



School LEA: 5503011

School Name: KIRBY HIGH SCHOOL

Submitter Information

Submitter Name: Bobby Applegate
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Submitter Phone: 8703984213
Date of application: 4/23/2016

District Information

District LEA: 5503000
District Name: KIRBY SCHOOL DISTRICT
Superintendent Name: Jeff Alexander
Superintendent Email: jeffalex123@yahoo.com

General Questions

Special Conditions:	Focus School
School Rating:	A
Is this a brand new LEA?	No
Is this an ALE School?	No

Vision and Mission



Kirby School District Vision and Mission Statement: Kirby School District handbook 2015-16

We believe that education is the process which provides for the full development of all aspects of human growth, mental, emotional, social, and physical, which promote the ideas of democratic citizenship in a changing world.

It is the goal of Kirby School District to provide our students with the opportunities and guidance necessary to:

- Master and maintain the process of learning;
- Become independent thinkers;
- Develop self-discipline;
- Develop reasoning and problem-solving skills; and
- Become more cognizant of and more involved in their environment

With learning identified as a lifelong process, these developed skills will help students succeed in their communities. Through this continuing educational process, students will become productive members in society.

Just as Kirby School District's mission is to develop skills to help students succeed in their communities and become productive members of society, our School of Innovation plan reflects that mission.

The mission of our proposed School of Innovation is to prepare our students with knowledge, skills, and relevant experiences that will increase students' achievement and career readiness and will enable them to lead productive and fulfilling lives.

Our plan's vision also mirrors Kirby School District's vision. We believe that all students are talented in different ways, and we must foster a community spirit with all stakeholders, including parents, students, teachers, community members, and employers. We envision a partnership with local employers and the local community college to transform our approach to career readiness. Our motto: Unity through Diversity-One School, Different Paths



Goals and Performance Targets

Rationale for Innovation

Kirby High School's proposed plan by our School of Innovation Council will create a partnership with our community, local industries, and the local community college to transform our approach to career readiness. We want to become a true business model, teaching all of our students employability skills or "soft skills". We have met with several major local employers, Tyson, Pilgrim, Georgia Pacific, Weyerhaeuser. Without fail, all have voiced an urgent need for employees with strong communication, organizational, and time management skills. As one employer said, "Give me an employee who can speak clearly, dress appropriately, smile, shake my hand, and speak with confidence, not arrogance." We want to increase student achievement and workforce readiness in STEM fields by engaging students in real world lessons in math, science, and technology.

Employers revealed a need for math skills in real world problems (inventory control, accounting), mechanical aptitude, and use of technology.

To be granted this status will create opportunities for our students that will allow them to lead a productive life and be a valuable employee and community leader. It will provide valuable training to students, and employers will gain skilled people to fill jobs. It will accelerate our college-bound students and prepare them for post-secondary success. This will be a shift to student-centered learning. Our hope also is that it will attract students to our school and help retain the ones we have.

Kirby School District is a rural school located in Pike county, Arkansas, in which the poverty rate was 67.92% on the 2015 ESEA District report, and 57.65% poverty rate for the high school. This year's free and reduced lunch count was 72.32% for high school at the end of the 2nd quarter. The district has experienced high mobility which with district enrollment fluctuations from 378-343 last year with a similar pattern this year. Due to the high poverty in our district and the instability in homes, we have a high number of students receiving therapeutic family services. 35 out of 329 (10%) students in our district are receiving those services.

There are no industries located in our district. Local industries are actually employers in the surrounding area. A sawmill that employed over two hundred employees shut down four years ago. A meeting with Pike County Judge, Dwight Mack revealed the mill is slated to reopen in April 2016.

Without the designation and the accompanying waivers, we would be unable to provide the offerings designed into our plan. A barrier without this approval is our fluctuating enrollment over several years, resulting in offerings designed to meet the standards, but with a few enhancements and a small number of staff. We will have one 7th grade class, one 8th grade class, and two 9th grade classes. Sometimes a second class must be created because we are over the limit by one or two students.

Goal	Goal Description	
1	Reduce achievement gap among our TAG group, economically disadvantaged, in academics and graduation rate.	
2	Increase student achievement in math and literacy with a focus on students meeting or exceeding personal growth goals	
3	Students will participate in the new curriculum options and increase the number of students going to college and/or receiving technical training.	





