

Schools of Innovation Application

2017-2018

School Name: **Tyronza Elementary**

LEA # **5608035**

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Section 1 : Narrative description of the Innovation plans

Innovation narrative should include

- A brief description of the school demographics & learning data trends
- Rationale which answers why you want a school of innovation and what specific student needs it will meet
- A brief description for the proposed innovation and how it will work to impact student learning

Tyronza Elementary, located in Poinsett County, is one of the elementary campuses in the consolidated East Poinsett County School District. This consolidated district is comprised of two small communities, Lepanto and Tyronza. Both towns retain their own K-4 classrooms, but all 5th and 6th grade students travel to the Tyronza campus.

Tyronza is nestled between two large cities and is a true bedroom community. Currently, the population stands at 742 and it has steadily declined since 2000. Memphis, TN and Jonesboro, AR are both approximately a 30 minute drive, which makes Tyronza perfect for those that work in the city but want to live at a slower pace. This easy access to larger cities has also caused Tyronza to struggle to maintain any type of hometown business. There is currently one gas station, one restaurant, one funeral home, and one mechanic in town. No traffic lights and just one four way stop. We are a rural, agrarian town in one of the poorest counties in Arkansas. According to the United States Census Bureau, Poinsett County's median income is \$35,163; 78.7% of residents have a high school diploma but sadly, only 9.6% have a bachelor's degree; and those living below the poverty level in Poinsett County is at 22.7%.

The majority of our student body has a very limited view of the world and never travel outside of a 20 miles radius. The Tyronza Elementary student body diversity is as follows: Caucasian: 77%, African American: 11%, Hispanic: 5%, Asian: 1%, American Indian: 0%, and Other: 6%. Almost 73% of our students receive free or reduced lunches.

According to our most recent ACT Aspire testing data, Tyronza Elementary is at or above the state average in 3rd grade literacy and math and 6th grade math. We fall below in 4th grade literacy and math, 5th grade literacy and math, and 6th grade literacy. Parent, community, and faculty feedback indicates that a more diverse, rigorous curriculum is needed to reach all students. Innovative strategies need to be involved in helping the students, parents, and community become one team. Learning a second language, having an understanding of gardening and economics, and being a technology savvy individuals will all open up opportunities not found in a typical elementary setting.

The School of Innovation designation would help Tyronza Elementary in expanding our students' learning and implement unique instructional methods to reach East Poinsett County School District's mission of preparing "students for an ever changing world". The local school is the one thing most residents continue to be proud of and the SOI designation would boost the moral of not only the school, but more importantly the community and surrounding areas. Our proposed School of Innovation goals will help develop tomorrow's leaders... today.

Section 2: General Questions

General Questions

Special Conditions (Check all that apply) (NOTE: This language may change under ESSA)

- Facilities Distress
- Rewards School for Growth
- Rewards School for Performance

Link to your School Improvement Plan:

<http://indistar.org/>

Guest Login-guestSAR2020

Guest Password-guestSAR2020

School Rating

- A
- B
- C (2015 rating-no rating assigned in 2016 and 2017)**
- D
- F

Is this a new LEA?

- Yes
- No

If Yes, Please Explain

Supports and service organizations assisting your school.

_____ Arkansas Department of Education (ADE)

Arkansas Public Resource Center (APSRC)

Education Renewal Zone (ERZ)

_____ Other -Please list below:

Section 3 Exploring and Learning Prework

Exploring and Learning Phase 1: The work in this section is suggested before completing the School of Innovation Plan and Goals in the application.

Exploring and Learning Phase 1 Work Sept. 2017-Jan 2018	
September 26-27 September 27, 2017 4:00-5:00 October 3, 2017 October 11, 2017	<ul style="list-style-type: none">● Fall Innovation Summit in September● Information session for prospective SOI schools on second day of summit● Deadline to Submit Intent to Apply● Attend SOI Application Meeting

Exploring and Learning Phase 1 Capacity Building up to Submission of Application on February 5, 2018

What activities have engaged staff and other stakeholders in order to build capacity for innovation?.

Complete the following chart that **details** the professional development plan.

