



**School LEA:** 7304019

**School Name:** WHITE CO. CENTRAL HIGH SCHOOL

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### Submitter Information

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Date of application: 3/14/2016

### District Information

District LEA: 7304000  
District Name: WHITE CO. CENTRAL SCHOOL DIST.  
Superintendent Name: SHEILA WHITLOW  
Superintendent Email: [swhitlow@wccsd.k12.ar.us](mailto:swhitlow@wccsd.k12.ar.us)

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### General Questions

Special Conditions: Need Improvement School  
School Rating: C  
Is this a brand new LEA? No  
Is this an ALE School? No

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### Vision and Mission



White County Central High School is a small, rural, low-income school located in northern White County. It is one of two schools in the White County Central School District, with the other school being a K-6 elementary school on the same campus. White County Central District's mission statement is, "We at White County Central believe that each student can achieve academic success, be a responsible citizen, have a positive attitude toward others and that WE CAN AND WILL MAKE A DIFFERENCE!" reflects our desire to demonstrate efficacy in ensuring success for each of our students. It is our goal and intention to do everything within our power to enable success for each of our students, but especially for those coming from poverty. With just over 70% of students in the district receiving free or reduced lunches, this population is sizeable. We well know that students coming from poverty tend to have limited exposure to language, printed reading materials, and other life experiences that provide context for learning and making connections. For students in our community a significant part of these life experiences can be placed in the following four pathways: academics, arts/athletics, college/career and life skills. These four pathways, incorporated with technology, will help our students step away from the poverty that they are already faced with and help them understand and see that there are options when they graduate.

White County Central High School's Vision statement is, "White County Central High School will continuously reflect upon and respond to the needs of all learners as we strive to acquire the skills, attitudes and knowledge to be creative problem solvers, reflective thinkers and caring citizens of a global community." White County Central High School's mission statement is, "It is mission of White County Central High School to educate all students in a safe accessible learning environment. We will continuously reflect on our practices to provide a relevant and challenging curriculum for each student with the goals of promoting skills for academic success, creative problem solving, and engaging a learning environment that challenges the students to their fullest potential as they prepare to become responsible citizens."



## Goals and Performance Targets

### Rationale for Innovation

With the mission and vision statement in mind White County Central High School would like to implement PEP (personalized education plan) day which will be held each Friday of each week. All students will have a Personalized Education Plan (PEP) that will be based on their needs and interests. The goal of the plan is to expand the students' experiences and to guide them towards a successful goal beyond graduation. These individualized plans will have the flexibility to support struggling students, enhance the studies of our mid-level students, and to challenge and extend the learning of our upper level students. As a part of the PEPs, Friday will be a personalized day for all students. On Fridays, students will attend seminars specifically aligned to their plans, whether this be an extra class period in a struggling course, RTI for basic skill remediation, seminars like business education, budgeting, or speakers from different career fields or colleges. The PEPs will be focused around different Future Pathways such as the arts, engineering, business, agriculture, food and health, or technology. The pathways will direct students toward specific seminars geared toward their interests; for example, agriculture may have a seminar working in the greenhouse and learning to grow different foods, while technology might have a seminar learning to design a webpage or edit a video, and at the same time art might have a seminar over dance, oil painting, or classical piano. Every teacher will be an advisor for a small group of students to help guide them in the construction of their PEPs and helping them to choose the seminars that will most benefit them. Advisors and students will have time every Friday to meet and discuss their future plans. By keeping the groups small and the advising time consistent, the teachers will be able to create a closer rapport with the students and in return the student and teacher will be able to make a more realistic PEP.

By focusing on these four paths along with the required curriculum, we can work toward leveling the playing field for these students while also enriching the learning experiences of all of our students. The benefits of this success will extend far beyond the classroom walls as we utilize these experiences to help our students become critical consumers of information, creative and critical thinkers, problem solvers, creators and inventors, and lifelong learners. With the PEP day in place, we believe this will make our students college and career ready when they graduate.

Since each student has a Personalized Education Plan specifically designed based on his/her needs/interests, we have provided specific examples to enhance our plan.

