

Schools of Innovation Application

2017-2018

School Name: Star City Middle School

LEA #4003015

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Section 1 : Narrative description of the Innovation plans

Description of School Demographics & Data Trends:

Star City School District is the only school district to serve Lincoln County, Arkansas. Our current 2017-2018 student middle school population is comprised of 353 students. Of that population, 21.5% of our students are minorities of mainly African American descent. Regardless of their ethnic background, many of our students also, unfortunately, come from homes of poverty.

The reported poverty rate for the United States in 2016 is 12.7%, while Arkansas's average poverty rate is 17.2%. However, Lincoln County's poverty rate is over twice the national rate with 27.6% of our residents experiencing poverty (census.gov). This information is directly reflected in the children that our school serves. The poverty rate for children under age 18 is 37% in Lincoln County, which is 10% higher than the state average of 27%, and almost double the national average of 22%. Our free and reduced lunch data for 2017 supports this finding by indicating that 67.3% of students in our district are eligible for this service.

Our ACT Aspire summative testing data from April 2017 indicates that only 35% of all SCMS students in 6th, 7th, and 8th grade met or exceeded expectations in reading while only 36% passed the mathematics exam. Also, of the 80 African American students tested in our school last year, only 18% met or exceeded expectations in reading, while only 16% passed the mathematics exam. Our economically disadvantaged population, comprised of 214 students, also struggled with only 26% passing reading and 28% passing the mathematics exam. Caucasians, on the other hand, made up our majority of students with 275 students being tested. Their population had a 40% passing rate in reading and a 42% passing rate in mathematics. When compared to African Americans and economically disadvantaged students, Caucasians performed anywhere from 14% to 26% better overall on both of these exams.

As a total student population, we are still behind state and national averages on reading and mathematics exams, but our sub-populations are struggling even more. For these same grades and same 2017 ACT Aspire Summative exam, Arkansas's state averages for meeting or exceeding expectations were 45% in reading and 51% in mathematics. The

national averages were 46% on both reading and mathematics exams. Our state is on par with our nation, but we, as a school, are falling behind.

Why Innovate? A Rational Summary:

Star City Middle School is applying to become a School of Innovation to be more equipped to meet the needs of all students. There are achievement gaps shown in our data which prove that not all of our students' educational needs are being met in their present school experience. This gap expresses itself in various ways day-to-day. We have African American and economically disadvantaged students of poverty who are falling behind, not just on test scores, but in the classroom. They are not deeply invested or interested in their educational experience. These students come to school because the law says they must attend, but they are not achieving their full potential. Many of these students do not see school as an investment in education that can aid their adult lives beyond the middle and high school experience. So many of them want to know what lies out there in the realm of adulthood, whether it be how to run a small business or learning about real-world activities like filing taxes or attaining a hunter education card. The way our school is currently structured and confined by educational laws and requirements, we have absolutely no time in our school day to provide them the flexibility to attain a personalized, enriched education and give them the real experience so many of them desire.

We believe that we can rectify these gaps in three ways:

- We can and will close the achievement gap for our underserved kids by using strategic innovations that personalize their learning experiences.
- We will give students access to, and support for, extended and deeper learning experiences through different learning modalities (whether expanded, blended or digital) in our curriculum. This will allow students a greater personal investment and interest in their educational future, and will encourage a growth mindset of both teachers and students.
- We will provide wraparound services to every student to ensure the social and character development as well as the mental, behavioral, and physical health of the whole child.

Traditional classrooms have a “middle of the road” or “one-size-fits-all” approach. At Star City Middle School, this has left students on both ends of the achievement spectrum, from high performing to low performing, without the support they deserve. It has not aided us in reaching our economically disadvantaged or minority populations. To meet the needs of these individuals, we must base our instruction on teaching and reaching out to the

whole individual in question. One solution to this problem is implementing personalized and blended learning. Personalized learning is tailoring learning for each student's strengths, needs, and interests. This includes enabling student voice and choice in what, how, when, and where they learn. It also provides flexibility and supports that ensure mastery of the highest standards possible. Research shows that students who have a choice in their day-to-day schedule are more invested in their education. We intend to use our scheduling to help the whole-child invest in their personal goals and future.

