

## LLOYD ELAM ACADEMY – Second Round of Responses

**Part A:** Please verify how the grade band and statistical data ensure the facilitation process from the middle school to high school.

- When looking at the vertical alignment of standards across the middle school grade bands and statistical data from different assessments such as previous and current ACT Aspire assessments and NWEA assessments, LEA believes that we can ensure a smooth transition from middle to high school and furthermore simply from grade to grade by the use of data driven instruction. This is the process of differentiation in instruction by regularly assessing and analyzing the results to drive the direction of the lessons meeting the individual need of the student in order to help them progress to the next level of learning in every subject area. This process also ensures that we are addressing any deficiencies and even areas of excelling and creating a plan of how to get each student from point A to point B following the vertical alignment of skills in a particular subject and standard. Doing this will ensure that students have the necessary prerequisite knowledge and skills to transition well from middle school to high school courses.

**Part B:** Please provide the team members and their role who participated in the creation of the mission statement

- The creation of the mission statement was a process in which current and retired educators, community leaders, and community members came together and discussed their concerns about the goals of education: what was good, what was missing, what could be improved, what was to be accomplished. This is how we came up with the idea of educating the “whole child” and the idea that our students need more than just academic enrichment. Some of our more “seasoned” and retired educators and community members emphasized having a sense of community and integrity. Some of our younger educators emphasized being innovative in our approaches to creating these atmospheres and being inclusive of the different learning styles of students. The community members and leaders also mentioned collaboration among organizations and the school in order to get back to the idea of us being “a village” in an effort to help our students grow. Many ideas have also come from our study of different successful programs that have been recognized for certain innovative aspects of their models and finding pieces that could greatly benefit our target population.

**Part C-2:**

Please verify the professional development plan will comply with Arkansas law.

- LEA’s professional development plan will comply with Arkansas law.

Please verify that you understand while the principal has disciplinary authority, a disciplinary action must be reviewed by the superintendent and school board for a ten day suspension or expulsion.

- LEA understands that while the principal has disciplinary authority, a disciplinary action must be reviewed by the superintendent and school board for a ten day suspension or expulsion.

### Part C-3:

Please list and explain what extensive research references in this response.

- The semi self-containment model is based on the study at John Hopkins University School of Education and the Center for Social Organization of Schools (CSOS) middle grades research program. "This research indicated that strategic semi departmentalization – a plan under which willing teachers with broad interests, training, and experience are encouraged to use interdisciplinary instruction to teach more than one content area...This plan gives these core interdisciplinary teachers the opportunity to work with the same smaller group of students across several periods each day; helps students synthesize their learning and skills coherently across content areas; and facilitates closer, mutually supportive interpersonal relationships among students and between students and the teacher." Furthermore, "in middle school settings, having fewer teachers is most clearly associated with greater achievement (in English, reading, science and social studies) for students from low and low-middle social backgrounds" and thus helped close achievement gaps between students from different socio-economic groups.
- Further evidence of the success of this model is that Brook Charter Schools are further recognized as one of the recipients of the 2018 Expansion and Duplication Grant which is awarded to programs considered to be model programs
- <http://www.jhucsos.com/2018/01/semi-self-contained-learning-communities-in-grade-6-bringing-new-evidence-to-bear-on-middle-grades-education/>

Please provide the research for the supports of the home-based reading program.

- According to *Reading Proficiency and Home Support for Literacy*, Vol. 2, NCES 96-814, the different types of literacy items in the home are associated with higher reading scores at all grade levels. This study was administered to 27,400 public and non-public students. One of the major observations of this study is that when students discuss their schoolwork at home, they establish an important link between home and school resulting in increased achievement of student whose parents have become more involved in their schooling (Heller and Fantuzzo, 1993; Christenson, 1992).
- Another significant observation is that the school and the home do not exist as independent influences on student's reading development. Each supports and reinforces the other. (Anderson, Wilson, and Fielding, 1988).
- <https://nces.ed.gov/pubs96/web/96814.asp>

Please explain what you mean by "semi self-contained classes."