Example: A student has chosen to focus on the two strands of business and technology. Talking to her advisory teacher she is interested in starting her own app business making apps for phones and tablets. As a sophomore she can start making money right away by selling apps and this has piqued her interest. She also knows that apps need to look appealing and she is wanting to take a few lectures from the arts pathway as well. She is also interested in both the art pathway and College, but she is also enrolled in AP Biology and will need to attend those labs. She has worked with her advisor and she will mix the art and college pathways picking some from each so she can experience both while still attending her AP labs.

For one day her schedule would look like the following: First, she would attend Advisory to meet with her advisor and go over her schedule for this week and make sure that her schedule for next week meets her needs (check for failing academic courses and absences). She then attends her Technology pathway lecture and work on her short term project, then she attends her AP Biology Lab, after which she has lunch. Her afternoons change week to week because she is fitting in both Art and College Pathway lectures. Right after lunch she attends her Business Lecture which is a guest speaker today from a small business in the community. Lastly she has a guest speaker from a local college to talk about the college entrance process and the requirements for most schools.

Here is her sample schedule for the nine weeks (A sample lesson plan has been attached to this application. It is labeled 'sample lesson plan'):

1st week



1st 7:55 -8:25 Advisory  
2nd 8:30 to 10:10 Tech: Short term project  
3rd 10:15 to 11:55 AP Lab  
4th 11:55-12:25 Lunch  
5th 12:30 to 1:50 Business: Guest speaker  
6th 1:55-3:15 College: Speaker

**2nd week**

1st 7:55 -8:25 Advisory  
2nd 8:30 to 10:10 Tech: Guest speaker  
3rd 10:15 to 11:55 AP Lab  
4th 11:55-12:25 Lunch  
5th 12:30 to 1:50 Business: Long term project  
6th 1:55-3:15 Art: mid term project

**3rd week**

1st 7:55 -8:25 Advisory  
2nd 8:30 to 10:10 Tech: Long term project  
3rd 10:15 to 11:55 AP Lab  
4th 11:55-12:25 Lunch  
5th 12:30 to 1:50 Business: Long term project  
6th 1:55-3:15 College: Virtual Tour

**4th week**

1st 7:55 -8:25 Advisory  
2nd 8:30 to 10:10 Tech: Long term project  
3rd 10:15 to 11:55 AP Lab  
4th 11:55-12:25 Lunch  
5th 12:30 to 1:50 Business: Long term project  
6th 1:55-3:15 Art: mid term project

**5th week**

1st 7:55 -8:25 Advisory  
2nd 8:30 to 10:10 Tech: long term project  
3rd 10:15 to 11:55 AP Lab  
4th 11:55-12:25 Lunch  
5th 12:30 to 1:50 Business: Long term project  
6th 1:55-3:15 College: Speaker

**6th week**

1st 7:55 -8:25 Advisory  
2nd 8:30 to 10:10 Tech: Long term project  
3rd 10:15 to 11:55 AP Lab  
4th 11:55-12:25 Lunch  
5th 12:30 to 1:50 Business: Guest speaker  
6th 1:55-3:15 College: community service hour

**7th week**

1st 7:55 -8:25 Advisory  
2nd 8:30 to 10:10 Tech: Guest speaker  
3rd 10:15 to 11:55 AP Lab  
4th 11:55-12:25 Lunch  
5th 12:30 to 1:50 Business: Experiential learning



6th 1:55-3:15 Art: mid term project

8th week

1st 7:55 -8:25 Advisory

2nd 8:30 to 10:10 Tech: Long term project

3rd 10:15 to 11:55 AP Lab

4th 11:55-12:25 Lunch

5th 12:30 to 1:50 Business: Finalize projects

6th 1:55-3:15 College: Speaker

9th week

1st 7:55 -8:25 Advisory

2nd 8:30 to 10:10 Tech: Long term project

3rd 10:15 to 11:55 AP Lab

4th 11:55-12:25 Lunch

5th 12:30 to 1:50 Business: Finalize projects

6th 1:55-3:15 Art: mid term project

Example: Alternately a 7th grader who is struggling with Math and English would have a schedule structured to both attend to his academic struggles as well as give him as wide a range of experiences as possible before High School. His Math scores came up later in the year but his Science scores started to drop, so he will no longer attend a math academic course but will attend science instead. One sample week would look like the following: First, he would attend his advisory where he would discuss his current day's schedule and check his grades and attendance for next weeks. He notices since last week that his Math grade has come up but his science grade has dropped, so his advisor works to reschedule his next Friday to remove the math academic block and include a science block instead. He then goes to attend his academic block, which is a split block (~40 minutes each) for Math and Science. Then he attends a Healthy Living lecture that will last for 3 weeks, this week will be hosted by the school nurse and our Family and Consumer Science teacher. There will be a three week lecture on the importance of exercise and 4 different types of exercise from stretching to lifting weights. Then he attends lunch. His afternoon is two blocks, the first is a business block and the second is a government block. After the first three weeks the pathways will switch so that he will experience as many different paths as possible in the 7th and 8th grade.

