



School LEA: 4003016

School Name: STAR CITY HIGH SCHOOL

Submitter Information

Submitter Name: Jordan Frizzell
Submitter E-mail: jordan.frizzell@starcityschools.org
Submitter Phone: 8706284111
Date of application: 3/1/2017

District Information

District LEA: 4003000
District Name: STAR CITY SCHOOL DISTRICT
Superintendent Name: Jon Laffoon
Superintendent Email: jon.laffoon@starcityschools.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



Star City High School Vision Statement:

Star City High School will be a high performing school preparing students for future success.

Star City High School Mission Statement:

It is the mission of Star City High School to engage students in a variety of appropriate learning activities by whatever means it takes. To support this mission we believe in the following:

- Maintain a positive learning environment for all students.
- Support education in all students using two-way communication.
- Teachers and students are prepared to do their very best.
- Collaboration of all stakeholders to do what is best for the students.
- Communicate clear high expectations and set goals to achieve those expectations

Star City High School believes in developing a culture for students and about students, that will respond to the rigors and demands of our current and future society. Our School of Innovation plan reflects that belief.

The mission of our proposed School of Innovation is to prepare our students with the knowledge, skills, and life experience to achieve college and career readiness and lead constructive and fruitful lives as an adult.

Our plan's vision also reflects Star City High School's vision. We believe that all students have their own special talent, and we need to join efforts to reveal and establish the belief that every student matters, every day. We must promote a spirit of community involving parents, teachers, students, community members, and employers. We see a partnership with local employers, community colleges, and vocational technology institutions that will enhance the passage from one point in life to the next.



Rational and Innovation Goals

Rationale for Innovation

The proposed plan of the School of Innovation Council of Star City High School creates a bridge and partnership with our community, local businesses, and the local community colleges to transform our approach to transition and career readiness. We want to become an environment that will not only provide the current reality of living in the 21st century, but a learning environment that exceeds that reality.

Many of the local employers, Arkansas Department of Corrections, GCA, and Georgia Pacific, have stated the need for interpersonal skills in the workplace. This could mean anything from communicating instructions to a co-worker to appropriate conversations with a lead or authority figure. The need for organization, appropriate communication, and resource management is also a constant need addressed by our community partners. This designation will create opportunities for our students that will allow them to lead a productive life, be a valuable employee, and become leaders in our community. It will provide valuable and needed training, and local employers will benefit from young adults who have been well trained and prepared for the working environment. This status will advance our college-bound students, and will prepare them for upper level education beyond that of Star City High School. Innovation status will allow for a learning shift: from teacher lead and centered to student lead and centered. We hope to attract more students to become a stakeholder in this learning opportunity.

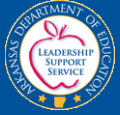
Star City School District is the only school in Lincoln County, Arkansas, and by extension Star City High School is the High School of Lincoln County, Arkansas. The poverty rate of Lincoln County, Arkansas is 27% versus the state average which is 19.2%. The poverty rate of children under the age of 18 is 36.6% versus the state average of 27.9%. According to the free and reduced lunch data for 2016, 68.54% of the district is eligible for this service. Without the distinction of being a School of Innovation, we would struggle to provide the offerings involved with this proposed plan. We strive to offer the best for our students, and believe that this distinction would enable and push our students to achieve outside of their perceived notions of the future.

Goal	Goal Description	
1	Reduce the achievement gap in our TAG group.	
2	Offer a variety of scheduling options to meet the flexible needs of students.	
3	Improve interpersonal communication (soft skills) with the help of mentors and inclusive curriculum	
4	Prepare students for college and career ready opportunities with a comprehensive and rigorous curriculum	



Innovation Plan

Plan Date	Action	Expected Outcome
08/16/2017	Career Pathways are available to students that include: Project Lead the Way in Engineering, Computer Science, and Biomedical as well as pathways in Family Consumer Science, Business, and Agriculture Science. Plans to expand pathways to include Welding Technology, Healthcare (CNA Certification), and Criminal Justice.	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.
08/16/2017	Utilize Career Ready 101 and ACT Work Keys assessment to provide students with an ACT National Career Readiness Certificate.	We will make Career Ready 101 and the ACT WorkKeys Assessment mandatory for all SCHS Juniors. This course will provide students with an integrated approach to exploring careers and their skill requirements. This will build life literacy through lessons about financial awareness, job searching skills, and more. Each of the students, after completing Career Ready 101, will take the ACT WorkKeys Assessment. These actions will be part of our partnership with the Workforce Alliance for Southeast Arkansas. The Workforce Alliance for Southeast Arkansas, which involves eight counties, includes businesses, colleges, elected officials, and others. After passing the assessment, students will possess a nationally recognized ACT Career Readiness Certificate.