Star City Middle School recognizes that we do not presently have the ability to meet the needs of all students. We also recognize that we cannot accumulate all knowledge and tools necessary in the course of an SOI application. We would like to establish a growth mindset in our school culture with both staff and students. We can continually increase our ability and capacity through research, discussions, and targeted professional development. This will increase our teachers' capacity to address the achievement gap with our students of poverty and our African-American population. As a side effect, we expect that students and teachers will have a greater personal investment and interest in the educational future of our students.

Finally, our last method of reaching the whole child is to ensure we are meeting their needs beyond the classroom. This includes making sure that student social, behavioral, physical, and mental health needs are met. We propose providing each of our students with a mentoring advisory teacher. The advisor will retain this same student from sixth to eighth grade and also aid in their transition to high school. This advisory teacher will not only be an academic mentor to help motivate and personalize each student's middle school experience, but also someone that the student can utilize as a personal advocate. Teachers can ensure their advisory students are taught character education and through it that they know, and can employ soft skills, those skills students need to interact with one another effectively and harmoniously. Star City Middle School wants to ensure that when each student leaves our middle school at the end of their eighth grade year, that we as a staff have done "Whatever It Takes" to ensure each child's future and success in our district, as well as their lives beyond K-12.

Section 2: General Questions

General Questions

Special Conditions (Check all that apply)

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

Link to your School Improvement Plan:

ACSIP : <https://goo.gl/aXnj3x>

School Rating

- A
- B
- C
- 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)
- Office of Innovation in Education (OIE)
- Education Renewal Zone (ERZ)

Section 3 Exploring and Learning Prework

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

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
9-29-16	Leadership meeting to introduce concept of SOI	9	2 administrators 7 teachers
9-30-16	Submitted SOI Letter of Intent	1	1 administrator
10-5-16	Leadership meeting to explore SOI ideas, planned faculty meeting, and created discussion document	12	2 administrators 1 media specialist 1 counselor 8 teachers
10-5-16 to 11-2-16	Created “living” Google doc to aid discussion and generate ideas	5 documented scribes	1 administrator 4 teachers as scribes, but various teachers
10-11-16	Faculty meeting to introduce SOI	20	2 administrators 18 teachers
10-12-16	Leadership meeting - discussed visiting current SOI campuses	12	2 administrators 1 media specialist 1 counselor 8 teachers
10-19-16	Leadership meeting - discussion over West Fork	11	2 administrators 1 media specialist 1 counselor 7 teachers
10-26-16	Leadership meeting - SOI discussion on innovations	10	2 administrators 1 counselor 7 teachers
11-9-16	Leadership meeting - SOI discussion on innovations & plan a visit to West Fork	12	2 administrators 1 media specialist 1 counselor 8 teachers
11-25-16	Leadership meeting - SOI discussion on innovations	9	1 administrators 8 teachers
1-9-17	Google Hangout with West Fork	7	1 administrators 6 teachers
1-12-17	Faculty meeting	16	2 administrators 14 teachers
1-24-17	Faculty meeting	13	1 administrators 12 teachers

2-3-17	Online vote to pursue forming a council & SOI application. Elected certified and classified representation.	Faculty	Faculty
2-8-17	SOI Council Meeting - Norms, choose parent & student representatives	8	2 administrators 4 certified staff 2 classified staff
2-15-17	SOI Council Meeting	13	2 administrators 4 certified staff 2 classified staff 2 parents 3 students
2-21-17	SOI Council Meeting	13	2 administrators 4 certified staff 2 classified staff 2 parents 3 students
3-1-17	SOI Council Meeting	13	2 administrators 4 certified staff 2 classified staff 2 parents 3 students
10-3-17	Submitted Intent to Apply	1	1 administrator
10-4-17	Leadership team meeting - Revisited discussion of SOI	5	2 administrators 1 counselor 2 teachers
10-11-17	Attended SOI application meeting at Arch Ford	8	2 administrators 1 school counselor 5 teachers
10-18-17	Leadership team meeting about staff concerns on SOI Created TAB in Faculty Google Classroom to open up discussion and concerns.	7	1 administrator 1 school counselor 5 teachers
10-20-17	Google Sheet created to look at commonalities between other districts and their goals, waivers and innovations.	1	1 teacher (shared with staff)
10-25-17	Leadership meeting - discussed possible visit to North Little Rock school district	8	1 administrator 1 school counselor 6 teachers
11-6-17	Google Doc formed that summarized the innovations that most MS and HS asked for.	1	1 teacher (shared with staff)

