# Schools of Innovation Application
# 2017-2018

**School Name:** **Marshall High School**                    **LEA # 6502-006**

**Contact Information:  Tim Baysinger**

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


The mission of Marshall High School is to establish an atmosphere that promotes academic excellence, develops critical life skills and enhances career and college readiness for every student.  Whether life after high school involves college, vocational training or the work force, we want our students to be prepared.  Marshall High School is part of the Searcy County School District, a consolidated district nestled in the Ozarks and spanning 549 square miles.  The high school has 377 students in grades 7-12, with 66% qualifying for free or reduced lunch.  Our high school has been recognized for high academic performance as evidenced by a school rating of A, being recognized as a Rewards School, and awards from the Office of Educational Policy.  Additionally, our test scores are consistently above state and national averages.  However, we know that we can do better and that we have students who are not reaching their full potential.

Two main areas of concern are driving our long term school plan.  First, our students must be more engaged in the educational process with an ultimate goal of

as1

student-driven personalized learning.  The culture of learning at Marshall High School has to shift from teacher driven to student driven.  The mindset of teachers has to change from "I taught that." to "Did the students learn that,  and how do we know?"  This shift to student focused and student driven learning won't be easy, but must occur. Second, our curriculum must be expanded to include personal competency training and extended learning opportunities to fully address our mission.  It is important to note that our school plan will be implemented in grades 7 and 8 as well as grades 9-12 and we feel that it is imperative to include all students in this plan to maximize our impact.

Two pieces of data highlight the need for more student engagement:  course completion rate and percent of students with at least one D or F.  On average, approximately 15% of our students fail to successfully complete one or more courses each nine weeks and in any given marking period, approximately 65% of our students have at least one D or F on their report card.  (More detailed data can be found in the attached Theory of Action Worksheet.)  These two pieces of data point to a lack of student engagement in the educational process which must be addressed. We currently offer some extended learning opportunities with 5.1% of our students enrolled in college classes and 14.4% enrolled in vocational classes at our Career Center (North Arkansas Career Center.)   To fully address our mission, these types of opportunities must expand to include more college class offerings, additional vocational training, and other new opportunities such as job shadowing, internships, and community service. Additionally, conversations with business and community partners point to the need for personal competency training to address deficiencies observed in our students in the workforce.

Our innovation plan proposes a shift to student driven personalized learning for all students in grades 7-12.  A flexible master schedule will allow time for point-in-time interventions for struggling learners to close the learning gaps that currently exist for those students.  Blended learning will allow students to move at their own pace, providing more time to master content or time to move ahead in content and explore enrichment opportunities.  A mastery learning/competency based approach will ensure

that students have mastered content before moving forward and should ensure a more comprehensive understanding of the subject matter.   Finally, a mentor program will ensure that each student has an advocate for his/her education, someone to oversee and guide the process. These components will ultimately mesh to provide student driven personalized learning for all students.

The second part of our innovation plan will focus on preparing our students to be successful in endeavors after high school.  Again, the mentor program will play a major role as mentors guide students in developing their "future story" and facilitate their educational choices to achieve their goals.  The flexible schedule will allow mentor time as well as time for students to explore career options and to participate in extended learning opportunities.  Input from our business and community partners will guide the addition of personal competency skills to our curriculum.   Expanding our extended learning opportunities to include more and new offerings is the final component of our new school plan.

While parts of our long term school plan can be implemented without the School of  Innovation designation, being a School of Innovation will provide us support and the flexibility to better address the needs of our students.

## Section 2:  General Questions

**General Questions**

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

      Facilities Distress

X     Rewards School for Growth

      Rewards School for Performance

Link to your School Improvement Plan:

https://s3.amazonaws.com/scschoolfiles/517/2015-16_marshall_high_school_comprehensive_report.pdf

School Rating

X       A
        B
        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:

_____

**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<br>September 27, 2017 4:00-5::00<br><br>October 3, 2017<br>October 11, 2017 | ● Fall Innovation Summit in September<br>● Information session for prospective SOI schools on second day of summit<br>● Deadline to Submit Intent to Apply<br>● 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 |
|---|---|---|---|
| Sept. 26-27, 2017 | Innovation for Education Summit | 3 | 1 administrator<br>1 counselor<br>1 teacher |
| Oct. 2, 2017 | Visit to Pangburn High School | 5 | 1 administrator<br>1 counselor<br>3 teachers |
| Oct. 11, 2017 | Arch-Ford Application Meeting | 5 | 1 administrator<br>1 counselor<br>3 teachers |
| Oct. 25, 2017 | Team Meetings, then Whole Group Meeting | 31 | 1 administrator<br>30 teachers |

as5

| | | | |
|---|---|---|---|
| Nov. 14, 2017 | Visit to Southside-Batesville | 5 | 3 administrators<br>1 counselor<br>1 teacher |
| Nov. 16, 2017 | Arch-Ford Next Steps Meeting | 3 | 1 administrator<br>1 counselor<br>1 teacher |
| Nov.29, 2017 | Team Meetings to discuss SOI | 28 | 28 teachers |
| Dec. 4, 2017 | Visit to Pangburn High School | 4 | 3 administrators<br>1 teacher |
| Dec. 6, 2017 | Visit to Pangburn High School | 2 | 2 administrators |
| Dec. 7, 2017 | Principal's Council Meeting | 13 | 1 administrator<br>12 students |
| Dec. 8, 2017 | Setting Goals Meeting at OUR | 4 | 1 administrator<br>3 teachers |
| Dec. 13, 2017 | Team Meeting to discuss SOI | 32 | 32 teachers |
| Dec. 15, 2017 | Faculty Meeting | 29 | 1 administrator<br>28 teachers |
| Dec. 18, 2017 | Searcy County School Board Meeting | 14 | 3 administrators<br>1 teacher<br>5 school board members<br>5 community members |
| Dec. 19, 2017 | Faculty Meeting | 30 | 1 administrator<br>29 teachers |
| Dec. 19, 2017 | Council of Innovation Meeting | 11 | 2 administrators<br>1 counselor<br>3 teachers<br>2 parents<br>1 business /community member<br>1 classified staff<br>1 student |
| Jan. 8, 2018 | Site Visit from Office of Innovation | 4 | 2 administrators<br>1 teacher<br>1 Office of innovation staff |
| Jan. 9, 2018 | Visit to Pangburn High School | 6 | 1 administrator<br>5 teachers |
| Jan. 10, 2018 | Faculty Meeting | 33 | 1 administrator<br>32 teachers |

as6

| | | | |
|---|---|---|---|
| Jan. 12, 2018 | Arch-Ford Waivers Application Help Meeting | 2 | 1 administrator<br>1 teacher |
| Jan. 23, 2018 | Leadership Meeting | 5 | 1 administrator<br>1 counselor<br>3 teachers |
| Jan. 24, 2018 | Team Meetings | 32 | 32 teachers |
| Jan. 25, 2018 | Faculty Meeting | 52 | 3 administrators<br>36 teachers<br>13 classified |
| Jan. 31, 2018 | Council of Innovation Meeting | 8 | 3 administrators<br>1 counselor<br>2 teachers<br>1 parent<br>1 student |

## 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   __x_completely revised

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

The high school faculty met and brainstormed lists of things we do well as a school and things we need to improve.  The Council of Innovation then met and discussed the compiled lists from the faculty giving their view and input.  The Council then began to examine the mission and vision of both the high school and district.  Based on the discussion of the list and input from the community stakeholders, the high school's

vision and mission were revised to reflect the needs of our students and the goals of our school.

## The school's **Vision** statement

Marshall High School's vision for our students is that they graduate with the capabilities to become independent, productive citizens who serve their community, state, and nation as they follow their dreams.

## The school's **Mission** statement

The mission of Marshall High School is to establish an atmosphere that promotes academic excellence, develops critical life skills and enhances career and college readiness for every student.

## 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 | **Ensure that all students meet or exceed annual growth in math and literacy.** |
|---|---|
| Goal 2 | **Ensure that all students take ownership of their learning, are prepared to succeed in post-secondary education and careers, and become responsible citizens.** |
| Goal 3 | |
| Goal 4 | |
| Goal 5 | |

as8

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: | Blended Learning | Currently an average of 15% of our students are not receiving credit for one or more courses and 64% have at least one D or F on their report card.  Blended learning will allow students to complete the curriculum at their own pace, allowing struggling learners more time to master content and advanced learners the ability to move forward and explore enrichment opportunities. (See more data on attached Theory of Action Worksheet, Goal 1.) | 2017-18: Meet with Team Digital to discuss Learning Management Systems.. Create pre- and post tests for math and literacy and pilot those tests at the end of the year.<br><br>2018-19: Explore various Learning Management Systems, goal to have LMS in place by Fall 2019. Begin converting curriculum maps to reflect digital content. Pre- and post-tests for math and literacy administered Begin identifying essential skills for subjects other than math and literacy. |

