Schools of Innovation Application
2017-2018

School Name: Pea Ridge Middle School   **LEA #0407028**

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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

Pea Ridge Middle School is the only middle school in the rural Pea Ridge School district. Current enrollment at PRMS is 489 students in grades 6-8 with approximately 44% of students qualifying for free and reduced lunch. The middle school population is quite homogenous with only 2% of students identifying as Hispanic and a total of 2% identifying as other ethnicities.

Recent data indicates that a large percentage of students at PRMS are below grade level in both reading and mathematics. On the ACT Aspire Summative Assessments given in April 2017, only 56.2% of 6th grade students, 39.5% of 7th grade students, and 46.4% of 8th grade students scored Ready or Exceeding in the area of reading. For math, only 69.8% of 6th grade students, 43.7% of 7th grade students, and 35% of 8th grade students scored Ready or Exceeding. While these scores represent increases from the 2016 ACT Aspire administration, they are much lower scores than what we believe our students are capable of and what our school experienced in the years preceding PARCC and ACT Aspire.

In addition to test score data, attendance data shows that absenteeism is an issue for students in all grade levels. Since the start of the school year, there have been 2,367 student absences building-wide. Student attendance is addressed on a regular basis by the school counselor, administrators, and district social worker, but those efforts have not yet substantially improved attendance. In a recent student survey, 34% of students who responded to a question about absenteeism indicated that more choices related to place and path would help improve student

attendance. To meet our students' diverse needs and create a learning environment tailored to meet all students where they are, we have to revisit the way we provide teaching and learning opportunities in our building.

Through the School of Innovation process, we hope to improve student attendance and academic achievement through personalized learning opportunities and the development of student agency. In a recent meeting with students about next year's schedule, students exhibited a great deal of excitement when told there would be opportunities to have student-created personalized learning time sessions next year. In the same survey referred to above, 58% of students responded that they learned more when they had choice in how to complete an assignment, and 78% responded they learned more when they were able to work at their own pace. Because we have been operating within a flexible schedule for the past three years, we are able to increase the amount of time provided for personalized learning opportunities for each student within the school day for the 2018-2019 school year. We will also implement personalized learning plans for students to allow them ownership of their learning and help them manage their personalized learning time effectively.

The ambiguity and bias of the traditional grading system no longer meets the needs of educators and students. For the first semester of the 2016-17 school year, there were only seventeen students building-wide who received a grade of D or F in English or math on their report card. For the first semester of the 2017-18 school year, only 36 students building-wide received a grade of D or F on their report card in English or math. This illustrates a major disconnect between student performance in the traditional grading system and student performance on standards-based tests. When students don't fully understand the learning goals and aren't involved in developing those goals, they are not fully invested in the learning process. For students and teachers to collaboratively create meaningful learning goals, the standards must be defined along with the components that represent mastery. For these reasons, we are moving towards a standards-based grading model at Pea Ridge Middle School. This will allow students to monitor their own mastery levels and teachers to communicate more effectively with students and parents about student progress. Students and teachers will then be able to identify where breakdowns in understanding exist so appropriate interventions can be sought by a student or delivered by a teacher.

To personalize learning for students, we must provide rich, diverse learning experiences that align with future college and career pathways while nurturing the whole child. Because we are a small school within a small district, we must be innovative in how we bring these learning opportunities to our students. Just as our students have their own gifts and talents, so do our teachers. Our staff is passionate about meeting the needs of students and have embraced the idea of personalizing learning. We understand that the needs of the 21st century learner cannot be met with a 19th century educational model. The School of Innovation process will help support the ongoing efforts of our teachers and students to provide an "Uncommon Education for All."

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:

School Rating

- ☐ A
- ☐ B
- x C
- ☐ D
- ☐ F

Is this a new LEA?

- ☐ Yes
- x No
    If Yes, Please Explain

Supports and service organizations assisting your school.

