

2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

PANGBURN ELEMENTARY SCHOOL - 7309038

SUBMITTER INFORMATION

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APPLICATION STATUS



APPLICATION STATUS: UNDER REVIEW

Application Submitted on: 04-23-2019

LINK TO MY SCHOOL INFO

[My School Info](#)

SECTION 1: INNOVATION PLANS

Narrative Description of the Innovation Plan

Pangburn Elementary School is the only elementary school in the rural Pangburn School District. Current enrollment at Pangburn Elementary School is 391 students in grades K-6. Of this population, approximately 57.45% of students qualify for free and reduced lunch. The elementary school population includes 0.3% of students identifying with two or more races, 2.4% of students identifying as Hispanic, and 97.3% of students identifying as Caucasian.

Recent data indicates that a large percentage of students at Pangburn Elementary School are below grade level in both reading and mathematics. On the iStation assessment, 31% of students scored below grade level in kindergarten, 46% of students scored below grade level in first grade, 52% of students scored below grade level in second grade. On the ACT Aspire Summative Assessments given in April of 2018, 40.2% of students in grades 3-6 did not meet the readiness benchmark in mathematics and 61.5% of students in grades 3-6 did not meet the readiness benchmark in reading.

In becoming a school of innovation, we hope to provide our students with a more personalized education, instead of the one-size-fits-all approach. Our plan is to provide students with diverse learning opportunities that will incorporate student voice and choice in order to prepare our students for whatever future they may choose. Our instruction will be designed around each individual learner's readiness, as well as each student's strengths, needs, and interests. We want our learners to be active participants in setting goals, tracking progress, and determining how learning will be demonstrated. Our students will have the opportunity to show what they know through competency-based assessments rather than tests. According to the article *Whats Possible with Personalized Learning?*, introducing our students to concepts that are current, relevant and interesting to each individual learner will allow us as teachers to connect with and appreciate our students not only on an academic level, but on a social and emotional level as well. This will open the door to better individualize to their academic and social needs, which in turn will help students to become self-confident, productive, and aware of what it takes to be successful.

Our innovative curricular extension (ICE) classes have been developed to give our students a hands on way to reinforce concepts from the classroom. The students have been given voice and choice on which ICE classes are offered and which classes they participate in. These classes expose our students to things they may not otherwise be exposed to such as: cooking, drama, robotics, game design, student council, and much more. These offer an engaging way for students to apply their learning in a real-world scenario. These classes also provide opportunities for our students to build soft skills. Our students are learning responsibility, teamwork, integrity, how to persevere, as well as many others.

The traditional grading system does not support the personalized learning approach. Therefore, we have already begun to make the transition to a standards-based grading system. Our kindergarten began this process last year. This year, our first grade has made the transition, and our plan is to continue this until all grade levels are using this grading system. In order to truly personalize our students learning, we must better understand what our students know and specifically what they may be struggling with. The traditional grading system failed to do this. Using a standards-based grading system will allow our students to have a better understanding of their progress toward learning goals and will support the process of demonstrating learning in a variety of ways.

To better personalize learning for each of our students, we plan to provide a flexible and blended learning environment for our students. This includes blending the way instruction is delivered, but also includes blending grade levels. By blending grade levels based on the needs of each student for each standard, we will be able to better personalize learning for our students for maximum growth. The students will also have more flexibility in their schedules in order to provide personalized learning time which will also include time for students to work on interests and passion based learning.

In order to support our first goal of developing students who are self-directed and actively participate and grow as learners, we have begun implementing student-led conferences this spring in the third and fourth grades. We saw an increase in parent participation during our spring conferences compared to our conferences in the fall semester. Students were excited to attend and

have the leadership role in the conference. We received positive feedback from the students parents. Having student-led conferences helps students develop accountability as active participants in their learning. Students are required to reflect on their learning and to communicate their progress to their parents.

Implementing and utilizing learner profiles is another tool that will support our first goal for our students to be self-directed and actively participate and grow as learners. Our learner profiles will begin in kindergarten and follow the students throughout their academic career. Information that will be included in the learner profiles will be student data, academic and personal goals, student interests, student learning styles, and any other information that will help build an individual plan and focus for the student. With the learner profile as a resource, teachers will more efficiently and effectively personalize learning for all students and develop strong student-teacher relationships. The learner profiles will be co-created with the students and teachers and will help in assuring our students take ownership of their learning and are knowledgeable of their academic progress as well as their progress toward and achievement of personal goals.