as9

|  |  |  | 2019-20: Curriculum maps for all courses reflect a minimum of 50% digital content, students work at own pace through available content, instruction is differentiated based on need. Pre- and post-tests for all core classes in place.<br><br>2020-21: All curriculum is fully digitized, personalized learning plans in place for all students. |
|---|---|---|---|
| Goal 1: | Flexible Scheduling | Flexible scheduling will allow students to receive point-in-time interventions resulting in fewer skill gaps as evidenced in pre- and post-test data. (See detailed data on attached Theory of Action Worksheet, Goal 1) | 2017-18 Create a master schedule that includes flexible learning time for all students. Create pre- and post-tests for math and literacy, pilot the tests at the end of the school year.<br><br>2018-19 Implement a flexible schedule that allows flexible learning time for all students.<br><br>2019-20: Revisions to master schedule as necessary based on feedback from all stakeholders. |

as10

| Goal 1: | Mentoring | Mentors will monitor student progress to determine the need for point-in-time interventions and will develop a close working relationship with the students. Currently, the average number of days absent per student per year is 9.2. The absentee rate should drop when every student has an advocate for his/her success through the mentor program. The goal is a maximum of 5 days missed per student per year. (See more detailed data on attached Theory of Action Worksheet, Goal 1) | 2017-18<br>Begin a mentoring program with all students<br><br>2018-19<br>Expand the role of the mentor in the educational process so the mentor takes a more active role in the student's educational process.<br><br>2019-20:<br>Mentor role continues to evolve as additional training occurs. |
|---|---|---|---|
| Goal 1: | Mastery Learning and Competency Based Approach to Learning | The percentage of students with at least one D or F in a class is currently 64%, which is not acceptable. Mastery learning and competency based instruction will allow struggling students time to master content, yielding a more comprehensive understanding of the content and increasing the likelihood of successful course completion. | 2018-19:<br>Begin discussion of grading practices in our team meetings. Review alignment of essential skills to content and make necessary changes. Review or create assessments aligned to essential skills.<br><br>2019-20:<br>Standardize grading practices/assessment across high school. Provide learning opportunities about competency based assessments within |

as11

| | | | our PLCs and begin implementing those assessments.<br><br>2020-21: Competency based assessments will be utilized in all areas. |
|---|---|---|---|
| Goal 2 | Mentor Program | According to business and community partners, our students are lacking personal competencies and skills to be successful in the workforce. Additionally, our students often struggle after high school, losing scholarships or dropping out of college or vocational training.  Mentors will guide students as they develop their future story, facilitating their educational choices. Life plans will be completed for each student and perceptive data about the effectiveness of the  process will be collected. | 2017-18: Begin a mentoring time for all students. Provide training for mentors to support the development of life plans.<br><br>2018-19: Mentors work with individual students to develop life plans. Ongoing support through PLCs for mentors.<br><br>2019-20: Ongoing support through PLCs for mentors. |
| Goal 2 | Flexible Scheduling | Flexible scheduling will allow time for mentoring, exploration of career options, and expanded participation in extended learning opportunities. Participation rates in | 2017-18: Provide daily mentor time in the master schedule. Create a master schedule for 2018-19 that includes flexible learning time for all students. |

| | | | |
|---|---|---|---|
| | | extended learning opportunities will increase from the current 5.1% in college classes and 14.4% in vocational training classes. Participants' evaluations of all other career events will be collected and analyzed to improve career event offerings. | 2018-19: Implement a master schedule that allows flexible learning time for all students. |
| Goal 2 | Business and Community Partnerships | Students, parents and other stakeholders will be surveyed to determine personal competency skills necessary for life post-graduation. A list of business and community partners willing to work with our staff and students will be compiled and updated regularly. This network of stakeholders will be used to provide seminars on personal competency skills. | 2017-18: Create a survey to determine necessary life skills post-graduation. Administer survey to parents, students, and stakeholders. Communicate with businesses and community partners.  2018-19: Develop opportunities for partners to provide seminars to our students.  2019-20: Continue to improve and expand seminar options. |
| Goal 2 | Personal Competency Training | Students will complete the Peak Performance U course for credit.  The pre- and post-test data from PPU will be | 2017-18: Train teachers on Peak Performance U. Field test program during mentor time |

| | | collected and analyzed. A JAG program will be implemented and observational and survey data will be collected from participants in the program. Data from these two sources along with the evaluation data from the seminars (See Business and Community Partnerships section) will be used to determine the effectiveness of personal competency training in the curriculum. | beginning second semester. Survey business and community partners for skills needed by our students in the workplace.