Week 1

7:55-8:25 Advisory

8:30 - 9:15 Math

9:20 - 10:10 English

10:15 - 11:05 Healthy Living speaker

11:10 -11:55 Healthy Living speaker

11:55-12:25 Lunch

12:30-1:50 Business: speaker

1:50 - 3:15 Govt.: Speaker

Week 2

7:55-8:25 Advisory

8:30 - 9:15 Math

9:20 - 10:10 English

10:15 - 11:05 Healthy Living: project Day 1

11:10 -11:55 Healthy Living: Project Day 2

11:55-12:25 Lunch

12:30-1:50 Business project: Day 1

1:50 - 3:15 Govt project: Day 1



**Week 3**

7:55-8:25 Advisory  
8:30 - 9:15 Math  
9:20 - 10:10 English  
10:15 - 11:05 Healthy Living: project day 2  
11:10 -11:55 Healthy Living: project day 2  
11:55-12:25 Lunch  
12:30-1:50 Business: project day 2  
1:50 - 3:15 Govt: project day 2

**Week 4**

7:55-8:25 Advisory  
8:30 - 9:15 Agriculture: Speaker  
9:20 - 10:10 Agriculture: Speaker  
10:15 - 11:05 English  
11:10 -11:55 Science  
11:55-12:25 Lunch  
12:30-1:50 Media: speaker  
1:50 - 3:15 community service: day 1

**Week 5**

7:55-8:25 Advisory  
8:30 - 9:15 Math  
9:20 - 10:10 Agri: Speaker  
10:15 - 11:05 English  
11:10 -11:55 Science  
11:55-12:25 Lunch  
12:30-1:50 Media: Project day 1  
1:50 - 3:15 community service day 2

**Week 6**

7:55-8:25 Advisory  
8:30 - 9:15 Agri project day 2  
9:20 - 10:10 Agri project day 2  
10:15 - 11:05 English  
11:10 -11:55 Science  
11:55-12:25 Lunch  
12:30-1:50 Media project day 2  
1:50 - 3:15 Community service day 3

**Week 7**

7:55-8:25 Advisory  
8:30 - 9:15 Art speaker  
9:20 - 10:10 Art speaker  
10:15 - 11:05 English  
11:10 -11:55 Science  
11:55-12:25 Lunch  
12:30-1:50 Technology: speaker  
1:50 - 3:15 Service Careers.: Speaker

**Week 8**

7:55-8:25 Advisory  
8:30 - 9:15 Art project day 1



9:20 - 10:10 Art project day 1  
 10:15 - 11:05 English  
 11:10 -11:55 Science  
 11:55-12:25 Lunch  
 12:30-1:50 Technology project day 1  
 1:50 - 3:15 Service careers project day 1

**Week 9**

7:55-8:25 Advisory  
 8:30 - 9:15 Art project day 2  
 9:20 - 10:10 Art project day 2  
 10:15 - 11:05 English  
 11:10 -11:55 Science  
 11:55-12:25 Lunch  
 12:30-1:50 Technology project day 2  
 1:50 - 3:15 Service careers project day 2

Sample lesson plan attached to the whole application.

Goal	Goal Description	
1	The goal of the plan is to expand the students' experiences and to guide them towards a successful goal beyond graduation.	
2	Students will be more motivated and will have improved performance in their regular courses	
3	All students will have increased experience in technical fields (such as Computer sciences) by the time they graduate.	
4	Reduce the achievement gap among one or more groups of students by offering a variety of differentiated learning experiences for all students which will motivate students to increase their GPA and stay on track to graduate.	
5	Students will have the option to begin earning high school credits in the 8th grade and some college credits in the 10th grade.	