___x__ Arkansas Department of Education (ADE)

_____ Arkansas Public Resource Center (APSRC)

_____ Education Renewal Zone (ERZ)

_____ Other -Please list below:

_____

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	● 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
March 9, 2017	Created Personalized Learning Committee at PRMS. Began book study of *Make Learning Personal* and *Mindset*.	9	2 administrators 7 teachers
June 12-13, 2017	Attended AASCD Conference in Hot Springs AR	2	2 administrators
Sept 26-27, 2017	Innovation for Education Summit	7	2 administrators 5 teachers

October 11, 2017	School of Innovation Application meeting	4	1 administrator 3 teachers
November 16, 2017	School of Innovation Application Meeting	4	2 administrators 1 teacher
January 16, 2018	Zoom Meeting with Solution Tree about standards-based grading PD for staff	1	1 administrator
January 24-26, 2018	District leadership team visit to Broward County Schools in Florida to investigate their personalized learning initiatives	16 (4 from PRMS)	7 administrators 9 teachers (2 administrators and 2 teachers from PRMS)

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:

__x___ new   _x___revisited   _____reworded   ___completely revised

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

In July of 2017, the district administrative team met to determine a new mission statement for the district. After many hours, *Uncommon Education for All* was unanimously adopted as our new mission statement. This was chosen as it is memorable and best represents what we are trying to do for our students in Pea Ridge. After further discussion with teachers and other stakeholders, it was determined that this mission was suited for all schools as we are all committed to creating learning environments that are best suited to meet the individual needs of our students, and the approaches we are all taking could be considered "uncommon". Our school's vision statement, however, remains unchanged at this time. We will be revisiting the vision statement at a later time.

The school's **Vision** statement

We believe that the most effective way to achieve the mission of our school is to work as a unified, collaborative team through our PLC meetings. This will allow us to promote students as leaders, communicate high expectations, engage students in real-world experiences that

require critical thinking, welcome change through new strategies and technology, celebrate students' successes, and prioritize essential learning.

The school's **Mission** statement

Uncommon Education for All

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 student academic achievement in all areas by providing personalized learning time and mentoring sessions that meet individual student needs and allow students to track growth.
Goal 2	Improve student attendance by providing students with options for self-directed learning through the core curriculum and elective choices.
Goal 3	Increase student agency by allowing students to have ownership of their learning goals and curriculum to the greatest extent possible.

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 student achievement in all areas.	Personalized Learning Time (PLT) within the school day. One-to-one mentoring within the	With more than 50% of students scoring below proficiency on summative tests as well as on classroom interim testing in multiple areas, the	Increased PLT from 60 minutes per week to a minimum of 150 minutes per week beginning fall 2018. Will continue to

	school day. Mentors will loop with students all three years at the middle school.	need to address individual academic deficiencies is clear. With increased PLT, teachers will be able to pull students strategically throughout the week to work on areas of need. Students who are proficient or advanced will also have the opportunity to expand their learning through enrichment activities and seminars that can be held during PLT sessions. Developing teachers as mentors using social emotional learning guidelines will allow students to create a strong bond with an adult in the building that can be maintained for all years that student is at the middle school. The mentor will work with the student to create personalized learning plans based on the student's individual academic and behavioral needs and goals.	increase PLT in 2019 and 2020. A dedicated time for mentoring will also be factored into the school day for the 2018-19 school year. We will work with the school counselor in the spring of 2018 to identify appropriate resources and professional development for supporting teachers as mentors. The leadership team will begin working with teachers on an individual basis throughout the 2018-19 school year to identify specific strengths and needs. Teachers will loop with their students for the 2019-20 school year.
Goal 2: Improve student attendance.	Personalized Learning Time (PLT) within the school day.	PLT will help improve student attendance as more time will be devoted to their individual needs,	PLT will be increased from 60 minutes per week to a minimum of 150 minutes per week beginning fall 2018.