11-6-17	Personalized Learning PD with Team Digital (Evan Patrick)	Faculty	Faculty
11-7-17	Google Doc created to collect anonymous questions for faculty/admin discussion about SOI	1	Faculty (via email)
11-15-17	Follow-up on Personalized Learning (Team Digital - Evan Patrick) through email	email	individual emails
11-16-17	SOI informational meeting at Arch Ford	6	1 administrator 5 teachers
12-6-17	Leadership Planning with Team Digital - Video Conference	7	2 administrators 5 teachers
12-12-17	Leadership Team Meeting with Nikki Spears - The Energy Bus	6	2 administrators 1 school counselor 1 media specialist 2 teachers
12-17-17	Faculty informational SOI meeting with HS teachers and principals	24	5 administrators 19 teachers
12-19-17	Follow up - Leadership for Planning with Team Digital Video Conference	6	1 administrator 1 school counselor 1 media specialist 3 teachers
1-24-18	Leadership meeting to form Council of Innovation and begin filling out SOI application	9	2 administrators 1 media specialist 1 counselor 5 teachers
1-29-18	SOI Council reviewed the application and update for final submission to the faculty	11	2 administrators 4 teachers 2 classified staff 2 student representatives 1 parent representative
1-31-18	SOI Council meeting to finalize wording and present to staff for SOI Election	11	2 administrators 4 teachers 2 classified staff 2 student representatives 1 parent representative
2-1-18	Faculty Vote	38	2 administrators 29 teachers 7 classified
2-5-18	SOI Application Submitted		

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.

Our staff created the mission statement as part of our middle school's staff development. We were very specific for each word we put into the statement, and we still believe that we want to empower ALL. By the word "all," we mean that we are not just empowering students, but also teachers, administrators, janitors, aids, and every person that has an impact on a child's education. We will revisit our vision and mission statements in the future as necessary to aid in building the knowledge capacity of our building. Our vision statement is a carefully crafted statement that spans all of our school district and we believe that it also encompasses a positive vision for what we will do to make sure our students succeed.

The school's **Vision** statement:

Ensuring high levels of learning for all - "Whatever It Takes!"

The school's **Mission** statement:

Star City Middle School is a safe and positive environment
that

empowers all through accountability and respect.

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	Star City Middle School will close the achievement gap for underserved students, in particular students of poverty and African Americans by 9% by the year 2020.
Goal 2	Star City Middle School students will be given access to extended and deeper learning and to different learning modalities. This will allow students a greater investment and interest in their educational future and will encourage a growth mindset.
Goal 3	Star City Middle School will provide wraparound services to ensure the social and character development as well as the mental, behavioral, and physical health of the whole child are met.

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
<p>Goal 1: Star City Middle School will close the achievement gap for underserved students, in particular students of poverty and African American students by 9 percent by 2020.</p>	<p>Action 1: Research, build teacher capacity (knowledge or abilities), and implement blended learning.</p> <p>Action 2: Research, build teacher capacity, and implement Personalized Learning Plans for all students.</p> <p>Action 3: Identify and develop content for digital learning.</p>	<p>We seek to improve our faculty’s knowledge about personalizing education and differentiating classes to serve the individual and personal needs of each Star City Middle School student, including a focus on our underserved populations of African American and economically disadvantaged students.</p> <p>Our school currently has a “D” rating based off our standardized test scores from the 2016/17 school year. Our two lower performing demographics consist of our economically disadvantaged percentage, which is approximately 60% of our total population, and African Americans that consists of approximately 22% of our population. These student subpopulations are underperforming.</p> <p>We feel that by focusing on personalizing each individual student’s school experience, on building our teacher’s capacity to identify and develop content that is relevant to students, and by blending that content as much as possible within a learning management system that we will also increase the performance and the investment of our subpopulations in their educational experience.</p> <p>Our data shows that math and reading are our two weakest areas, and we firmly believe that with the right planning and access to</p>	<p>Beginning in the summer of 2018 and ongoing with review.</p>