## Innovations

Innovation	Purpose
Personalized Education Plans (PEPs) for all 7-12 students	<p>These individualized plans will have the flexibility to support struggling students, enhance the studies of our mid-level students, and to challenge and extend the learning of our upper level students. As a part of the PEPs, Friday will be a personalized day for all students. On Fridays, students will attend seminars specifically aligned to their plans, whether this be an extra class period in a struggling course, RTI for basic skill remediation, seminars like business education, budgeting, or speakers from different career fields or colleges. The PEPs will be focused around different Future Pathways such as the arts, engineering, business, agriculture, food and health, or technology. The pathways will direct students toward specific seminars geared toward their interests; for example, agriculture may have a seminar working in the greenhouse and learning to grow different foods, while technology might have a seminar learning to design a webpage or edit a video, and at the same time art might have a seminar over dance, oil painting, or classical piano. Every teacher will be an advisor for a small group of students to help guide them in the construction of their PEPs and helping them to choose the seminars that will most benefit them. Advisors and students will have time every Friday to meet and discuss their future plans. By keeping the groups small and the advising time consistent, the teachers will be able to create a closer rapport with the students and in return the student and teacher will be able to make a more realistic PEP.</p>



Innovation	Purpose
PEP days on Fridays to focus on individual student needs	<p>These individualized plans will have the flexibility to support struggling students, enhance the studies of our mid-level students, and to challenge and extend the learning of our upper level students. As a part of the PEPs, Friday will be a personalized day for all students. On Fridays, students will attend seminars specifically aligned to their plans, whether this be an extra class period in a struggling course, RTI for basic skill remediation, seminars like business education, budgeting, or speakers from different career fields or colleges. The PEPs will be focused around different Future Pathways such as the arts, engineering, business, agriculture, food and health, or technology. The pathways will direct students toward specific seminars geared toward their interests; for example, agriculture may have a seminar working in the greenhouse and learning to grow different foods, while technology might have a seminar learning to design a webpage or edit a video, and at the same time art might have a seminar over dance, oil painting, or classical piano. Every teacher will be an advisor for a small group of students to help guide them in the construction of their PEPs and helping them to choose the seminars that will most benefit them. Advisors and students will have time every Friday to meet and discuss their future plans. By keeping the groups small and the advising time consistent, the teachers will be able to create a closer rapport with the students and in return the student and teacher will be able to make a more realistic PEP.</p>



## Innovation Plan

Plan Date	Action	Expected Outcome
03/16/2017	Next 4 weeks of PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.
04/20/2017	Final PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.
05/06/2016	All Students will be assigned an Advisor for their PEPs.	By the end of this current academic year, all students will be assigned an advisor and they will have created a PEP for the 2016/17 school year.
01/13/2016	Students will meet with their advisors to discuss their PEPs for the next year and explore their scheduling options. Teachers will also discuss the Future Pathways and the focus of each.	By the end of this current academic year, all students will be assigned an advisor and they will have created a PEP for the 2016/17 school year.
05/20/2016	PEPs are to be finalized and turned into the office	By the end of this current academic year, all students will be assigned an advisor and they will have created a PEP for the 2016/17 school year.
05/23/2016	Receive list of business partners for collaboration from teachers	During the summer of 2016 the school will continue to establish and foster new and current relationships with surrounding businesses and state colleges to collaborate on seminars during the following year's PEP days.
06/15/2016	Contact business and get MOUs from universities for collaborations	During the summer of 2016 the school will continue to establish and foster new and current relationships with surrounding businesses and state colleges to collaborate on seminars during the following year's PEP days.
06/16/2016	Teachers attend workshops over arts integration, personalized learning, collaborative classrooms, project based learning, increasing rigor in the classroom, etc.	During the summer of 2016 the school will continue to establish and foster new and current relationships with surrounding businesses and state colleges to collaborate on seminars during the following year's PEP days.



