

2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

PINNACLE VIEW HIGH SCHOOL - 6001081

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

Pinnacle View High School of Innovation will reflect the demographic trend of Pinnacle View Middle School (PVMS). This inaugural class of freshmen will be composed of students who are currently in the 8th grade this 2018-2019 school year at PVMS. This will be the first class of students matriculating to the 9th grade since Pinnacle View Middle School was opened just under three years ago.

School demographic data (based on the 2018-2019 <https://myschoolinfo.arkansas.gov/>) show a student population broken down by race as: Asian 9.0%, African American 42.3%, White 43.2%, Hispanic/Latino 4.5%, Two or more races 0.8% and Hawaiian/Pacific Islander at 0.2%. In addition, sub-groups identified as English Learners (ELs) represent 8% of the student population, Special Education students represent 13% of the population and 52% of the students at PVMS are from a low income eligible demographic.

This group of students performed in the following ways for the 2017-2018 school year with the administration of the 7th grade ACT Aspire:

Math	46% At or Above Ready
Science	51% at or Above Ready
English	80% At or Above Ready
Reading	43% At or Above Ready

The performance of the same group of students (8th grade) for this years MAP/NWEA winter assessments is as follows:

Math	67%	Science	61%
English	63%		

The data shows that there is still room for targeted growth among these students in all areas Math Science and Literacy. This is consistent with the trend data for this group. If students are able to perform in literacy based activities at a high enough level then they can more effectively access core instruction (Science, Math and Social Studies). When we look at additional data on the performance of 8th grade students nationally relative to the

performance of 8th grade students in Arkansas, the NAEP results show only 25% of the 8th grade students in Arkansas scoring At or Above Proficient in Math (2017 NAEP summary results). The results for Reading show only 29% of this group scoring At or Above Proficient in (2017 NAEP summary results). The NAEP Science results from 2015 showed 28% of the 8th grade students were At or Above Proficient. All data sources considered along with our student data and this is evidence that we still need to address these levels of performance with our students as they matriculate up toward high school.

According to Friend et al., changes in schooling must keep up with the changes in our world. The future career goals for students today are not the same as those that existed a hundred years ago. As we work to equip students with college and career ready skills, we must advance different ways of thinking about their high school experiences and the most value with regard to their futures. One of the ways this can be accomplished is through a personalized learning approach where we can tailor our instructional program to match student interests, needs and strengths. Students will be provided with voice and choice in the decision-making process (Friend, B., Patrick, S., Schneider, C., & Vander Ark, T. (2017). *Whats Possible with Personalized Learning?* Vienna, VA: International Association for K-12 Online Learning). We will also develop our teacher strengths to provide them with the necessary flexibility in what they can do with students as they move toward mastery competencies in their chosen fields of study.

The Little Rock School District believes that a school of innovation would meet the needs of parents and students in this community who are seeking an approach to teaching and learning with the inclusion of new technologies, virtual learning, blended learning as well as traditional methods for teaching and learning that produce high achievement for all students regardless of the demographics and/or identified special educational needs. We see opportunities for student learning to take place within the confines of our school building as well as outside our brick and mortar structures. The focus is on keeping the student at the center of all decisions and giving greater ownership to students for their learning.

Students will have the opportunity to receive a personalized learning approach using applications that would otherwise be unavailable in their attendance zone schools. We would be address the learning needs of students based on their educational profiles and providing each student with the foundation skills to specialize as the students move through grades 10 through 12. Students can choose to move on as they are ready with this mastery approach to learning objectives. When we review our Math performance data we are able to see that using a mastery approach versus a standards-based approach will provide better opportunities for students to attain mastery goals. A School of Innovation would facilitate those structures for students as they gain mastery of content.

The innovations we propose to use will allow students the opportunity to receive a personalized learning approach. They would use applications that would otherwise be unavailable in their attendance zone schools. We would be address the learning needs of students based on their educational profiles and providing each student with the foundation skills to specialize as the students move through grades 10 through 12.