Professional Development Plan Part 1— Exploring and Learning Phase 1 learning up to submission of application

Date	Describe Activity	Number of participants	Roles in School
10/11/17	Technical Assistance-Arch Ford Coop.	3	1 administrator 2 teachers
11/16/17	Technical Assistance-Arch Ford Coop.	3	3 teachers
12/6/17	Technical Assistance-Crowley's Ridge Coop: Student Learning Needs, Goals, Theory of Action, and Outputs/Outcomes	3	1 administrator 1 support staff 1 teacher
1/12/18	Technical Assistance-Zoom Meeting on course approvals, waivers, and application reviews.	1	1 administrator (it was a snow day for our district but recording was reviewed by others at a later date)

Section 4 : Vision and Mission

The school's **Vision and Mission** will align to the innovative work. Please indicate if your vision and mission are:

new revisited reworded completely revised

If you completed any of the steps above, briefly explain your process and the stakeholders involved

The mission and vision statements of East Poinsett County Elementary were recently committee reviewed and updated. This allowed our School of Innovation Planning Committee, and later, our Council of Innovation to simply revisit the statements to see if any adjustments were needed. We found the mission and vision statements to be solid and relevant in our continued work, therefore no editing was necessary.

The school's **Vision** statement

Every Student, Every Opportunity, Every Day!

The school's **Mission** statement

Our schools are committed to making all students first priority. We strive to provide open communication among administration, faculty, students, and parents of the high expectations set forth by the East Poinsett County School District. A data driven, standards based curriculum, enhanced with technology, will prepare students for an ever changing world. All students will be provided with problem solving skills to ensure college and career readiness.

Section 5: Goals and Anticipated Outcomes

Identify the school of innovation goals and performance targets.

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

(Example of Goal Writing Worksheet at end of Application Form)

Note: Limit the response to no more than five (5) goals.

Goal 1	Increase engagement, global communication ability, literacy, and cultural understanding of student body by offering a Spanish foreign language program.
Goal 2	Provide an increase of science and mathematics based, real world learning opportunities and student experiences by developing a farm to table/farmer's market gardening opportunity.
Goal 3	Expand students' college and career readiness by offering Keyboarding and Introduction to Computer Technology (A.C.E.) courses at earlier grade levels. This will allow more motivating, interest based courses to be offered as students progress through high school.

Section 6: Goal Timeline

Please connect the SOI goals to the innovation, rationale, and timeline for implementation. Note: limit the response to no more than five (5) goals.

Goal	Innovation	Rationale	Timeline
Goal 1: Increase engagement, global communication ability, literacy, and cultural	Offering a Spanish foreign language program.	If we offer Spanish I and Spanish II for high school graduation credit to 5th and 6th graders through the Distance Learning	At least 10% of these students will successfully complete the course with passing grade and digital communication portfolio

<p>understanding of student body.</p>		<p>program, this will allow students to engage in various cultural conversations and be more globally literate. K-4 students will receive a 30 minute enrichment class each week to taught by a native Hispanic speaking individual. Students who are taught by a native speaker have shown to better interact with the language in a natural, relevant context.</p>	<p>by the end of each grading period. K-4 students will develop global communicative abilities by learning 250 spanish words annually.</p>
<p>Goal 2: Provide an increase of science and mathematics based, real world learning opportunities and student experiences by developing a farm to table/farmer’s market gardening opportunity.</p>	<p>Development of a farm to table program to supplement the school cafeteria and hold a local farmer’s market.</p>	<p>By offering this learning opportunity, students will gain an enhanced understanding of farming, economics, and community service.</p>	<p>Assessment of goal is determined as successful if a reduction of food costs for the cafeteria is present, as well as, a profit gained from sales of the farmer’s market. All profits will be put back into the program to assist with self sustainability.</p>
<p>Goal 3: Expand students’ college and career readiness by offering Keyboarding and Introduction to Computer Technology (A.C.E.) courses at earlier grade levels. This will allow more motivating, interest based courses to be offered as students progress through high school.</p>	<p>Reassignment of Keyboarding and Introduction to Computer Technology courses to grade levels that are more aligned with those classes who need the specific skill sets.</p>	<p>These courses are typically offered in 7th and 8th grades but students today are using technology and typing at a much younger age. If we teach students correct typing procedures and basic computer knowledge at the onset of regular device usage, which is approximately 3rd grade, we can produce higher performing, better informed students. This earlier introduction will also provide exposure to possible career fields and more technical course offerings in high school, which will be very motivating for the students.</p>	<p>Successful implementation will be determined by at least 50% of the class having a passing grade at the end of each grading period.</p>

Section 7: SOI Innovation Plan Proposed Actions

Describe the school of innovation plan. The action plan must include details such as curriculum to be used, changes to schedules, and changes to courses.

