INNOVATION ZONE/FLEXIBILITY APPLICATION

MARSHALL COUNTY SCHOOLS

Date Received: March 31, 2014

Synopsis: To establish Lakeside Academy as a full-time, blended-learning facility high school (Grades 10-12) that will continue to provide motivated, independent learners the opportunity to earn their Alabama High School Diploma through flexible, personalized learning experiences available online – anytime, anywhere.

Statute Affected: *Alabama Administrative Code, 290-3-1, page 3-1-7 (12/31/13)(2) Length of School Day and School Term: 2. The length of the school day shall be at least six (6) hours of actual teaching exclusive of lunch and recess.*

Alabama State Department of Education
Innovation Zone/Flexibility Application

Please fill out all appropriate boxes and respond to all questions.
The application/plan must be in 12 pt. font and is limited to 20 pages.

Section 1- Applicant Information

School System: Marshall County Schools (048)

Contact Name & Title: Mr. Tim Nabors, Superintendent

Telephone Number: 256-582-3171

E-Mail Address: naborst@marshallk12.org

Number of Schools Involved: 5

Number of Students Served/Affected by Plan: 100

Number of Teachers Involved/Affected by Plan: 5

Number of Service Personnel Involved/Affected by Plan: 1

Please place a check beside the appropriate entity(ies) applying for Innovation Zone designation:

___ School
___ Department or Subdivision of School
XXX Coalition of Schools (fill out multiple listings below)
___ Feeder System of Schools
___ District

Please complete the chart below for the District’s leadership team that will support plan (add rows as needed):

<table>
<thead>
<tr>
<th>DISTRICT LEADERSHIP TEAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Team Member</td>
</tr>
<tr>
<td>Mr. Tim Nabors</td>
</tr>
<tr>
<td>Dr. Richard Ferguson</td>
</tr>
<tr>
<td>Ms. Laura Smith</td>
</tr>
<tr>
<td>Mr. Bobby Buford</td>
</tr>
<tr>
<td>Ms. Sharon Lessley</td>
</tr>
<tr>
<td>Ms. Annie Spike</td>
</tr>
<tr>
<td>Ms. Paige Raney</td>
</tr>
</tbody>
</table>

Please complete the chart below for each school that will be involved/affected by the plan (insert additional rows as needed):

<table>
<thead>
<tr>
<th>SCHOOL LEADERSHIP TEAM MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Asbury High</td>
</tr>
<tr>
<td>Brindlee Mtn. High</td>
</tr>
<tr>
<td>Douglas High</td>
</tr>
<tr>
<td>KDS DAR High</td>
</tr>
<tr>
<td>Claysville School</td>
</tr>
</tbody>
</table>
Section 2- Abstract and Waiver Requests

Provide a project summary that briefly describes the project’s vision, goals, activities, and key features for student success that will be addressed. Please include how the proposal reflects Alabama’s PLAN 2020. Please limit the length of the abstract to the text box found on this page only.

Vision:
To establish Lakeside Academy as a full-time, blended learning facility high school (grades 10 – 12) that will continue to provide motivated, independent learners the opportunity to earn their Alabama High School Diploma through flexible, personalized learning experiences available online – anytime, anywhere.

Goals:
1. Provide an additional pathway for students to attain an Alabama High School Diploma.
2. Ensure high school graduates are prepared for college and career success.

Activities:
1. Required credits and most electives are provided by (to be determined – currently researching products.)
2. Lakeside Academy teachers are provided and trained by the Marshall County School System.
3. Marshall County School System provides opportunities for Lakeside Academy students to earn college credit through dual enrollment and early release programs in partnership with Snead State Community College and other approved institutions.
5. Marshall County School System provides support services to all Lakeside Academy students that include, but are not limited to, proctoring of scheduled course exams, administration of all academic guidance and counseling, activity and progress monitoring, teaching, mentoring, and access to technology and additional digital resources through Lakeside Academy.
6. Students will have an opportunity to continue their formal education year-round by offering online classes during the summer.
7. Accountability data is required in accordance with Alabama State Department of Education guidelines.

