

**Little Rock School District
Baseline Academy**

Overview

Currently, Baseline Elementary serves 270 K-5 students. Almost all, 96.30%, of the students qualify for free and reduced lunch. Approximately half, 52.6%, of students are classified as Limited English Proficient (LEP). The school serves a high-poverty, at-risk population. Students are predominantly minority and experience substantial challenges associated with poverty and disadvantage. The school serves the highest percentage of English Language Learner (ELL) students in the Little Rock School District.

Baseline is a neighborhood school, thus an overview of the community setting provides insight into the student needs. Almost half (45%) of families with children under 18 years of age in the Baseline attendance area live under the poverty level. According to federal guidelines poverty levels above 40% are classified as “extreme.”

Baseline students face significant social and academic challenges. The school is currently the only LRSD elementary school classified an academically distressed school due to three consecutive years of low performance on state benchmark exams. The need for an intensive approach to foster student success at Baseline is clearly evident.

The redesign of Baseline Elementary will begin with the selection of a new principal who exhibits expertise and experience in working with linguistically diverse populations, and reconstitution of staff, extensive initial and ongoing training/professional development. Once the new staff is established, intensive professional development will set the stage for working collaboratively, understanding the key components of the new school design, and preparing for an effective opening of school.

Baseline Academy will offer a uniquely focused literacy and language program for current and future students. Students will be immersed in multiple modalities of language and literacy-rich learning. Programs will support all students in developing a strong base of foundational literacy and reading skills. Effective instructional strategies for English Language Learners (ELL) will be utilized school-wide. The curricular design provides: 1) opportunities for students to learn skills in meaningful ways using research-based instructional models; 2) intensive intervention to struggling students; and 3) a rigorous instructional program which engages students in a relevant and responsive curriculum that affords them opportunities to become critical thinkers using the knowledge and skills they have been taught. Programs will be characterized by rigorous ELL programs; Sheltered Instructional Observational Protocol (SIOP) teaching methods; Literacy across the Curriculum; Comprehensive Response-to-Intervention (RTI) programs; and Integrated Differentiation.

Baseline comprehensive school redesign will employ a defined and robust set of effective practices that will rely on the talent, energy, and human capital of the faculty. The provision of intensive leadership and teacher orientation and training will ensure that Baseline Academy staff fully comprehend curriculum and instructional reform efforts and are prepared to embrace their responsibility for taking an active role in ensuring success.

The goals of Baseline Academy’s language and literacy-rich approach are to: 1) develop and strengthen student competencies in English Language Arts for all students, with emphasis placed on effective instruction for English Language Learners; 2) develop a school culture focused on effective instruction and academic success; and 3) ensure that all students and the targeted achievement gap groups will meet ESEA Annual Measurable Objectives in literacy and math.

Elementary Literacy and Language Best Practices and Model Sites

An emerging body of research highlights best practices for ELL and elementary literacy instruction. Case studies from successful schools and a growing body of research assist sites such as Baseline Academy in implementing high-impact strategies and programs, though as is the case with many educational reforms, there is no one size fits all solution and a successful school redesign depends on a collaborative of talented leadership, site-specific tactics, and tireless professional development programs.

The Institute of Educational Sciences' What Works Clearinghouse published a Practice Guide entitled Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. The publication outlines 5 recommended strategies which have demonstrated strong levels of effectiveness for ELL-focused instruction:

- Focused, intensive, small group interventions for explicit instruction directed by assessments and addressing the core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension)
- High quality vocabulary instruction infused throughout the day
- Use of formative assessments for ELL students to gauge phonological processing, letter knowledge, and word and text reading; and
- Provision of at least 90 minutes of structured extended learning for groups of students with varying levels of English language skills.

A recent study of effective ELL instructional strategies in San Diego schools outlines a balanced literacy approaches to include emphasis on meaning, literacy components embedded throughout instruction, differentiation and accountable talk, or meaningful engagement in comprehension and topic development. Despite the credibility of the aforementioned approaches, the volume of effective instruction in the sample of 9 San Diego schools examined for the study occurred primarily following district and school-wide deliberate, systemic, and organized focus on ELL instructional protocols. Evidence suggests that concerted professional development supported by district expertise and guidance was a critical factor leading to academic achievement of ELL populations within the school. Additionally the study highlights the larger than expected impact of classroom exercises to illicit inquiry and higher-level thinking in improving student comprehension abilities. Use of comprehension aids such as supportive texts, regalia, and visual props was also noted as a promising practice in ELL instruction.

A large portion of research on successful programs for elementary literacy and English Language Learners focuses on implementing effective professional development programs. The 2014 report from the National Center for Literacy Education entitled *Remodeling Literacy Learning: Make Room for What Works* is a nationwide survey of over 3,000 classroom teachers. The number one finding outlined by the report is that, "Nationwide, most teachers do not yet feel well prepared to implement the new literacy standards, especially with high-needs students." Surveys highlight best practices of increasing teacher literacy training; providing qualified specialists to ensure ongoing embedded support; and ensuring the availability of time for teacher-to-teacher collaboration.