		innovative instructional methods we can greatly improve these areas.	
Goal 2: Star City Middle School students will be given access to extended and deeper learning and to different learning modalities. This will allow students a greater investment and interest in their educational future and to encourage a growth mindset.	<p>Action 1: Research and utilize a STEAM-based (i.e. add Arts) approach into our current STEM concept.</p> <p>Action 2: Continue to utilize and build curriculum and support students with grade level teams, professional learning communities, cross curricular units, focus/ advisory classes, character education, and personalized learning plans</p> <p>Action 3: Research and build teacher capacity to further implement blended learning and personalized learning.</p>	<p>We would like to offer our students a broader choice in their own education. We believe that the traditional educational setting can be very limiting to many of our students, and we would like to be able to offer more choices to be able to accommodate the wide variety of students at Star City Middle School.</p> <p>If students are going to be invested in us as a school by spending their time here, then we must invest the time to create a personalized, deep, and invested learning experience they can only attain by attending Star City Middle School.</p>	<p>Research and practice with partial implementation in the 2018-19 school year and full implementation the following 2019-2020 school year.</p>
Goal 3: Star City Middle School will provide wrap around services to ensure the social and character development as well as the mental, behavioral, and physical health of the whole child are met.	<p>Action 1: Develop school culture by investing time for each student to create and expand a one-on-one relationship with a faculty advisor, starting in the 6th grade and following through 8th grade. This teacher will also aid them in transitioning to high school.</p> <p>Action 2: If a student has physical, social, or emotional needs, then his or her advisory teacher will be an advocate to begin the process of getting the necessary assistance to support him or her.</p> <p>Action 3: Undertake a study of character education with students to develop the soft skills needed to interact effectively and harmoniously with others.</p>	<p>We expect that as a result of using services to address the needs of the whole child, we will see:</p> <ul style="list-style-type: none"> -Fewer disciplinary referrals -Fewer suspensions (both in-school and out-of-school) -Lower rate of detention assignments -Higher school attendance rate -Fewer tardies -Increased number of students accessing and utilizing medical, behavioral & social care -Increased number of students accessing “second breakfast” <p>These changes will bring about a better school environment for all stakeholders in our school.</p>	<p>Evaluation to begin in Fall 2018 with ongoing development</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	Goal 1: Star City Middle School will close the achievement gap for underserved students, in particular students of poverty and African American students by 9 percent by 2020.	Provide faculty with professional development and time to research, understand, plan, and implement the best and most effective research-based individualization and/or personalization strategies and practices for teaching middle school students including, but not limited to personalized learning plans, digital and blended content as well as other kinds of effective, research based learning modalities.	Teachers will build a stronger sense of their craft and ability to serve individual students with personalized learning based on standards and their interests as opposed to student groups with the same methods to cover strategies. We plan to meet teachers where they are in their learning, just like we want to do with our students, and help them learn how to target and personalize content to help each individual student, particularly our underserved students of African American descent or students who are economically disadvantaged. This will in turn increase our test scores for our lower performing student populations.	<ul style="list-style-type: none"> - Professional Development time to research, plan, implement, and reflect on strategies and practices - Time to meet and share strategies in staff meetings - Seek mentors and/or staff development from outside resources like Team Digital, Educational Renewal Zone, Educational Cooperatives, and Office of Innovation for Education.
August 2018 & onward	Goal 2: Star City Middle School students will be given access to extended and deeper learning and to different learning modalities. This will allow students a greater investment and interest in their	Research and begin implementing extended and deeper learning experiences through: <ul style="list-style-type: none"> - Extending a STEAM-based approach into our current STEM concept to include more use of the Arts - Cross curricular unit planning - Providing more personalized intervention and/or enrichment - Pursue waivers to add high interest courses such as robotics, archery/hunter & boater education, Advanced Art class courses, etc. 	Students will increase their positive interactions and develop a growth mindset as they are supported in personalizing their experience in education. Students will learn at greater depths of knowledge through extended and deeper learning experiences of high-interest to them. Teachers will mentor students to personalize and access cross-curriculum learning to aid them in building connections across classes and interests. All students learning needs will be met as different types of learning modalities become part of the teacher knowledge at our school. Their investment in being students	<ul style="list-style-type: none"> - Research learning management systems for teachers to flip and blend classrooms. - Research other learning modalities (for example: kinesthetic-visual-auditory, "hands-on," inquiry based, real-world applications, etc.) - Research cost and teacher needs for expanding Arts curriculum in STEAM implementation

