



**School LEA:** 1905015

**School Name:** WYNNE INTERMEDIATE SCHOOL

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### Submitter Information

Submitter Name: Sandra Hollaway  
Submitter E-mail: [shollaway@wynneschools.org](mailto:shollaway@wynneschools.org)  
Submitter Phone: 8702084285  
Date of application: 3/19/2016

### District Information

District LEA: 1905000  
District Name: WYNNE SCHOOL DISTRICT  
Superintendent Name: CARL EASLEY  
Superintendent Email: [ceasley@wynneschools.org](mailto:ceasley@wynneschools.org)

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### General Questions

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

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### Vision and Mission



**Wynne Public School Mission Statement:**

To assure that all students will learn at their maximum potential.

**Vision Statement:**

Every graduate of the Wynne School District will leave prepared for success in the 21st Century.

Wynne Intermediate School, grades three through five, is one of four schools in the Wynne School District located in Cross County of Northeast Arkansas. Wynne is a rural agricultural community nestled in the Arkansas Delta and near Crowley's Ridge.

"Student Success Above All Else" is the mission statement of Wynne Intermediate School.

As the faculty and stakeholders reflected on preparing the students for the 21st Century and meeting the District's vision and mission, surveys were administered to students, faculty, and stakeholders. The information gained from the surveys was the driving force that led to the concept of changing the direction and culture of the school. Parents were interested in their children having a foreign language at the elementary level, having a focused Science, Technology, Engineering, and Mathematics (STEM) experience with a continued arts' focus, and providing learning experiences that reflect student interest. To generate excitement for teaching and learning, innovation was the path we needed to take to meet these needs.

During the 2014-2015 school year, we began our journey of exploring the idea of becoming a School of Innovation to meet the needs of students in our diverse and high-poverty population. Wynne Intermediate staff visited schools and/or participated in conference calls with schools that were designated "School of Innovation" or implementing innovative programs. April 2015, a dedicated group of staff members presented information to the school board. With full support and encouragement from the board, we developed an action plan for the School of Innovation application process. As part of this plan, in the fall of 2015 a team attended the Inacol Conference for Blended Learning.

Wynne Intermediate School's vision for implementing innovation is to meet the individual needs of each student by creating an environment of inquiry. Students will strive to become creative thinkers, problem solvers, self-reflective thinkers, and productive citizens. Our mission is to provide opportunities and experiences that promote a growth mindset among the students and faculty while empowering risk-free independent continual learning. Student success above all else will drive our focused change. Wynne Intermediate will provide students a personalized, creative, and experienced-based opportunity designed to prepare them to be college and career ready. It is imperative at the elementary level that students are creative, engaged, and self-directed learners.

To insure increased performance of all students in the areas of literacy, mathematics, and science, becoming a School of Innovation will allow Wynne Intermediate to improve teaching and learning for all faculty and all students. Students will experience a variety of enriched curricular designs including inquiry based learning focusing on STEM concepts (Project Lead the Way), student interests groups (SPARC), Blended Learning, and foreign language.



## Goals and Performance Targets

### Rationale for Innovation

In the last few years the students and faculty of Wynne Intermediate School worked very hard to close the academic gaps between groups of students, and we have been successful. Closing the achievement gap was decreased because we focused on a strict horizontal and vertical curriculum alignment. However, we noticed our scores were stagnant, and the upper grades could not sustain the achievement gains we experienced. Surveys taken by parents and students indicated that we need to change the culture of WIS to create a personalized curriculum, implement STEM/STEAM instructional activities, motivate self-reflected learners, and add foreign language to produce excitement and love of learning. Our community is fifty miles away from a large city. It is our duty to provide as many cultural experiences, problem solving skills, and plant career aspirations, so these precious children will have experiences and opportunities as they grow to become productive global citizens.