Plan Date	Action	Expected Outcome
07/15/2016	Teachers attend workshops over arts integration, personalized learning, collaborative classrooms, project based learning, increasing rigor in the classroom, etc.	During the summer of 2016 the school will continue to establish and foster new and current relationships with surrounding businesses and state colleges to collaborate on seminars during the following year's PEP days.
08/04/2016	First 4 weeks of PEP days planned and finalized. Including local community/business/college connections and specific seminars for all pathways.	Starting in the fall of 2016 we will implement the PEP plans and will have PEP days on Fridays of every week. PEP days will be comprised of seminars led by teachers, colleges, or businesses geared towards the students' PEPs. Fridays will also contain time for remediation courses and AP course enhancement. A sample PEP day schedule is attached.
08/25/2016	Next 4 weeks of PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.
09/22/2016	Next 4 weeks of PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.
10/14/2016	Advisory period to be used to review PEPs and to make adjustments to the Pathway focuses based on student needs for the coming 9 weeks	Every teacher will be responsible for seminars during the day as well as an advisory period, they will still receive their plan period. Advisors will meet with their students on a weekly basis to check on and adjust the PEPs and to assess individual academic goals and needs. Student academic, attendance and behavioral performances will be checked on a weekly basis. School academic performance and growth will be checked quarterly to gauge the success of the SOI implementation and goals. Adjustments will be made to the PEP days as needed.
10/20/2016	Next 4 weeks of PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.
11/22/2016	Next 4 weeks of PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.



Plan Date	Action	Expected Outcome
12/09/2016	Advisory period to be used to review students' PEP schedules for the coming semester.	PEPs will be analyzed to make adjustments based on student needs.
12/19/2016	Next 4 weeks of PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.
01/19/2017	Next 4 weeks of PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.
01/30/2017	Review interim testing data and compare to data from last year	We expect to see at least a 10% improvement over last years growth. Improvement should be reflective both in grade data and student data. Student data should reflect a 10% growth in 80% of our students.
02/16/2017	Next 4 weeks of PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.
03/10/2017	Advisory period focus will be used to review PEPs	To make adjustments to the Pathway focuses based on student needs for the coming 9 weeks
04/20/2017	Final PEP days planned and finalized	Students and teachers will know what will be offered and what seminars they can plan for.
05/05/2017	Students will meet with their advisors to discuss their PEPs for the next year and explore their scheduling options. Teachers will also discuss the Future Pathways and the focus of each.	Students will have input on what their PEP will have on it for next school year.
05/12/2017	PEP are to be finalized and turned into the office	All students will have a finalized PEP plan for the 2017/2018 school year
05/19/2017	Review final interim testing data and compare to last year and to the January data. We expect to see at least 10% improvement in the growth scores from January and 20% improvement in scores from last year.	We expect to see that 90% of students met or surpassed their growth projections.



## Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
<p>Flexible Scheduling Section 10.01.4 of the ADE Standards Rules The planned instructional time in each school day shall not average less than six hours per day or 30 hours per week. §6-16-102 School Day Hours (6 hours of instructional time or 30 hours a week)</p>	<p>1</p>	<p>All curriculum requirements will be met for each course. We are not looking to waive any graduation requirements. Instruction will be provided continuously throughout the school day. Our educational offerings, while meeting all curriculum requirements, may be capable of being provided in less than (30) thirty hours per week. Standards will be taught with fidelity Monday through Thursday, with Friday emphasizing on the taught standards and incorporating them into to real life situations through seminars and project based learning. Every 9th-11th grade student will receive their 30 hours of instructional time per week, while the 12th grade students may have a minimum of 24 hours of instructional time, based on the requirements for participating in alternate out of school activities on Fridays. The waiver will allow flexibility in scheduling to assist students with varying needs, such as:</p> <p>On these PEP Fridays there will be opportunities: to access mental health services without having to pull students from classes; for remediation of instruction for those failing to perform successfully on ACT Aspire and MAP testing; for staff to be able to offer more time to students with extreme academic and attendance needs and for more active parental involvement with parent/teacher meetings available for students needing immediate interventions. This flexible PEP schedule will open opportunities for 7th-12th grade students who are on track to graduate to explore college and technical classes, participate in community service learning activities, and for 12th grade students to get a job, participate in internships, and/or job shadowing opportunities. Hours during this PEP day may be fulfilled through online opportunities, expeditions such as field trips, and extended time/modified time based on need. We plan on implementing some specific technology-based courses including financial literacy, stem awareness, digital citizenship, computer coding introductory, civic engagement, healthy relationships and entrepreneurial strategies. We will utilize the EverFi materials which include assessment, attitudinal surveys and efficacy while tracking the academic achievement gains.</p> <p>Every Friday PEP day will start off with all students going to their homeroom class. The homeroom teacher will be responsible for monitoring students' grades on a weekly basis. The principal and teachers will create a structured</p>