Plan Date	Action	Expected Outcome
08/16/2017	Create a student centered learning opportunity that utilizes virtual or blended learning. This innovation will allow flexible student scheduling and mentoring for students who need additional support.	This opportunity allows the educational institution to meet the needs of all students. This provides a personalized learning plan that could include traditional class, virtual class, or a combination of both (hybrid) in grades 9-12. This plan would be developed in collaboration with students, teachers, counselor, administration, and parents depending on the needs of the student. The blended classes will be offered through Virtual Arkansas in which a facilitator will assist with in-class learning and mentoring. This will involve a seat time release for enrollment in postsecondary training or technical classes, participations in job shadowing, completing an internship, or obtaining paid employment. Due to barriers such as philosophical, environmental, economic and emotional constraints many of our students need the opportunity for additional support and mentoring. flexibility student interest will increase and they will be able to know and feel that they are the focus stakeholder in their education. This will allow students to take ownership of their futures while having a mentor to guide them during their secondary years.
08/16/2017	Star City High School will implement Jobs for America's Graduates (JAG) for SCHS seniors who have completed one of the career pathways offered at SCHS: Animal Science, Family and Consumer Science, Biomedical, Engineering, Computer Science, or Business Education.	This opportunity helps students achieve a career pathway concentration and gain reward by being involved in work release. This supervised work release will be under the direction of a facilitator in charge of verifying and documenting the students involved in the process. This encourages the students to complete the three years of Career and Technical Education (CTE) course work and show the student the benefit of completing a task. There will be a certificate given that will give students an added incentive for employment in that pathway.



Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
Required Time for Instruction 10.01.4 of the Standards for Accreditation	2	The school seeks to allow the opportunity to individualize instruction for all students. This waiver will allow a flexible 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, and obtain employment. 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.
ADE Rules Governing Educator Licensure	4	This would allow the district to offer specialized classes taught by someone who wouldn't have an Arkansas State Teaching License, but is an instructor through a community college or holds a certificate in specific specialty or trade. This request is driven by the desire to offer continuing education classes while still enrolled at SCHS.
ADE Rules Governing Uniform Grading Scales	4	Technical career training offerings may require a non traditional grading scale, such as Pass or Fail. The waiver request is for non-core courses that lend themselves to alternative descriptions of "mastery." The grading scale of the community college affiliate will be used in terms of grading in these courses.
Required Time for Instruction 6-18-211	2	The school seeks to allow the opportunity to individualize instruction for all students. This waiver will allow a flexible 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, and obtain employment. 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.
Grading Scale 6-15-902	4	Technical career training offerings may require a non traditional grading scale, such as Pass or Fail. The waiver request is for non-core courses that lend themselves to alternative descriptions of "mastery." The grading scale of the community college affiliate will be used in terms of grading in these course.



Code section, Rule, or Local Policy	Goal	Rationale
<p>ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grade Nine through Twelve</p>	<p>1</p>	<p>The school seeks to allow the opportunity to individualize instruction for all students. This waiver will allow a flexible 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, and obtain employment. 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>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/her grades at an acceptable level. If a student's grade falls below the acceptable level, he/she will enter a structure learning time for a minimum of 10 days.</p>
<p>Graduation Requirements 14.03 of the Standards for Accreditation</p>	<p>2</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/her grades at an acceptable level. If a student's grade falls below the acceptable level, he/she will enter a structure 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>



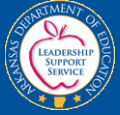
Code section, Rule, or Local Policy	Goal	Rationale
Student Performance-Grading scale 12.02 of the Standards for Accreditation	4	Technical career training offerings may require a non traditional grading scale, such as Pass or Fail. The waiver request is for non-core courses that lend themselves to alternative descriptions of "mastery." The grading scale of the community college affiliate will be used in terms of grading in these course.
Required Time for Instruction 6-16-102	2	The school seeks to allow the opportunity to individualize instruction for all students. This waiver will allow a flexible 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, and obtain employment. 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.



