



School LEA: 6601024

School Name: NORTHSIDE HIGH SCHOOL

Submitter Information

Submitter Name: GINNI MCDONALD
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Submitter Phone: 4797831171
Date of application: 5/18/2017

District Information

District LEA: 6601000
District Name: FORT SMITH SCHOOL DISTRICT
Superintendent Name: Gordon Floyd
Superintendent Email: gfloyd@fortsmithschools.org

General Questions

Special Conditions: Focus School
School Rating: C
Is this a brand new LEA? False
Is this an ALE School? False

Vision and Mission

The Fort Smith Public Schools' mission is to ensure academic and personal success for each student today and in the future. As a part of the Fort Smith School District, Northside High School works to extend the expectations set by the district. The mission of Northside High School is the relentless pursuit of high levels of learning for all students and adults alike.

Fort Smith High School, the first high school in Fort Smith was established in 1928. In 1961, the building was named Northside High School.

Northside is a highly diverse school. Over the last ten years, the demographics have changed dramatically, resulting in not a single race representing over 50% of the population. As a result of our Hispanic population growth in the past ten years, the number of students qualifying as English Language Learners has doubled during this time, creating additional challenges.

Through the process of the School of Innovation, we will overcome the constraints of a traditional school environment and will consider innovative and creative solutions to obstacles that impede students' engagement and learning in everything our school has to offer. We intend to accomplish three primary things:

- Reduce course failures
- Improve academic achievement
- Increase graduation rate



Rational and Innovation Goals

Rationale for Innovation

Based on the 2016 ESEA School Performance Report for Northside High School, students are under-performing in both Math and English Language Arts areas as reflected in the school performance data. The total population of students assessed in math for the year 2016 indicated that only 13.62% of those students performed at the "ready" or "exceeding expectations" levels with the TAG group performing at 9.36%. Regarding English performance, of the total population of Northside students assessed in English Language Arts only 35.73% performed at the "ready" or "exceeding expectations" levels with the TAG group performing at 28.63%.

The school community at Northside High School faces a variety of challenges that affect student academic success. First, the 82% poverty rate for Northside High School contributes to a lack of access to teachers and other resources. Students riding buses to school are unable to arrive to school early enough or stay after school to access additional time with teachers. In addition, students in poverty homes often do not have access to additional resources such as internet access.

Barriers to success regarding the increasing diversity in ethnic student population are particularly magnified with increase in ELL students as realized in the following areas:

1. Students arriving to the country lacking formal education background.
2. Students arriving to the country lacking academic credits for high school completion.
3. Students arriving to the country in need of English language acquisition in order to comprehend academic content.

Another barrier to student success at Northside High School is students arriving to Northside without skills necessary to achieve success in courses required for graduation. Low academic performance by the entire assessed student population indicates that more than just TAG group students are being hindered as a result of a lack of basic skills necessary for academic success.

A School of Innovation would address these barriers by providing additional time with teachers for all students in need of academic interventions in all subject areas. In addition, students without access to other school resources such as internet, additional media center resources, and counseling services will be provided additional opportunities to obtain these valuable resources. A School of Innovation will also provide flexibility to move outside traditional educational avenues to explore additional routes for students to acquire credits toward graduation completion.

For students with special needs, Huddle will allow time for intervention as well as support for transition related services. For example, Arkansas Rehabilitation Services would be able to meet in groups and individually with students to plan for graduation and employment opportunities. The anticipated or expected outcome would be to increase the graduation rate and close the gap between TAGG and non-TAGG students.

Through a School of Innovation students would be supported by using eSchool and google docs for a learning management system. Google docs will be shared with the school staff. Students are organized alphabetically and by grade. To build a positive culture, teachers will be encouraged through Professional Development to build relationships with students. Teachers will "invite" students who need additional support to their classroom for intervention during Huddle. After the Huddle intervention period, teachers will indicate on the Google doc which students did not attend. These students will have a personal conference with a counselor or assistant principal to determine what supports the student may need to be successful.

Counselors will identify and meet the needs of students through a variety of strategies.



The counseling staff at Northside High School is composed of five counselors. Each counselor serves on average 330 students. Students are assigned to a specific counselor based on their last name (i.e. A-E, F, L, M-R, S-Z). Two of the counselors are bilingual in Spanish-English to meet the needs of our increasing Hispanic population. One of those counselors is assigned strictly to English Language Learners.