We could be determining the specific offering during the planning phase for this school with the Advisory Council. Currently, there is interest in using a blended learning model for instruction within a five block day where all students would participate in an Advisory block at the end of each day. This type of block would allow students to have time built in for Project-Based Learning, extra teacher assistance with individual assignments and time to meet individually with teachers. Through Project-Based Learning our students would be gaining real world applicable skills suited for classrooms of today. Students would also have opportunities for student-led conferencing with parents and guardians as they discuss and present their path toward mastery. They would have access to differentiated assessments which match that approach and their individual learning path.

These decisions on what PVHS will offer reflects the views of the community through discussions with the Advisory Council. The Advisory Councils voice is communicated through the innovations the council has proposed. During the most recent meeting earlier this month those were the major topics discussed and presented for this application:

Scheduling

Mastery-based instruction

Differentiated assessments

Student-led conferencing

Project-based Learning

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:

https://docs.google.com/document/d/e/2PACX-1vRa5KPPm1R1hG3dUyym3nolATGpydBvPx2n7vzfST97Lk3k_Y09rd19N

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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
04/10/2019 - 04/10/2019	SOI Meeting to develop innovations for the SOI application	Other (Number Attended: 10)	The Advisory Council was able to make some decisions about which innovations they wanted to see implemented at PVHS for the coming school year.
03/01/2019 - 03/01/2019	Inaugural Meeting for the Pinnacle View High School Advisory Council	Parent (Number Attended: 17)	We reviewed the WHY and the HOW of our work as an SOI Advisory Council. Next Steps included Registration dates for parents to indicate their wishes for the 2019-2020 school year for their 9th grade students. We also agreed that we would share more information regarding this school choice option via the school's website.
02/26/2019 - 02/26/2019	SOI Planning meeting to understand the purpose of the SOI within core curriculum and by student needs.	Other (Number Attended: 6)	To provide this school-based council meeting with an overview of where we are in the SOI application process, to help them understand the why and the what of the SOI.
02/21/2019 - 02/21/2019	To provide an update on the SOI application and to start forming the SOI Council (especially looking at the student and parent components).	Parent (Number Attended: More than 25)	Moving forward with the inaugural SOI Council meeting. Creating a timeline for the process moving forward as part of our action plan in getting ready for the 2019-2020 school year. Parents were also provided with an opportunity to speak with parents from the SOIs in Springdale and Rogers, Arkansas via a live feed.
02/20/2019 - 02/20/2019	SOI Application Meeting at Arch Ford Educational Services in Plumerville, AR	Other (Number Attended: 2)	Learn about application process, next steps will be assembling an SOI Council.
02/18/2019 - 02/18/2019	A Logistics Planning Committee with all departments needed to	District Administrator (Number	Meeting outcome/planned steps The identification

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
	support this effort.	Attended: 11)	of critical timelines (e.g. facilities upgrades to meet standards, procurement deadline for the purchase of equipment/furniture). A discussion around curriculum was presented with regard to which courses could be offered to meet a 9 th grade curriculum before the implementation of the innovative approaches for 10 through grade 12. Athletics schedules and transportation concerns were addressed and until we know which students, which AZ schools and which sports we cannot confirm final details. A suggestion was generated for a daily schedule which might look like an elementary schedule from start time through the end of the day (accommodating the athletic schedule and potential traffic concerns for moving student in and out of the facility). A couple questions were offered up to be clarified during the session on February 20, 2019 with the ADE legal counsel regarding the equitable access to extra-curricular options such as Debate, Drama, Dance, etc Next steps will include a follow-up meeting to see where we are in the school-readiness process having met the timelines generated during this meeting.
02/07/2019 - 02/07/2019	To receive feedback from parents regarding their interest in the SOI for PVHS and to share information on the AAA rules for student athletes, the process of making the application, the requirements of an SOI Council and the need for parental engagement and input as the process moves forward.	Parent (Number Attended: 12)	During this meeting we discussed moving forward and what that process might entail. We also spoke about the formation of an Advisory Council and the need for parent membership. The audience was advised that there would be an upcoming Technical assistance event for districts making the application for an SOI and that a Parent meeting would immediately follow that event. We would also explore the provision of input from parents whose students currently attend another SOI in Arkansas (Rogers/Springdale districts were referenced).
01/30/2019 - 01/30/2019	To form a 9th grade Task Force where we would identify what actions have been taken to date, reviewing the level of interest on the returned Parent/Student Surveys, a presentation	Parent (Number Attended: 12)	A follow-up meeting where we will share subsequent information gathered through meetings with AAA and facilities services, and the decision on submitting the SOI application, as well as the Technical assistance session on February 20, 2019.