Innovations

Innovation	Purpose
Career pathways available to 11th-12th students. Pathways: <ul style="list-style-type: none"> • Welding Technology; • Healthcare (CNA certification); • Computer Technology; and • Cosmetology 	The pathways will result in a value-added diploma and credentials that are valued by local employers and aligned with current and emerging market needs so that completing a pathway opens real doors of opportunity in the job market.
Student-centered learning supported by a PSP (personalized success plan)	Our plan will shift education to a student-centered learning approach to meet the needs of all students. The focus of learning will be the student, not the instruction nor the teacher. Students will be involved in decision-making, and instruction will focus on skills and practices that enable independent problem-solving. A personal learning plan, that we will refer to as PSP (personalized success plan), will be developed by students in collaboration with teachers, counselor, and parents as a way to achieve short and long term learning targets. Our innovation plan will provide our students with a choice of a traditional class schedule or accelerated digital learning for students in 9th-12th grades. A major component of the digital path will be teacher mentoring. As Mr. Ken Grover presented at the OIE Innovation Summit, student-focused learning pillars are time, path, place, and pace supported by mentors.
To become a true business model, teaching all of our students employability skills or “soft skills”, supported by our PRO (Personal Readiness Outreach) advisory class and flex schedule;	<ul style="list-style-type: none"> • One purpose is to increase student achievement and workforce readiness in STEM fields by engaging students in real world lessons in math, science, and technology. Employers revealed a need for math skills in real world problems (inventory control, accounting), mechanical aptitude, and use of technology. • A second purpose is to accelerate our college-bound students and better prepare them for post-secondary success. • A third purpose is to facilitate a cultural shift in personal responsibility, with an emphasis on relationships, mentors, and community awareness.



Innovation Plan

Plan Date	Action	Expected Outcome
02/23/2016	<p>Professional development that will be relevant to the innovation plan is already underway.</p> <p>Professional development will be ongoing and relevant. Especially supportive is the Above and Beyond the Core on-site and regional hub meetings. Math teachers have participated in a six hour computer technology coding initiative, KISS Institute for Practical Robotics, purchased with an Exxon grant. The program provides equipment, software, curriculum and professional development for educators to enable them to teach their students to write computer code coupled with real-life applications of the engineering design process. All teachers will participate in the second training in August 2016 to bring awareness to the coding initiative. Our administration will attend an E-school ADE training on flex scheduling and will disseminate the information to teachers. Our career coach will facilitate a professional development with teachers on assisting students with the multitude of career choices, as recommended by the Student Services team at CCCUA. Flex schedule training in the summer of 2016 will be facilitated by Mr. Jon Laffoon, principal at Pea Ridge High School. A regional innovation summit meeting at Dawson Educational Cooperative is already scheduled also. Weekly meetings with students will be necessary at first to assist the students in adapting to the flex schedule.</p>	Kirby High School staff will be trained and well prepared to implement the changes that the plan of innovation requires.



Plan Date	Action	Expected Outcome
08/14/2016	<p>Our plan will make quality career pathways available to our students, pathways that combine rigorous academics with an applied curriculum and work-based learning opportunities supported by focused career planning and guidance.</p> <p>Pathways:</p> <ul style="list-style-type: none">• Welding Technology;• Healthcare (CNA certification);• Computer Technology; and• Cosmetology <p>These secondary career training options, which are a part of a partnership with our local higher education institutions, will apply credits toward high school graduation and technical certification. Students will take these specialized courses at no cost. Kirby is approximately 40 minutes from CCCUA, and we will be responsible for transportation or facilities on campus.</p>	<p>. The pathways will result in a value-added diploma and credentials that are valued by local employers and aligned with current and emerging market needs so that completing a pathway opens real doors of opportunity in the job market.</p>
08/14/2016	<p>This plan will provide our students with a choice of a traditional class schedule, accelerated digital mastery learning, and/or concurrent credit for students in 9th-12th grades.</p>	<p>These choices will prepare our students for post-secondary success. This plan will give students personal responsibility and allow students to take ownership of their own educational futures. Students will be transported to CCCUA by bus. This is a 30 minute drive to CCCUA at Nashville, Arkansas. Transportation costs, including a driver and fuel, were included in the budget.</p>