		making the learning more relevant.	"Mini-electives" offered within PLT will be tailored to student interests. For example, a student who in involved in a lacrosse league may offer a six week session on how to play lacrosse while a 7th grade math teacher may provide a 5 week session on the interrelationship between math and music. We will continue to increase PLT in 2019 and 2020.
Goal 3: Increase student agency	Standards Based Grading (SBG)	How can we ensure that students are mastering the content if we don't know what mastery looks like? Standards-Based Grading requires teachers to examine every standard to determine which are essential and to articulate what mastery entails. This takes the guesswork out of grading and makes students accountable for their learning. If students understand what mastery is, then they are better prepared to set personal learning goals, work at their own pace, and chose paths that	School-wide professional development on SBG will be provided in July, 2018. Implementation will begin August 2018 with ongoing support from experts through May 2019. At this time, we are looking at different professional organizations to help with this process.

		will allow them to demonstrate mastery.	
Goal 3: Increase student agency	Student self-paced learning based on learning goals. Students help develop and implement curriculum. Students design sessions for Personalized Learning Time.	Learning cannot be personalized if the learner has no voice in how, when, where, and what they learn. As we move to create more personalized learning experiences for students, we must allow them to be involved in the process. Students will work with teacher mentors to create personalized learning plans. During PLT, students will have the opportunity to create and participate in student and teacher-led "mini-electives" that are tailored to meet student interests. These mini-electives will allow students to be exposed to topics that are not necessarily a part of the day to day curriculum.	Spring 2018 - Seek waivers for teaching out of area for fine art, art, and physical education requirements through SOI application. This will help maximize offerings to meet student needs and interests, and minimize conflicts within the schedule, giving students more opportunity to choose courses that are important to them. August 2018 - Create Personalized Learning Plans that meet state requirements while allowing students to set achievable goals based on mastery levels for each content area. January 2017 - Five teachers will receive coaching through Better Lesson to implement personalized learning strategies within their classrooms. August 2018 - A few teachers will begin

| | | | co-creating curriculum with students. These are the teachers who have been involved in Better Lessons training or have a strong desire to implement personalized learning in their classrooms.

Teachers will continue to design Personalized Learning Time sessions for students during the 2018-19 school year with some students designing sessions with teacher guidance and support. |
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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
January 2018-onward	1,2	During the development of the master schedule, include at least 150 minutes of personalized learning time (PLT) and 45 minutes of mentoring time per week.	Students will be provided extension and/or remediation opportunities that are tailored to their needs and interests.	Revised master schedule Teacher surveys Student surveys Enriching Students scheduling software

January - May 2018	1	Work with the middle school counselor to identify resources for developing teachers as mentors.	Teacher mentorship will allow students to develop strong relationships with adults in the building who can help guide their personal learning goals.	Middle school counselor Resources on SEL programs (CASEL)
February 2018	1	Work with other district personnel to create a district-wide definition of personalized learning.	This will allow us to communicate the district vision of personalized learning to all teachers and stakeholders.	District administrators Teachers from all buildings *Tapping the Power of Personalized Learning* by James Rickabaugh *Make Learning Personal* by Barbara Bray and Kathleen McClaskey
February 2018 -May 2019	1	Provide professional development to teachers individually, in small groups, and as a whole staff on personalized learning based on district definition. Hold parent and student meetings to share district definition of personalized learning and receive feedback.	Teachers and other stakeholders will understand the value of personalized learning. Teachers can implement personalized learning in their classrooms.	Teacher surveys Student surveys Parent surveys Better Lesson mentors *Tapping the Power of Personalized Learning* by James Rickabaugh *Make Learning Personal* by Barbara Bray and Kathleen McClaskey
February - May 2018	1,2	Investigate technology programs that will enhance personalized learning opportunities (LMS options, No Red Ink, Moby Max, etc.).	Teachers and other stakeholders will be involved in the process of selecting programs for	Various technology programs Technology department