	<p>educational future and to encourage a growth mindset.</p>	<p>Continue to implement, research and expand:</p> <ul style="list-style-type: none"> - Flipped and blended learning - Focus/advisory classes - Personalizing student schedules - Character education - Personalized learning plans <p>Refine and expand current strategies/ classes:</p> <ul style="list-style-type: none"> - Grade level teams - Project Lead the Way classes - STEM classes - EAST classes <p>Research and further build teacher knowledge capacity to implement blended learning, personalized learning, and other learning modalities in their classrooms.</p>	<p>at Star City Middle School will be richly rewarding as they are able to pursue a personalized educational experience only available to them at SCMS.</p>	<ul style="list-style-type: none"> - Utilize Guardian Software → 1-1 device protection - Survey students for interest in: <ul style="list-style-type: none"> *Archery *Boaters/Hunters Ed *Volleyball/ Baseball / Cross-country track focused PE classes *Robotics class *Other classes as students provide input Continue to provide and expand character education: <ul style="list-style-type: none"> - <i>The Energy Bus</i> - <i>The Harbor</i>
<p>2019-20 school year and beyond</p>	<p>Goal 3: Star City Middle School will provide wrap around services to ensure the social and character development as well as the mental, behavioral, and physical health of the whole child.</p>	<p>Action 1: Develop school culture by investing time for each student to create and expand a one-on-one relationship with a faculty advisor, starting in the 6th grade and following through 8th grade. This teacher will also aid them in transitioning to high school.</p> <p>Action 2: If a student has physical, social, or emotional needs, then his or her advisory teacher will be an advocate to begin the process of getting the necessary assistance to support him or her.</p> <p>Action 3: Undertake a study of character education with students to develop the soft skills needed to interact effectively and harmoniously with others.</p>	<p>We expect that as a result of using wrap around services to address the needs of the whole child, we will see:</p> <ul style="list-style-type: none"> -Fewer disciplinary referrals -Fewer suspensions (both in-school and out-of-school) -Lower rate of detention assignments -Higher school attendance rate -Fewer tardies -Increased number of students accessing and utilizing medical, behavioral, and social care -Increased number of students accessing “second breakfast” <p>These changes will bring about a better school environment for all stakeholders in our school, enrich the experience of every child that comes through our doors and provide a better future for our staff, parents, teachers, students, and community.</p>	<ul style="list-style-type: none"> -Continue to provide: <ul style="list-style-type: none"> * Access to Mainline Medical, Southeast Arkansas Behavioral Healthcare, and other medical services as needed. *Backpack program * Personalized Learning Plans * Advisory/ Focus class * Student Voice Initiative Provide Possible Professional Development to teachers for: <ul style="list-style-type: none"> *Conscious discipline *Identifying and training on next steps to support mental and behavioral needs of students *Support to advocate for student access the individual help as needed.

				*Building capacity for teachers to understand the impact of trauma on learning (such as Turnaround for Children)
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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	Goal & Arkansas Code	Rationale	Explanation
<p>Waiver #1:</p> <p>Request to waive 6th, 7th and 8th grade Keyboarding and/or KeyCode requirements. The District is requesting a waiver allowing the content of these courses to be embedded in PLTW classes, thereby affording those students the opportunity to enroll in other courses personalized to their learning and education.</p>	<p>Goal 2</p> <p>AR Code Ann. 9.03.3.9: Keyboarding</p> <p>Key Code</p>	<p>If students enrolled in a “Project Lead The Way” course during 6th, 7th or 8th grade, then they are already receiving keyboarding and coding as part of their curriculum. As Star City School District is a PLTW school district from kindergarten to 12th grade, our students receive ample instruction in their formative K-5 education for typing.</p> <p>Coding is an integral part of many of our 6th, 7th, and 8th grade PLTW courses. All SCMS students take Design And Modeling in 6th grade. In 7th grade, students can elect to take up to two PLTW courses: App Creators and/or Computer Science for Innovators. By waiving the Keyboarding and KeyCode requirements, we open an opportunity for 8th graders to complete a Computer Science & Software Engineering course in 8th grade to earn 1 high school credit. SCMS will be requesting this course approval for the 2018-2019 school year.</p> <p>We want to be innovative in making Computer Science classes available to students beginning in 6th and continuing through 8th grade. If students choose not to undertake this PLTW course of</p>	<p>Students can take PLTW courses or a Keyboarding/ KeyCode course.</p>