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
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to the Little Rock School District Community Advisory Board, a facilities meeting with the ADE, a meeting on AAA rules and effect on student athletes for the 9th grade year, and to answer any questions parents have as we move forward.

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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: 35.71%

Name of council member	Representative group	Council Position	Minority	Date Elected
Naina Bose	Student	Member	Yes	03/01/2019
Nandini Bose	Student	Member	Yes	03/01/2019
Sudeepha Bose	Parent	Member	Yes	03/01/2019
Gloria Layman	Parent	Member	No	03/01/2019
Kevin Layman	Parent	Member	No	03/01/2019
Alex Layman	Student	Member	No	03/01/2019
Walt Carter	Parent	Member	No	03/01/2019
Chris Gimbert	Parent	Member	No	03/01/2019
Karen Heatherly	School Administrator	Member	No	02/26/2019
Kathy Peery	Certified Staff	Member	No	02/26/2019
Jennifer Meskenas	Certified Staff	Member	No	02/26/2019
Dr. Karen Henery	District Administrator	Member	Yes	02/20/2019
Dr. Jay Pickering	Principal	Member	No	02/20/2019
Marvin Burton	District Administrator	Member	Yes	02/20/2019

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SECTION 5: VISION AND MISSION

The school's Vision statement

The mission of Pinnacle View Middle/High School, in partnership with the community, is to lead students through rigorous academic programs, which include exploratory and multi-cultural experiences, utilize the strength of its diverse population, and enable students to reach their full potential as independent thinkers in a global society.

The school's Mission statement

The mission of Pinnacle View Middle/High School, in partnership with the community, is to lead students through rigorous academic programs, which include exploratory and multi-cultural experiences, utilize the strength of its diverse population, and enable students to reach their full potential as independent thinkers in a global society.

Vision & Misson are:

Revisited without changes

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SECTION 5: TIMELINE OF WORK

Timeline of work:

Date	Vision & Mission Work	Stakeholders Involved
04/04/2019	The SOI Council will meet on this date or the closest date possible to review the current Vision and Mission from PVMS to see if this represents what the SO Council desires for the future PVHS students.	The SOI Council will meet on this date or the closest date possible to review the current Vision and Mission from PVMS to see if this represents what the SO Council desires for the future PVHS students.

Data Entry Date: 03/11/19 | Data Modified Date: 03/11/19

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:

Students will utilize an accelerated pathway using a blended learning and/or Project-based Learning approach to learning. This will allow the student to earn a high school diploma by the end of the 12th grade year, along with possible industry-level certifications and/or college hours equivalent to an Associate's degree.

Goal 2:

Students will graduate at rates comparable to or higher than their grade-level peers in their attendance zone schools by crafting a pathway which reflects their voice and choice for career, college and community readiness. Students will also meet and exceed district graduation rates in a four-year model. Currently, there are two schools which would be attendance zone schools for this group of students. Hall High School has a graduation rate of 65% and Central High School with a graduation rate of 93% (<https://myschoolinfo.arkansas.gov> - 2017-2018 results). In addition the college going rates are 14% (Hall High School) and 35% (Central High School). This data especially, that for Hall allows the Advisory Council to look at as a baseline for where we want our students to be in four years time.

Data Entry Date: 02/20/19 | Data Modified Date: 03/12/19

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 | Students will utilize an accelerated pathway using a blended learning and/or Project-based Learning approach to learning. This will allow the student to earn a high school diploma by the end of the 12th grade year, along with possible industry-level certifications and/or college hours equivalent to an Associate's degree.