01/29/2016	<p>We have many best practices, research-based programs, interventions, resources, and curriculum including:</p> <ul style="list-style-type: none">• Engage NY curriculum;• Above and Beyond the Core resources;• Renlearn Enterprise STAR reading and math benchmark and progress monitoring assessments;• Study Island;• Strong leadership team that establishes the conditions for student learning, identifies student academic needs based on student data, and provides instructional support to all teachers;• 10th-12th students will attend a Career Fair sponsored by local businesses and CCCUA;• Kirby High School will sponsor a Career Fair in April on campus;• Kirby High School was one of the few A schools on the ESEA Report Card; and• Career coach in place	<p>The expected outcome from these best practices are all to increase student learning and achievement. Our outcomes also include increasing vocational pathway options for students at Kirby High School and increase the number of students graduating with a value added diploma within 3 years.</p>
08/14/2016	<p>But to make our plan a reality of creating these career pathways and to change and support this new focus these measures need to be added:</p> <ul style="list-style-type: none">• A formalization of our partnership with Cossatot Community College-University of Arkansas;• Choice of a traditional class schedule or accelerated digital learning for students in 9th-12th grades, supported by a flex schedule;• 8th students access to begin taking high school credit classes;• 1:1 computer technology (Chromebook);• PRO (Personal Readiness Outreach) Advisory class-Each teacher would have responsibility for a class that meets daily and spends at least 2 days a week examining student's grades, academic achievement, and career plan actions. This intense focus on student advisory is unique and will be a key component to increasing	<p>The expected outcome of these measures that support our new focus is to reduce the achievement gap among our TAG group, economically disadvantaged, in academics by offering a variety of differentiated learning experiences for all students which will motivate students to increase their achievement and to reduce achievement gap among our TAG group's, economically disadvantaged, graduation rate by offering a variety of differentiated learning experiences for all students which will motivate students to graduate. Another outcome expected is to increase student achievement in math and literacy with a focus on students meeting or exceeding personal growth goals by offering a variety of differentiated learning experiences and a shift to a culture of personal responsibility. A last outcome expected is that students will participate in the new curriculum options and increase the number of students going to college and/or receiving technical training.</p>



attendance and on track to graduation. The coursework will also include time management and organizational skills, and a cultural shift in personal responsibility, with an emphasis on relationships, mentors, and community awareness. ;

- Personalized Success Plan will be developed by students in collaboration with teachers, counselor, and parents as a way to achieve short and long-term learning targets;

- Structured Learning Time as a safety net and as an effective RTI; and

- Google School

The flex mod schedule is a flexible or modular schedule that allows extended learning time for core classes and to break away from a routinized bell schedule. Students will engage in comprehensive offerings of rigorous courses within a Flex Mod structure that both support students individually and build community.

Educators will collaborate in the Flex Mod environment, creating research-based programs to facilitate students' academic and personal growth.

Students and teachers will collaborate one-on-one and in small groups during "independent learning time," time built into the Flex Mod schedule specifically to support the learner. Flex scheduling will allow our plan to be successful.



Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
2. Licensure Section 15.03 of the Standards for Accreditation	3	In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.
3. Required Time for Instruction 10.01.4 of the Standards for Accreditation	1	<p>This school seeks to allow the opportunity to individualize instruction for all students. This waiver will allow a flex schedule for students to take needed classes, not just filling the day. Participating in a flexible schedule will open opportunities for students who are on track to graduate to take college and technical classes, participate in community service, job shadow, or get a job.</p> <p>Students enrolled in traditional classes will have both flight 3 and flight 4 classes (meet 3 and 4 times a week) for a total of 175 minutes a week for each class, along with an advisory class that will meet 5 times a week for a total of 125 minutes a week. The independent learning time is dependent on the student maintaining his grades at an acceptable level. As soon as a student's grade falls below the acceptable level, he will enter a structured learning time for a minimum of 10 days.</p> <p>Students with a blended learning schedule will actually be spending more time engaged in learning, acquiring knowledge, and demonstrating competencies. Due to the personalized learning approach, students are engaged at all times in their learning. Students are also able to engage in their learning during non-school hours, as well as nights and weekends.</p> <p>Students will be transported to CCCUA by bus. This is a 30 minute drive to CCCUA at Nashville, Arkansas. Transportation costs, including a driver and fuel, were included in the budget.</p>