Schools with similar populations that have achieved notable literacy learning results include Adams Elementary School in the Yakima School District in Washington State, King Elementary Utica City Schools in New York, and Ellis Elementary in the Boston Public Schools.

Jones Elementary in Springdale, Arkansas serves approximately 600 pre-K through 5th grade students. The student population is 83% Hispanic, 7% Caucasian, 9% Marshalllese, and 1% African American. A majority of students (77%) are classified as English Language Learners (ELL); 96.5% of the student population qualifies for free and reduced

lunch. When school reform efforts began at Jones Elementary only 26 percent of students were reading on grade level. Currently 73% of students are on grade level for reading. The school attributes success to effective use of data; targeted, intensive intervention; and collaboration. Success is also facilitated through development of high expectations for all students and school-wide culture of achievement. As part of Baseline Academy redesign planning, leadership from the Little Rock School District visited the Arkansas site to connect and share lessons learned.

Martin Luther King Elementary in Utica City Schools serves slightly less than 300 high poverty ethnically and linguistically diverse elementary students. In addition, a high percentage of students are classified as special education. Despite these challenges academic performance for 3rd through 5th grade students remains at or above the statewide average. MLK Elementary attributes is academic proficiency to positive student, family, and community connections to honor diversity, prioritize curricula with adaptations available for high need and ELL students, evidence-based decision making to foster ownership of success among staff, ongoing professional development targeted towards differentiation and infusion of technology, and consistent student assessment to monitor progress.

Ellis Elementary School in Boston serves approximately 330 elementary students 40% of which are Limited English Proficient (LEP) and 98% of which are minority. The majority of the student body is low income with 97% qualifying for free and reduced lunch. This school attributes success to dedicated Principal leadership with deep understanding of English Language Learner needs and effective instructional practice. The school principal developed an effective coach-centered approach to building teacher capacity. Following establishment of an effective coaching structures progress was furthered through developed use of data cycles to inform assessments and resulting school improvement measures. The third factor lending to success at Ellis Elementary is established collaborative efficacy fostered through planning, team structures and open communication. The collaborative approach has extended beyond the teaching staff to student families and the school community. Ellis Elementary student state test scores are consistently above Boston Public School average scores.

Baseline Academy integrates best practices and research relating to English language learning and literacy including adoption of relevant, research-based curricula, implementation of literacy across the curriculum to support school-wide focus, extensive differentiation, Response-to-Intervention programs, and ongoing use of data and assessment. Qualified leadership and extensive teacher training and embedded professional development will support a successful school-wide approach. The school program will rest on a base of cultural respect for ethnic and linguistic diversity. The Baseline Academy founding committee is exploring model schools such as the ones described above to gain insights into working models of academic success for high-poverty linguistically diverse elementary students.

Enrollment and Classes

Baseline Academy
Enrollment by Class and Grade

Grade	K	1 st	2 nd	3 rd	4 th	5 th	Total
# of Classes	3/20	3/25	3/25	2/25	2/25	2/25	
# of Students	60	75	75	50	50	50	360
# of Students Enrolled for the 2015-16 school year of 4/10/15	52	57	57	45	46	47	304

Instruction and Curricula

Academic Strategies

Students at Baseline Academy will receive high-quality and culturally relevant, standards-based instruction in their classroom setting. The instruction provided in the classroom will be culturally responsive and have been demonstrated to be effective through scientific research. Based on collected data, it will be determined which students will require close progress monitoring, differentiated instruction, additional targeted assessment, a specific research-based intervention, or acceleration. The classroom performance of all students will be monitored continually.

A key component of Baseline Academy is the implementation of research-based instructional practices in every school classroom. Strategies and resources to be implemented include Sheltered Instructional Observation Protocol (SIOP), Literacy Across the Curriculum, Student-centered differentiation, Transition classes for identified ELL students, use of research-based programs to support English language acquisition, School-Wide Response to Intervention, use of Step Up to Writing in Math curriculum in math classes, and use of Middlebury Interactive Language programs for 4th and 5th grade students. Implementation will be supported by intensive, embedded professional development and ramped up monitoring efforts to ensure effective use in all classrooms. A description of strategies and resources are detailed below.

Sheltered Instructional Observation Protocol (SIOP)

Baseline Academy teachers will participate in the SIOP Model which is a well-articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. Sheltered instruction is an instructional approach that engages ELLs to develop grade-level content area knowledge, academic skills, and increased English proficiency. Participating instructors will understand the research-based framework of the sheltered instruction approach for English language learners, become versed in the components of effective sheltered instruction lessons, and practice observing and evaluating sheltered instruction lessons.

The SIOP Model was developed by the Center for Research on Education, Diversity, and Excellence (CREDE) in partnership with the US Department of Education. The development was initiated as an effort to develop explicit sheltered instructional practices for providing effective instruction to linguistically diverse populations. The model is comprised of eight elements:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

SIOP Model professional development assists teachers in developing routine use of the above interrelated elements. The elements of the SIOP Model work together to support academic success for English Language Learners by supporting language development and making grade-level academic content accessible and comprehensible to them. The SIOP Model assists teachers in integrating key concepts for second language learning into lesson plans and instructional methods. The model also encourages use and provides resources for use of hands-on materials and cooperative learning, strategies which are shown to be beneficial for all students. Successful implementation of the SIOP Model benefits all learners, while providing teachers with the tools to meet the unique educational needs of ELLs as they acquire proficiency in English.