Counselors use a variety of ways to identify the emotional needs of students. The counselors' office is set up as a "walk-in". If a student needs to see a counselor they can come into the counselors' office and ask to see her. If their assigned counselor is not available, they have two options. They can either see another counselor or sign in to be called out of class as soon as their counselor becomes available. Teachers can make referrals to the counselors' office via email or in person when they become aware of a student who may need counseling or has an immediate emotional concern. Students also are able to approach a counselor and report a concern they may have for a friend or peers. All referrals are given immediate attention and a counselor meets with the student to assess their emotional need. After that initial assessment, a set of steps can be taken. The student can be counseled at the high school level and the counselor determines if a parental contact is necessary or if a referral for School-Based Mental Health (SBMH) services are appropriate. We collaborate with a local mental health agency, Perspectives. A therapist is housed in the counselors' office where she serves those students who receive SBMH services.

The counselors have a prescriptive system to handle referrals that involve students with suicide ideation. These students are considered to be in "crisis" and are immediately assessed. The district's counseling supervisor is contacted after the initial assessment to collaborate and determine what immediate steps need to be followed.

Counselors will use Huddle Time in a variety of ways to provide emotional support to students. During this time, small groups will be set up to address social and emotional topics such as anxiety, social issues, school concerns, etc. Huddle will enable counselors to facilitate educational seminars present general information to students that provide education on different topics such as depression, social media, peer pressure, teen dating, etc.

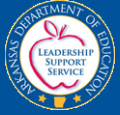
The instructional leadership team will seek professional development on personalized learning experiences for students. The first step will be with the leadership team participating in a book study on Tapping the Power of Personalized Learning: A Roadmap for School Leaders. Further professional development opportunities will be sought out to attend and bring learning back to the school community members.

Goal	Goal Description	
1	Carnegie units, the traditional method of measuring course credits based on clock hours, will be eliminated and replaced by a personalized learning plan based on the student's academic needs.	
2	Provide an environment for personalized learning where students have choices and can achieve at their highest potential.	



Innovation Plan

Plan Date	Action	Expected Outcome
07/20/2017	A schedule will be developed to run 3 times a week.	Students will attend sessions with their teachers to seek academic support, students will be engaged in student organizations, and students will seek support through school counselors.
08/21/2017	One week after classes begin, we will run the alternative schedule on Tuesday, Wednesday, and Thursday.	Improved academic achievement. Reduced failures in courses. Increased graduation rates.
08/17/2017	Hold class meetings.	Students will understand the expected outcomes and relevance to the changes being made to the school.
11/15/2017	Grit Goals and Graduation conference	Students will explore career options through student choice with community presenters.
12/18/2017	Elective Fair for 9th graders	Students from feeder junior highs will come to the NHS campus to learn about each elective offered to them.
04/19/2018	A parent meeting for 9th graders will be held on NHS campus.	Students will review course request selection, transcripts, and scholarship opportunities. Student mentors will support this event.
05/01/2018	Complete book study for Personalized Learning and plan for PD	Implementation of learning from book study into improving learning for students,
08/07/2018	Staff will analyze student data, teacher, data, and intervention opportunities provided	Teachers will determine successes and failures with changes made the previous school year. Identify what is working and what needs to be refined. A plan of action to address the identified items will be created.



Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
NO LONGER REQUESTING A WAIVER OF: ADE Standards for Accreditation: 9.0 Standard IV Curriculum 9.03.4.1 1 unit of oral communications or 1/2 unit of oral communications and 1/2 drama	1	English 10 has standards for Listening and Speaking are similar to the standards for Oral Communications. English 10 courses would integrate the standards for Oral Communication through projects and presentations. Students would be given credit for both courses.
We are no longer requesting this waiver: 24.0 Specific Time Frame for Citations or Probation: 24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days)	2	For students new to the country, there is sometimes less than 120 clock hours left in a semester. This waiver would allow for the curriculum to be taught at a level and pace where a student can demonstrate, learning, competency and receive credit. This would allow students to remain on track to graduate in an appropriate time. This would also allow a schedule to run where students who are struggling with concepts can seek assistance.
We are no longer requesting a waiver of: 24.0 Specific Time Frame for Citations or Probation: 24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days)	2	Students will use a schedule to attend sessions with teachers to seek academic, emotional, or organizational support. This would be an agreement between the teacher and student. The schedule would run with a period of activity/intervention/counseling depending on the individual needs. This would require alleviation of 6 hours in a school day. There will be 6 hours in the day; however, the student may not be tied to courses for 6 hours when an intervention schedule is running.
WE ARE NO LONGER REQUESTING A WAIVER OF: Full Day Attendance 6-18-211 Statute, Waiver of ADE Rules Governing mandatory attendance for students in grades 9-12. Ark. Code Ann 6-16-102 and Standards of Accreditation 10.01.4	1	Students who have completed core graduation requirements would be allowed to leave campus to attend internship experiences or participate in work related tasks. This waiver would apply mostly to seniors, but possibly some juniors as well if they are reclassified to graduate early.