- As referenced in the John Hopkins University research mentioned above, students spend half of each school day with two teachers (Math/Science and English/Social Studies) and one intact peer group, the number of class transitions and disparate peer arrangements students experience in middle school are significantly reduced. Students receive interdisciplinary instruction from two teachers (instead of 4) who have more time to build relationships and identify and meet each student's learning needs.

Elaborate on how PARCC assessment in Massachusetts would equate to the Arkansas ACT Aspire.

- LEA understands that Arkansas formerly used PARCC assessment and switched to the ACT Aspire. Massachusetts continues to use the PARCC assessment which shows increased scores among minority and low income students, not only closing the academic achievement gap but reversing it.

**Part C-4:** Please verify understanding of the Arkansas ESSA plan indicators and business rules and how these components will impact school accountability.

- LEA understands the Arkansas ESSA plan indicators and business rules and how these components will impact school accountability.

**Part C-6:**

Please explain how the curriculum will be vertically aligned and provide specific curricular resources.

- We will ensure that any curriculum utilized by LEA has already undergone the vertical alignment process before it is even a consideration. For example, we are considering McGraw-Hill's Reveal Math in which each lesson is already tied to specific standards as well as vertically aligned which is the process of organizing curriculum from one grade level or content area to the next. It includes combing through the standards and determining where a student is coming from and where they need to be at the end of the year. This ensures that you are adequately prepared to introduce the concept with some sort of familiarity for the students and that you have taught the full extent of the standard. For students who may be below grade level, this also helps to identify the prerequisite skills that may not have been mastered as a point of remediation.

How will you ensure growth for students who have achieved mastery?

- For students who have achieved mastery in either a specific standard or course, the vertical alignment process described in the previous response shows us what the next step for the student will be. With this information LEA will incorporate supplemental resources such as ALEKS, which we are highly considering, that will allow a student to continue the path for the next standard or even begin learning the skills for the next course that will be taken. Because the ACT Aspire is only a grade level test, we will further capture this type of growth through the NWEA assessment which is an adaptive test which spans multiple grade levels.

**Part C-8:**

Please verify who in the school will assist with library media needs.

- The Director of Academics is the point person for library media needs.

Update the budget to reflect GT services and ALE or any other services being provided.

- Adjustments have been made to include allocations for GT services. However, we are requesting a waiver for both GT Services and ALE. In the event that allocations need be made for ALE, funds will be made available for use.

Please explain how you will provide GT services.

- In all core classes, students who are identified as gifted and talented will be given differentiated assignments or projects each quarter, as determined by the teacher. They will also be provided with special enrichment experiences including but not limited to guest speakers, field trips, etc.

Specify how GT students need for services is determined.

- The process of determining GT students and their needs begins with the referral process which can be completed by the parent/guardian, teacher, or the student. Once referred the student will be tested and the scores will be analyzed. Determinations will be made by a campus selection committee as to whether or not a student will be placed in the GT program and what services are needed for the student.

**Part C-12:**

Specify who is responsible for the day-to-day management of fiscal services.

- The Bookkeeper is responsible for the day-to-day management of fiscal services

Please verify understanding of fringe benefits as they are taxable income.

- LEA does have an understanding of fringe benefits as they are taxable income

**Part C-19:** Have you considered creating a standard operating procedure manual? If so, what components would the document contain?

- LEA will create a standard operating procedure manual. This document will include, but is not limited to procedures for the following items.
  - Internal Controls
  - Accounting
  - Cash Management
  - Budget Process
  - Position Control
  - Purchasing
  - Facilities
  - Security
  - Emergency Preparedness
  - Risk Management
  - Transportation
  - Food Service
  - Technology Systems
  - Information Management
  - Financial and Human Resources Systems