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SECTION 2: GENERAL QUESTIONS

Special Conditions ESSA (Check all that apply)

Supports and service organizations assisting your school.

Arkansas Department of Education (ADE)

Office of Innovation for Education (OIE)

Link to your School Improvement Plan:

<http://pangburnschools.org/wp-content/uploads/2018/07/Pangburn-Elementary-School-Improvement-Plan.pdf>

Data Entry Date: 01/29/19 | Data Modified Date: 02/20/19

SECTION 3: EXPLORING AND LEARNING

Exploring and Learning

We encourage you to work in this section before completing the School of Innovation Plan and Goals. The primary purpose of Exploring and Learning is to build the capacity of stakeholders for the work of innovation up to the submission of the application on April 23, 2019.

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
03/11/2019 - 03/12/2019	School visits were made to Eminence, Kentucky and Western Wayne, Indiana to gain knowledge of innovative ideas beyond Arkansas practices.	Teacher (Number Attended: 6)	New strategies and ideas were gleaned while visiting these schools. Teachers shared what they had learned with other staff members and discussions were had about how these ideas might be effectively implemented at PES.
03/07/2019 - 03/07/2019	SOI Council Meeting was held to share where PES is in the application process, to share implementation of educational innovations and gain feedback of those already in place. Other ideas and resources were also discussed.	Other (Number Attended: 10)	<p>Staff and students shared the purpose and practice of the Innovative Curricular Extension (ICE) classes and gained feedback from the parents and others on the effectiveness of these. Teachers discussed the implementation process currently taking place for the T.I.G.E.R. cards. They also shared the purpose of the cards to encourage positive behaviors, allow students voice and accountability for character growth, and encourage goal setting and achievement. Finally learner profiles were discussed for implementation in the future. Teachers also sought feedback on these from the council.</p> <p>ICE classes will continue to be implemented. T.I.G.E.R cards will continue to be adjusted to best serve PES students and teachers. More information on learner profiles will continue to be gained and preparations for implementation will be made.</p> <p>Number attended: More than 25</p>
03/07/2019 - 03/07/2019	Meeting with K-2 teachers to begin conversations about implementation of	Teacher (Number Attended: 10)	Discussions were had about what innovation might look like at K-2. Teachers examined exemplars from Eminence Elementary School and teachers chose 1-2 that they'd like to know more about and

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
	innovative practices.		possibly implement next year. Conversations will continue. K-2 teachers will begin to brainstorm some ideas for and thoughts about innovation.
02/20/2019 - 02/20/2019	SOI Meeting at Arch Ford Educational Service Cooperative was held to allow school districts to determine progress in the application process and receive help in completion of application.	Teacher (Number Attended: 4)	After reviewing each section of the PES SOI application, attendees determined what work was needed to complete each section. ADE also offered feedback and assistance to determine waivers needed, etc. Time was also spent writing goals and outcomes. This work will be continued and completed.
02/19/2019 - 02/19/2019	Staff meeting to share information	Teacher (Number Attended: More than 25)	Staff was informed on the progress that has been made in the SOI process. Also, information was shared with the staff about the school visits to Holt Middle School and Pea Ridge School District and what has been implemented in the third and fourth grades at this point.
02/12/2019 - 02/12/2019	Implemented T.I.G.E.R. cards, allowing students voice and accountability for character focus and growth.	Student (Number Attended: More than 25)	Teachers worked with 3rd and 4th grade students to discuss and determine needed behaviors to become successful students that can take on tasks and responsibilities independently. Students will individually determine their own level of accountability and responsibility, justifying with evidence in a written piece. Allowing students voice and accountability for character growth, they will set personal goals to achieve over the course of the semester. Number attended: More than 25
02/06/2019 - 02/07/2019	School visits to gain better vision of a SOI fully implemented	Teacher (Number Attended: 10)	Staff had the opportunity to visit Holt Middle School and Pea Ridge School District to gain insight, ideas, and a better understanding of what our next steps may be. Our next steps are to share the information we gathered from our school visits with the rest of the staff and to develop a more focused plan for the upcoming school year.
01/31/2019 - 01/31/2019	Students led conferences at grades 3 & 4 were planned for and held to	Parent (Number Attended: More	Students previously set goals and have worked to achieve those goals. They prepared for and shared growth with their families. Students will

