



School LEA: 2606039

School Name: LAKESIDE PRIMARY SCHOOL

Submitter Information

Submitter Name: Julie Burroughs
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Submitter Phone: 5012621921
Date of application: 5/17/2017

District Information

District LEA: 2606000
District Name: LAKESIDE SCHOOL DIST (GARLAND)
Superintendent Name: Shawn Cook
Superintendent Email: shawn_cook@lakesidesd.org

General Questions

Special Conditions: Rewards School for Performance
School Rating: C
Is this a brand new LEA? False
Is this an ALE School? False

Vision and Mission

The Lakeside School District is committed to helping all students grow through learning by preparing them for an ever changing world and by providing a learning environment which will facilitate the total development of each person. Some students may need acceleration, some may need the pace slowed down. Some students may have medical issues that prevent them from succeeding safely in our environment, students who want/need to excel in extracurricular activities and need additional time to pursue them. Some of our families also have the ability to travel and create many experiences with their child and this would give them the flexibility to do this.

Lakeside Primary School is committed to helping all students become responsible members of their family, school, and community. We will make every effort to prepare our students for our ever changing world by providing a safe learning environment, an awareness/use of technology, and problem solving skills in a cooperative manner. We are committed to providing a nurturing atmosphere that will enhance the total development of all our students emotionally, physically, and socially and will help them to realize their individual potential and academic goals.

With Lakeside's mission statement in mind, we want to create a K-1 Virtual Academy that incorporates digital/blended learning as another choice and path of learning at Lakeside Primary School. This innovative method will enhance the personalized learning approach for our students.



Rational and Innovation Goals

Rationale for Innovation

Lakeside Primary School wants to obtain a school of innovation in order to provide a Virtual K-1 classroom for our students which will incorporate a digital/blended approach to learning. We want to provide a more personalized learning approach for students to give them the best chance to succeed while finding a balance between their education, extracurricular activities and family time. We have several families that choose home school and also many students who can not function within our brick and mortar setting. We would like a Virtual K-1 in order to meet the needs of these students.

Goal	Goal Description	
1	Increase the educational/learning options for all students in K-1.	
2	Motivate students by providing a digital/blended approach for K-1 students and offer a different pathway for learning. 80% of students enrolled in the K-1 Virtual Academy will increase NWEA MAP scores in their specific RIT bands in Math and Literacy after a year of enrollment.	
3		



Innovation Plan

Plan Date	Action	Expected Outcome
06/01/2017	Begin planning for Virtual Academy teacher, classroom and Learning Management System.	Hire teacher, secure classroom and Learning management system to provide digital/blended classes to K-1 students.
06/01/2017	Start enrollment process and community engagement for Virtual Academy K-1. Build parental and student buy-in.	Market program and enroll approximately 20-40 students K-1 by August 1.
06/26/2017	Secure teacher and classroom for Virtual Academy. Utilize Dawson Cooperative/Team Digital for professional development.	Hire teacher at June school board meeting and plan for professional development.
07/02/2017	Begin working on Learning Management System, technology infrastructure needs and creating lessons for Virtual Academy Students.	Have lessons for the first nine weeks scheduled and planned out. Have knowledge of best method of delivery of lessons to students.
07/09/2017	Create rules/regulations on Virtual K-1 classroom and expectations of class.	Parents and students will be aware of the rules and accountability measures set forth for the Virtual Academy.
08/06/2017	Invite Virtual K-1 students and parents to Lakeside Primary School to meet staff and also to screen students for placement in program.	Students will take the MAP assessment on site at Lakeside Primary School and placement in program will be determined.
08/14/2017	School will begin for Virtual K-1 students.	20-40 students will be enrolled in K-1 Virtual Academy.
06/01/2018	Continue to add one grade level each year to the Virtual Academy	Enrollment numbers in the Virtual Academy will continue to increase each school year.



Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.	1	Students in the K-1 Lakeside Virtual Academy will work at their own pace with a personalized learning plan through our curriculum and with a highly qualified instructor.
AR Code § 6-16-102	1	Students in the K-1 Lakeside Virtual/Blended Academy will work at their own pace with a personalized learning plan through our curriculum and with a highly qualified instructor. Students in our K-1 Academy may progress through their instruction at a faster rate and not require the 6 hours or 30 hours per week of instructional time. Students may not be “in class” during the instructional day as they will be either online, working within the brick and mortar or working via computer with their learning coach during the day and throughout the week as needed.