Key Features:
1. Full-time, blended learning facility public high school.
2. Flexible and personalized learning experiences.
3. Anytime, anywhere learning.
4. High school plans customized to individual students.
5. College credit opportunities through dual enrollment.
7. Support services for all enrolled students.
8. Early graduation option.
9. Students will be permitted to take courses year round (including the summer months).
10. Credit advancement available (plan approved by ALSDE in March 2014.)

Alabama’s PLAN 2020

As of 2012, thirty-one states and Washington, D.C. have full-time online schools with an approximate student population of 275,000 (International Association for K-12 Learning, 2012). At Lakeside Academy, we expect to accept 100 applications for enrollment. A primary goal of Lakeside Academy is to provide students with an additional graduation pathway that specifically addresses three areas of Alabama’s Plan 2020: 1) Every child a graduate; 2) Every graduate prepared for college, career, and adulthood; 3) Differentiation of the typical instruction and learning model to meet the individual needs of students.

Through discussions with building principals, we believe that a flexible, online school is a necessary option for some high school students. For our virtual school, we have identified students who fulfill the profiles of potential virtual learners – students for whom traditional, brick and mortar education could be a challenge or limitation. We currently have students with prohibitive medical issues or family hardships that prevent them from fully participating in traditional education. We also have other students for whom traditional education can be perceived as a limitation of their learning or professional potential. Under the traditional school model, frequent medical appointments and prolonged absences cause some students with medical issues extreme difficulty in keeping standard course pace; other students fall behind in coursework because they are compelled to work long hours to help support their households. For our virtual students, the convenience of anytime, anywhere learning and the flexibility of self-pacing has proven beneficial in allowing students to maintain high levels of learning while mitigating life’s challenges. In other instances, some students find face-to-face attendance difficult to manage because they are pursuing job skills and training which may define their futures. In such a pursuit requiring extended time away from home, some students find it difficult to realize their maximum learning potential in the structure of a traditional school. Further, there are many capable, driven students who want to complete high school in less than four years but who are constrained by the traditional school schedule. We anticipate Lakeside Academy serving students who desire early high school graduation by attempting to earn additional credits each year. For all the aforementioned, Lakeside Academy will prove to be a viable force in providing an opportunity for an individualized education that meets the needs of our diverse population of students so that they can graduate on time or even earlier than expected.

To ensure that all students graduate prepared for college, work, and adulthood in the 21st Century, Lakeside Academy will provide curriculum in a blended format aligned with the College and Career Ready standards as described in Alabama’s Plan 2020. Students in Lakeside Academy will take their classes in an online curriculum in a blended format with (to be determined – currently researching products). Courses required for graduation but not provided by (product to be determined) will be developed and staffed by Marshall County teachers. These courses will be delivered using an approved learning management system. We also plan to expand our online course offerings by allowing our students to take approved
core and elective classes through (to be determined – currently researching products). These courses will be facilitated by Marshall County teachers who have been trained in blended instructional learning strategies. Additionally, students will be permitted to take courses through a community college with whom we have a dual enrollment agreement. Students are also encouraged to participate in Marshall County Technical School.

Students will have daily access to a multifaceted support system provided by the Lakeside Academy staff. Support services include but are not limited to college and career counseling, teaching, mentoring, technology training, exam proctoring, and orientation. The staff of Lakeside Academy will be committed to ensuring that students develop self-regulatory skills and habits of life-long learning. Students who only meet with their teachers virtually are required to monitor their own understanding of the content, to discern when to contact the virtual school staff for additional assistance, to know how to advocate for themselves, to determine the amount of time needed to complete daily assignments, to schedule exams with Marshall County teachers, and to maintain self-motivation to stay on track with their coursework.

We are confident that this immersion into digital learning within a nurturing sphere of minimum risk and maximum support is preparing our students for success in college and the workplace. Regarding online experiences for high school students, Kathleen Airhart, Director of Tennessee’s Putman County Schools, said, “The reality is, when a student leaves us, whether they’re going to a four-year college, a technical college, or going into the world of work, they’re going to have to do an online course.” (Education Week, 2011).