			their specific disciplines.	
June - August 2018	1	Provide training for technology supports identified in the spring.	Teachers will be able to curate programs that will facilitate student learning.	Various technology programs/software Technology department
July 2018 onward	3	Provide professional development to teachers and staff on standards-based grading. Invite parents and other community members to participate.	Teachers and students will be able to define mastery for all standards and tailor students' personalized learning plans to meet individual student needs and goals.	*A School Leader's Guide to Standards-Based Grading* by Tammy Heflebower, Jan K. Hoegh, and Phil Warrick *Formative Assessment and Standards-Based Grading* by Robert J. Marzano Solution Tree/ Marzano Research as potential presenters
August - December 2018	3	Provide training to teachers and students on the creation of personalized learning plans.	Students will be able to identify their strengths, interests, and learning styles to create a learning plan that will allow students to master their learning goals.	*Tapping the Power of Personalized Learning* by James Rickabaugh *Make Learning Personal* by Barbara Bray and Kathleen McClaskey Arkansas Department of Education guidelines for Student Success Plans
August 2018 - May 2019	3	Provide training and support for teachers as mentors.	Teachers will be able to identify social-emotional learning (SEL) competencies and will work with students to develop these competencies	Middle school counselor District social worker Resources on SEL programs (CASEL) Teacher surveys Student surveys

			during the school day.	
January 2019	1,2	Revisit master calendar and increase opportunities for personalized learning.	We need to move beyond isolating times for personalized learning and create a schedule that allows for personalization during all parts of the school day.	Master calendar Student surveys Teacher surveys Student personalized learning plans
May 2019	1,2,3	Revist innovation plan and make revisions as needed.	Ensure goals are being met and teachers have received adequate support. Make revisions to the plan as needed.	Student surveys Teacher surveys School of Innovation application Notes from Council of Innovation meetings

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
ADE Rules 24.18 and Ark. Code Ann. § 6-17-309(a) Teaching out of level/area for more than 30 days.	In our effort to increase student achievement, attendance and agency by offering diversified curriculum, we will offer interest-specific art and fine art courses based on student voice and leadership, capitalizing on our teachers' abilities. We will maintain our current offerings of visual arts, ceramics, introduction	We will offer art and fine art courses by teachers who are skilled in the offered content but hold teaching licenses in other content areas. This will allow us to increase the number of art and fine art offerings, which will decrease scheduling conflicts that arise because we share most of

	to music, choir, and band courses by our art and fine art certified teachers. We are seeking this waiver to allow our passionate and skilled teachers who are certified in other content areas to offer sections of painting, drama, and visual arts for fine art credit to meet the diverse interests of our students.	our art and fine art teachers with our high school. Students are often forced to give up an elective of their choosing because of the availability of art and fine art classes within the schedule.
ADE Rules 24.18 and Ark. Code Ann. § 6-17-309(a) Teaching out of level/area for more than 30 days.	In our effort to increase student achievement, attendance and agency by offering diversified curriculum, we will offer interest-specific physical education courses based on student voice and leadership, capitalizing on our teachers' abilities. We have teachers passionate and skilled in the areas of mountain biking, weight training, nutrition, yoga and zumba. We have two teachers currently certified as NICA (National Interscholastic Cycling Association) coaches, and another teacher passionate about Zumba and yoga and willing to complete her instructor certification. We would add these physical education offerings to our current offerings of general physical education and athletics. We hope that allowing students to exercise their voice and choice related to physical education will increase their engagement and thereby overall health and well-being.	We will offer physical education courses by teachers who are skilled in the offered content but hold teaching licenses in other content areas. This will not affect our separate physical education course offerings in any way.

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%)___Special Education, Economically Disadvantaged, Gifted_____

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

Name of council member	Representative group	Minority	Council Position	Date elected
Leslie Moline	Administrator	N	Chair	11/9/17
Joshua Johnson	Teacher	N	Member	11/9/17
Olivia Laine	Teacher	Y	Member	11/9/17
Beth Stein	Teacher/Parent	Y	Member	11/9/17
Jenny Castle	Teacher	Y	Member	11/9/17
Jessie Hester	Administrator	N	Member	11/9/17
Debbie Klotz	Teacher	N	Member	11/9/17
Sheila Pacheco	Parent	Y	Member	11/9/17
Retta Shirley	Staff	N	Member	11/9/17
Jessica Cruz	Parent	Y	Member	11/9/17
Don Gilbreath	Parent	N	Member	11/9/17
Barry Blood	Parent	N	Member	11/9/17
Jenni Blood	Parent	N	Member	11/9/17
Traci Gartrell	Parent	N	Member	11/9/17
Heather Wade	Teacher	N	Member	11/9/17
Mark Woollard	Teacher	N	Member	11/9/17
Isabella Cruz	Student	Y	Member	1/23/18
Connor Gartrell	Student	N	Member	1/23/18
Jackson Blood	Student	N	Member	1/23/18
Natalie Graham	Student	N	Member	1/23/18