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
	allow students to take responsibility and show accountability for their learning and growth.	than 25)	continually update their data portfolios and set new goals as needed. Number attended: More than 25
01/11/2019 - 01/11/2019	Visit with Marsha Hash and Carolyn Farrell at PES	Teacher (Number Attended: 7)	Worked on SOI application (sections 6-7) with leadership team, Marsha and Carolyn to ensure a vision and mission based SOI application with an aligned implementation plan that best supports all learner needs (both adults and children). Marsha and Carolyn guided our leadership team (principal and key teachers) through the process of creating goals tied to our Theory of Action and vision.
11/26/2018 - 11/26/2018	The purpose of the meeting was to obtain board approval for applying for SOI.	School Board Member (Number Attended: 19)	The school board approved the request for the elementary school to apply for SOI.
11/12/2018 - 11/12/2018	Parent meeting to share information and select parent representative for SOI Council	Parent (Number Attended: 10)	Parents were informed of plans for becoming a School of Innovation. We shared what steps have already been taken and next steps. Parents voiced concerns. Parent representatives were elected for the SOI council.
11/07/2018 - 11/07/2018	Staff meeting to share information and select staff SOI Council members	Teacher (Number Attended: 10)	We informed staff of plans for becoming a School of Innovation. We shared what steps have already been taken and next steps. Questions were answered for more clarification. Staff representatives were elected for the SOI council.
10/25/2018 - 10/25/2018	The Innovator's Mindset books distributed for book study	Teacher (Number Attended: 10)	A book study will begin and one chapter will be discussed each time we have a working lunch every other week on Thursdays.
10/18/2018 - 10/18/2018	The purpose of the meeting is to learn how to apply for the School of Innovation.	School Administrator (Number Attended: 2)	First we will elect our school of innovation council and begin holding periodic meetings with teachers at the 3rd and 4th grade levels. Next we will conduct a meeting to inform staff of desire to become a school of innovation, working to achieve a minimum of 60% approval of staff members to move forward. Once we have the required approval vote, we will submit the school of innovation plan to the Pangburn Public School board of education for approval. We will then begin and continue the application process for the school of innovation.
10/04/2018 - 10/04/2018	Visit with Crystal Beshears at PES to outline path and purpose	Teacher (Number Attended: 10)	We received more direction and purpose for moving forward in becoming a School of Innovation. Our next steps were outlined. We

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
	for process of becoming a SOI.		narrowed ideas & determined needs in facilities.
09/27/2018 - 09/28/2018	Innovation Summit was attended to gain better understanding and vision for SOI.	Teacher (Number Attended: 10)	Gained ideas and understanding
08/09/2018 - 08/09/2018	Three hour professional development address by Buddy Berry for all staff members at PPS to provide motivation for K-12 continuing to become a school of innovation.	Teacher (Number Attended: More than 25)	Gained focus/vision for becoming SOI Learn options/ideas for innovation that will most benefit PES students; visit schools of innovation
05/18/2018 - 05/18/2018	Meeting with Crystal Beshears to determine current mindset and needs and provide reasoning for continuing movement toward SOI.	Teacher (Number Attended: 10)	Discussions with the 3rd and 4th grade teachers and administration were conducted to encourage and motivate them to continue movement toward innovation. We also brainstormed needs and ideas for becoming a SOI based on current data.
09/26/2017 - 09/27/2017	Current 4th grade teachers attended the Innovation Summit	Teacher (Number Attended: 10)	Gained a greater understanding of a School of Innovation purpose, ideas and possible outcomes at the elementary level

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SECTION 4: COUNCIL OF INNOVATION

Council of Innovation

The Council of Innovation is composed of a representative group of teachers, classified employees, the building principal or designee, parents, community members, minimum of two (2) students and minority membership in schools with ten percent (10%) or greater minority student population. The council shall generate innovative ideas and proposals and seek diverse ideas from other stakeholders to determine the content of the plan that will be voted on by the school employees.