Code section, Rule, or Local Policy	Goal	Rationale
<p>15.03.2 15.03.3 LICENSURE AND RENEWAL, Ark. Code Ann 6-15-1004, 6-17-309, 6-17-902, 6-17-919, Section 15.03 of the Standards Accreditation, and ADE Rules Governing Educator Licensure</p>	<p>2</p>	<p>The applicant is requesting this waiver to the extent that it is necessary if we embed the following:</p> <ol style="list-style-type: none"> 1. Oral Communications with English 10. The licensure waiver is needed as the teacher does not have certification to teach Oral Communication 2. JROTC and PE. A licensure waiver is needed as the Army Instructors do not have PE/Wellness certification for PE. <p>It will help us meet our goal to allow student choices. We also believe it will increase the graduation rate and support students in completing courses of study. These actions are pending course approval from ADE.</p> <p>The JROTC curriculum lends itself to teach cadets the nutrition, health, lifestyle, and physical fitness that are learned in PE/Health. In addition, students are monitored through regular physical fitness assessments throughout each year in JROTC. By allowing this exception, students are enabled to have a continuous course of study.</p>
<p>ADE Standards of Accreditation Section 14.03 A unit of credit shall be defined as a credit given for a course which meets for a minimum of 120 clock hours. A minimum average of 6 hour day or minimum of a 30 hour week is required.</p>	<p>2</p>	<p>For students new to the country, there is sometimes less than 120 clock hours left in a semester. This waiver would allow for the curriculum to be taught at a level and pace where a student can demonstrate, learning, competency and receive credit. This would allow students to remain on track to graduate in an appropriate time.</p> <p>This would also allow a schedule to run where students who are struggling with concepts can seek assistance.</p> <p>Students will use a schedule to attend sessions with teachers to seek academic, emotional, or organizational support. This would be an agreement between the teacher and student. The schedule would run with a period of activity/intervention/counseling depending on the individual needs. This would require alleviation of 6 hours in a school day. There will be 6 hours in the day; however, the student may not be tied to courses for 6 hours when an intervention schedule is running.</p> <p>Students who have completed core graduation requirements would be allowed to leave campus to attend internship experiences or participate in work related tasks. This waiver would apply mostly to seniors, but possibly some juniors as well if they are reclassified to graduate early.</p>



Council of Innovation

Minority at School

75.00%

Council Member Name	Representative Group	Minority	Position	Date Elected
Ginni McDonald	Principal	N	Chair	11/4/2016
Brad Ray	Assistant Principal	N	Member	11/4/2016
Tony Jones	Assistant Principal	Y	Member	11/4/2016
Jennifer Steele	Assistant Principal	N	Member	11/4/2016
Chris Davis	Assistant Principal	N	Member	11/4/2016
Jason Meharg	Teacher	N	Member	11/4/2016
Debra Cole	Teacher	Y	Member	11/4/2016
Karen Vicens	Counselor	Y	Member	11/4/2016
Barbara Daniel	Counselor	N	Member	11/4/2016
Ryan Solley	Teacher	N	Member	11/4/2016
Amiee Brinkley	Teacher	N	Member	11/4/2016
Tara Law	Teacher	N	Member	11/4/2016
Terri Freeny	Teacher	N	Member	11/4/2016
Kathy Rogers	Teacher	N	Member	11/4/2016
Martin Mahan	District Director	N	Member	11/4/2016
Lezlie Williams	Parent	N	Member	11/4/2016
Isaiah Joe	Student	Y	Member	12/16/2016
Lauragale Raleston	Student	N	Member	12/16/2016
Selitha Phonkhoumphon	Student	Y	Member	12/16/2016
Tia Burnett	Student	Y	Member	12/16/2016
William Balestrino	Student	N	Member	12/16/2016
Erick Sandoval	Student	Y	Member	12/16/2016
Loretta Domingos	Classified Staff	N	Member	12/16/2016
Leslie Martinez	Student	Y	Member	12/16/2016
Bill Joe Releford	Community Member	Y	Member	4/16/2017
Terry Harris	Community Harris	Y	Member	4/16/2017
Rusty Bush	Parent	N	Member	4/16/2017