Output/Actions (innovation strategy)	If we provide students with opportunities to pursue learning where that takes place in part through an online-delivery platform, or in a supervised brick and mortar location with an element of student voice which controls the time, path, place and/or pace.
Expected Short Term Outcome	Then as students progress from one grade level to the next, students will develop a greater understanding of their 'why' for the course of study and the 'how' which is under their control.
Interim Performance Target with expected change	And this will allow students to enhance their 8th grade Student Success Plan through to the development of a Capstone project for their 12th grade culminating year.
Data/Instrument	which will be measured by their development of an outline for a Capstone project for their senior year using a template.
Date (by when)	05/22/2020
Materials/Resources needed	<p>Freshman students need the resource of a freshman seminar led by a teacher who is familiar with the class and who coordinates some aspects of a service learning component as well as the development of the Capstone project.</p> <p>Students will need to explore careers in their path either through internship opportunities and/or presentations to them by experts in the field coming into the school as instructors.</p> <p>Teacher(s) may also pursue extern-ship opportunities with any business partners who may be able to further their understanding of the paths chosen by student.</p>
Waiver Needed?	Yes

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Goal 2 | Students will graduate at rates comparable to or higher than their grade-level peers in their attendance zone schools by crafting a pathway which reflects their voice and choice for career, college and community readiness. Students will also meet and exceed district graduation rates in a four-year model. Currently, there are two schools which would be attendance zone schools for this group of students. Hall High School has a graduation rate of 65% and Central High School with a graduation rate of 93% (<https://myschoolinfo.arkansas.gov> - 2017-2018 results). In addition the college going rates are 14% (Hall High School) and 35% (Central High School. This data especially, that for Hall allows the Advisory Council to look at as a baseline for where we want our students to be in four years time.

Output/Actions (innovation strategy)	If we provide students with opportunities to access a personalized path where they can complete courses starting in their sophomore year earning simultaneous college and high school credits for their chosen pathway
Expected Short Term Outcome	Then students can set goals to achieve no more than 20 college credit hours per year with partner higher education institutions in the central Arkansas are or further afield depending on the chosen path.
Interim Performance Target with expected change	and this will allow the student to define/develop their path to graduation from high school, along with college hours which may lead to industry certifications ad/or advanced college placement.
Data/Instrument	which will be measured by the number of college hours earned by each student toward meeting a 60 hour (MAXIMUM) goal over three years, the number of students going to a career placement upon graduation, and the number of students who are college bound with an advanced placement of entering at either the sophomore or junior level in college.
Date (by when)	05/22/2020
Materials/Resources needed	<p>Students will need</p> <ul style="list-style-type: none"> - ready access to College and Career Counseling experiences regularly during their freshman year - college visits in person to explore offerings and requirements - college fair visits and meetings with representatives from local and out of state colleges either on campus or at a central location - internship experiences with local industry experts - virtual learning experiences for further afield out of state opportunities

Waiver Needed?

Yes

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SECTION 7: WAIVERS

Waivers needed to Achieve Proposed Innovations

The linked chart may assist: [Commonly Granted Waivers](#)

Goal 1 | Students will utilize an accelerated pathway using a blended learning and/or Project-based Learning approach to learning. This will allow the student to earn a high school diploma by the end of the 12th grade year, along with possible industry-level certifications and/or college hours equivalent to an Associate's degree.

Waiver Sought	Class Size and teaching load Standard 1-A.6
Rationale	Class sizes may exceed the state standards number depending on the student's path and choices.
Explanation	Some Pinnacle View High School students may be working virtually in a blended model or working on project-based learning with a teacher of record but not a physical presence in the brick and mortar classroom at all times.

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Goal 1 | Students will utilize an accelerated pathway using a blended learning and/or Project-based Learning approach to learning. This will allow the student to earn a high school diploma by the end of the 12th grade year, along with possible industry-level certifications and/or college hours equivalent to an Associate's degree.

Waiver Sought	Flexible Schedule Standard 1-A.5.2
Rationale	Student schedules may vary relative to the student's learning path.
Explanation	Students will need to earn credit hours away from the Pinnacle View High School campus, through blended and virtual learning experiences, as well as through internship opportunities, project-based learning or through a combination of these opportunities.

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Goal 1 | Students will utilize an accelerated pathway using a blended learning and/or Project-based Learning approach to learning. This will allow the student to earn a high school diploma by the end of the 12th grade year, along with possible industry-level certifications and/or college hours equivalent to an Associate's degree.