Council of Innovation

Minority at School 30.00%

Council Member Name	Representative Group	Minority	Position	Date Elected
Mike Walker	Principal	N	Chair	1/31/2017
Jordan Frizzell	Assistant Principal	N	Vice Chair	1/31/2017
Lee Ann Boren	Teacher	N	Member	1/31/2017
Leanna Britton	Teacher	N	Member	1/31/2017
Holly McDonald	Teacher	N	Member	1/31/2017
Latasha Harper	Classified	Y	Member	1/31/2017
Julie Giacomino	Classified	N	Member	1/31/2017
Kaylin Parker	Student	Y	Member	1/31/2017
Marco Hernandez	Student	Y	Member	1/31/2017
Laterriuna Hill	Student	Y	Member	1/31/2017
Amy Allen	Parent/Business Owner	N	Member	1/31/2017



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
9/28/2016	School of Innovation Intent Letter information	2	2	0	0	0	Inform our school leadership team on School of Innovation and the purposed of the intent letter to look into becoming a SOI
10/4/2016	School of Innovation Information Meeting	18	2	0	0	0	Letting staff know of impending changes
10/12/2016	Presentation of SOI to School Board	5	2	0	5	0	Discussion of partnership with area businesses and colleges to advance in School of Innovation option
1/31/2017	Presentation of School of Innovation to staff for vote and assemble Council	21	2	0	0	0	Council was formed 97% for School of Innovation
2/2/2017	Establish Scribe, align school mission and vision to SOI, establish goals	3	4	1	0	3	Scribe established, vision and mission are aligned, Goals are set
2/7/2017	Align goals with set innovations	3	4	1	0	2	Goals are aligned with each 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
2/9/2017	Purpose and expected outcomes of each innovation	2	3	1	0	0	Each Innovation has an action, expected outcome, and measurable data collection
2/15/2017	Communicate with Leadership Team the progress of SOI	9	0	0	0	0	Leadership pointed out innovative practices that are already in place at the school
2/21/2017	Inform Staff of SOI Application Progress	9	3	0	0	0	Informed any staff that wanted to know about the current progress of the SOI application
2/28/2017	Take our SOI plan to the school board for approval	0	0	0	0	0	Board approval, statement of assurances, and submission of application to the ADE
2/27/2017	Informed any staff that wanted to attend and informed them of SOI updates.	10	2	0	0	0	Take our SOI plan to the school board for approval.



Election Results

Number of certified and classified on staff:	49
Number of staff who voted:	37
Number of staff who voted for proposed Plan:	36
Number of staff who voted against the proposed plan:	1
Percentage of staff voting in favor of the proposed Plan of Innovation:	97



Professional Development Scope

Professional Development Plan Part 1

Date	Audience	Purpose of the Session
8/15/2016	Virtual Arkansas Facilitators	Prepare for Virtual Arkansas Facilitation
12/6/2016	Admin, Teachers, Staff	Observe Flex-mod scheduling in action at Hot Springs
2/16/2017	Admin	Virtual Arkansas Partnership Symposium - Prep for the different blended options Virtual Arkansas offers
6/13/2016	Teachers	Rigorous curriculum through APSI, STEM, LTF
8/4/2016	Teachers	Google Training
7/6/2016	Teachers	RTI/PLC with Solution Tree

Professional Development Plan Part 2

Date	Audience	Purpose of the Session
8/10/2017	Admin, Teachers, Staff	Prepare for Student engagement and retention using "Energy Bus" This will include mentoring, character building, positive culture, and leadership
6/21/2017	Admin, Teachers, Staff	Flex-Summit to understand the intricacies of Flexible scheduling
6/1/2017	Admin and Teachers	No specific dates, but still searching for training on personalized learning plans and mentoring and support for students.
6/1/2017	Teachers	Google training through Southeast Arkansas Educational Coop to train all teachers to use and implement google in their classrooms.
6/1/2017	Teachers	Train and facilitate a professional development to assist students with the need for a career plan, personal education plan, and new scheduling.
8/7/2017	Admin, Teachers, Staff	Meetings to discuss adaptation of flex scheduling/Blended Learning
8/16/2017	Teachers, Students	Weekly meetings to help students with new changes in the school/Mentoring

Star City High School

School of Innovation Plan Description

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Goals

1. Reduce the achievement gap in our TAG group
2. Offer a variety of scheduling options to meet the flexible needs of students.
3. Improve interpersonal communication (soft skills) with the help of mentors and inclusive curriculum
4. Prepare students for college and career ready opportunities with a comprehensive and rigorous curriculum

Innovation 1: Career Pathways available to students that include: Project Lead the Way in Engineering, Computer Science, and Biomedical as well as pathways in Family Consumer Science, Business, and Agriculture Science. Plans to expand pathways to include Welding Technology, Healthcare (CNA Certification), and Criminal Justice.