Minority Representation: 7.14%

Name of council member	Representative group	Council Position	Minority	Date Elected
Ella Henry	Student	Student	No	02/28/2019
Mikel McCord	School Board Member	School Board President	No	11/29/2018
David Wilson	Community Member	Community Member	No	11/15/2018
Todd Ramsey	Community Member	Community Member	No	11/15/2018
Brody Roberts	Student	Student	No	11/15/2018
Shawny Jackson-moved	Student	Student	Yes	11/15/2018
Lillie Barry	Student	Student	No	11/15/2018
Juan C. Vasquez	Parent	Parent	Yes	11/12/2018
Jennifer Herrera	Parent	Parent	No	11/12/2018
Branden Henry	Parent	Parent	No	11/12/2018
Emily Curl	Parent	Parent	No	11/12/2018
Doss Burleson	Parent	Parent	No	11/12/2018
Autumn Yancey	Certified Staff	Certified Staff	No	11/07/2018
Amanda Wyman	Classified Staff	Classified Staff	No	11/07/2018
Lynne Wilkerson	Classified Staff	Classified Staff	No	11/07/2018
Theresa Ramsey	Teacher	Teacher	No	11/07/2018
Lou Knapp	Classified Staff	Classified Staff	No	11/07/2018

Name of council member	Representative group	Council Position	Minority	Date Elected
Stephanie Jones	Classified Staff	Classified Staff	No	11/07/2018
Ashley Holleman	Teacher	Teacher	No	11/07/2018
Renee Henry	Teacher	Teacher	No	11/07/2018
Tiffany Hale	Teacher	Teacher	No	11/07/2018
Samantha Whitehead	Teacher	Teacher	No	10/25/2018
Darliss Treat	Teacher	Teacher	No	10/25/2018
Susan Ramsey	Teacher	Teacher	No	10/25/2018
Missey Holloway	Teacher	Teacher	No	10/25/2018
Lori Flint	Teacher	Teacher	No	10/25/2018
Melissa Allen	Teacher	Teacher	No	10/25/2018
Mary Rieck	School Administrator	Administrator	No	10/25/2018

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SECTION 5: VISION AND MISSION

The school's Vision statement

Inspire change together!

The school's Mission statement

All students are expected to learn, create, achieve, and succeed in education, community, and life. As educators, we should strive to motivate, encourage, and inspire young people to overcome obstacles and achieve lifelong goals.

Vision & Misson are:

Revisited without changes

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SECTION 5: TIMELINE OF WORK

Timeline of work:

Date	Vision & Mission Work	Stakeholders Involved
07/01/2019	This summer K-12 staff will collaborate together to edit/create a vision that exemplifies the aim and purpose of Pangburn School's staff and students.	This summer K-12 staff will collaborate together to edit/create a vision that exemplifies the aim and purpose of Pangburn School's staff and students.
03/05/2019	Brainstormed vision ideas "Inspire change together!"	Brainstormed vision ideas "Inspire change together!"

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SECTION 6: GOALS AND ANTICIPATED OUTCOMES

Goals and Anticipated Outcomes

These may include, but are not limited to, the following goals outlined in [AR Code § 6-15-2803](#) (2016)

Goal 1:

All Pangburn Elementary School students will increase self-directed behaviors leading them to actively participate (engage) in their learning.

Goal 2:

Pangburn Elementary School will increase student achievement and growth for all students in literacy.

Goal 3:

Pangburn Elementary School will improve all learners' social and emotional skills and support physical needs.

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SECTION 7: THEORY OF ACTION TO ACHIEVE INNOVATION GOALS - INNOVATION PLAN

Theory of Action to Achieve Innovation Goals: Innovation Plan

Please connect the SOI goals to the innovations, performance targets, timeline, and waivers needed for implementation. Note: limit the response to no more than five (5) goals. Complete Theory of Action for each goal.

Goal 1 | All Pangburn Elementary School students will increase self-directed behaviors leading them to actively participate (engage) in their learning.

Output/Actions (innovation strategy)	If we provide personalized learning, innovative curricular extension activities in a flexible environment, and explicitly model and support a culture of self-directedness
Expected Short Term Outcome	students will increase self-directed behavior and actively participate in their learning by setting academic and personal goals as a part of their learner profile (student success plan), tracking their own progress, and demonstrating their learning.
Interim Performance Target with expected change	and this will decrease chronic absenteeism by 50% and will decrease student disciplinary office referrals by 50%
Data/Instrument	which will be measured by data from eSchool, learner profile entries (especially goal setting and reflection), student-led conferences (reflections and surveys with students, parents, and teachers) classroom observations and reflections of students and teachers, and student work.
Date (by when)	12/20/2019
Materials/Resources needed	
Waiver Needed?	No
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Goal 2 | Pangburn Elementary School will increase student achievement and growth for all students in literacy.