Literacy across the Curriculum

At Baseline Academy, students will have access to print and online materials that reflect their culture and neighborhoods as well as multiple other areas (Goldenberg, Rueda, & August, 2006). This addition to the instructional pedagogy will include intentional and purposeful opportunities for talking to each other and adults in meaningful and open dialogue. Language and literacy-rich environments set the stage for academic success, encourage and support communication and language development, and promote listening, reading and writing in authentic and relevant ways (Stephan, Renfro & Stephan, 2004).

The classrooms will be furnished with culturally-representative libraries and English Learner supportive texts for student use including a variety of content-aligned topics. Posters and media related to various events and topics, teacher and co-constructed charts that document classroom learning and serve as a reference for later work, labels and pictures, displays of student work will center students in a literacy-rich, relevant classroom environment. Lesson plans in all subjects will facilitate student conversation with one another and engagement in reading and writing tasks.

Language and literacy-rich classrooms will result in an immediate change in student performance at Baseline based on the longstanding research which indicates students who have ample classroom libraries, opportunities to communicate with peers, and places to read and write they tend to spend more time reading, exhibit more positive attitudes toward reading, and demonstrate overall increased academic achievement (NAEP, 2002). In addition, students who are provided regular, differentiated instruction in literacy and content areas, and students who have access to books they want to read and they can read with success and understanding are likely to reach higher achievement in literacy and content areas (Gambrell, Malloy, & Mazzoni, 2007). These unique opportunities will match the students' needs and cultural backgrounds as a primary means of assuring a swift change in teacher practice and student achievement.

Student-Centered Differentiation

Differentiated instruction is not a single strategy or practice but rather an approach that utilizes research-based instructional and organizational practices to accommodate student differences in the classroom. Teachers can differentiate instructional content, process, product, and/or learning environment based on student readiness, interest, and/or learning profiles (Tomlinson, 2001) to respond to the unique needs of each student. Teacher understanding of their student needs and how to differentiate to address their needs is essential to the establishment of Baseline Academy.

In *Integrating Differentiated Instruction*, Carol Ann Tomlinson and Jay McTighe state four core beliefs of effective classrooms. These beliefs include: 1) students should consistently experience curricula rooted in the important ideas of a discipline; 2) students need opportunities to learn the “basics” and opportunities to apply them in meaningful ways; 3) there is a need for balance between student construction of meaning and teacher guidance, and 4) students need to know the learning goals of a unit or lesson and criteria for successfully demonstrating proficiency with the goals. In

differentiated classrooms teachers use multiple approaches and support systems in these important roles to ensure understanding of a full range of learners.

Tomlinson (2003) describes the importance of differentiation and meeting the vast needs of the students within each classroom. In addition, Miller (2009) and Atwell (2007) describe the immediate change in student achievement when students are provided some choice and allowed the opportunity to share ideas and opinions related to learning – with guidance, but not over bearing demands – from the teacher. Specifically, Kuntz (2012) points to the importance and sustained changes in student learning and higher achievement when they are empowered and view themselves as a critical part of their own learning.

At Baseline Academy, this concept will be implemented by providing student choice while teachers will provide regularly scheduled, small group learning opportunities. Teachers will intentionally and carefully match tasks and texts to student needs, interests, and cultural background while encouraging students to share in some of the decision making, plans for demonstration of their learning, and in providing open ended questions and problems. These experiences will include increased conversation and discussion, precisely tailored instruction in literacy, mathematics, and general academic areas, and increase student engagement (Cohen, 1994; Lee, 2006). Students will interact with many students throughout the day with carefully and thoughtfully designed instruction for small groups of students with similar needs or interests and teachers will engage with students to provide individual feedback to support the development of the whole child including social, emotional, language and academic needs. These tasks will collectively foster language development, social acumen and dramatic changes in academic skills.

School-wide, consistent Response to Intervention

The SIOP Model is an instructional framework for organizing classroom instruction in meaning and effective ways – it may be used across all Tiers of RTI. Response to Intervention (RTI) is a multi-tiered service delivery model that is used to identify at-risk learners early and to provide effective instruction in general education first (typically called Tier I), followed by targeted intervention (Tier 2: about 20% – 30% of students) as needed. It is founded on the principle that *all children can learn* (Echevarría & Hasbrouck, 2009) and is designed to reduce the number of students eligible for and in need of special education services (typically Tier 3: about 5% - 8% of students). Key to RTI is that all students receive instruction in the core curriculum, even those who receive additional services.

Tier 1 represents general education. Since the SIOP® Model has been found to be effective with all learners – and is essential for English Learners (ELs) – its features should be implemented consistently to provide high quality instruction for all students. Examples of Tier 2 intervention include explicit reading instruction that emphasizes key features important for ELs and other students, including developing and practicing oral language, key vocabulary, interaction, phonemic awareness, phonics, fluency, comprehension strategies, and so forth. Few students should be included in Tier 3, consideration for this level of service is based on a student's documented response to general education and Tier 2 interventions.