		<p>schedule of seminars for each week that will identify the activities and students recommended for participation of the activity on PEP day. Students are required to attend seminars that target their particular intervention finding. Homeroom teachers will be responsible for documenting 7th-12th grade students Friday PEP schedule every Friday. Students will be also be receiving their 6 hours of instructional time on Fridays to meet the requirements of the 30 hours a week.</p> <p>Teachers will utilize the PEP day to analyze, discuss, and create interventions for students in need. Teachers will also be responsible for documenting 12th graders who meet the requirements of not attending a regular instructional school day or making educational use of Fridays to guide them toward a college, career or job opportunities after graduation. This accountability measure will help ensure success for each student and will keep students connected to the school's instructional day. Connection to the school day will also be adhered to with parent/teacher meetings, required attendance/participation for immediate interventions, grade monitoring and student action program meetings, and attendance documentation</p>
<p>Seat Time Section 14.03 of the ADE Standards Rules A unit of credit shall be defined as the credit given for a course which meets for a minimum thirty (30) hour week is required.</p>	<p>2</p>	<p>All curriculum requirements will be met for each course. We are not looking to waive any graduation requirements. Instruction will be provided continuously throughout the school day. Our educational offerings, while meeting all curriculum requirements, may be capable of being provided in less than (30) thirty hours per week. Standards will be taught with fidelity Monday through Thursday, with Friday emphasizing on the taught standards and incorporating them into to real life situations through seminars and project based learning. All standards based classes will be included on the PEP day seminars and classes whereas the implementation of the standards will be emphasized in project based learning. Every 9th-11th grade student will receive their 30 hours of instructional time per week, while the 12th grade students may have a minimum of 24 hours of instructional time, based on the requirements for participating in alternate out of school activities on Fridays. This PEP schedule will allow flexibility for meeting instructional time and content area requirements and allowing time for PEP day seminars on a weekly basis.</p>



<p>Class Size and Teaching Load Waiver Section 10.02.05 of the ADE Standards Rules In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students: an individual academic class shall not exceed thirty students provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.</p>	<p>4</p>	<p>Allowing more than 30 students, only as needed, in a PEP day seminar would increase class availability for students who are interested in the seminar and whose PEP has the seminar down as part of their plan. The request is to increase the enrollment to 30 per PEP seminar or more. This is a request on an 'as needed' basis. The seminars that would allow more than 30 students would be the guest speakers and large group presentations that would take place in the auditorium or commons area that seats a much larger number of students. The number of students for these sessions would not exceed 75. In addition there would be one teacher for every thirty students in attendance in the room, supervising the students.</p> <p>Interventions and supplemental instruction for student, who are behind in their classes or is needing extra help, will be in the classes of less than 30 students. And any class that a student is required to attend by their teacher to make up work on PEP day will have less than 30 students.</p>
<p>Ark. Code Ann. § 6-17-401 (Teacher licensure requirement) §6-15-1004 Qualified teachers in every public school classroom. §6-17-902 Arkansas teachers' salary law – 'Teacher' shall include a full time employee of a school district who is compelled by law to secure a license from the State Board of Education. §6-17-919 Warrants void without valid certificate and contract Sections 15.03 Licensure and Renewal ADE Rules Governing Educator Licensure §6-17-309 Licensure Waiver - No class of students shall be under the instruction of a teacher who is not licensed to teach the grade level or subject matter of the class for more than thirty (30 consecutive school days in the same class during a school year)</p>	<p>4</p>	<p>In order to offer the widest variety of PEP day seminars, our teachers may need to teach a seminar beyond their certifications. Our teachers would present seminars that they are passionate about. Our teachers will create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time regardless of their certification. The maximum number of days a teacher will teach a non-certified course is 36 days. We would also like our seminars offered by a variety of business and college/career ready organizations to be able to capture what is needed in order to fulfill this requirement. A certified teacher will be in charge of planning the seminars with guest speakers and required to provide lesson plans documenting the standards their seminar is covering. We don't intend to utilize the licensure waivers for teachers of core subjects.</p>
<p>§6-18-211 Students in grades 9-12 – Mandatory attendance. (Students in grades 9-12 shall be required to schedule and attend a full day of school.) Rules Governing Mandatory Attendance for Students in Grades 9-12</p>	<p>5</p>	<p>All curriculum requirements will be met for each course. We are not looking to waive any graduation requirements. Instruction will be provided continuously throughout the school day. Our educational offerings, while meeting all curriculum requirements, may be capable of being provided in less than (30) thirty hours per week. Standards will be taught with fidelity Monday through Thursday, with Friday emphasizing on the taught standards and incorporating them into to real life situations through seminars and project based learning. Every 9th-11th grade student will receive their 30 hours of instructional time per week, while the 12th grade students may have a</p>