		study, Keyboarding and KeyCode classes will still be available for students.	
<p>Waiver #2:</p> <p>Requesting a waiver from the Arkansas statutes requiring 7th and 8th grade students to receive instruction in physical education, fine arts, and health to give students the opportunity to pursue PLTW courses.</p>	<p>Goal 2</p> <p>AR Code Ann. 6-16-130: Art/ Fine Arts 6-16-132: Health/ PE</p>	<p>Students currently receive this curriculum in the 6th grade. SCMS recognizes the immense value of these classes in fostering the skills needed for a well-rounded and capable student, and would therefore still offer these courses as electives. Moreover this will allow students a more personalized, tailored learning experience to foster the students' personalized learning.</p> <p>We also want students to be able to take an Advanced Art course in the 8th grade and receive a high school credit for it. This course would replace the Art 1 credit and allow students to take Art 2 their 9th grade year. SCMS will be requesting this course approval for the 2018-2019 school year.</p>	<p>Students can take PLTW courses or PE, fine arts, music or health.</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 - African American (21%)

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

Name of council member	Representative group	Minority	Council Position	Date elected
Gina Richard	Principal	no	Core Leadership	1/24/2018
Lisa McGriff	Assistant Principal	no	Core Leadership	1/24/2018
Brooks Rowland	Reading Interventionist	no	Core Leadership	1/24/2018
Brian York	Band Director	no	Core Leadership	1/24/2018
Michelle Poe	8th Grade Science Teacher	no	Member	1/24/2018
Jennifer Venable	Special Education Literacy	no	Member	1/24/2018
Vickie Jackson	Classified Staff - Paraprofessional	yes	Member	1/25/2018
Miranda Holthoff	Classified Staff - APSCN Secretary	no	Member	1/25/2018
Mahogany King	Student	yes	Member	1/25/2018
Tony Chen	Student	yes	Member	1/25/2018
Bryleigh Myers	Student	no	Member	1/25/2018
Teresa Conrad	Parent	no	Member	1/25/2018

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
10-11-2017	SOI Interest day with ADE and OIE	Faculty	8	Decided to follow up with faculty about pursuing SOI based on our team of 8 (administrators and teachers), started work below and formed council
10-20-2017	Google Sheet created to look at commonalities in other districts.	Faculty	Shared with staff online	Compile a Google Doc to share with teachers/staff/administrators that summarizes the most common innovations, goals, and waivers by middle schools and high schools https://goo.gl/Bx1xPb
11-6-2017	Google Doc formed that summarized innovations that were most requested by middle and high schools	Faculty	Shared with staff online	Email staff for questions regarding School of Innovation and how it impacts SCMS. Create Google Doc that collects questions and presents them anonymously to administrators https://goo.gl/Tu8kKm
11-7-2017	Google Doc created to collect anonymous questions for faculty/administrators discussion about SOI	Faculty	Shared with staff online	Schedule meeting with teacher liaison and administrator to discuss Google Doc & further steps. https://goo.gl/uSQnyE
12-7-2017	Faculty Meeting on SOI Interest, Questions and Feedback	Teachers	All certified staff	See all teachers feedback https://goo.gl/zR8kQe
1-24-2017	Leadership meeting	Leadership Meeting	9	Scribe notes: https://goo.gl/P37N4W Meet with Council of Innovation and work on SOI application
1-29-2018	Work on application	Council of Innovation	12	Continue to revise application wording with help of SOI office (Crystal). Meet on 1/31/18 to finish application.

