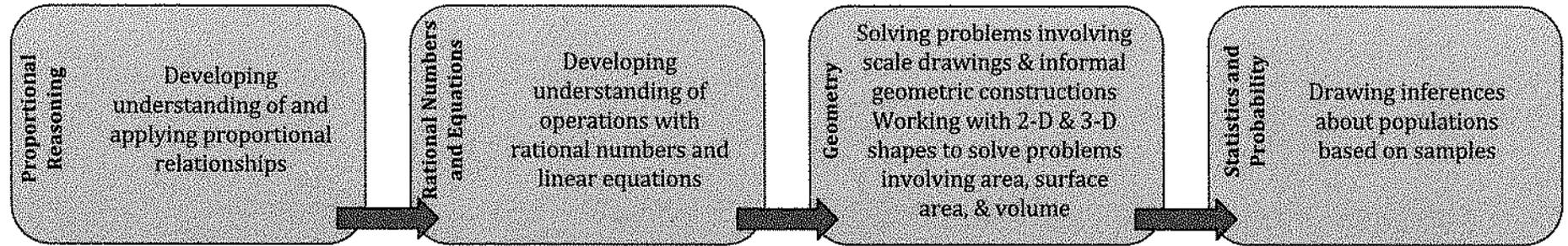


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

7th Grade Scope and Sequence



Green-Major Cluster

Blue-Supporting Cluster

Yellow- Additional Cluster

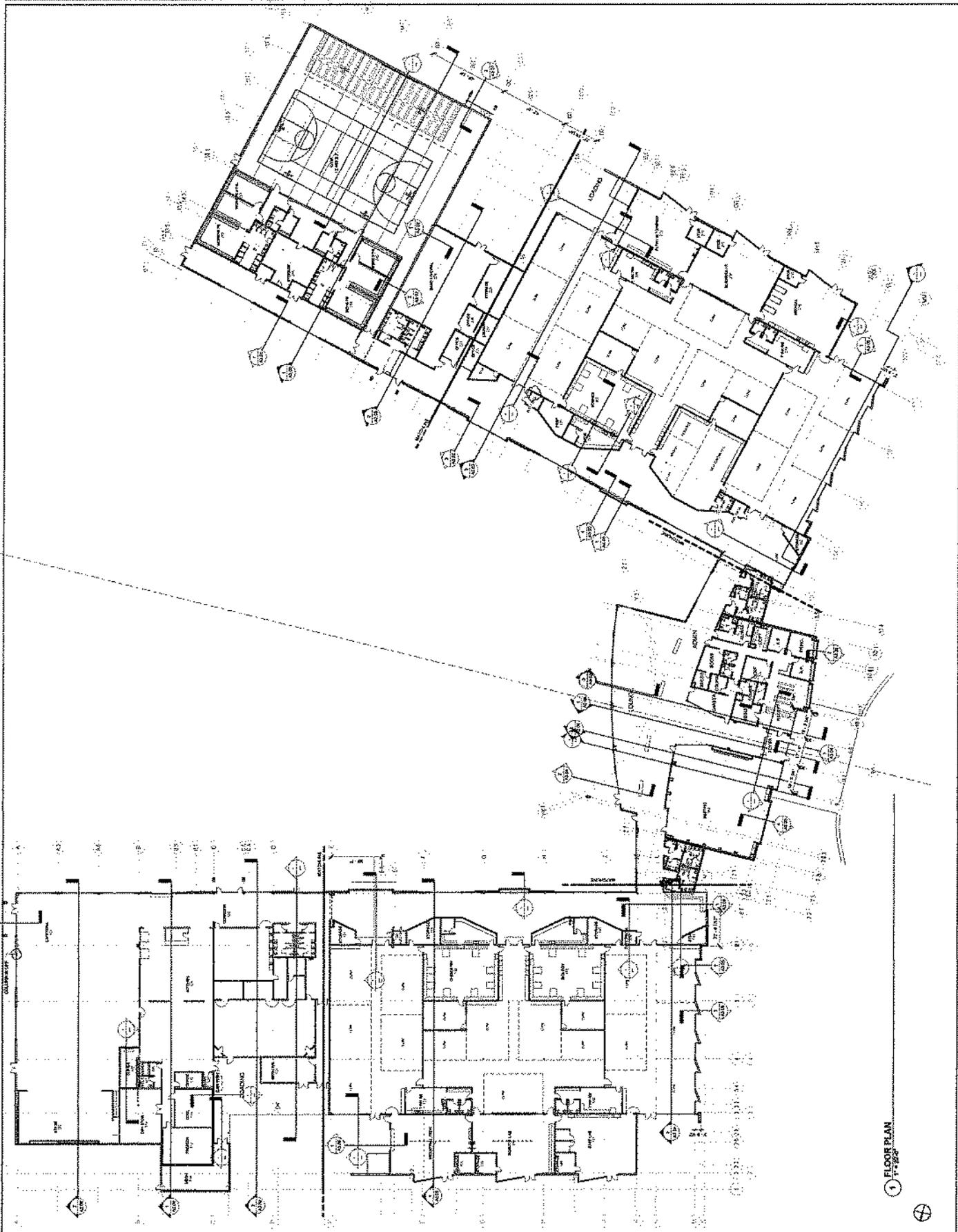
■ Calculators may be used in assessment

Typical Daily Expectation for Elementary School

8:00-10:00	ELD	Writing
	ELD	Writing
10:00-11:30	Social Studies	Writing
	Social Studies	Writing
11:30-12:00	Lunch / Break	Writing
12:00-2:00	Math	Writing
	Math	Writing
2:00-3:30	Science	Writing
	Science	Writing
3:30-4:30	Elective / Extension	Writing
	Elective / Extension	Writing
	Elective / Extension	Writing
	Elective / Extension	Writing

Additional curriculum and links can be found:

<https://sites.google.com/a/sdale.org/sps/divisions/curriculum-and-instruction/curriculum>



1 FLOOR PLAN
11/20/18