TIER 1 Core Curriculum Implemented with Fidelity (Provided by classroom teachers)

This is provided for all students daily and includes whole group instruction and differentiation. This is the foundation of the tiered intervention process and must be in place for any intervention to be successful. Instruction for Tier 1 is planned using the LRSD K-5 Literacy and Integrated Content Curriculum, which is aligned to Common Core State Standards. This includes technology integration and flexible grouping of students within the classroom.

TIER 2 Takes place in groups of up to 6 students 3-5 times per week for 20-40 minutes

(Provided by classroom teachers, reading teachers, or literacy facilitators)

This is the first level of *additional* support provided to accelerate learning for students not yet on grade level.

TIER 3 Takes place daily in groups of up to 3 students for 20-40 minutes

(Provided by reading teachers or literacy facilitators) If a student does not make adequate progress in Tier 2, Tier 3 intervention is provided. This individualized, intensive level of support is only needed for a small percentage of students.

Core curriculum and instruction (classroom instruction) will meet the academic needs of approximately 80% of students. Approximately 20% of students will need Tier 2 intervention for a period of time in their academic careers to reach grade level proficiency. Close to 3% of the students needing this additional support will need Tier 3 intervention. For RTI (Response to Intervention) purposes, Tier 3 intervention is provided prior to referral for testing by special education department. For additional information visit: <http://www.rtinetwork.org/learn/what/whatisrti>

Step Up to Writing in Math

Step Up to Writing in Math will be utilized as a supplemental math resource for integrating literacy practice into Baseline math classes. This curricular program teaches practical strategies for learning math terms and vocabulary, improving reading fluency and comprehension, practicing note taking and writing composition, understanding charts and graphs, and keeping logs and journals. Flexible lessons provide ample opportunities for classroom use and encourage targeted instruction and differentiation.

The National Council of Teachers of Mathematics (NCTM) has identified communication as an essential part of mathematics education. Writing in mathematics helps students analyze and evaluate ideas and retain the math content that they learn for longer periods of time. Writing plays several key roles in improving math performance. For students who are proficient, writing about math learning reinforces skills and creates a stronger base for future learning. For students who are struggling, writing about their math experiences help them to understand where they are faltering in the mathematical process. Writing requires that students organize ideas and information, demonstrate comprehension, plan before they begin writing, and provide specific examples and evidence in their responses.

Recognizing that time is often lacking for class preparations and the demands of varying student levels pose significant classroom changes, Step Up to Writing in Math tools and techniques are designed to save time for both teachers and students. They require minimal preparation time and are practical and easy to teach. Guidelines for scoring writing products are provided to assist math teachers with limited experiences grading literacy work.

Materials are visual, hands-on, and sequential. The multisensory approach incorporated by Step Up to Writing in Math appeals to students. Many of the activities require folded or cut paper, colors, lists, symbols, and/or practice guides. Lesson materials guide teacher demonstrations, include hands-on activities, and offer opportunities for independent practice. Utilization provides sustained interdisciplinary practice and routine use of math skill sets. Step Up to Writing in Math improves communication about and comprehension of math subject matter and the interdisciplinary approach extends student learning beyond the math classroom.

Middlebury Interactive Language Programs

Baseline Academy 4th and 5th grade students will utilize Middlebury Interactive Language software programs. Middlebury programs offer courses developed from the immersive language pedagogy and teaching methodology used at Middlebury College's renowned Language Schools. Online courses offer a blended learning approach for students to gain a stronger base of comprehension and to accelerate language acquisition. Courses were developed by Middlebury linguistic PhDs and experts and are supported by decades of research supporting language acquisition through

exposure to authentic materials and frequent interactions with the targeted language. Tasks and instructional exercises are tied to real-world contexts and scenarios.

Elementary language courses feature rigorous grade-level curriculum, songs, games and practice activities, to teach basic expressions and help students develop vocabulary. Cultural education and celebration of diversity are recurrent themes. For example, Spanish courses integrate exposure to authentic fables, myths and legends from Spanish-speaking cultures.

Middlebury Interactive Languages is a research based, award winning program. A 2013 evaluation study by the Johns Hopkins Center for Research and Reform in Education found that sample programs included in the third party evaluation experienced overwhelming positive feedback from instructors regarding content and pedagogy. Though academic gains were on par with regularly delivered coursework and further research on this aspect is recommended, findings showed an across the board increase in student engagement and motivation for language acquisition.

Transition Class for English Learners

Transitions classes will be established at Baseline Academy. Services will be delivered in two multi-grade classes: a K-2 classroom and a 3-5 grade classroom. Transitional programs refer to instructional programs for students who have been schooled in their native language and are now in “transitional” classrooms where literacy instruction takes place in English. Transition usually occurs during the elementary years but may occur in middle and high school for older students recently arrived in U.S. schools who are entering English-only literacy programs in the U.S. With regard to the development of literacy and transition from a first language to a second language, there is research on the transfer of first language (L1) to the second language (L2).