Virtual schools represent a viable venue for school reform models recommended by the U.S. Department of Education, The National Governor’s Association, The National Association of Secondary School Principals, and the National High School Alliance (Cavanaugh, Gillian, Kromrey, Hess, & Blomeyer, 2004). The U.S. Department of Education identified small school size, scheduling choice, career academies, early college initiatives, and student engagement as the research-based frameworks that facilitate improved student achievement (U.S. Department of Education, 2004). Cavanaugh et al. (2004) remarked on the potential of virtual schools to advance reform, “By offering scheduling flexibility, personalization, freedom from a large physical school, engaging tools of distance learning, opportunities to accelerate learning, and access to rigorous academic programs, virtual schools are not just important examples of school reform models, but virtual schools may represent the best hope for bringing high school reform quickly to large numbers of students” (Cavanaugh et al., 2004, p. 22).
Waiver Requests

Indicate the specific type(s) of policy or code that prohibit or constrain the project that you wish to request a waiver from:

___ Specific waiver requested of ALSDE policy
XX Specific waiver requested of Alabama Administrative Code (AAC) statute

<table>
<thead>
<tr>
<th>ALSDE Policy Waiver Request (Specify memo, etc., outlining policy)</th>
<th>Alabama Administrative Code (AAC) Statute Waiver Request (Specify AAC Rule No., etc.)</th>
<th>Impact of the Waiver (What will the waiver enable the school to do differently, etc.?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 290-3-1, Page 3-1-7 (12/31/13) (2) Length of School Day and School Term: 2. The length of the school day shall be at least six (6) hours of actual teaching exclusive of lunch and recess.</td>
<td></td>
<td>A waiver from the aforementioned code will allow students to participate in a rigorous, relevant instructional environment that is built upon evidence of student learning outcomes as opposed to the daily number of hours of “actual teaching.” Daily instruction will be measured by successful completion of learning activities, mastery of content, and credits earned. In a virtual school environment, it is difficult to accurately measure the specific number of hours of “actual teaching” that occurs each school day. However, we can measure learning by successful completion of activities and examinations required to earn course credits. Students enrolled in Lakeside Academy will be required to attempt at least the same number of credits per year as students enrolled in Marshall County brick and mortar schools, to maintain adequate course pace, and to stay on track for graduation. They will attend school the same number of days during the academic year as students in our traditional schools, following the Marshall County School System calendar.</td>
</tr>
</tbody>
</table>

**REQUIREMENTS THAT CANNOT BE WAIVED**

- Those imposed by federal law
- Those related to the health and safety of students or employees
- Those imposed by ethics laws
- Those imposed by the Alabama Child Protection Act of 1999, Title 16, Chapter 22A, Code of Alabama
1975
- Those imposed by open records or open meetings laws
- Those related to financial or academic reporting or transparency
- Those designed to protect the civil rights of students or employees
- Those related to the state retirement system or state health insurance plan

NOT ALLOWABLE FOR WAIVER
- May not compensate an employee at an annual amount that is less than the amount the employee would otherwise be afforded through the State Minimum Salary Schedule
- May not involuntarily remove any rights or privileges acquired by any employee under the Students First Act of 2011, Title 16, Chapter 24C, Code of Alabama 1975
- May not deny any right or privilege granted to a new employee pursuant to the Students First Act of 2011
- May not authorize the formation of a charter school
Section 3- Vision and Needs Assessment

Creative Vision for the Project

1. **What is the purpose and expected outcome of this project (include expected outcomes for students)?**
   The purpose of Lakeside Academy will be to provide students an alternate pathway toward attaining a high school diploma through flexible, personalized learning experiences available online -- anytime, anywhere. Students will have an opportunity for accelerated course progression, early college credit, credit advancement, and authentic workforce experiences outside the traditional classroom structure. Enhanced and sustained student engagement will culminate in increased graduation rates and student achievement.

2. **Explain how the school's or school district's current data influenced the need for the project described in Question 1 above?**
   Marshall County School System consistently receives parent requests for flexible, but reasonable, modifications to the traditional high school structure for the purposes of better meeting students’ individual learning needs and providing more opportunities for students to intensively pursue social, cultural, vocational, and religious interests. Based on stakeholder interest and Marshall County students’ convenient access to reliable technology and digital resources through Lakeside Academy, a virtual educational experience is a logical progression for the Marshall County School System. With a current graduation rate of 84%, an alternate pathway toward graduation is needed.