1-31-2018	Finalized SOI application for Staff Election	Council of Innovation	12	Send application to all staff for approval.
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Section 11: Election Results

School Name: Star City Middle School

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 38

Number of Staff who voted 30

Number of Staff who voted for the proposed plan 28

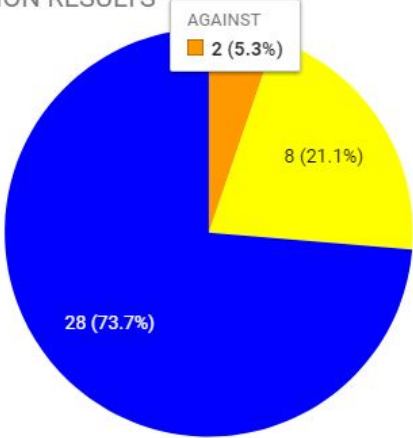
Number of Staff who voted against the proposed plan 2

Percentage of staff voting in favor of the proposed plan of innovation 93.3%
PASS

Percentage of **total** staff in favor of the proposed plan of innovation 73.7%
PASS

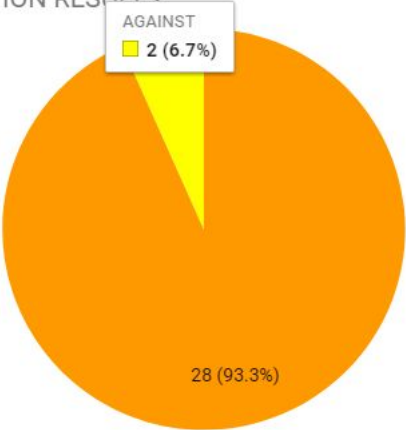
Count of SOI ELECTION RESULTS

- AGAINST
- Did not vote
- FOR



Count of SOI ELECTION RESULTS

- FOR
- AGAINST



Section 12: Professional Development Scope

School Name: Star City Middle School

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
March 2018	Innovation Council and School Staff	Ongoing ownership, development, and feedback for innovation activities (in staff meetings and innovation council meetings as well as structured PD sessions)	Goals 1, 2, and 3
Spring 2018	SCMS Staff	Personalized Learning	Goals 1, 2, and 3 - Continue staff development with Team Digital
Summer 2018	SCMS Staff	Summer 2018 - Design and Implementation of Personalized Learning Still searching for training on personalized learning plans, mentoring, and support for students.	Goals 1, 2, and 3 - Seek PD sources
Summer 2018	SCMS Staff	Prepare for Student engagement and retention with mentoring, character building, positive culture, leadership, personal	Goals 1, 2, and 3

		learning plans, and new scheduling.	
August 2018	Innovation Council/ Core Leadership / OIE / SCMS Staff/ Team Digital	2018-19 School Year - ongoing technical assistance	Goals 1, 2, and 3
September 2018	Innovation Council/ Core Leadership	SOI Site Visit to Pea Ridge School District	Goals 1, 2, and 3

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

Innovation Goal 1 & 2:	List Here <i>Will come up with language here that includes smart box below, such as "Star City Middle School will close the achievement gap for underserved kids, in particular students of poverty and AA kids by 2020"</i> SMART Overall Goal breakdown Why: Underserved Kids (African American and Poverty Kids); Achievement data, school rating Who: African American & Poverty (all kids 6-8) What (Overall Performance Target): Close the achievement gap per year 3% year or more Measurable: (Expected Change- include baseline) 10% gap between AA and Caucasian (?) 10% gap between AA and Caucasian (etc. also do for poverty/can focus on lit and math or just focus on one)			
Action (innovation strategy)	Expected Outcome	Interim Performance Target with expected change	Data/Instrument	Date (by when)
(If we....) Research, build capacity, and implement blended learning	(Then.....) Students will receive more individualized instruction and take ownership of their learning	(and this will...) decrease learning gaps, increase student ownership of learning, and improve literacy and math skills for all students (which is tied to the overall goal..) closing the achievement gap	(which will be measured by....) Short term outcomes: Greater engagement, less discipline reports, literacy and math formative assessment growth, students taking charge, & students talking about their learning; Improved student and teacher relationships; Interim assessments	(by when....) Short term outcomes by January 2019 Long term outcomes by May 2019 3% decrease in gap by May 2020 3%..... by May 2021 3%..... Long term outcomes: Close the achievement gap by 3% per year or more
Action (innovation strategy)	Expected Outcome	Performance Target with expected change	Data/Instrument	Date (by when)
(If we...) Research, build capacity, and implement Personalized Learning Plans for all kids	(Then...) Students will be more vested in their education, students become agents of their learning, students follow learning passions by co-creating learning plans and setting goals	(and this will...) Increase engagement, develop agency of all learners, increase student ownership of learning, and support personal growth and goal setting (which is tied to the overall goal..)of closing the achievement gap	(which will be measured by...) Short term outcomes: Greater engagement, less discipline reports, literacy and math formative assessment growth, students taking charge, & students talking about their learning; Improved student and teacher relationships; Interim assessments	(by when....) Beginning in the fall of 2018 and ongoing with review.
Action (innovation strategy)	Expected Outcome	Performance Target with expected change	Data/Instrument	Date (by when)