Council of Innovation

Minority at School

8.00%

Council Member Name	Representative Group	Minority	Position	Date Elected
Julie Burroughs	Principal	N	Chair	1/20/2017
Bruce Orr	Assistant Superintendent	N	Member	1/20/2017
Kelly Beckwith	Academic Coach	N	Member	1/27/2017
Whitney Ritter	Certified Teacher	N	Member	1/20/2017
Amber Rottinghaus	Certified Teacher	N	Member	1/20/2017
Regina Lusby	Classified Teacher	N	Member	1/20/2017
Gina Rockwell	Parent	Y	Member	1/20/2017
Remington Lusby	Student	N	Student	1/27/2017
Gabby Rockwell	Student	Y	Student	1/27/2017



Shared Leadership

Meeting Date	Meeting Purpose	No. of Teachers Present	No. of School Staff Present	No. of Parents Present	No. of Community Members Present	No. of Students Present	Meeting Outcome/Planned Next Steps
9/26/2016	Education Innovation Summit	4	4	0	0	0	Apply for School of Innovation
11/4/2016	SOI Follow Up Meeting	0	1	0	0	0	Prepare for Next steps in SOI process
12/9/2016	SOI Facilitator Training	0	1	0	0	0	Prepare to create SOI Council and meetings
1/27/2017	SOI Council Meeting	1	3	1	0	0	First meeting of Council- Introduction of plan and solicit ideas
2/3/2017	SOI Council Meeting	2	3	1	0	0	Prepare for next steps and plan meeting with Homeschool Alliance
2/7/2017	SOI Council meets with Home School Alliance	1	0	1	3	0	Meet with Home School group to generate ideas
2/28/2017	SOI meets with Team Digital	2	3	1	2	0	Meet with Team Digital to see if they could partner with us on our SOI
2/28/2017	SOI Application Work Meeting	0	1	0	0	0	Prepare and complete application



Election Results

Number of certified and classified on staff:	65
Number of staff who voted:	61
Number of staff who voted for proposed Plan:	58
Number of staff who voted against the proposed plan:	3
Percentage of staff voting in favor of the proposed Plan of Innovation:	95



Professional Development Scope

Professional Development Plan Part 1

Date	Audience	Purpose of the Session
2/16/2017	Certified K-1 staff	To inform staff of where LPS is in the SOI process to date
2/23/2017	Julie Burroughs, Shawn Cook, Rick McLaughlin	To inform central office staff of where LPS is in the SOI process
2/28/2017	Team Digital/ADE, SOI Council	To understand how Team Digital can be a part of our Virtual Academy

Professional Development Plan Part 2

Date	Audience	Purpose of the Session
6/13/2017	Julie Burroughs, Bruce Orr, Virtual Classroom teacher	Technology/Innovation Conference
6/26/2017	Julie Burroughs, Lee Scroggins, Virtual Classroom Teacher	ISTE Conference/Technology Charged Learning
7/10/2017	SOI Council, Parents, Community members, students	Share information and answer questions about the about the Virtual Academy
7/3/2017	SOI teacher(s), Administrator	Dawson Cooperative/Team Digital Meetings
8/7/2017	Classroom teacher(s)	Provide professional development to staff members on how to create personal learning plans for students

School of Innovation Plan Narrative

Lakeside Primary School

Lakeside Primary School wants to obtain a school of innovation in order to provide a Virtual/Blended K-1 classroom for our students. We want to provide our patrons with another choice for their child's education. With our K-1 Virtual/Blended classroom, we would be able to provide a more personalized learning approach for students to give them the best chance to succeed while finding a balance between their education, extracurricular activities and family time. We have several families that choose home school or private school and also many students who do not thrive within our brick and mortar setting. We would like a Virtual/Blended K-1 in order to meet the needs of these students and offer another option for their child's education.

Our K-1 Virtual/Blended classroom would be a digital/blended approach to learning. We would expect the same rigor, if not more, in our Virtual/Blended K-1 as in our regular classrooms. If families choose the digital/blended option, it will help prepare students to work more independently and teach them to pace themselves academically. It will prepare students to work in a digital format and to learn to use cutting edge technology that will prepare them for the future.

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

Below are some specific examples of different family situations in our district that we think we could better serve via the Virtual/Blended K-1 Classroom option if they chose to:

We have a student transitioning to Kindergarten, but her mom opted for the Kindergarten wavier. She has significant medical complications. She is not toilet trained. She only started walking in the past year. She has a PEG tube and a J-tube,

and is on thickened liquids. She is on a ventilator at night, but does not regularly use it during the day. If she is sick with a respiratory infection, she needs to be on the ventilator during the day as well. Apparently the trachea and ventilator frequently come out and it is imperative that they be put back in immediately or the child is without oxygen. According to the doctor and the parent, the child does not have any academic delays; just medical problems, and mobility concerns. She might be an ideal candidate for the Virtual/Blended Kindergarten program for her academics and still receive home health for therapies.