Goal	Goal Description	
1	<p>Goal 1. Increase the performance of students meeting or exceeding academic growth in the areas of literacy, math, and science by meeting or exceeding the state average score for each grade level. Meeting this goal, the number of at-risk students will decrease, reduce the achievement gap, and enable students to work at higher levels which will improve students' desire to learn and impact higher graduation rates. To reach this goal we will pilot the innovation of Blended Learning. Blended learning is blending face-to face teacher instruction with personalized learning utilizing technology and other resources.</p>	
2	<p>Goal 2: Increase student engagement and learning by implementing Science, Technology, Engineering, and Mathematics (STEM) and Science Technology, Engineering, Arts, and Mathematics (STEAM) activities through a problem based curriculum, Project Lead the Way, (PLTW). To increase student motivation, engagement, experience, and ownership of learning, Student Participating in Activates Really Count (SPARC) clubs will be implemented. SPARC clubs are student interest generated activities.</p>	
3	<p>Increase student engagement, literacy, communicative skills, and cross cultural understanding by offering a Spanish foreign language program.</p>	
4		



## Innovations

Innovation	Purpose
Blended Learning, a program that combines face-to-face instruction with technology will be piloted.	The purpose of using Blended learning as an innovation is to provide a pathway to individualized learning which meets individual academic needs, strengths, and interest. The individualization will enable learners to take ownership of their learning as the students set goals and monitor their progress.
Science, Technology, Engineering, and Mathematics (STEM) problem based curriculum using Project Lead the Way (PLTW) STEM curricula will be implemented. Students interest clubs (SPARC) will be implements to provide experiences in activities they are interested in studying outside of the general curriculum.	Implementing a STEM focused integrated curriculum, will increase the likelihood of students pursuing higher education and science and engineering career opportunities because of the engagement and excitement of learning. Interest clubs focusing on topics generated by students will be created to supplement classroom instruction and learning through exploring various activities involving the arts, sports, science, criminology, and others.
Students will be have enriched cultural experiences as they learn the Spanish language.	Students learning a foreign language has a two-fold purpose. First, the students will learn a foreign language and increase cultural experiences. Secondly, as stated in the Early Childhood Education Journal Vol. 33. August 2005, No 1; by Janice Stewart that a foreign language study improves cognition, and positively influence achievement in other disciplines.



## Innovation Plan

Plan Date	Action	Expected Outcome
08/15/2016	Blended learning will be piloted in the third grade. Blended learning is a formal education program in which a student learns at least a part through online learning either at school or at home. Students have some input over the time, place, path, and /or place of instruction.	Student achievement and student ownership of learning will increase because of the implementation of personalized learning.
08/15/2016	The Spanish foreign language will be put into effect for each fourth grade student.	Fourth grade students will increase literacy scores and will learn 250 Spanish words during the 2016-2017 school year.
08/21/2017	Blended learning will be piloted in the fourth grade and fully implemented in the third grade.	Student achievement in the areas of literacy, math, and science will increase because of the implementation of personalized learning.
08/21/2017	The fourth graders attending Wynne Intermediate School in 2017 will learn the Spanish foreign language and fifth graders will continue learning Spanish as a foreign language for year two.	Students will increase literacy scores and develop global communicative abilities by learning 250 foreign language words annually.
08/19/2019	Blended Learning, Stem/STEAM, SPARC Clubs, and Spanish as a foreign language will have completed the rotation for implementation.	Students will have increased academic achievement in the areas of literacy, math, and science. Students will be improved self-reflected learners and problem solvers, and will have improved global communication skills.
08/15/2016	A STEM problem based curriculum, Project Lead the Way, (PLTW) will be implemented at the fifth grade.	Student achievement in science will indicate a 3% growth and student will be more engaged in learning.
01/20/2016	Student Participating in Activates Really Count (SPARC) clubs will be piloted in January of 2016. SPARC clubs will be fully implemented an all three grades for the 2016-2017 school year.	Students will more engaged and excited about learning. SPARC clubs will allow increased creative learning as these activities are based on the interest of the students. Student achievement will increase. The culture of the school will be student focused. Community volunteers as utilized to assist in the activities; therefore, we will have increased community involvement.
08/21/2017	A STEM problem based curriculum, PLTW, will be continue at the fifth grade and implemented at the third grade.	Student achievement in science will indicate a 3% growth and student will be more engaged in learning. Additional technology purchased to implement the modules will enhance the learning and engagement of the students.



Plan Date	Action	Expected Outcome
08/20/2018	Blended learning will be piloted in the fifth grade and fully implemented in the third and fourth grades.	Increased student achievement in the areas of literacy, math, and science will increase because of the implementation of personalized learning.
08/20/2018	Year one of the Spanish foreign language program will begin in the third grade and fourth, and year two in the fifth grade.	Students will increase literacy scores and develop global communicative abilities by learning 250 foreign language words annually, by the end of fifth grade students completing all three grades at Wynne Intermediate School should acquire a vocabulary of 750 words.
08/20/2018	A STEM/STEAM problem based curriculum, PLTW, will be implemented at the fourth grade and continued in the fifth and third grade.	Student achievement in science will indicate a 3% growth and student will be more engaged in learning. Additional technology purchased to implement the modules will enhance the learning and engagement of the students.



## Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
Ark. Code § 6-16-132 and Ark. Code § 6-16-130 ; Section 7.01 ADE Rules Governing Nutrition and Physical Activity Standards	2	Wynne Intermediate School (WIS) will adhere to the required time allotment, but ask for flexibility in the way the minutes scheduled for art, music, and physical education are distributed each week. Students will be attending art, music, or physical education each day for 45 minutes in seven to eight weeks periods. To implement STEAM activities and performances focused at each grade level in the area of music and art, students will be benefit attending the music, art, or physical education program each day instead of once a week.  The flexible schedule will also provide increased collaboration time for teachers.
	2	
	1	
	3	
ADE Standards Rules Section 14.03	1	To implement Blended Learning, WIS request flexibility in the time scheduled for core curriculum content. Instead of scheduling instruction around a fixed time; students will have a personalized learning and geared to the strengths and needs of the student. We also request flexibility in the traditional instructional schedule to implement integrated STEM/STEAM problem based curriculum and SPARC activities.
	2	



## Council of Innovation

District:

School:

Minority at School 31.00%

Council Member Name	Representative Group	Minority	Position	Date Elected
Keith Underhill	Community	N	member	12/18/2014
Joy Shepard	Community	N	Member	3/17/2015
Melody Douglas	Parent	N	Member	3/17/2015
Kevin King	Parent	Y	Member	3/17/2015
Dallas Ellis	Classified Personnel	N	Chair Person	3/17/2015
Dr. Brandy Davis	Parent	N	Member	3/17/2015
Benny McDowell	Parent	Y	Member	3/17/2015
Amy Hood	Parent	N	Secretary	12/18/2014
Lori Wilson	Parent	N	Member	3/17/2015
Yvonne Stovall	Teacher	Y	Member	3/17/2015
Mandy Reeves	Teacher	N	Member	3/17/2015
Emily Denevan	Teacher	N	Member	3/17/2015
Dena McClain	Teacher	N	Member	3/17/2015
Schunda Murphy	Teacher	Y	Member	3/17/2015
Parker Ellis	Student	N	Member	3/17/2015
Kelvin Carter	Student	Y	Member	3/17/2015
Devyn King	Student	Y	Member	3/17/2015
Jennifer McCracken	Parent	N	Member	3/17/2015
Ashley Boeckmann King	Parent	N	Member	3/17/2015
Mike Smith	Community/Parent	N	Member	3/17/2015



## 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
12/18/2014	Elect parents on the School Community Council to serve on the School of Innovation Council	5	5	3	3	0	Keith Underhill and Amy Hood were elected to serve on the School of Innovation Council.
2/23/2015	A team from WIS provided information acquired during their visits to schools designated as "school of innovation". Dallas Ellis, classified staff, reported desired goals derived from the reflective feedback comparing WIS to the schools of innovation.	3	5	2	2	0	The school board commended the team for their observations and for creating desired goals to improve the Wynne Public School District. The school board gave their approval to continue the application process for becoming a school 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
9/8/2015	Bring Your Parent to School Night – leading the Way to a STEM-TASTIC Year – School of innovation Presentation by: School of Innovation – Dallas Ellis, Betty Latham, Connie Mitchell, and Shirley Taylor	8	4	100	0	75	Parents were made aware of the goals of our plan for School of Innovation. Blended Learning, STEM curriculum was explained. Parents were involved in STEM activities.



## **Election Results**

Number of certified and classified on staff:	68
Number of staff who voted:	68
Number of staff who voted for proposed Plan:	64
Number of staff who voted against the proposed plan:	4
Percentage of staff voting in favor of the proposed Plan of Innovation:	94