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
9/5/17	Discuss goals of personalized learning at the middle school	Teachers	9	Identified non-negotiables, created a survey to identify what teachers believe about student learning
10/9/17	Revisit key ideas gleaned from the Innovation Summit	Teachers	9	Discussed need to investigate SOI process, inform teachers and community
10/23/17	Present SOI information to staff	Teachers and staff	37	Presented School of Innovation information to entire staff during PD day. Provided time for Q and A.
10/25/17	To identify potential Council of Innovation members and plan a parent meeting.	Teachers	9	Discussed important next steps to explore for personalizing learning, identified potential Council of Innovation members, and planned a parent meeting to invite community into the discussion.
11/2/17	Plan for parent meeting	Teachers	9	Finalized plan for parent meeting on November 9th.
11/9/17	Parent Meeting for all interested parents and community members.	Parents and community members	18	Presented our ideas for personalized learning and desire to pursue School of Innovation status. Identified parents and community members who were interested

				in serving on our Council of Innovation.
12/8/17	Personalized Learning Committee - review parent meeting.	Teachers	5	Planned Council of Innovation meeting before break. Reviewed application
12/11/17	Staff Meeting	Teachers and Staff	32	Provided a SOI update for all staff and reviewed Rationale. Set voting date for January.
12/19/17	Council of Innovation Meeting	Parents and teachers	4	Reviewed goals for SOI application and sought feedback.
1/8/18	Staff Meeting	Teachers and Staff	35	Reviewed SOI application again. Reviewed voting requirements.
1/23/18	Personalized Learning Committee - review application and student selections	Teachers	9	Reviewed the application and reviewed students for Council of Innovation. Provided time for reflection and feedback.

Section 11: Election Results

School Name: Pea Ridge 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	48
Number of Staff who voted	39
Number of Staff who voted for the Proposed Plan	35
Number of Staff who voted against the proposed plan	4
Percentage of staff voting in favor of the proposed plan of innovation	90%

School Name: Pea Ridge 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
January 2018	Teachers	Work with Better Lesson coaches on personalized learning strategies	Goal 1: Increase student academic achievement in all areas by providing personalized learning opportunities
February - May 2018	Teachers	Staff book study of *Tapping Into the Power of Personalized Learning* by James Rickabaugh	Goal 1: Increase student academic achievement Goal 3: Increase student agency
February - May 2018	Teachers	During PLC meetings, revisit standards for each content area and define mastery for each standard.	Goal 3: Increase student agency
June - August 2018	Leadership team, teachers	Provide training for teachers on the technology programs they chose in the spring	Goal 1: Increase student academic achievement Goal 3: Increase student agency
July 2018	Leadership team, teachers, council members	Professional development on standards-based grading	Goal 1: Increase student academic achievement Goal 3: Increase student agency

July 2018	Teacher leaders	PLCs at Work conference for our Master Teacher and at least one additional teacher leader	Goal 1: Increase student academic achievement Goal 2: Improve student attendance Goal 3: Increase student agency
August 2018	Leadership team, teachers, counselors	Prepare teachers to be mentors by providing SEL training.	Goal 1: Increase student academic achievement Goal 2: Improve student attendance
Fall 2018	Leadership team, teachers, council members	Ongoing support provided for personalized learning in the classroom (Better Lesson/ Solution Tree)	Goal 1: Increase student academic achievement Goal 2: Improve student attendance
August 2018 onward	Leadership team, teachers, students	Provide training to teachers, staff, and students on the creation of personalized learning plans	Goal 3: Increase student agency
August 2018 onward	Leadership team, teachers, students, counselors	Provide ongoing training and support for student mentoring	Goal 1: Increase student academic achievement Goal 2: Improve student attendance

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

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