(If we . . .) Identify and develop content and capacity for Digital learning	(Then. . .) Students will be able to learn at their own pace and have access to address learning needs and interests	(and this will. . .) Increase engagement, develop intervention/enrichment for all learners, and support personal growth and goal setting (which is tied to the overall goal..)of closing the achievement gap and allow more time for students who need intervention to receive it from teachers while students who seek to self-pace will have that option.	(which will be measured by. . .) Short term outcomes: Greater engagement, less discipline reports, literacy and math formative assessment growth, students taking charge, & students talking about their learning; Improved student and teacher relationships; Interim assessments	(by when...) Beginning in the fall of 2018 and ongoing with review.
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Innovation Goal 3: Whole Child Approach	<p>List Here <i>Will come up with language here that includes smart box below, such as “Star City Middle School will transform to a whole child approach to ensure all kids meet or exceed their potential ”</i></p> <p>SMART Overall Goal breakdown</p> <p>Why: All kids deserve to meet or exceed their potential! Plus, we have a majority of our population with “non-academic needs”</p> <p>Who: All kids</p> <p>What (Overall Performance Target): all kids meet or exceed their potential</p> <p>Measurable: (Expected Change- include baseline)</p> <p>Action 1: Develop school culture by investing time for each student to create and expand a one-on-one relationship with a faculty advisor, starting in the 6th grade and following through 8th grade. This teacher will also aid them in transitioning to high school.</p> <p>Action 2: If students have physical, social, or emotional needs, their advisory teacher will be an advocate to begin the process of getting the student the necessary assistance to support their whole being.</p> <p>Action 3: Undertake a study of character education with students to develop the soft skills needed to interact effectively and harmoniously with others.</p>
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Action (innovation strategy)	Expected Outcome	Performance Target with expected change (need a baseline here)	Data/Instrument	Date (by when)
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<p>(If we. . .) Action 1: Develop school culture by investing time for each student to create and expand a one-on-one relationship with a faculty advisor, starting in the 6th grade and following through 8th grade. This teacher will also aid them in transitioning to high school.</p> <p>Action 2: If students need behavioral counseling or social services, food, security, or anything that affects their physical, social or emotional well-being, their advisory teacher will be an advocate to begin the process of getting the student the necessary assistance to support their whole being.</p> <p>Action 3: Undertake a study of character education with students to develop the soft skills needed to interact effectively and harmoniously with others.</p>	<p>(Then. . .) All kids meet or exceed their potential! and we meet our students "non-academic needs"</p>	<p>(and this will. . .) (which is tied to the overall goal..) <i>transform to a whole child approach to ensure all kids meet or exceed their potential "</i></p>	<p>(which will be measured by. . .)</p> <p>We expect that as a result of using services to address the needs of the whole child, we will see:</p> <ul style="list-style-type: none"> -Fewer disciplinary referrals -Fewer suspensions (both in-school and out-of-school) -Lower rate of detention assignments -Higher school attendance rate -Fewer tardies -Increased number of students accessing and utilizing medical, behavioral & social care -Increased number of students accessing to "second breakfast" <p>These changes will bring about a better school environment for all stakeholders in our school.</p>	<p>(by when....) August 2018 and on</p>
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NOTE:

Statement of Assurance and School Board Resolution will be presented at the February 20, 2018 Star City School Board meeting for approval. Documents (SOI Application, Statement of Assurance, and Board Resolution) sent to Mr. Jon Laffoon, Superintendent of Schools on February 4, 2018. Upon approval, will forward to Ms Cindy Hogue.

Updated February 22, 2018:

Click on the hyperlink for the Statement of Assurance and School Board Resolution from Mr. Jon Laffoon, Superintendent of Schools and the Star City School Board.

<https://dochub.com/ginarichard/2NnYRO/image2018-02-21-225606?dt=4i2nt0qekukui1vg>