We have another student that will be doing a Kindergarten Waiver this year. Her parents are concerned about her coming to school due to her medical needs. If she is around other students she can get fatally ill.

Another student that we would like to give the Virtual/Blended option to is coming to Kindergarten next year has a diagnosis of autism. Her parents are thinking about home schooling her due to the anxiety school can cause for her. Currently, she only goes to First Step for her therapies because the preschool setting caused so much anxiety for the student she was not successful. This model would provide social interaction in a controlled form for her.

We have a student in Hospice care. We are currently providing home bound services. This would be amazing if he had this opportunity for the times the home bound teacher is not w/ him. Special Education requires 2, 2 hour sessions a week totaling four hours with a teacher on site. This would give that plus the online instruction daily.

We have a student in 1st grade that receives speech therapy that is home schooled. The student came to Lakeside for speech therapy each week, but could have used our Lakeside Virtual/Blended curriculum instead of the homeschool curriculum. A Lakeside teacher would have been able to keep up with her academic needs. It could have allowed the student to be home and provide instruction based on her needs and we feel she would have excelled with our approach. When she enrolled back into Lakeside she was one year behind academically.

We have a student whose mother chose to keep him out of kindergarten due to his inability to function in a regular education classroom although he has outgrown his original diagnosis of developmental delay. She recently enrolled him in Lakeside Primary School. The mother made the decision to withhold him from the Kindergarten classroom due to several reasons: the large class size, his small stature, his sensitivity to sunlight and a variety of other factors. Had the mother been given the opportunity to enroll him in a virtual/blended classroom, the child would have had the opportunity to receive adequate education from the security of his home. He is currently functioning at the beginning of year kindergarten level. We feel that this child would have greatly benefited from a Virtual/Blended classroom, which could have possibly prevented him from being below grade level at this point in our school year. Because there was not

another option for him, his social interaction with his peers have been impeded.

We have a student whose parents are going to homeschool or do pure virtual school next year due to the fact that the father has accepted a job where he can work from his computer anywhere in the world. He is going to pull her out of Lakeside for the year so they can travel to as many National Parks in the United States during the next school year. He wants to be able to provide her with as many life experiences as possible while he has the opportunity. Giving her the Lakeside Virtual/Blended option would keep her connected to Lakeside. We would like to give her the choice to do Lakeside Virtual/Blended to give her the social interactions at Lakeside when they are in the area and even when she is away. This will allow her to keep connected with her peers at Lakeside as she explores the United States and will make her transition back into Lakeside smoother, if they choose to come back to the brick and mortar setting.

We have a student who has severe allergies and also competes competitively for scholarship opportunities. A Virtual/Blended option would give her the ability to take her extensive voice lessons, complete her Lakeside curriculum and travel to competitions throughout the state during year without fear for her health and without having to conform to attendance policies. She is currently homeschooled.

We have a family whose father accepted a job in Brazil for one year. The family had to home school their two children that year and purchase home school curriculum. This family would have been a great Virtual/Blended candidate because they wanted to stay connected to Lakeside but did not have the ability to with our current programming options.

We have families that travel frequently to Mexico, India, South America and Asia to visit family and are out for extended amounts of time. The time they are away exceeds the current laws on attendance. Our teachers also spend a lot of time to catch them up when they have been absent for extended stays. Giving them the Virtual/Blended option would ease the stress of their travel and still keep them connected to Lakeside.

We had a student that the parent wanted to be accelerated a couple of grade levels because academically she was ready. She was not, however, ready socially and emotionally to be on that path “grade wise” throughout her educational career. The Virtual/Blended Academy could be a great option for her because she could progress academically at her own rate while still being around her peer group in social settings throughout her schooling.

While these are only a few examples of families we have, we feel like we have taken all the pros and cons of Homeschool, Virtual, and Brick and Mortar and have created a classroom that meets the needs of our community and our school population. We are excited to be able to put another option on the table for families when they enroll students at Lakeside.

Lakeside Primary School plans to have a “contract” that parents and students will sign

upon enrollment in our K-1 Virtual/Blended classroom. In this “contract” we would have accountability measures put into place to ensure the success of the program and the success of the child academically. We would also visit with parents and students to gather their ideas for the contract and to ensure that we are addressing their needs, as well. As we monitor students throughout the school year, we might face a time where we deem additional responses to intervention. We may require students to attend Lakeside Primary School more often “face to face” if we see that more RTI is needed for the student(s). We plan to have a portion of the day set aside at Lakeside for students to have “face” time with their child’s teacher and seek extra guidance as needed. Lakeside will provide flexibility to allow virtual students to attend school for portions of their academic time with the teacher. We will issue the appropriate technology tools to those who do not have internet access or the tools needed for the class, just as we currently provide school supplies to our current students. We will provide opportunities for students to come on campus to do Project Lead the Way lessons, Science Lab experience days, and involve them in any of our academic events they would like to participate in. Lakeside Primary Virtual/Blended K-1 would also plan specific events for this class only so they can gather together and get to know each other to help build a classroom community of learners.