Output/Actions (innovation strategy)	If we provide individualized instruction, allow for blended learning opportunities, and give students voice and choice in their learning
Expected Short Term Outcome	then students will improve in literacy skills and this will decrease tier 2 interventions by 30%
Interim Performance Target with expected change	which will increase student ownership of learning and improve literacy skills for all students
Data/Instrument	as measured by formative and summative assessments and interim assessments

Date (by when)	08/01/2021
Materials/Resources needed	None
Waiver Needed?	No
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Goal 3 | Pangburn Elementary School will improve all learners' social and emotional skills and support physical needs.

Output/Actions (innovation strategy)	If we utilize flex time, blended learning, and personalize for every student, we will be able to impact learners' needs through mentoring, family communication and involvement, and co-generation of learner profiles that focus social/emotional along with academic and learning goals
Expected Short Term Outcome	then we will be able to meet the needs of our students and their families
Interim Performance Target with expected change	and this will provide alternative methods of instruction for unconventional needs of students and will decrease discipline referrals and increase student attendance
Data/Instrument	which will be measured by academic growth as reflected in formative and summative assessments, positive classroom behaviors (decreased discipline referrals), and increased school attendance. Positive behaviors will also be observed and noted from initial mentoring meetings to follow-up meetings throughout the year as mentoring relationships are strengthened.
Date (by when)	08/01/2021
Materials/Resources needed	Learning Management System
Waiver Needed?	No
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SECTION 8: ELECTION RESULTS

Election Results

Faculty and staff of the school must vote on the innovation plan presented by the Council of Innovation. **Sixty percent of all school employees must vote in favor for the application to be submitted to the ADE.**

Number of Licensed and Classified Staff	54
Number of Staff who voted	41
Number of Staff who voted for the proposed Plan	41
Number of Staff who voted against the proposed plan	0
Percentage of staff voting in favor of the proposed plan of innovation	100%

Data Entry Date: 02/18/19 | Data Modified Date: 02/18/19

SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

2019-20 Professional Development Plan for Innovation Implementation

Innovation Strategy: Begin implementing innovative strategies at K-2, ie. increased STEM opportunities, personalized learning, etc.

Goals: Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
09/10/2019	Begin a book study on "The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity" with K-2 teachers and conducted by elementary principal	We will conduct this book study to better understand why innovation is necessary and possible at PES. By discussing the innovative perspective and strategies we will come to have a better understanding of the purpose and potential for our students.	K-2 teachers
11/01/2019	School of Innovation Tours	SOI visits will help teachers visualize strategies already in place at other schools and enable them to effectively implement at PES after productive conversations and decisions with team members	K-2 teachers

Innovation Strategy: Personalized Learning

Goals: Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
09/23/2019	Attend Innovation Summit	Gain a better understanding of educational innovation, it's purpose and effective strategies for possible implementation	5th and 6th grade teachers

Innovation Strategy: Increase self directed behaviors & improve all learners' social and emotional skills and support physical needs.

Goals: Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
09/15/2019	Book study on <i>Educating for Human Greatness</i> by Lynn Stoddard	America’s current education system compels teachers to focus upon test scores, not develop individuals who can make positive contributions to society. Students as young as five years old are pressured to memorize facts and irrelevant material in preparation for standardized tests. This sterile approach tends to subvert curiosity, impede imagination, and lead to negative attitudes towards schooling. The framework we propose is based upon a higher purpose for education: <i>Develop human beings to be positive contributors to society.</i> We want students to fall in love with learning, to develop their full potential, and to become resilient, innovative thinkers.	3/4 Teachers
01/05/2020	School visits	Work with OIE to identify and arrange visits with schools who have been working to educate the whole child and are utilizing effective strategies with students.	K-4 Teachers

Innovation Strategy: Increase achievement and growth in literacy

Goals: Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
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07/01/2019

Professional Development
on Depth of Knowledge
Questioning with literacy
coach and math coach

Data shows PES students
show deficits in this area

3/4 Teachers