minimum of 24 hours of instructional time, based on the requirements for participating in alternate out of school activities on Fridays. The waiver will allow flexibility in scheduling to assist students with varying needs, such as:

On these PEP Fridays there will be opportunities to access mental health services without having to pull students from classes; for remediation of instruction for those failing to perform successfully on ACT Aspire and MAP testing; for staff to be able to offer more time to students with extreme academic and attendance needs and for more active parental involvement with parent/teacher meetings available for students needing immediate interventions. This flexible PEP schedule will open opportunities for 7th-12th grade students who are on track to graduate to explore college and technical classes, participate in community service learning activities, and for 12th grade students to get a job, participate in internships, and/or job shadowing opportunities. Hours during this PEP day may be fulfilled through online opportunities, expeditions such as field trips, and extended time/modified time based on need. We plan on implementing some specific technology-based courses including financial literacy, stem awareness, digital citizenship, computer coding introductory, civic engagement, healthy relationships and entrepreneurial strategies. We will utilize the EverFi materials which include assessment, attitudinal surveys and efficacy while tracking the academic achievement gains.

Every Friday PEP day will start off with all students going to their homeroom class. The homeroom teacher will be responsible for monitoring students' grades on a weekly basis. The principal and teachers will create a structured schedule of seminars for each week that will identify the activities and students recommended for participation of the activity on PEP day. Students are required to attend seminars that target their particular intervention finding. Homeroom teachers will be responsible for documenting 7th-12th grade students Friday PEP schedule every Friday. Students will be also be receiving their 6 hours of instructional time on Fridays to meet the requirements of the 30 hours a week.

Teachers will utilize the PEP day to analyze, discuss, and create interventions for students in need. Teachers will also be responsible for documenting 12th graders who meet the requirements of not attending a regular instructional school day or making educational use of Fridays to guide them toward a college, career or job opportunities after graduation. This accountability



		<p>measure will help ensure success for each student and will keep students connected to the school's instructional day. Connection to the school day will also be adhered to with parent/teacher meetings, required attendance/participation for immediate interventions, grade monitoring and student action program meetings, and attendance documentation</p> <p>Legal Comments: Additional explanation should be provided as to how this waiver will be implemented, how student instructional time will be tracked, and how much instructional time students will receive. In order to effectuate this waiver, waivers of Ark. Code Ann. § 6-18-211, 6-16-102, and the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12 are also necessary.</p>
	4	



## Council of Innovation

District:

School:

Minority at School 13.00%

Council Member Name	Representative Group	Minority	Position	Date Elected
Esmerelda Suarez	Minority	Y	student	1/8/2016
Bobby Skinner	student	N	student	1/8/2016
Lanell Kimbriel	certified teacher	N	certified member	1/6/2016
Chance Snider	certified teacher	N	certified member	1/6/2016
Beth Dorton	community member	N	community member	1/8/2016
Paula Jameson	classified member	Y	classified member	1/8/2016
Shauna Barber	Parent	N	Parent	1/8/2016
Stephanie Lowery	Parent	N	Parent	1/8/2016
Steve Yingling	community member	N	community member	1/8/2016
Jackwyln Underwood	Principal	N	Principal	5/15/2008
Marisa Arnold	Instructional Facilitator	N	Instructional Facilitator	12/16/2015
Mark Wagner	Math Instructional Facilitator	N	Math Instructional Facilitator	12/16/2015
Leslie Williams	Literacy Instructional Facilitator	N	Literacy Instructional Facilitator	12/16/2015
Kaitlyn Mitchell	Student	N	student	1/8/2016