3. **How is this project linked to Alabama's PLAN 2020? How is this project linked to the school's or district's strategic plan?**
   Lakeside Academy is aligned to Alabama’s PLAN 2020 in its intent and potential to offer students an additional graduation pathway that rewards achievement and affords rigorous, relevant, and flexible college and career preparation customized to the interests of the individual student. Preparing every student to be college and workforce ready is one of the five target areas of Marshall County’s strategic plan. By providing students the resources, environment, and support to develop skills of self-regulation, self-advocacy, and self-motivation, Marshall County School System empowers students, including those facing hardship, pursuing interests intensively, or simply not thriving in traditional classroom instruction, to continually grow academically, vocationally, and personally in their progression toward earning an Alabama High School Diploma. Cultivating habits of lifelong learning, Lakeside Academy students will be prepared for success in college and the workplace.

4. **How is the school's or district's project connected to best practice and current research in reference to raising student achievement and preparing students to be college- and career-ready?**
   "Differentiating instruction for all learners" is a core theme of Alabama PLAN 2020 (2013, p. 27). The proposed Lakeside Academy accordingly exemplifies a multidimensional framework of differentiation.
Students interact with content aligned to the College and Career Readiness Standards and with Alabama-certified and highly qualified teachers. Marshall County teachers provide pacing guidance, introductory instruction, assignment feedback, and individualized instruction through the dropbox, quizzes, discussion, and email tools of the course management system. An additional tier of student support will include proctoring, teaching, mentoring, and counseling provided by Lakeside Academy professional staff, who will frequently interact with students through both face-to-face and internet communication. In their online coursework, Lakeside Academy students research content related topics, propose solutions to problems, write position statements, and support assertions with evidence. Lakeside Academy students interact with one another in small group study for specific courses and organized school activities including field trips, service activities, and organizations that appeal to the development of civic responsibility, character, and individual talent(s). The infancy of Lakeside Academy presents rich opportunity to involve students in the creation, planning, and implementation of the activities that will define the school as it continues to grow. Through required activity in online classes and enriching educational experiences at the school level, Lakeside Academy students’ interaction with other learners in both face-to-face and virtual learning environments will develop skills of research, collaboration, critical thinking, and problem solving, thereby preparing students for continually evolving colleges and workplaces of the 21st Century. In the Lakeside Academy model, differentiated instruction is achieved through meaningful student engagement. Students will have interaction with content, instructors, and other learners in the course. According to the “Equivalency Theorem” for developing “sufficient levels of deep and meaningful learning,” maintaining one of the three forms of interaction (learner--content, learner--instructor, learner--learner) at amplified levels ensures that deep and meaningful learning is possible (Anderson, 2002, p. 4).

In this virtual environment, students are licensed to exercise control over their learning with options to: 1) accelerate in subjects and/or concepts for which the individual’s existing proficiency is high; 2) allocate additional time and enterprise to achieve proficiency in other subjects and/or concepts which pose more challenge to the individual; and 3) commit time and application to electives, credit–bearing college courses, and workforce development experiences which appeal to individual interests, talents, and postsecondary plans. Students’ clearance to accelerate through courses and participate in early college credit and workforce experiences adds a layer of customization that optimizes conditions for authentic student engagement.