Complete the following ACTION Plan Timeline

Date From-To	Goal #	Action	Expected Outcome	Materials & Resources Needed
June 2018 -onward	1	<p>Coordinate 5th and 6th grade schedules with Distance Learning schedule. Schedule native hispanic speaker for K-4 weekly classes.</p> <p>Check for student progression at end of grading period.</p>	<p>Students will have access to instruction at the same time each day. Instructor will have face to face time with each K-4 class once per week for acquisition of language.</p> <p>At least 10% of 5th and 6th grade students have a passing grade and complete digital portfolio. K-4 students have acquired 250 spanish words by the end of the school year.</p>	<p>Materials required by Distance Learning course. Facilitator Training for teacher. K-4 students will use the “Spanish for Kids Beginner Level 1 and 2” series available from the public library as core text.</p> <p>Report Cards and running records.</p>
May 2018 -onward	2	<p>Recruit community members to mentor students in gardening and business process.</p> <p>Poll students to see what crops they would like to grow and have prepared in the cafeteria.</p>	<p>Students will gain knowledge and companionship from community members.</p> <p>Personal interest in selected crops help to build</p>	<p>Train community members on how to mentor younger students. Equipment to maintain garden and seed to grow. Doodle Poll or Google Form</p>

		<p>Schedule working times for the garden. Harvest crops to be used in cafeteria.</p> <p>Determine crop to be sold at market. Students advertise, plan sale.</p>	<p>interest in program. Rotating schedule of student worker assures all get ample opportunity to work in the garden and market. Students gather and clean all produce.</p>	<p>On the job training for the students from the community mentors in harvesting, cleaning, pricing, and selling produce. Farmer's Market Economics curriculum</p>
June 2018 -onward	3	<p>Revise schedules to allow for certified business teacher in Keyboarding and Introduction to Computer Technology.</p> <p>Check on student progression in curriculum.</p>	<p>Students who are at the age to need these skills are getting them- rather than waiting 4 years after a student has been using a device every day- to receive basic introductory courses.</p> <p>At least 50% of enrollment have passing grades in the course.</p>	<p>A.C.E. Frameworks for courses for elementary business teacher.</p> <p>Report card and running records.</p>

In the following table, list the Waiver information needed:

- Each law, rule and standard by title, number and description for which a waiver is requested
- A rationale for each waiver requested
- An explanation of the way that each waiver would assist in implementing the educational program of the school of innovation

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

Waiver sought	Rationale	Explanation
<p>ADE Standards Rules, Section 9 Standard IV Curriculum, 9.03.3.12- Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule</p>	<p>Students that are successful in completing these courses will have the opportunity to enroll in more advanced language classes as an upperclassman or even learn a third language. Students who show a secondary language proficiency are known to possess an improved knowledge and attitude towards other cultures.</p>	<p>Students in 5th and 6th grade would have the opportunity to take Spanish I (2018-19) and Spanish I or II (2019-20) for high school graduation credit through an accredited Arkansas Distance Learning program.</p>
<p>ADE Standards Rules, Section 15.03 Licensure and Renewal, 15.03.2- All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.</p>	<p>Tyronza Elementary seeks an exemption to allow a native hispanic speaking member of the community to teach weekly spanish lessons to enrich the curriculum. No credit will be awarded for the course as it is an enrichment opportunity.</p>	<p>K-4 students would meet with a native hispanic speaking member of the community each week to facilitate acquisition of 250 spanish words per academic year.</p>
<p>ADE Standards Rules, Section 9.03 Curriculum, 9.03.2.5(K-4) & 9.03.3.8 (5-8) Tools for Learning Technical skills: research and information skills, use of computers and calculators Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews, and 9.03.3.9 Career and Technical Education</p>	<p>The A.C.E. courses of Keyboarding and Introduction to Computer Technology are typically offered in 7th and 8th grades but students today are using technology and typing at a much younger age. If we teach students correct typing procedures and basic computer knowledge at the onset of regular device usage, which is approximately 3rd grade, we can produce higher performing, better informed students.</p>	<p>Successful implementation will be determined by at least 50% of the class having a passing grade at the end of each grading period. This earlier introduction will also provide exposure to possible technology based career fields which will be very motivating for the students.</p>

Section 9: Council of Innovation

The Council of Innovation is composed of teachers, classified employees, the building principal or designee, parents, community members, students and minority membership in schools with at least a 10% minority student population. The council shall generate innovative ideas and proposals of its own and from other stakeholders to determine the content of the plan that will be voted on by the school employees.