Code section, Rule, or Local Policy	Goal	Rationale
Graduation Requirements 14.03 of the Standards for Accreditation	2	<p>Opportunities for digital course delivery designed for self-paced learning could find students mastering course content in less than 120 clock hours. If mastery is determined, students would advance on to the next course in their personalized success plan. This waiver request is in relation to 'seat time', not graduation requirements. All applicable course frameworks and standards will be fully adhered to and taught. The independent learning time is dependent on the student maintaining his grades at an acceptable level. As soon as a student's grade falls below the acceptable level, he will enter a structured learning time for a minimum of 10 days.</p> <p>Students with a blended learning schedule will actually be spending more time engaged in learning, acquiring knowledge, and demonstrating competencies. Due to the personalized learning approach, students are engaged at all times in their learning. Students are also able to engage in their learning during non-school hours, as well as nights and weekends.</p> <p>Students will be transported to CCCUA by bus. This is a 30 minute drive to CCCUA at Nashville, Arkansas. Transportation costs, including a driver and fuel, were included in the budget.</p>
Student Performance-Grading scale 12.02 of the Standards for Accreditation	3	<p>The technical career training offerings may require a nontraditional grading scale. This waiver request is intended for only non-core (vocational) courses that lend themselves to alternative descriptions of "mastery". We will utilize the grading scale of our partner, Cossatot Community College for each of our career pathways, which at this time is a traditional grading scale. Should CCCUA's scale be different, it will be more rigorous and better suited to the specific educational program.</p>
Qualified Teachers 6-15-1004	3	<p>In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.</p>
Licensure 6-17-309	3	<p>In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.</p>



Code section, Rule, or Local Policy	Goal	Rationale
Licensure 6-17-919	3	In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.
Licensure 6-17-902	3	In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.
Licensure 6-17-401	3	In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.
Required Time for Instruction 6-16-102	1	<p>This school seeks to allow the opportunity to individualize instruction for all students. This waiver will allow a flex schedule for students to take needed classes, not just filling the day. Participating in a flexible schedule will open opportunities for students who are on track to graduate to take college and technical classes, participate in community service, job shadow, or get a job.</p> <p>Students enrolled in traditional classes will have both flight 3 and flight 4 classes (meet 3 and 4 times a week) for a total of 175 minutes a week for each class, along with an advisory class that will meet 5 times a week for a total of 125 minutes a week. The independent learning time is dependent on the student maintaining his grades at an acceptable level. As soon as a student's grade falls below the acceptable level, he will enter a structured learning time for a minimum of 10 days.</p> <p>Students with a blended learning schedule will actually be spending more time engaged in learning, acquiring knowledge, and demonstrating competencies. Due to the personalized learning approach, students are engaged at all times in their learning. Students are also able to engage in their learning during non-school hours, as well as nights and weekends.</p> <p>Students will be transported to CCCUA by bus. This is a 30 minute drive to CCCUA at Nashville, Arkansas. Transportation costs, including a driver and fuel, were included in the budget.</p>



Code section, Rule, or Local Policy	Goal	Rationale
Required Time for Instruction 6-18-211	1	<p>This school seeks to allow the opportunity to individualize instruction for all students. This waiver will allow a flex schedule for students to take needed classes, not just filling the day. Participating in a flexible schedule will open opportunities for students who are on track to graduate to take college and technical classes, participate in community service, job shadow, or get a job.</p> <p>Students enrolled in traditional classes will have both flight 3 and flight 4 classes (meet 3 and 4 times a week) for a total of 175 minutes a week for each class, along with an advisory class that will meet 5 times a week for a total of 125 minutes a week. The independent learning time is dependent on the student maintaining his grades at an acceptable level. As soon as a student's grade falls below the acceptable level, he will enter a structured learning time for a minimum of 10 days.</p> <p>Students with a blended learning schedule will actually be spending more time engaged in learning, acquiring knowledge, and demonstrating competencies. Due to the personalized learning approach, students are engaged at all times in their learning. Students are also able to engage in their learning during non-school hours, as well as nights and weekends.</p> <p>Students will be transported to CCCUA by bus. This is a 30 minute drive to CCCUA at Nashville, Arkansas. Transportation costs, including a driver and fuel, were included in the budget.</p>
Grading Scale 6-15-902	3	<p>The technical career training offerings may require a nontraditional grading scale. This waiver request is intended for only non-core (vocational) courses that lend themselves to alternative descriptions of "mastery".</p> <p>We will utilize the grading scale of our partner, Cossatot Community College for each of our career pathways, which at this time is a traditional grading scale. Should CCCUA's scale be different, it will be more rigorous and better suited to the specific educational program.</p>