First language proficiency plays a distinct role in the development of literacy in a second language. Understanding of how these pieces work together will help educators determine when those transitions are most appropriate to the English-only mainstream classroom. Scaffolds must be in place in the mainstream classroom to support students transitioning from L1 to L2, for students to make that successful transition. It must be a team approach to make those decisions on when students make the transition.

The teacher has to be highly trained in second language acquisition, early literacy and language development, and reading instruction/development of literacy. In addition, the teacher must be culturally literate to provide a culturally responsive classroom. The teachers should also either hold the ESL endorsement or agree to complete the process for securing the ESL Endorsement within a specified time-frame.

Some of the features that make transitional programs successful would include

Use of Strategies to Make Instruction Comprehensible to ELLs

- adjusting the level of English vocabulary and structure so it is appropriate for the students given their current level of proficiency in English; (SIOP© - Comprehensible Input)
- using explicit discourse markers such as “first” and next;” calling attention to the language in the course of using it;
- using the language in ways that reveal its structure; providing explicit discussion of vocabulary and structure; (SIOP - Building Background)
- explaining and, in some cases, demonstrating what students will be doing or experiencing; providing students with appropriate background knowledge; (SIOP - Building Background)
- building on students’ previous knowledge and understanding to establish a connection between personal experience and the subject matter they are learning; (SIOP - Building Background)
- and using manipulatives, pictures, objects, and film related to the subject matter (SIOP - Strategies and

Comprehensible Input) [Gersten, 1996; Saunders, 1999).

Opportunities for Practice

- giving English language learners opportunities to interact with fluent English-speaking peers, providing opportunities for extended dialogue, and giving students enough time to acquire the skills they need before they stop receiving special language-related services; providing opportunities for English language learners to interact with peers, which helps students develop fluency in, and comfort with English. In addition, effective teachers create opportunities for extended dialogue to enhance English acquisition and learning (SIOP® - Interaction)
- “work the text,” which means studying it carefully—reading it, rereading it, discussing it, writing about it, and listening to what others have written about it. (SIOP - Strategies)
- Through interactions with native speakers, second-language learners gain access to language that is unavailable in traditional teacher-directed classroom settings (SIOP - Interaction)
- effective teachers use Higher Order Thinking Skills (HOTS) questions that press students to clarify or expand on initial statements, as well as encourage students to participate in conversations. (SIOP - Strategies)
- The teacher encourages students to express their ideas either orally or in writing and guides them to increasingly sophisticated levels of understanding – navigating Blooms Taxonomy. (SIOP - Strategies)

Materials/Units of Study

- Use of non-fiction text, visual cues, realia, hands-on manipulatives, project-based learning, cross-curricular themes
- Use of bilingual text as is appropriate
- High emphasis on literacy and variety of ways to access text
- There are also several commercial Newcomer Programs that can be purchased – Reach -National Geographic, On Our Way to English – Houghton Mifflin, Let’s Go – DYNEd, First English – DynEd, Carousel of Ideas -, Intensive English – Santillana, Spotlight on English – Santillana

Parent Advisory Committee

- Suggested as a requirement for this type of program which can support the educational, extra-curricular, and social needs of students in the Transitional Program

Student Support Services

Home-School Advisors

Baseline Academy will be served by two bi-lingual Home-School Advisors who will provide support for the school community through improved parent communication in areas determined to be crucial to supporting student achievement and improving educational outcomes for English Learners. The Advisors will work to empower parents to be able to maintain a strong parent network and relationship with the school, the larger district and the community. The essential functions and responsibilities include:

- Provides site-based professional development for school staff to develop a culturally proficient school which is more responsive to the needs of the school community and parents.
- Completed document translations at the district and campus level as required
- Provides interpretation services at the district and campus level as required
- Coordinates and facilitates collaborative sessions for language minority parents and schools where the focus is on improving communication between the schools, parents and community (translation and interpretation)

- Models exemplary practices in cultural proficiency to improve communication and collaboration among all stakeholders
- Provides on-the-job assistance to teachers in school as they work to improve regular communication with parents and the community (translations and interpretations)
- Serves as a reflective partner with the principals and teaching staff in encouraging culturally appropriate practices, as they relate to inclusiveness and access to schools for the language minority parents and community.
- Contributes in the development of the Annual Parent Satisfaction Surveys
- Assists with focus group studies to monitor the level of parent involvement in targeted schools, along with participation rates for students in all aspects of school activities
- Monitors and evaluates the school’s capacity for interpretation/translation services to meet the needs of parents and the community.

City Year Youth Corp

City Year is an education focused, nonprofit organization that unites young people of all backgrounds for a year of full-time service to keep students in school and on track to graduation. City Year has agreed to serve as a partner in the Baseline turnaround efforts to increase student achievement by providing whole school and focused supports through a research-based programming model: Whole School, Whole Child (WSWC). The program will provide eight full-time, highly organized, supervised and trained young adults to serve on the school campus Monday through Thursday of each week. The City Year WSWC members will bring valuable human capital to the students who need it most and serve as “near peer” (ages 17-24) tutors, mentors and performance coaches. City Year members are committed to organizing school-wide and community events that engage families in the life of the school. Addition of the eight full-time City Year members provides increased intervention capacity to provide real time response to need.