Council of Innovation

Minority populations that comprise over 10% of school population (List all minorities that are over 10%)__African American_____

(Minority representation on council is required for each 10% minority)

Name of council member	Representative group	Minority	Council Position	Date elected
Kim Huff	Community Rep	No	Member	12/13/17
Melissa Bailey	Support Staff Rep	No	Member	9/22/17
Charli Fortenberry	Faculty Rep	No	Member	9/22/17
Pamela Garrett	Minority Parent Rep	Yes	Member	12/13/17
Frankie Tejada	Student Rep	No	Member	12/13/17
Cameron Argo	Student Rep	No	Member	12/13/17
Michelle Smith	Parent Rep	No	Member	12/13/17
Holly Brown	Faculty Rep	No	Member	9/22/17
Kamryn Bryan	Student Rep	No	Member	12/13/17
Sandi Carroll	Principal	No	Facilitator	9/22/17
Joshua Philyaw	Student Rep	No	Member	1/5/18
Bridgette Debow	Faculty Rep	No	Member	9/22/17
Emily Nooner	Faculty Rep	No	Member	9/22/17
Hillary Rodgers	Faculty Rep	No	Member	9/22/17
Aimee Wray	Faculty Rep	No	Member	9/22/17
Rosalee Slaughter	Support Staff Rep	No	Member	9/22/17

Section 10: Shared Leadership

Shared Leadership

Complete the following chart to document collaborative opportunities for shared leadership with all stakeholders including staff, parents, and community members about the School of Innovation.

Include all meetings pertaining to the School of Innovation. Include meetings that occurred before Council of Innovation was formed. Include Council of Innovation meetings.

Meeting date	Meeting Purpose	Focus Audience	Number of Attendants	Meeting Outcome/Planned next steps
9/22/17	Informational: Review Act 601 and School of Innovation application process to determine interest and if would be beneficial for the school.	Faculty	7	Discuss information and desire to proceed with the process with the District Leadership Team.
9/25/17	Presented SOI information to District Leadership and the School Board at public board meeting.	Superintendent, Curriculum Coordinators, Federal Coordinator, Board Members, and community members.	18	School Board gave approval to proceed with application process-take information back to faculty.
10/11/17	Technical Assistance-Arch Ford Coop.	SOI Applicants	3	Gained knowledge of application process, how to identify and develop meaningful goals, and how to develop a SOI Council.
11/8/17	SOI Building Planning Committee	Faculty	7	Shared information gained at technical assistance meeting. School surveys and poll of faculty and staff

				support to be completed.
11/16/17	Technical Assistance-Arch Ford Coop.	SOI Applicants	3	Gained information about competency based learning systems and student focused education. Will share with planning committee.
11/29/17	SOI Building Planning Committee: Student and parent surveys sent home for input and Doodle Poll sent to faculty and staff to gain 60% approval.	Parents and students, All building employees	200 parent surveys, 190 student surveys, 35 building employees	Reviewed and compiled information to use in planning process.
12/6/17	Technical Assistance-Crowley's Ridge Coop: Student Learning Needs, Goals, Theory of Action, and Outputs/Outcomes	SOI Applicants	3	Share information and exercises with planning committee-continue to work on application process.
12/13/17	SOI Building Planning Committee: review parent, faculty, and student survey results, identify potential council members, and share information from tech assistance meeting.	Faculty	8	Contact potential council members for upcoming first SOI Council meeting. Use parent and student data to refine goals.
1/5/18	First official Council of Innovation Meeting	Faculty, Staff, Student reps, community reps, and	16	Purpose of SOI was presented and questions and concerns were addressed from the

		minority representative.		parent and community reps as well as the student representatives. Activities and exercises conducted to identify and further develop priorities and goals.
1/8/18	District Leadership Team updated on progress of application.	Superintendent, Curriculum Coordinators, and Federal Coordinator.	8	Reviewed goals created by the Council of Innovation. Discussed professional development needs in relation to the SOI goals.
1/12/18	Technical Assistance- Zoom Meeting on course approvals, waivers, and application reviews.	SOI applicants	1	Share information with Council of Innovation
2/1/18	Council of Innovation Meeting	Faculty, Staff, Student reps, community reps, and minority representative.	16	Final review of application and revisions needed to complete the process.