5. How will this project be supported and monitored for implementation by the district?

Lakeside Academy staff will include a principal, counselor, and teacher(s) (if supported by the Alabama State Department of Education Foundation Program). This staff will be assigned to support student learning and monitor student progress. The staff will be located at Claysville School, where student orientation, counseling and guidance, teaching, proctored examinations, virtual instruction, and state assessments will typically take place. Attendance will be monitored daily, and students’ course progress will be monitored weekly. Students’ attendance, course grades and state–mandated assessment scores will be recorded and reported in accordance with all district, state, and federal policies.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Personnel</th>
<th>Timeline</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the measurable objectives that will be used to determine success in achieving these goals (Must be specific, measurable, attainable, relevant, and timely goals (SMART))</td>
<td>Develop activities for each objective that are: creative and innovative; impact student success; allow for greater flexibility; change the way the school(s)/school system currently operates</td>
<td>Principal, Counselor</td>
<td>Daily monitoring beginning August 2014.</td>
<td>None</td>
</tr>
<tr>
<td>Students will maintain a 95% attendance rate.</td>
<td>Attendance will be registered when the student logs in to the learning management system. Students who are “absent” will be contacted by the Lakeside Academy staff. Students who are not meeting the attendance goal will work with school staff to develop an attendance intervention plan. Students who continue to maintain excessive absences will be required to resume full time face-to-face attendance at the Lakeside Academy physical site located at Claysville School.</td>
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</tr>
<tr>
<td>Students will maintain a 2.0 grade point average.</td>
<td>Lakeside Academy staff will collaborate with each student to develop an individualized academic plan that includes learning strategies and a structure for successful completion of their courses. Students will access digital content for the purposes of remediation and enrichment. As needed, students</td>
<td>Principal, Counselor, Teacher</td>
<td>Weekly monitoring beginning August 2014.</td>
<td>None</td>
</tr>
</tbody>
</table>
can schedule face-to-face meetings with Lakeside Academy staff to receive additional support with digital content. Internet videoconferencing between students and staff will also be available to provide support.

Students will progress through courses at the standard rate dictated by the teacher or at an accelerated rate.

Students may progress through any online course ahead of the standard schedule and are encouraged to complete courses early. When students complete courses before the term ends, they may immediately progress to the next sequenced course or begin an elective course.

Individualized learning paths will include learning strategies and a structure for successful completion of their courses.

Since some students want to graduate early, Lakeside Academy will offer classes year round so that students can continue their formal education throughout the summer.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Counselor</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly monitoring beginning August 2014.</td>
<td>Funding for a teacher to work during the summer months.</td>
<td></td>
</tr>
</tbody>
</table>

**Section 5- Project Evaluation and Sustainability**

1. **How will you evaluate and report the impact this innovation project has on increasing student success and/or other stated goals and objectives?**

Lakeside Academy will be responsible for all school accountability measures mandated by local, state, and federal authorities. Accountability data indicating student attendance and achievement as measured by Quality Core, Plan, ACT, WorkKeys, and Advanced Placement will be reported to the Alabama State Department of Education and/or our local school board. Additionally, reports indicating progress toward meeting objectives (attendance, grade point average, and course progress) stated in this application will be submitted quarterly to Central
2. How will this innovation project be sustained?

We are seeking approval for Lakeside Academy, a blended learning environment, for the Marshall County School System. Personnel will be provided to offer essential support for virtual school students throughout the traditional school year and the summer. We will immediately begin recruiting students for the opening of the 2014-2015 school year with a goal of enrolling 100 students. Marshall County will provide programs and resources to all Lakeside Academy students. Central office staff including, but not limited to, the secondary coordinator and school principal will work closely with Lakeside Academy staff to increase enrollment and ensure student success in this unique Marshall County school.
Appendix

Record of Commitment

Use this form to report staff, parent, and public commitment regarding the innovation application and plan. Use a separate form for each school.

School: Douglas High School
School District: Marshall County Schools
Notice of Meeting(s) (Date provided to faculty, department, parents, community, etc.): 
*Meeting Date(s): May 20, 2013

Parent Representatives:
Name: See attached
Signature: 
Name: 
Signature: 
Name: 
Signature: 

We certify that this application/plan is supported by the school’s PTA/PTO.

Continuous Improvement Leadership Team Representatives:
Name: Crystal Baker
Signature: 
Name: Haley Lyles
Signature: 
Name: Valerie Martin
Signature: 

Record of Public Discussion and Input

District and School Representatives:
Name: Scott Bonds, Principal
Signature: 
Name: Tommy Yarbrough, Assistant Principal
Signature: 
Name: Jana Bonds, Counselor
Signature: 

We certify that multiple opportunities were provided for public discussion and input of this plan.