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
9/29/2016	Discussion of schools of innovation	2	2	0	0	0	Gather information and share with instruction chairs
10/6/2016	Informational	9	5	0	0	0	Feedback/Develop committee
10/13/2016	Formation of Committee	9	5	1	0	0	Committee commitment/Attend training
11/4/2016	Training	6	5	1	0	0	SOI ideas/
11/22/2016	Discussion of possibilities	9	5	0	0	0	SOI subcommittees
12/16/2016	Consider goals/COI additions	9	5	0	0	0	Students added and began application process/considered community members to add. Next step will establish a timeline for application
1/10/2017	Review application, count votes, review standards	0	5	0	0	0	Hold post meetings to explain votes and ensure complete understanding
1/23/2017	Review goals with new council members	8	4	0	0	5	Undersand what teh application is stating and discuss possible changes.
2/27/2017	Final review of plan	5	3	0	0	4	Ensure that the goals are clear



Election Results

Number of certified and classified on staff:	155
Number of staff who voted:	140
Number of staff who voted for proposed Plan:	135
Number of staff who voted against the proposed plan:	5
Percentage of staff voting in favor of the proposed Plan of Innovation:	87



Professional Development Scope

Professional Development Plan Part 1

Date	Audience	Purpose of the Session
4/15/2016	Teachers, district leadership, and building instructional leaders	Visited Hunter's Lane in Nashville, TN observed One lunch
8/9/2016	Teachers, paraprofessionals, instructional facilitators, administrators, and media specialists	Staff meetings were held to discuss to discuss possibilities and interests
10/10/2016	Teacher and building level leadership	Visited Springdale High School to see School of Innovation Plan - half-time
1/4/2017	Teachers, paraprofessionals, instructional facilitators, administrators, and media specialists	Staff meetings were held to discuss to discuss possibilities.
1/5/2017	Instructional leadership members - teacher leaders and administrators	Meetings were held with Instructional Chairs to discuss possibilities and develop capacity.
1/10/2017	Custodians, secretaries, and cafeteria workers	To provide information about the process and teh impact to the school and students
5/16/2017	Certified and classified staff and student members	Update participants on status of application.

Professional Development Plan Part 2

Date	Audience	Purpose of the Session
7/27/2017	Custodians, secretaries, and cafeteria workers	Discuss the implications of of seeking designation as a School of Innovation.
7/31/2017	Administrators and instructional leaders, and counselors	Discuss the schedules, credits, and any approved waivers.
8/9/2017	Teachers and paraprofessionals	Explain the process. Understand teh procedures for getting students to attend sessions. Identifying students in need of assistance.
6/4/2017	Administrators	Book study for personalized learning - build foundational knowledge to implement with Personalized Learning
8/5/2018	Teachers	Create knowledge for personalized learning and identify ways to make changes

School of Innovation Plan

Our School of Innovation Plan seeks to accomplish three main goals including reduced course failure, improved academic achievement, and an increase in our graduation rate. School of Innovation designation will provide Northside High School with the flexibility to create and implement a Response to Intervention component to our current daily instructional delivery. Huddle, the term we intend to use for our Response to Intervention, will provide additional time within the school day for teachers to create additional instructional opportunities for students not reaching proficiency on designated (essential) standards. Data from common formative assessments will provide teachers with the information needed to devise the instructional plan for this Huddle time. In addition, Huddle time will allow Advanced Placement students opportunities to attend additional study sessions focusing on specific learning targets required for achieving success on these end of course exams. Students in need of emotional support or academic counseling will have open access to school counselors. Students not needing additional instructional opportunities in core courses will have expanded learning opportunities by having the flexibility to choose from other learning and social options of interest to them. Clubs and other activities will be available to students who may not have access to them do to multiple before and after school extracurricular schedule conflicts. As a result of Huddle, these student will now have options that are currently not available to them. Huddle has the potential to provide Northside High School with multiple opportunities to actually reach all of our main goals by providing additional supports for students in danger of failing, thus improving academic achievement, which in turn will positively impact our graduation rate.

Dual credit courses are another avenue by which Northside can impact student achievement and improved graduation rate. Two main dual credit opportunities are at the core of our plan. First, providing students with the ability to obtain credit in English and Oral Communication concurrently will help students in need of additional electives that will not fit into their school day, thus delaying potential graduation opportunities. In addition, the English Language Learners will have access to an integrated communication curriculum with the expected result of acquiring language skills in an enriched environment.

Another dual credit opportunity in the same vein is PE and JROTC. Providing dual credit for the JROTC course will allow certain students the flexibility to receive the PE credit and potentially enroll in additional coursework lending itself to their specific chosen career paths or interests.

By modifying the Carnegie units with personalized learning plans, students new to the country can show proficiency on standards to receive credit in a course, instead of being bound by attendance requirements. The potential with this phase of our plan is far reaching in ensuring students can graduate with their intended cohort.