WSWC services are guided by a rigorous data collection and review process that is used in partnership with school staff to regularly monitor individual student performance and to tailor the types and intensity of supports needed – both academically and socio-emotionally. City Year reviews student-level data and works with school leadership to identify off-track students through the early warning indicators of attendance, behavior and course performance in English and math. This continuous process of data-informed intervention allows City Year to assist with student supports. Corps Members work closely with students to monitor and improve attendance, coach students toward behaviors and attitudes that reflect a strong, purpose-driven character, and tutor students one-on-one and in small groups, integrating with the school’s academic curricula. Corps Members also support whole class activities and lead out-of-class extension activities that complement the school’s instruction and help to put students on a path towards college.

On Site Mental Health Provider

Mental health services will be available to children on the Baseline Academy campus as well as family counseling support services. These services will be delivered by external mental health agencies and delivered on site.

Student Schedule

7:50 – 2:35

Teaching and Leadership

The process for reconstituting the current staff at Baseline Elementary and hiring new staff will follow *Article 19*:

Reassignment of Teachers of the newly revised Professional Negotiated (PN) Agreement 2012-2015 as detailed below.

1. In the event of a school reorganization, those teachers in the affected school(s) will be ranked by area of certification with seniority to be based on total years within the district except that teachers with three (3) years or fewer experience in the certification area to which he/she is assigned at the time of the school closing or reorganization will have his/her seniority counted in the certification area in which he/she has the most years of experience within the district.
2. Along with this, a ranking of all the district's teachers by seniority as described in paragraph D, 1, above, will be made by the same grade-level organization as school(s) involved in the closing or reorganization.
3. A list of the known vacancies in the district will be compiled and published at the time of school reorganization.
4. If the number of vacancies available within each area of certification at school(s) involved in the reorganization is fewer than the number of displaced teachers, the position(s) of the least senior teacher(s) in each certification area will be declared vacant so that the number of vacancies will then equal the number of displaced teachers.
5. These displaced teachers will then be given the opportunity to choose from the positions vacant at the same grade-level as school(s) involved in the closing or reorganization where they will be assigned for the upcoming school year. The most senior displaced teacher will choose first, the second most senior displaced teacher will choose second, and etc.

Once the grade configurations and curriculum needs are determined, the Human Resources Department in cooperation with the principal, department supervisors, and/or directors will develop, publish and announce all vacant positions. Depending on the number of applicants for the position, not all employees will be guaranteed an interview, and those selected for an interview will be selected upon review of their qualifications, education, and experience. Applicants may be required to participate in a selection process consisting of interviews and/or testing by an interview committee. Members of the interview committee must attempt to identify the candidate's job knowledge, skills and education, physical qualifications where relevant, mental ability, judgment, ability to communicate, aptitudes, personality factors, etc.

The Baseline Academy staffing plan includes 31.5 certified staff and 13.6 non-certified staff.

Position	Number of Positions
<i>Certified Staff</i>	
Principal	1
Assistant Principal	1
Counselor	1
Media Specialist	1
Classroom Teachers	15
Instructional Facilitator/Literacy	1
Instructional Facilitator/Language Acquisition	1
Reading teachers	2
K-2 Transition Classroom teacher	1
3 – 5 Transition Classroom teacher	1

GT Teacher	.5
Resource Teachers	2
Art	1
Music	1
PE/Health	1
Community Based Instruction (CBI)	1
<i>Non-Certified Staff</i>	
Secretary/Bookkeeper	1
Home School Advisors	2
Nurse	.60
Paraprofessionals (1 SPED; 3 Bilingual Aides; 2 Transitional Aides)	6
Security	1
Custodial Staff ((1 Head; 2 Custodians)	3

Professional Development

All Baseline Academy teachers will participate in intensive and embedded professional development programs are outlined in the chart below. The Principal and Leadership Team will meet for three days in early July to forge a solid direction for complete and effective implementation of the Baseline Academy comprehensive instructional design and discuss establishment of quarterly goals and measures for student achievement. The team will also identify classroom level measure to provide ongoing and frequent data for tracking student progress and to promote differentiated instruction.

An intensive ten-day summer institute will provide initial professional development on key topics followed by bi-monthly two hour afterschool collaborative professional development sessions. During these sessions, the faculty, building administrators and district support staff will review, analyze and evaluate implementation efforts and review student data. Through the review of formative data, modifications in program implementation and strategies for differentiation will be made. Four 6-hour Saturday sessions will be identified for the continuation of SIOP training.

Faculty participation in all professional development will be mandatory and an understood commitment of employment at Baseline Academy.