Code section, Rule, or Local Policy	Goal	Rationale
ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve	1	<p>This school seeks to allow the opportunity to individualize instruction for all students. This waiver will allow a flex schedule for students to take needed classes, not just filling the day. Participating in a flexible schedule will open opportunities for students who are on track to graduate to take college and technical classes, participate in community service, job shadow, or get a job.</p> <p>Students enrolled in traditional classes will have both flight 3 and flight 4 classes (meets 3 and 4 times a week) for a total of 175 minutes a week for each class, along with an advisory class that will meet 5 times a week for a total of 125 minutes a week. The independent learning time is dependent on the student maintaining his grades at an acceptable level. As soon as a student's grade falls below the acceptable level, he will enter a structured learning time for a minimum of 10 days.</p> <p>Students with a blended learning schedule will actually be spending more time engaged in learning, acquiring knowledge, and demonstrating competencies. Due to the personalized learning approach, students are engaged at all times in their learning. Students are also able to engage in their learning during non-school hours, as well as nights and weekends.</p> <p>Students will be transported to CCCUA by bus. This is a 30 minute drive to CCCUA at Nashville, Arkansas. Transportation costs, including a driver and fuel, were included in the budget.</p> <p>Opportunities for digital course delivery designed for self-paced learning could find students mastering course content in less than 120 clock hours. If mastery is determined, students would advance on to the next course in their personalized success plan. This waiver request is in relation to 'seat time', not graduation requirements. All applicable course frameworks and standards will be fully adhered to and taught. The independent learning time is dependent on the student maintaining his grades at an acceptable level. As soon as a student's grade falls below the acceptable level, he will enter a structured learning time for a minimum of 10 days.</p> <p>Students with a blended learning schedule will actually be spending more time engaged in learning, acquiring knowledge, and demonstrating competencies. Due to the personalized learning approach, students are engaged at all times in their learning. Students are also able to engage in their learning during non-school hours, as well as nights and weekends.</p>



Code section, Rule, or Local Policy	Goal	Rationale
ADE Rules Governing Educator Licensure	3	In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.
ADE Rules Governing Uniform Grading Scales	3	The technical career training offerings may require a nontraditional grading scale. This waiver request is intended for only non-core (vocational) courses that lend themselves to alternative descriptions of "mastery". We will utilize the grading scale of our partner, Cossatot Community College for each of our career pathways, which at this time is a traditional grading scale. Should CCCUA's scale be different, it will be more rigorous and better suited to the specific educational program.



Council of Innovation

District:

School:

Minority at School 7.00%

Council Member Name	Representative Group	Minority	Position	Date Elected
B.J. Applegate	Principal	N	Chair	1/5/2016
Kayla Caldwell	Teacher	N	member	1/5/2016
Quin Johnson	Teacher	N	member	1/5/2016
Laura Mack	Teacher	N	vice-chair	1/5/2016
Linda Madsen	Teacher	N	member	1/5/2016
Amanda Minton	Teacher	N	member	1/5/2016
Brian Mount	Teacher	N	member	1/5/2016
Brandi Tolleson	Teacher	N	member	1/5/2016
Jeannie York	Teacher	N	member	1/5/2016
Vicki Herring	Classified	N	member	1/5/2016
Denise Whisenhunt	Classified	N	member	1/5/2016
Sandra Garrett	Parent	N	member	1/5/2016
Kelly Dodson	Parent	N	member	1/5/2016
Student 1	Student	N	member	1/12/2016
Student 2	Student	N	member	1/12/2016
Student 3	Student	N	member	1/12/2016
Student 4	Student	N	member	1/12/2016
Student 5	Student	N	member	1/12/2016
Dwight Mack	community member	N	member	1/5/2016