## 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
12/16/2015	What is School of Innovation	0	0	0	0	0	Will hold faculty meeting to brainstorm ideas
12/18/2015	Discuss with faculty to see if this is something they want to do	18	0	0	0	0	Told them to think about it over the break and we will meet again once we return
1/5/2016	Met with staff to see what their ideas were	18	0	0	0	0	Told them we would come up with a plan for them to see on paper. Certified and Classified voted (through Google form) on who they wanted to be their certified and classified representatives.
1/8/2016	Met with School of Innovation Council to pick community members, students, and parents.	6	1	0	0	0	Names were written down and a date selected for the next School of Innovation Council meeting.



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
1/13/2016	The leadership team reviewed previously accepted SOI applications from across the state.	4	0	0	0	0	Called the administrator from Fayetteville and asked what they were doing. We started putting our plan on paper for APSRC to review.
1/21/2016	Leadership team met with Barbara Hunter Cox and Tripp Walters (APSRC).	4	0	0	0	0	We were given some very useful information. We were going to meet with faculty and staff when we returned that day.
1/21/2016	Met with faculty to discuss what was told to us by APSRC.	22	0	0	0	0	Told them we would put it on paper so they can see the revised plan on paper and share it with them. We asked them to keep sharing ideas with us.
1/25/2016	Leadership team met to work on SOI plan and researched.	4	0	0	0	0	We sent out an online vote to see where the faculty and staff were on this idea. 100% of voters voted yes.
1/25/2016	Met with board to present the SOI plan	7	0	0	0	0	Board president and superintendent signed the resolution



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
1/27/2016	Met with faculty and staff to discuss SOI and A plus	31	3	0	0	0	100% of faculty and staff voted yes for applying to A plus. I told them I am finishing up the application for SOI also.
1/28/2016	Met with School of Innovation Council	4	15	2	2	3	Share the WCC SOI idea with the everyone. They shared ideas with us. We are going to set up an email group to give out information when WCC finds out more. Parents, community members and students shared their ideas and thoughts with us.



## Election Results

Number of certified and classified on staff:	33
Number of staff who voted:	30
Number of staff who voted for proposed Plan:	30
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
1/21/2016	all certified and administrators	To discuss the pathways that will be offered on PEP day and to see how we will use google docs to do this.

### Professional Development Plan Part 2

Date	Audience	Purpose of the Session
7/15/2016	teachers, administrators	PD on project-based learning (PBL) which will increase the level of student learning because students will work for extended periods of time investigating and responding to different challenges; PD on AIPs which will give teachers strategies they need to improve student learning in all subject areas; PD on collaborative learning which will enhance critical thinking of students; PD on personalized learning so that teachers will understand how to find individual learners' strengths, talents, interests, and how they learn which will increase levels of student learning because the learning is individualized
8/1/2016	teachers, administrators	5 days of A Plus PD to learn how to incorporate the arts (art, music, dance, drama, etc) into the curriculum. We believe in the power of the Arts and want to use it heavily as we design the PEP day activities on Friday. A Plus develops teachers' skills in providing both project based learning and experiential learning. A Plus focuses teacher lessons on inquiry and exploration to develop deeper and lasting learning from the students. The A plus essentials focus on integrating the arts, curriculum, experiential learning, multiple learning pathways, enriched assessments, collaboration, infrastructure and climate into our learning environment.



Date	Audience	Purpose of the Session
8/7/2016	all certified staff and administrators	Advisory time. For this professional development the main focus will be on what to do in the advisory time. We will ask the local college (either ASU Beebe or Harding University) to provide training 3 times a year to our staff on how to design and implement advisory strategies. This training will emphasize soft skill development and technology skills, including what is typically referred to as 21st century skills to align with our college and career focus. We plan on implementing some specific technology-based courses including financial literacy, stem awareness, digital citizenship, computer coding introductory, civic engagement, healthy relationships and entrepreneurial strategies. We will utilize the EverFi materials which include assessment, attitudinal surveys and efficacy while tracking the academic achievement gains.
8/8/2016	teachers and administrators	We will have followup trainings within the advisory strand which focuses on the effective use of RTI within our Friday PEP day's schedule. We believe that by offering once a week remediation there will be a focus on having the majority of our students succeeding in the classroom.