Purpose: 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.

Expected Change: The pathway will result in added-value diplomas 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.

Instrument to use or data to compile that will demonstrate change: Gather data on Star City High School graduates for career and technical certifications. The ACT WorkKeys assessment will be the instrument used to collect data for this innovative strategy.

Innovation 2: Utilize Career Ready 101 and ACT Work Keys assessment to provide students with an ACT National Career Readiness Certificate.

Purpose: Career Ready 101 is a comprehensive program with an integrated approach to exploring careers and their skill requirements, as well as building workplace and life skills. Students will develop the skills necessary for the workplace and will receive the ACT National Career Readiness Certificate that is recognized across the United States by industry and small businesses.

Expected Change: We will make Career Ready 101 and the ACT WorkKeys Assessment mandatory for all SCHS Juniors. This course will provide students with an integrated approach to exploring careers and their skill requirements. This will build life literacy through lessons about financial awareness, job searching skills, and more. Each of the students, after completing Career Ready 101, will take the ACT WorkKeys Assessment. These actions will be part of our partnership with the Workforce Alliance for Southeast Arkansas. The Workforce Alliance for Southeast Arkansas, which involves eight counties, includes businesses, colleges, elected officials, and others. After passing the assessment, students will possess a nationally recognized ACT Career Readiness Certificate.

Instrument to use or data to compile that will demonstrate change: The ACT WorkKeys assessment will be the instrument used to collect data for this innovative strategy.

Innovation 3: Create a student centered learning opportunity that utilizes virtual or blended learning. This innovation will allow flexible student scheduling and mentoring for students who need additional support.

Purpose: This opportunity allows the educational institution to meet the needs of all students. This provides a personalized learning plan that could include traditional class, virtual class, or a combination of both (hybrid) in grades 9-12. This plan would be developed in collaboration with students, teachers, counselor, administration, and parents depending on the needs of the student. The blended classes will be offered through Virtual Arkansas in which a facilitator will assist with in-class learning and mentoring.

This will involve a seat time release for enrollment in postsecondary training or technical classes, participations in job shadowing, completing an internship, or obtaining paid employment. Due to barriers such as philosophical, environmental, economic and emotional constraints many of our students need the opportunity for additional support and mentoring.

Expected Change: The flexibility in scheduling will prepare our students for some of the realities associated with continuing education in post-secondary institutions. This plan will allow students to take a proactive ownership role in their learning. With choice and schedule flexibility student interest will increase and they will be able to know and feel that they are the focus stakeholder in their education. This will allow students to take ownership of their futures while having a mentor to guide them during their secondary years.

Instrument to use or data to compile that will demonstrate change: The instrument in tracking this data will be based on student success and overall achievement level of students who are taking part in this innovation. Components of this innovation to be measured include: increase in daily attendance rate, increase in graduation rate, and increased proficiency on ACT Aspire by 10% in mathematics and literacy.

Innovation 4: Star City High School will implement Jobs for America's Graduates (JAG) for SCHS seniors who have completed one of the career pathways offered at SCHS: Animal Science, Family and Consumer Science, Biomedical, Engineering, Computer Science, or Business Education.

Purpose: This opportunity helps students achieve a career pathway concentration and gain reward by being involved in work release. This supervised work release will be under the direction of a facilitator in charge of verifying and documenting the students involved in the process. This encourages the students to complete the three years of Career and Technical Education (CTE) course work and show the student the benefit of completing a task. There will be a certificate given that will give students an added incentive for employment in that pathway.

Expected Change: Our plan incorporates JAG as an option for Star City High School Seniors who have completed one or more of the Career Pathways offered at Star City High School. These pathways include: animal science, family and consumer science, biomedical research, engineering, computer science, and business education. Seniors who have completed the instruction in one or more of these areas and are on track to fulfill the graduation requirements can enroll in the JAG program. This will involve a seat time release for enrollment in postsecondary training or technical classes, participation in job shadowing, completing an internship, or obtaining paid employment.

Instrument to use or data to compile that will demonstrate change: Data will be collected in two different steps: completion of one or more of the career pathways offered and continual observation by a JAG facilitator within Star City High School. The observation will be conducted with both candidate/participant in the JAG program and their sponsor/host business or school.