BASELINE ACADEMY PROFESSIONAL DEVELOPMENT EFFORTS			
Session	Description	Participants	Timeline
Baseline Academy Leadership Seminar	Intensive overview and discussion of Baseline Academy goals and objectives	Principal/Leadership Team	3 days, July 2015 July 2016
Team Building		All staff	1/2 day 2015 Summer Seminar

SIOP	Review ESL strategies and resources	All teachers	3 days, 2015 and 2016 Summer Seminar 4 Full Day sessions scheduled periodically during 2015 – 2016 school year (PD days and Saturday sessions) After school PD for two hours monthly
Digging Into the Data		All teachers	1 day 2015 and 2016 Summer Seminar Ongoing
Lesson Planning and Step Up to Writing		All teachers	1 day 2015 Summer Seminar Ongoing
Step Up to Writing in Math		All teachers	1 day 2015 Summer Seminar Ongoing
Technology Training in preparation for 4 th /5 th grade Chrome Books		4 th and 5 th grade teachers	Early July 2015 2 days
Response to Intervention		All Teachers	Bi-Monthly Afterschool PD sessions
Technology Integration		All Teachers	Bi-Monthly Afterschool PD
Literacy Across the Curriculum/Language and Literacy Rich Learning		All Teachers	1 day, August 2015 Bi-Monthly Afterschool PD
Co-teaching Strategies			Bi-Monthly Afterschool PD sessions
Reflection Academy	Review, reflect, celebrate successes, address challenges and begin planning for following year	All school faculty	1 day, June 2016 1 day, June 2017

The Summer Baseline Academy Institute provides the basis of orientation for new staff members and lays the foundations of teacher preparation for the implementation of Baseline Academy. The Institute will be held for 10 days (7 hours per day). The Summer Institute will be held the first three years of operation. Topics will be modified each year based on teacher needs and student results. The chart below outlines the tentative daily agenda for the inaugural Summer Institute.

Baseline Academy Summer Institute
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Day 1: Welcome; Introductions; Opening Remarks and Overview of the Baseline Academy by Building

Principal; School Vision and Mission
Day 2: Team building
Day 3 – 5: SIOP Training
Day 6: Digging into the Data (by school and by grade level)
Day 7 - 9: Literacy Across the Curriculum/ Step Up To Writing in Math; Step Up to Writing – Preparing to teach the new curriculum, overview embedded assessments
Day 10: Technology Across the Curriculum and Technology Tools; Wrap - Up

The intensive initial training will be complimented by ongoing, job embedded professional development through bi-monthly, collaborative planning sessions to refine instructional practice, and specialized professional training related to the performance events and training designed to meet the needs of second language learners. These sessions will include the analyses of student data/work, designing (and redesigning) lessons, and planning for the unique needs of students within the school. These bi-monthly sessions will become the heart of the effective instruction will be supplemented with in-classroom support related to the collaborative work. Four Saturday sessions will provide teachers with specific training on implementing the eight components of SIOP and participation in all SIOP training will be mandatory.

Ongoing professional development will be embedded into the professional learning culture of the school using the Professional Learning Community model. Teachers will engage in reflective, collaborative planning through weekly grade-level and content level professional development sessions. Student work and student performance will be analyzed and teachers will discuss implementation successes as well as challenges. Solutions will be developed and continuous improvements will be implemented.

Goals, Objectives, and Performance Measures

Sustained focus on school goals and objectives will assist Baseline Academy leadership and faculty in providing high-quality experience for all students. The chart below outlines goals, objectives and performance measures.

Goals	Objectives	Performance Measures
Goal 1: To develop and strengthen student competencies in English Language Arts for all students with emphasis placed on effective instruction for English Language Learners	Objective 1.1: To enhance classroom instruction through the effective use of SIOP strategies Objective 1.2: To create classroom environments that value the student and provide authentic opportunities for use of academic language while maintaining the highest standards and expectations for all students	Benchmark and Norm-referenced Test Scores Formative Assessment Data Report Cards Walk-through data Attendance and tardy records Behavior Data

	<p>Goal 2: To develop a school culture focused on effective instruction and academic success</p> <p>Goal 3: To ensure that all students and the targeted achievement gap group will meet ESEA Annual Measurable Objectives in literacy and math</p>	<p>Objective 1.3: To ensure all faculty participate in intensive, ongoing professional development</p> <p>Objective 1.4: Implement Infusion/Transition classes</p> <p>Objective 1.5: Scaffolding techniques consistently used, assisting and supporting student understanding</p> <p>Objective 2.1: To provide innovative, hands-on experiences that makes connections between personal background knowledge and new learning</p> <p>Objective 2.2: To celebrate and communicate innovative student learning to families and community partners</p> <p>Objective 2.3: Adaption of content to all levels of student proficiency</p> <p>Objective 3.1: To enhance core literacy instruction through:</p> <ul style="list-style-type: none"> • Ongoing job-embedded professional development • Increased teacher collaboration • Increased student and teacher support • Implementing language and literacy rich learning across the curriculum • Provision of transition program to support the unique needs of ELL level 	<p>Student Surveys</p> <p>Teacher Surveys</p> <p>Parent Surveys</p> <p>Community Partner Surveys</p>	
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		<p>one learners</p> <p>Objective 3.2: Implement classroom reforms:</p> <ul style="list-style-type: none"> • Student-centered instruction • Differentiation • Routine, consistent, quality assessment <p>Objective 3.3: Implement Response to Intervention</p> <p>Objective 3.4: Integrate technology into the learning environment</p>		
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Facility Services

Following a formal walk-through of the building, a comprehensive list of facility services will be compiled.

Communication

Communications Plan for Baseline Academy

Purpose:

Developing a comprehensive campaign using a variety of internal and external sources and media tools. Providing stakeholders with timely and accurate information regarding the redesign of Baseline Elementary to encourage support for the educational potential of both campuses.