Waiver Sought	Teacher Licensure Standard 4-B.2
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Goal 1 | Students will utilize an accelerated pathway using a blended learning and/or Project-based Learning approach to learning. This will allow the student to earn a high school diploma by the end of the 12th grade year, along with possible industry-level certifications and/or college hours equivalent to an Associate's degree.

Rationale	Industry certifications and/or college credits are not all taught by teachers/instructors holding Arkansas Teacher Licensure in subjects students are taking on their personalized learning path.
Explanation	Students working on college credit, or working with instructors or working on internships as part of their credit hours will be taught by industry experts and/or college instructors. Every expert or instructor would not need to hold Arkansas Teacher licensure in order to deliver those learning experiences for students.

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Goal 2 | Students will graduate at rates comparable to or higher than their grade-level peers in their attendance zone schools by crafting a pathway which reflects their voice and choice for career, college and community readiness. Students will also meet and exceed district graduation rates in a four-year model. Currently, there are two schools which would be attendance zone schools for this group of students. Hall High School has a graduation rate of 65% and Central High School with a graduation rate of 93% (<https://myschoolinfo.arkansas.gov> - 2017-2018 results). In addition the college going rates are 14% (Hall High School) and 35% (Central High School. This data especially, that for Hall allows the Advisory Council to look at as a baseline for where we want our students to be in four years time.

Waiver Sought	Teacher Licensure Standard 4-B.2
Rationale	Students' college and career coach may come from industry experts and college experts.
Explanation	The experts utilized to provide students with college, career and community readiness may not hold Arkansas teacher licensure since they are external to a K-12 public school setting.

Data Entry Date: 03/12/19 | Data Modified Date: 03/12/19

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	17
Number of Staff who voted	17
Number of Staff who voted for the proposed Plan	11
Number of Staff who voted against the proposed plan	6
Percentage of staff voting in favor of the proposed plan of innovation	65

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SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

2019-20 Professional Development Plan for Innovation Implementation

Innovation Strategy: Professional development on Understanding Blended Learning Models

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/06/2019	Blended Learning delivery Models	Every teacher who works with students who are receiving their education via a blended learning model needs to understand the foundation of what this model looks like and develop materials accordingly.	Certified staff, Administrators, Para-professionals, Industry experts, and parents

Innovation Strategy: Mentoring and career coaching model

Goals: Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/07/2019	Mentoring and Career Coaching Model	Building mentor and career coach capacity	Teachers, administrators, paraprofessionals, staff and industry experts

Innovation Strategy: Team building relationships

Goals: Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/05/2019	Team Building Relationships	To establish an environment of trust where a culture for learning and student needs are at the forefront of every decision	SOI Advisory Council, all certified and classified staff, administrators, and community/industry experts

Innovation Strategy: Project-based Learning Models and Best Practices

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/08/2019	Project based Learning Models	Every teacher need to build capacity in Project-Based Learning	Teachers/Instructors, administrators, and parents

Innovation Strategy: Working with Students with Exceptionalities from Specific Learning Disabilities through Gifted Education

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/09/2019	Working with exceptional students with a variety of 'Gifts"	To build knowledge capacity for the most appropriate instruction for students who are exceptional and require a differentiated approach.	Teachers/experts, administrators, support staff and parents

SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

2020-21 Professional Development Plan for Innovation Implementation

Innovation Strategy: Team Building Relationships

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/03/2020	To establish an environment of trust where a culture for learning and student needs are at the forefront of every decision	We will add another grade level with new teachers and staff for the sophomore year. We may also add more industry experts.	Teachers/industry experts, administrators, staff, SOI Council and community members.

Innovation Strategy: Professional Development on Understanding Blended learning Models

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/04/2020	Blended Learning Models	Every teacher who works with students who are receiving their education via a blended learning model needs to understand the foundation of what this model looks like and develop materials accordingly. Some teachers will be in a Year 2 group of being exposed to Blended Learning, they can be paired with the new teachers and staff getting on board to serve as mentors.	Teachers/industry experts, administrators, staff, SOI Council and community members

Innovation Strategy: Project Based Learning Models

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
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08/05/2020

Project based Learning
Delivery model

Every teacher need to
build capacity in Project-
Based Learning

Teachers/industry experts,
administrators, staff and
community members