*Record of sign-in sheets and input from various groups and meetings should be kept at the district level.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Parent Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelton Stone</td>
<td>Rita Hills</td>
</tr>
<tr>
<td>Jena Thomas</td>
<td>Jennifer &amp; Ray Thomas</td>
</tr>
<tr>
<td>Brody Kilpatrick</td>
<td>Traycylre</td>
</tr>
<tr>
<td>Trenton Beckett</td>
<td>Cindy Beckett</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11. WAITING:</td>
<td>Autumn Brown 9</td>
</tr>
<tr>
<td></td>
<td>Britta Beard 10</td>
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</tbody>
</table>
Appendix

Record of Commitment

Use this form to report staff, parent, and public commitment regarding the innovation application and plan. Use a separate form for each school.

School: Asbury High School
School District: Marshall County Schools
Notice of Meeting(s) (Date provided to faculty, department, parents, community, etc.): __________________
*Meeting Date(s): May 23, 2013

Parent Representatives:
Name: ___________________________ Signature: ___________________________
Name: ___________________________ Signature: ___________________________
Name: ___________________________ Signature: ___________________________

We certify that this application/plan is supported by the school's PTA/PTO.

Continuous Improvement Leadership Team Representatives:
Name: LINDA BRIDLE Signature: ___________________________
Name: Rachel Badgett Signature: ___________________________
Name: Helen Partrick Signature: ___________________________

Record of Public Discussion and Input

District and School Representatives:
Name: Amy Price, Principal Signature: ___________________________
Name: Jean Wilks, Assistant Principal Signature: ___________________________
Name: Buddy Sweat, Counselor Signature: ___________________________

We certify that multiple opportunities were provided for public discussion and input of this plan.

*Record of sign-in sheets and input from various groups and meetings should be kept at the district level.
<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Parent Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabrina Alita</td>
<td>Mario Mata</td>
</tr>
<tr>
<td>Christopher Willerson</td>
<td></td>
</tr>
<tr>
<td>Jordan Moore</td>
<td>John Wilk</td>
</tr>
<tr>
<td>Stanley Shake</td>
<td></td>
</tr>
<tr>
<td>Alonso Andres Jimenez</td>
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</tr>
</tbody>
</table>

Asbury High School
Lakeside Academy Parent Meeting
May 23, 2013
Appendix

Record of Commitment

Use this form to report staff, parent, and public commitment regarding the innovation application and plan. Use a separate form for each school.

School: Brindlee Mountain High School
School District: Marshall County Schools
Notice of Meeting(s) (Date provided to faculty, department, parents, community, etc.): 
*Meeting Date(s): May 16, 2013

Parent Representatives:
Name: See attached
Name: 
Name: 

We certify that this application/plan is supported by the school's PTA/PTO.

Continuous Improvement Leadership Team Representatives:
Name: Michael Hardin
Name: Chris Littleton
Name: Ashley Daugette

Record of Public Discussion and Input

District and School Representatives:
Name: Jeff Jones, Principal
Name: Brian Pool, Assistant Principal
Name: Tammy Little, Counselor

We certify that multiple opportunities were provided for public discussion and input of this plan.

*Record of sign-in sheets and input from various groups and meetings should be kept at the district level.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Parent Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ashlee Grace</td>
<td>Laura Grace</td>
</tr>
<tr>
<td>2. Christen Grace</td>
<td>Lamar Grace</td>
</tr>
<tr>
<td>3. Austin Dingler</td>
<td>Christina Johnson</td>
</tr>
<tr>
<td>4. Donita Gibbs</td>
<td>Pam Gibbs</td>
</tr>
<tr>
<td>5. Jeffrey Dunn</td>
<td>Jennifer Dunn</td>
</tr>
<tr>
<td>6. Skylar Canida</td>
<td>Ginger Walker</td>
</tr>
<tr>
<td>7. Donnie Miller</td>
<td>Jayne Portes</td>
</tr>
<tr>
<td>8. Samoy Evans</td>
<td>Sandra Day</td>
</tr>
<tr>
<td>9. Tristan</td>
<td>Sandra Day</td>
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<tr>
<td>10.</td>
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<td>11.</td>
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<td>12.</td>
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<tr>
<td>13.</td>
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<tr>
<td>14.</td>
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</tbody>
</table>
Appendix

Record of Commitment

Use this form to report staff, parent, and public commitment regarding the innovation application and plan. Use a separate form for each school.