Determine Message (English and Spanish)

Identify Audiences

Audience:

- Employees Certified and Non-Certified
- Students
- Parents
- ADE
- Community

Determine Appropriate Delivery System (English and Spanish)

- Public Service Announcements in English and Spanish
- Interviews with local experts to maintain ongoing messaging
- Public Meetings/Community Forums
- ParentLink
- LRSD-TV

- LRSD website, Twitter and Facebook accounts
- Dedicated webpage
 1. Establish communication channels including the creation of a webpage that is also accessible through LRSD's main website.
 2. Explanation of Schools' Purpose
 3. Frequently Asked Questions
 4. Links to Relevant Videos
 5. Dates, Timelines, and Schedules
 6. Any Other Pertinent Information
 7. Updates as Warranted
- Eblasts
- Targeted mainstream Media PSAs/Radio
- Local television news programming
- Networking through Key Community Influencers
- News conference (when appropriate)
- Grassroots Efforts that include community centers, neighborhood resource centers/associations, and faith-based organizations

Partnerships:

- Local television, radio and print media
- Community centers
- Neighborhood associations
- Other appropriate outreach venues which will include some non-traditional approaches on a grassroots level, including partnerships in the Latino/Hispanic Community
- PTAs and Parent Involvement Coordinators

Timeline April 7 – August 17 Baseline Restructuring Plan

Planning Committee: Dexter Suggs, Sadie Mitchell, Shoutell Richardson, Linda Young, Karen Broadnax, Sabrina Stout, Renee Kovach, Department Supervisors

Date	Tasks	Department	Person
April 7, 2015	Planning Meeting for Elementary Schools	Superintendent, Grants, Elementary Education, ESL, Human Resources, Literacy	Suggs, Mitchell, Richardson, Young, Broadnax, Stout, Kovach, Designated Department Directors
April 8, 2015	Planning Meeting for Elementary Schools	Grants, Elementary Education, ESL, Human Resources, Literacy	Mitchell, Richardson, Young, Broadnax, Stout, Kovach
April 10, 2015	Planning Meeting for Elementary Schools	Grants, Elementary Education, ESL, Human Resources, Literacy	Mitchell, Richardson, Young, Broadnax, Stout, Kovach
April 13, 2015	Discuss Program Overview (This is a living document and is subject to change)	Superintendent, Grants, Elementary Education, ESL, Human Resources, Literacy	Suggs, Mitchell, Richardson, Young, Broadnax, Stout, Kovach
April 14, 2015	Teacher Meeting to communicate	Superintendent, Elementary Education	Suggs, Mitchell, Richardson

	restructuring process		
April 14, 2015	Department Meeting to inform staff of changes and assistance needed	Superintendent, Identified district operational departments needed for school restructuring	Suggs, Designated Department Directors
April 16, 2015	Parent Meeting to share school restructuring changes	Superintendent, Elementary Education	Suggs, Mitchell, Richardson
April 21, 2015	Baseline Walkthrough to determine needs for facility needs and classroom assignments, supplies and equipment needed	Plant Services, Grants, Elementary Education, ESL, Human Resources, Literacy	Taggart, Mitchell, Richardson, Young, Broadnax, Stout, Kovach
April 22, 2015	Secure consultants needed for teacher professional development	Planning Committee	Broadnax, Stout, Young
April 22, 3:00 May, 2015 June, 2015	Advisory Committee Meeting	Elementary Education	Rashad, Bennett's, Jones, Hampton, Jones, Kovach, Young, Richardson, Broadnax
April, 2015	Draft Job Descriptions	Human Resources, Literacy	Stout, Kovach
April 24-May 1	Advertise Job Descriptions	Human Resources	Kovach
May, 2015	SIG Grant Due	Grants, Principal	Young, Principal TBA
May 4-8	Set up Interviews	Human Resources	Principal and Interview Committee
May 11-15	Score/Set Interviews	Human Resources	Principal-TBA, Kovach, Mitchell, Richardson
May-June, 2015	Signage changed, if needed	Plant Services	Paradis, Coston, Richardson, Mitchell
May-June, 2015	Order Furniture, if needed	Procurement	Paradis, Coston, Richardson, Mitchell
May-June, 2015	Order Equipment, if needed	Procurement	Paradis, Coston, Richardson, Mitchell
May-June, 2015	Order supplies/materials, if needed	Procurement	Paradis, Coston, Richardson, Mitchell
June 12, 2015	Baseline Displaced Teacher's Select Positions	Human Resources	Robert Robinson, Renee Kovach
June 15-18, 2015	School Improvement Conference in Hot Springs	Principal and School Team	Principal - TBA

June 19	Data Team Training for Distress Schools	Principal and School Team	Principal - TBA
August, 2015	Parent Meeting – Back to School	Principal	Principal - TBA
July 27, 2015 – August 10, 2015	Baseline Professional Development	Principal, Literacy, ESL, Elementary Education, Grants	Stout, Broadnax, Richardson, Mitchell, Young
August 10, 2015	District Teacher's Return		
August 17, 2015	School Starts		

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