Section 11: Election Results

School Name: Tyrnza Elementary

Election Result

Faculty and staff of the school must vote on the innovation plan presented by the Council of Innovation. Sixty percent of the school employees must vote in favor for the application to be submitted to the ADE. Provide the election result below:

Number of Licensed and Classified Staff _20_

Number of Staff who voted _20_

Number of Staff who voted for the Proposed Plan _20_

Number of Staff who voted against the proposed plan _00_

Percentage of staff voting in favor of the proposed plan of innovation _100_

Section 12: Professional Development Scope

School Name: Tyronza Elementary

Professional Development Plan

The purpose of the proposed professional development planning is to ensure staff have the capacity for the changes proposed by the innovation plan.

Complete the following chart that **details** the professional development plan.

Professional Development Plan —Implementation of SOI plan during Building Phase

Date	Audience for PD	Purpose of PD	Alignment to innovation plan/goals
Monthly 2018-19	Teachers, Facilitators, Principal	Monthly review of implementation process, student progression, and ongoing planning.	Maintenance of implementation for Goals 1, 2, and 3.
Summer 2018	All Faculty	Design periodic learning targets for K-4 Spanish acquisition lessons.	Goal 1 Target acquisition of 250 Spanish words annually.
Summer 2018	Technology Facilitator	Distance Learning Facilitator Training	Goal 1 Knowledge of how to manage the Distance Learning classroom and software to facilitate Spanish for 5th and 6th grade students.
August 2018	Teachers, Community Volunteers	Mentoring training with community volunteers	Goal 2 Procedures for developing meaningful

			mentoring relationships.
Summer 2018	Elementary Business Teacher	Training to explore and implement A.C.E. Frameworks. These are typically offered at the co-op.	Goal 3 Implementation of Computer Tech and Keyboarding frameworks for the elementary student body.
December 2018/May 2019	All Faculty	Review of student grades and determine if goals were met. If not, determine next steps.	Goals 1, 2, and 3 Data review to ensure effective implementation.

This is an **EXAMPLE** of a worksheet you might choose to use to work on your goals.

<p>Innovation Goal 1</p>	<p>List Here</p> <p>SMART Overall Goal breakdown</p> <p>Why:</p> <p>Who:</p> <p>What (Overall Performance Target):</p> <p>Measurable: (Expected Change- include baseline)</p>			
<p>Actions to support Innovation Goal 1</p>	<p>Expected Outcome</p>	<p>Interim Performance Target with expected change (need a baseline here, may be a short term measurement that shows <i>interim progress toward overall goal AND IS connected to overall goal</i>)</p>	<p>Data/Instrument</p>	<p>Date (by when)</p>
<p>(If we.....)</p>	<p>(Then.....)</p>	<p>(and this will...)</p> <p>(which is tied to the overall goal..)</p>	<p>(which will be measured by....)</p>	<p>(by when....)</p>
<p>Action (innovation strategy)</p>	<p>Expected Outcome</p>	<p>Performance Target with expected change (need a baseline here)</p>	<p>Data/Instrument</p>	<p>Date (by when)</p>
<p>(If we. . . .)</p>	<p>(Then. . . .)</p>	<p>(and this will. . .)</p> <p>(which is tied to the overall goal..)</p>	<p>(which will be measured by....)</p>	<p>(by when....)</p>
<p>Action (innovation strategy)</p>	<p>Expected Outcome</p>	<p>Performance Target with expected change (need a baseline here)</p>	<p>Data/Instrument</p>	<p>Date (by when)</p>
<p>(If we. . . .)</p>	<p>(Then. . . .)</p>	<p>(and this will. . .)</p> <p>(which is tied to the overall goal..)</p>		<p>(by when....)</p>