



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**

Act 1240 Waiver Request

District:	Westside Consolidated (High School)
LEA Number:	1602055
Superintendent:	Chris George
Email:	cgeorge@westsideschools.org
Contact for Waiver:	Alicia Dean, Principal
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Date Received by DESE:	

The following documents must be submitted with the waiver request:

- 1. Board resolution approving the waiver request**
- 2. Evidence of stakeholder involvement, including teachers and student families**

Waiver Request #1

Topic:	Class size and teaching load
Standards/Statutes/Rules:	Standard 1-A.5 and 1-A.6
Duration Requested:	25-26 school year and going forward if approved
Name of Open-Enrollment Charter Holding the Waiver	Arkansas Connections Academy
Schools, Grades or Classes the Wavier Will Apply To	8-12
PURPOSE OF THE WAIVER (Must check at least one)	☒ Enhance Student Learning Opportunities ☒ Promote Innovation ☒ Increase Equitable Access to Effective Teachers

Request for Renewal

After having evaluated the process during the 23-24 and 24-25 school years, we believe that we continue with an effective PLC focused process that places a high regard for student interventions. Our state mandated testing data is showing improvements in multiple areas as we continue with student interventions to be a driving force in increased levels of student growth and achievement. These interventions are needed for those students who did not grasp specific high priority skills and standards. After seeing the successes of interventions being provided on 2 days of the week, we are going to be continuing the addition of Tuesdays, Wednesdays, and Thursdays being used for student intervention/enrichment time for the 25-26 school year. Our students and staff appreciate the ability to be able to meet with each of their classes equally with a set schedule as opposed to an alternating A week, B week schedule.

Please consider our request to extend our waiver to the 25-26 school year and going forward into the following school years as we continue to build on the PLC process in our school.

1. Provide a DETAILED RATIONALE explaining how the waiver will enhance student learning opportunities, promote innovation, or increase equitable access to effective teachers. Include information about the problem or obstacle, if any, the waiver will help the district overcome.
 - As part of the PLC process implementation of our school during the 23-24 school year, the block schedule that we had used in the past was changed to include a “Fast Friday” in which all of our classes meet for 45 minutes. Our new schedule has A days on Monday and Wednesday, B days on Tuesday and Thursday, and then the Fast Friday in which all classes (A and B) meet. Each Monday-Thursday has a 30 minute block of “homeroom/advisory/intervention/enrichment” time from 9:30 am -10:00 am. Fridays do not have that block of time. It is important to note that all teachers stay within the allowed 30 students per teaching block on Monday-Thursday. On the Fast Friday, during the 24-25 school year, we had some teachers who would have gone over the 150 student cap. I will give information about each day below.
 - Monday: Teachers work with students in advisory to determine intervention needs and to check in with students in attendance and grades.
 - Tuesday, Wednesday and Thursday: Students will be assigned specific places to go through RTI Scheduler. During the 23-24 school year, we only used Wednesday and Thursday for our intervention/enrichment time. Due to the seen need of more intervention time Tuesday was added as an additional day of interventions. Our teachers will use data when they give Common Formative Assessments to all

students. Students who do not meet the stated essential standard or skill for that week will be placed back with their teacher for specific guided interventions so that they can meet proficiency for that standard or skill. All of our core teachers will be placed with students who need those interventions. Students who were at proficiency will be placed with our non-core teachers. They will have specific enrichment activities that they can work with on our students.

- Friday: This is where we hold the “Fast Friday” in which all classes on the A and B day schedule meet. Classes are 45 minutes each throughout the day. This is a great time for core teachers to give Common Formative Assessments based upon the essential standard or skills that they determined would be the focus for the week with their Department Team meeting on Monday. The data that is collected from these assessments will then be used to start the weekly cycle over again. Due to all classes meeting during the day, we had a handful of teachers during the 23-24 and 24-25 school year who went over the allowable 150 students per day on Friday. At this point in the 25-26 school year, we currently have 2 teachers who have gone over the 150 students per day max. Again, no teacher has more than the 30 allowable students per class.

2. Provide a detailed explanation of how the services being waived will be provided for students.

- With our current block schedule, Blocks 1-3 are A/B days and meet for 90 minutes of instruction time each. Blocks 4 and 5 meet every day and have 45 minutes of instruction time per day. This ensures that all classes have the same number of instructional minutes on Monday-Thursday. Fast Friday allows students to meet with each of their teachers for the Common Formative Assessment, 45 minutes of instruction time per period, and an opportunity to keep students on a consistent schedule each week. The goal of this 45 minute class is to take the CFA and then to try to give additional support for skills and standards that have been taught that week. Teachers are not looking to teach new material on the Friday classes. This time can also be used by the teacher to reteach content again in which they see an overwhelming need after looking at data gained throughout the process.
- Once the teacher has the CFA data, students will then be given specific locations for interventions/enrichments that they must attend on Tuesday, Wednesday and Thursday. Teachers will draft the students they need to work with by using the RTI Scheduler program. It is a goal to start letting students have a choice in selecting locations they will attend as well for the 25-26 school year. Any teacher that needed a student who had already chosen a place they would like to go can always override the student choice in RTI Scheduler. Students who were not proficient in the skill or standard will have the opportunity to work with their teacher, or another who may teach the same subject matter, to close those learning gaps. Students who have shown to be proficient will be sent to non-core teachers to work on enrichment activities. Any student who is drafted by one of the core teachers due to not meeting a standard or skill in those classes will not go to the enrichment locations. We will also created priority days in which the specific subject (example English) were given priority on scheduling needed students before any other teacher can select them. We plan to use this time to work on additional things such as:
 - ACT prep
 - AP test prep
 - Book club
 - Art enrichment
 - Additional sectional band/choir practices
 - Additional skill specific work for athletic teams
 - Meeting with seniors to discuss job related skills
 - Meetings with Military recruiters for various grade levels
 - Teacher selected content students find interesting
 - State mandated community service time availability
 - Student work with counselors/career coach

3. Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the waiver.

- **Each week, Department Teams will meet and discuss the new learning targets to meet with the selected essential skills/standards that week. The principal and assistant principal will be in those meetings when student data is being discussed. Each month, our district level PLC team will meet to share building level data and discuss building level and district level goals. Throughout the school year, the principal and assistant principal will share information with the superintendent regarding successes or improvements that could be made in the schedule to enhance student academic growth. Each week, the principal and assistant principal will oversee the RTI Scheduler program and work with teachers to create their sessions. State mandated testing data will be collected and evaluated to see what adjustments may need to be made with the intervention/enrichment times and offerings. The overall perceptions of the program will be discussed in our District Administration PLC during our team time that will be scheduled as we discuss the upcoming school year. This will be the cycle that is used each year as we continue to monitor and adjust based on what students need.**