Shared Leadership

Meeting Date	Meeting Purpose	No. of Teachers Present	No. of School Staff Present	No. of Parents Present	No. of Community Members Present	No. of Students Present	Meeting Outcome/Planned Next Steps
9/23/2015	PLC-Above and Beyond the Core professional development	2	2	1	0	0	overview of school of innovation and decision to pursue
1/14/2016	School Board Meeting	6	1	5	1	0	Presented to board information gathered so far and and rough plans of what we would like to do here in our school
1/22/2016	Council meeting	5	4	3	1	0	Meeting with plan to be presented to the school board
1/22/2016	Council Meeting	5	4	3	1	0	Meeting worked on plan to submit to the school board
1/22/2016	Council Meeting	5	4	3	1	1	Meeting to go over plan to submit to the school board
1/22/2016	Council Meeting	5	4	3	1	1	Meeting to go over plan to submit to the school board
1/22/2016	ss	0	0	0	0	0	xxx
1/25/2016	Meeting with CCCUA	5	1	1	2	0	Meeting with CCCUA on our campus about scheduling options



Meeting Date	Meeting Purpose	No. of Teachers Present	No. of School Staff Present	No. of Parents Present	No. of Community Members Present	No. of Students Present	Meeting Outcome/Planned Next Steps
1/25/2016	Meeting with CCCUA	5	1	0	2	0	Meeting with CCCUA on our campus about scheduling options
3/25/2016	444--"	0	0	0	0	0	kk
3/14/2016	jj	0	0	0	0	0	jjj
1/25/2016	School Board Meeting	6	0	6	1	1	School Board meeting to approve the plan
1/28/2016	Council Meeting	3	2	0	0	0	Collaboration on slogan and advisory class name
2/3/2016	Council/Leadership Meeting	11	1	1	0	0	A draft of the school of innovation plan was presented. The advisory class was discussed, along with how to implement it. Safety was discussed, especially how to account for all students with the flex schedule. Plans to research this.
2/24/2016	Council/Leadership Meeting	9	2	4	1	1	Meeting to work on diagnostic analysis of school and work on the professional development scope for the plan of innovation



Meeting Date	Meeting Purpose	No. of Teachers Present	No. of School Staff Present	No. of Parents Present	No. of Community Members Present	No. of Students Present	Meeting Outcome/Planned Next Steps
1/14/2016	Meeting with CCCUA	1	2	0	8	0	meeting to verify options with the community college and formalize a partnership
11/5/2015	ADE Focus School Training	1	1	0	0	0	school of innovation ideas discussed at meeting
11/19/2015	Curriculum Cabinet Meeting	0	1	0	0	0	There was a discussion on how society has changed and education must change too. Pea Ridge was given as an example of change.
1/6/2016	PTCO meeting	1	0	9	0	0	elected school of innovation council members
1/11/2016	Pea Ridge visit	2	3	0	0	0	start planning
1/12/2016	Council meeting	0	0	0	0	0	nominates student council officers to serve on council
1/12/2016	Council Meeting	1	2	0	2	0	plans to contact businesses to see what skills are needed in the workplace



Meeting Date	Meeting Purpose	No. of Teachers Present	No. of School Staff Present	No. of Parents Present	No. of Community Members Present	No. of Students Present	Meeting Outcome/Planned Next Steps
11/20/2015	E-mail correspondence	1	0	0	0	0	An email was sent to Southwest Ar. Educational Cooperative for more information on Pea Ridge High School and how their RTI was so effective.
12/15/2015	Administration meeting	0	3	0	0	0	meeting planned a visit to Pea Ridge High School
1/15/2016	Council meeting	0	0	0	0	0	planning based on information analyzed from local employers, Weyerhaeuser, Pilgrim's Pride, Tyson, Georgia Pacific
1/21/2016	2nd Pea Ridge meeting	0	0	0	0	0	high school teachers, community leaders, parents made trip to see Pea Ridge's school
3/10/2016	Council/Leadership Meeting	8	1	1	0	0	meeting to continue work on the diagnostic analysis of school and professional development needed; a 3rd Pea Ridge visit planned



Meeting Date	Meeting Purpose	No. of Teachers Present	No. of School Staff Present	No. of Parents Present	No. of Community Members Present	No. of Students Present	Meeting Outcome/Planned Next Steps
1/6/2016	Staff Meeting	5	2	2	0	0	Nominated teachers, classified staff, and community leaders to serve on Council
4/4/2016	Pea Ridge visit	0	0	0	0	0	3rd Pea Ridge visit planned for this date for teachers, parents, and student council officers
1/22/2016	Council Meeting	5	4	3	1	1	Meeting to go over plan to submit to the school board