School: DAR High School
School District: Marshall County Schools
Notice of Meeting(s) (Date provided to faculty, department, parents, community, etc.): 
*Meeting Date(s): May 2013

Parent Representatives:
Name: See attached
Name: Tiffany Motes
Name: 

Signature: 
Signature: Tiffany Motes
Signature: 

We certify that this application/plan is supported by the school's PTA/PTO.

Continuous Improvement Leadership Team Representatives:
Name: Milanda Taylor
Name: Carrie Ann Myers
Name: Elizabeth E Cagle

Signature: Milanda Taylor
Signature: Carrie Ann Myers
Signature: Elizabeth E Cagle

Record of Public Discussion and Input

District and School Representatives:
Name: Stacy Anderton, Principal
Name: Terry Allen, Assistant Principal
Name: Kathy Culbertson, Counselor

Signature: Stacy Anderton
Signature: Terry Allen
Signature: Kathy Culbertson

We certify that multiple opportunities were provided for public discussion and input of this plan.

*Record of sign-in sheets and input from various groups and meetings should be kept at the district level.
Community Partner Support

Use this form to document community organization-agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Lakeside Academy

School District: Marshall County Schools

Date(s) of School/School District/Community Partner Dialogues: March 19, 2014

Name of Community Organization/Agency: Marshall County Juvenile Probation Office

Contact Person: Donna Johnson

Contact Person Email Address: donna.johnson@alacourt.gov

Contact Person Telephone Number: 256-891-9540

Contact Person Address: 133 South Emmett Street Albertville, AL 35950

Explain the community organization's/agency's commitment to the Plan/Project:

Juvenile Probation commits to provide student development services to Lakeside Academy students.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:

Juvenile Probation officers monitor students on a weekly basis to ensure student attendance, behavior, and academic progress.

Agency Representative (Name)

Title: Chief Juvenile Probation Officer

Signature: Donna Johnson
Community Partner Support

Use this form to document community organization/agency support and partnership for the innovation plan/project. Use a separate form for each community partner.

School/Schools: Lakeside Academy

School District: Marshall County Schools

Date(s) of School/School District/Community Partner Dialogues: March 19, 2014

Name of Community Organization/Agency: Mountain Lakes Behavioral Health Care

Contact Person: Myron Gargis

Contact Person E-mail Address: mgargis@mlbhc.com

Contact Person Telephone Number: 256-582-3203

Contact Person Address: 3200 Willow Beach Road Guntersville, AL 35976

Explain the community organization's/agency's commitment to the Plan/Project:
Mountain Lakes Behavioral Health Care commits to provide school-based mental health services to Lakeside Academy students.

List the resources and contributions (not monetary) that the organization/agency is making to this Plan/Project:

- Licensed mental health counselors will provide individual counseling services one day per week.

Agency Representative (Name)
Myron Gargis

Title: Executive Director

Signature:
March 31, 2014

Dr. Thomas R. Bice  
State Superintendent of Education  
Alabama Department of Education  
5114 Gordon Persons Building  
P.O. Box 302101  
Montgomery, AL 36130-2101

Dear Dr. Bice:

We have attached a proposal to create a virtual, blended learning environment high school in Marshall County School System. The school, Lakeside Academy, will provide motivated, independent learners with an opportunity to earn their Alabama High School Diploma through flexible, personalized learning opportunities that are available online – anywhere, anytime.

According to the International Association for K-12 Online Learning, 31 states and Washington, D.C. have full-time online schools. In 2011-2012, approximately 275,000 students were enrolled in full-time online schools. Our county has a diverse population of students who struggle meeting the typical requirements of attending a traditional brick and mortar school. Our proposed school will meet the diverse needs of our students and prepare them for any post-secondary path they might choose.

We plan to offer enrollment to students who currently attend one of our brick and mortar high schools but who might be better served in a more flexible, personalized learning environment. We anticipate that by providing our students with this additional approach to earning a high school diploma, our graduation rate will increase.

We appreciate your consideration of our proposal for Lakeside Academy. If approved, we are prepared to begin enrolling students for the 2014-2015 academic year. Please feel free to contact me with any questions that you might have. I look forward to hearing from you.

Sincerely,

Tim Nabors  
Superintendent

Attachment