## Professional Development Scope

### Professional Development Plan Part 1

Date	Audience	Purpose of the Session
1/8/2015	Literacy and Math Academic Facilitators and Principal visited Visit to Schools of Innovation Fayetteville and Springdale, AR	Observe the implementation of STEM, Inquiry based instruction at Levertt Elementary School and Westwood Elementary School
4/15/2015	Literacy Academic Facilitator, Asst. Principal, teachers, classified staff-parent	Observe the implementation of STEM, Inquiry based instruction, blended learning, and scheduling at Leverett Elementary School
4/15/2015	, Literacy and Math Academic Facilitators, and teachers	Observe the implementation of STEM at Star City Elementary School
6/22/2015	Math Academic Facilitators and Fifth Grade Teacher	Project Lead the Way Training of Trainers STEM , Professional Development Arkansas Tech University, Russellville, AR
9/15/2015	Principals, Academic Facilitators, Teaches, Classified Staff/ Parent	We attended Innovation Summit to learn more about innovative practices, learn a framework for personalizing learning, hear from others who are doing it, and leave with your own next steps for innovating.
10/14/2015	Principals, Academic Facilitators, Teachers	To learn more about blended learning we viewed a blended learning webinar
11/7/2015	Principal and Academic Facilitators	Attended Inacol Conference and attended Clayton Christenson Institute 6 hour session on steps for implementing blended learning and other innovative sessions
12/2/2015	Math Academic Facilitator, teachers	Fifth grade training session for Project lead the Way
1/14/2016	Academic Facilitators, Principals, Third grade Teachers	Orientation Blended Learning Orientation
9/15/2014	Teachers, Administration, Facilitators	Began Five Levers to Improve Learning book study began

### Professional Development Plan Part 2

Date	Audience	Purpose of the Session
5/25/2016	Teachers, Facilitators, Administrators	½ day Training on “Nuts & Bolts of Going Blended” using Go Blended by Liz Arney • Identifying the focus: Path, Place, Pace, & Time, • Recognizing and planning for the change process • Introduction to the four models



Date	Audience	Purpose of the Session
7/25/2016	Grade level teachers, Special education staff, support staff	Three days professional development focused on blended, foreign language acquisition, STEM Project Lead the Way, and STEAM.
8/8/2018	All faculty	3rd Grade- Strategic Decisions/Planning on Blended Learning • Choosing and crafting a model • Making use of student data • Setting up the space for blended learning 4th Grade- Design targets for foreign language acquisitions Grade-Aligning a STEM curriculum, Project Lead the Way, (PLTW) standards to Arkansas Science Frameworks and develop curriculum maps, lesson plans, and assessments
9/5/2016	Teachers, Facilitators, Principals	Once a month, teachers will collaborate to discuss the implementation process, student progress, and for training.
8/6/2017	Teachers, Facilitators, Administrators, Select Classified Staff	3rd Grade - Project Lead the Way, STEM/STEAM, training and development, curriculum maps, lessons, and assessments. Collaboration to improve the work in blended learning 4th Grade - Strategic Decisions/Planning on Blended Learning • Choosing and crafting a model • Making use of student data • Setting up the space for blended learning. Collaboration to analyze data for foreign language 5th Grade - Design targets for foreign language acquisitions. Collaboration, reflection, and revision in for the planning for PLTW
9/13/2016	Teachers, Facilitators, Administrators, Select Classified Staff	Monthly Professional learning communities (PLC) Afterschool and/or during prep periods to improve • Small group instruction using Blended Learning components • Enhance small group digital and guided lessons/Analyze data • Collaboration over blended learning models, STEM/STEAM focus using Project Lead the Way STEM curricula
6/1/2016	Teachers, Facilitators, Administrators	Design learning targets for competency based learning goals at each grade level.
8/9/2016	Teachers, Facilitators, Administrators Select Classified Staff	Making data driven decisions, creating a plan for using data, and teaching students to track their own data



Date	Audience	Purpose of the Session
8/10/2016	Teachers, Facilitators, Administrators, Select Classified Staff	Using Google Classroom- Learning Management System (LMS) to support student learning and the delivery of instruction • integration of ASIS, and formative and summative assessments in the learning management system
8/4/2019	Teachers, Facilitators, Administrators, Select Classified Staff	3rd Grade Design targets for foreign language acquisition, collaborate to improve blended learning and Project Lead The Way 4th Grade - PLTW training and develop curriculum maps, lessons, and assessments. Collaborate to improve foreign language and blended learning 5th Grade- Strategic Decisions/Planning on Blended Learning • Choosing and crafting a model • Making use of student data • Setting up the space for blended learning. Collaborate to improve Project Lead the Way and foreign language
8/11/2016	Teachers, Facilitators, Administrators, Select Classified Staff	Creating a Culture of Student Motivation and Self Regulated Learners; What Works in School, Translating Research in Action by Robert J. Marzano Chapter 15. Where Great Teaching Begins by Anne R. Reeves Chapter 9 "Designing Learning Activities"