Election Results

Number of certified and classified on staff:	29
Number of staff who voted:	29
Number of staff who voted for proposed Plan:	29
Number of staff who voted against the proposed plan:	0
Percentage of staff voting in favor of the proposed Plan of Innovation:	100



Professional Development Scope

Professional Development Plan Part 1

Date	Audience	Purpose of the Session
1/11/2016	administrators, teachers	Pea Ridge Tour-to see how they have implemented flex schedule with technical training
1/19/2016	administrators, teachers	conference with Cossatot Community College to share our ideas and find out what is available to us
1/21/2016	administrators, teachers, community leader, staff, parents	2nd Pea Ridge Tour- to see how they are implementing a flex schedule and technical training
1/25/2016	administrators, teachers	meeting with Cossatot Community College-to discuss scheduling
1/26/2016	teachers	KISS Institute for Practical Robotics-professional development to enable educators to teach students to write code
1/27/2016	teachers	Above and Beyond the Core literacy regional hub meeting-to facilitate teachers for a better understanding of integrated units and information about ACT Aspire
3/4/2016	administrators, teachers	IOE Innovation Summit-to gain knowledge about innovations

Professional Development Plan Part 2

Date	Audience	Purpose of the Session
4/25/2016	teachers, administrators, staff, parents, community members, students	Public meeting to familiarize public with the innovative practices that our school plans to incorporate.
6/6/2016	administrators, teachers	No date actually, but still searching for professional development for personalized learning plans
1/29/2016	administrators, counselor	ADE meeting for scheduling using a flex schedule: Implementing the flex schedule will allow extended learning time for core classes and will allow the career pathways to be available to our students. Student achievement will increase in math and literacy, as well as an increase in students participating in the new curriculum options and increase the number of students going to college and/or receiving technical training.



Date	Audience	Purpose of the Session
3/17/2016	administrators, teachers	Spark Education as recommended by Ken Grover: A customized training and supportive leadership coaching designed to support the implementation of personalized learning. A highly effective leadership team with demonstrated success supports schools as they transform to personalized learning.
4/4/2016	administrators, teachers, parents, students	Teachers, parent, and Student Council members trip to Pea Ridge to view flex schedule in action and see career pathways implementation.
5/16/2016	teachers	7th -8th teacher training for Learning Blade, a free supplemental STEM Career Awareness curriculum through support of Governor Hutchinson's Office, introduces STEM opportunities to students and demonstrates the relevance of academic skills to STEM careers with real-world examples of the use of math and ELA skills in practical situations.
5/18/2016	teachers, students	Be Pro Be Proud Initiative-designed to address the skills gap in Arkansas by encouraging our state's younger generations to change the way they think about the skilled professions. No date yet, but we have signed up to host a Workforce Workshop at our school.
5/6/2016	parents, students, teachers	Parent orientation about the changes in courses and scheduling at our school: with a second parent meeting at the start of school with student, parent, and advisor to create personal success plan
6/2/2016	teachers	Reality Works: Employability Skills Program group webinar training Through this training opportunity, you will join educators from your school or organization who use the Employability Skills Program for a personalized group webinar training. This two-hour webinar will review fundamentals of the program, including the teacher guide, lesson format, student workbooks, workplace scenario cards and more.
6/28/2016	administrators, counselor, teachers	Flex Mod Summit 2016, presented by OIE, breakout sessions on implementing the flex mod schedule. Leadership team will facilitate professional development for all teachers back at school.



Date	Audience	Purpose of the Session
7/19/2016	teachers	DSC Google Classroom with Alice Keeler: see how to fully implement Google Classroom in our district. Teachers will facilitate professional development for all teachers back at school.
8/8/2016	teachers, administrators	Monthly meetings at a central location, facilitated by Jon Lafoon, with other schools with flex schedule
8/9/2016	teachers	Our career coach will facilitate a professional development with teachers on assisting students with the multitude of career choices, as recommended by the Student Services team at CCCUA.
8/10/2016	teachers	A 2nd KISS Institute for Practical Robotics-professional development to enable educators to teach students to write code will be given.
8/15/2016	students, teachers	Weekly meetings, at first, then monthly, with students to help students adapt to the flex schedule.
9/27/2016	administrators, teachers	OIE School of Innovation Summit will be attended to gain valuable knowledge about how to implement the changes we seek.