Guided Reading is a cornerstone of Early Childhood Education. The small group guided reading table is where the work of phonics, the big ideas of shared reading, the skills learned from our Compass computer program, and the prior knowledge of the world around a student are mixed together to create a fluent reader that understands the importance of printed text. As Lakeside looks at creating a program that reaches beyond the brick and mortar setting, it is important to remember to place emphasis on the values of a traditional classroom. There is nothing in the world that could ever replace giving a child a book to hold; Lakeside understands how powerful written text is and wants to create a program that values teacher to student interaction and physical reading material. This is the primary reason that we chose to offer a blended classroom instead of a virtual classroom. The Lakeside K-1 Virtual/Blended teacher will use the information gained from the exam given upon entry to the program to create an individual learning plan for each child enrolled. The plan would include a ratio for time spent in the classroom vs. time spent working outside of the classroom depending on the student’s results. Lakeside K-1 Virtual/Blended plans on hosting parent nights at The Garland County Library along with hours during the school day to assist parents and students as needed. Parents will gain tools for helping their child with reading skills and the students will have interaction with each other. Student response journals will offer accountability for reading that takes place outside of the school environment. Accountability will also be made through DIBELS and TRC assessments that will be given each nine weeks. Some students will be progress monitored bi-weekly depending upon need and Compass Learning will be tracked by the teacher. All students enrolled will have access to recordings of their teacher demonstrating small group lessons and other teachers as well. For each lesson there will be a review and extension. Zoom lessons will also be offered daily in connection with one to one

conferencing options. The children will be given a “Take Home Reading Folder” just as the students who attend class full time in the building. Lakeside wants to use our curriculum and standards at the child’s level. The folder will hold books that the teacher has used in small group with the student at their instructional level. As with all of our K-1 students we want to create lifelong readers and writers that use the world around them to collect information and express themselves. Our hope is that by expanding the walls outside the classroom that we are giving students a little bit more of the world for inspiration.

In the lower elementary grades, guided reading – and all prerequisite skills – are of utmost importance. With this in mind, we believe that Lakeside School of Innovation would work with participating families in the following ways:

- Guided Reading Materials would be provided for student use (including but not limited to leveled books, online resources, teaching sequences, skill goals by level, phonics lessons)
- Parents would be encouraged to participate in workshops provided by the school to learn how to guide their child through guided reading lessons. Compliant parents who understand the teaching process may be responsible for a portion of their child’s lessons, with guidance and support from Lakeside School of Innovation Teacher.
- Lakeside School of Innovation Teacher would provide guided reading lessons for ALL virtual students through platforms such as Zoom, Apple Face time and/or Skype.
- Lakeside School of Innovation Teacher would provide guided reading lessons at the physical school for those who choose – or are required – to participate.
- Lakeside School of Innovation Teacher would monitor student progress by performing frequent assessments (Running Records, Informal Reading Inventories, DIBELS, Developmental Spelling Analysis, etc.) for ALL virtual students.
- Lakeside School of Innovation Teacher would maintain constant contact with our students’ families, so that families will know if acceptable progress is being made.
- A document will be created to show procedures to take when acceptable progress is not being made. This document will be agreed upon by the committee, and parents will be made aware of this protocol upon enrollment in the Virtual School.

Our Virtual K-1 students will take NWEA MAP skills assessments three times per year, DIBELS progress monitor as needed, TRC three times a year to determine reading level and use common assessments each nine weeks. Communication with parents will be on a daily basis due to the nature of the educational setting and the age level. Parents will be critical in helping students’ access technology each day for learning. Weekly newsletters will also go home each week. Parents will also have access to the weekly Ram Reports from the Principal. Students may have transportation issues which we

could address with the students' parents as needed and help provide for their needs. Parents and students will be encouraged to participate in our events and will be recommended for services as needed just as our regular brick and mortar students are held accountable.

We are very passionate about our School of Innovation and our excitement is spilling over into the community. Each week we have patrons and staff members ask the School of Innovation team, "When will you know if we get to have the K-1 Virtual/Blended School?" As we have registered new Kindergarten students and have been involved in our Kindergarten Transition meetings, we have met students who would be perfect for this classroom option if their parents chose to participate. We are excited to be able to offer yet another option at Lakeside for our families and feel like this option meets the needs of many of our families and what they are asking us for. We anticipate that the K-1 Virtual/Blended School will grow quickly and expand into other grade levels each year.