2018-19: Implement JAG program for juniors and seniors. Full implementation of Peak Performance U for credit. Discuss incorporating personal competency skills in all areas of the curriculum in the PLCs. Select a personal competency skill of the month to emphasize and discuss in all classes.

2019-20: Continue to work on incorporating personal competency training in all areas. Annual survey of business and community partners on skills lacking by our students. Ongoing integration of personal competency skills in all areas. |

as14

| Goal 2 | Extended Learning Opportunities | Participation in extended learning opportunities, including expanded college course offerings, additional vocational training, job shadowing, internships, and community service, will increase.  Our current  enrollment percentages are 5.1% in college classes and 14.4% in vocational training. | 2017-18: Survey students to identify areas of interest for extended learning opportunities. Work with stakeholders to create extended learning opportunities.<br><br>2018-19: Begin to schedule extended learning opportunities.<br><br>2019-20: Expand our extended learning opportunities. |
|--------|--------|--------|--------|

**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.

Changes to the schedule and curriculum, addition of a comprehensive mentor program, and expansion of extended learning opportunities will be the main focus areas of the innovation plan.  Full implementation of the plan is expected to be a three year process.

A flexible schedule with independent learning time for all students will be implemented in the 2018-19 school year. We are currently converting to one-to-one technology and each student will be issued a Chromebook at the start of the 2018-19 school year.  Digital content will be phased in over the three years of the plan with a fully digitized curriculum available by the end of implementation.  At this time, Google Classroom and Spark are the main digital platforms we have investigated; but a meeting with Team Digital in the spring will allow us to consider all learning management systems.   A transition to mastery learning will begin in the fall of 2018 with a baseline of 70% on all assignments and assessments.  Discussions in our PLCs and other professional development will center on determining the essential skills in each curriculum area and aligning our instruction and assessments to those essential skills. Development of and transition to competency based assessments will also be a focus. By the end of the three year implementation period, we expect to have assessments fully aligned with our curriculum with competency based assessments in place in all curriculum areas.

A comprehensive mentoring program is the foundation for our entire innovation plan.  We implemented a mentor program in the fall of 2017, but the role and scope of that program will greatly increase throughout the implementation of this plan.  Mentors will be responsible for tracking each student's progress in their courses and scheduling interventions or extensions.  They will guide students in developing their future story and will facilitate their educational choices to achieve their goals.  We realize that our staff will need extensive training on the mentoring process and that training will take priority in professional development opportunities and PLCs during the first year of implementation.

An expansion of extended learning opportunities will be the third component of our innovation plan.  We currently offer 14 college courses at the high school and 5 vocational programs at our career center.  Through our innovation plan, we hope to increase the number of college courses and vocational programs available to students. New extended learning opportunities, such as job shadowing, internships, and

community service, will be added to the schedule.  Peak Performance U will provide digital content for personal competency training and will be offered as a credit within our schedule.  A JAG program will also be implemented and will provide additional personal competency training.  Ultimately, the culture of the high school will have to change to reflect the importance of the personal competency skills.  These skills will be woven through our curriculum, and teachers in all disciplines will model the skills and emphasize their importance.  A coalition of business and community partners will be assembled and will help inform us of the skills our students need for the workplace. Additionally, these business partners will provide seminars on life skills for our students. Changes to our schedule and the addition of flexible learning time will provide time within the school day for these programs.  We will be adding both JAG and Peak Performance U to the schedule for 2018-19, and plan to expand other offerings over the three year implementation.

## Complete the following ACTION Plan Timeline

| Date From-To | Goal # | Action | Expected Outcome | Materials & Resources Needed |
|---|---|---|---|---|
| August 2018- onward | 1 | Blend curriculum to reflect a mix of face-to-face instruction and digital learning. | Students will complete the curriculum at their own pace. This will allow struggling learners more time to master content and will allow advanced learners the ability to move ahead in the content and explore enrichment opportunities. | One-to-one technology (Chromebooks) Digital learning platform PD for teachers on blended learning |

| | | | | |
|---|---|---|---|---|
| August 2018- onward | 1 | Implement a flexible schedule that will allow independent learning time for all students. | The flexible schedule will allow students to receive point-in-time interventions and extensions. | Master schedule to reflect flexible learning time.<br><br>PD for teachers on teaching strategies for new schedule. |
| August 2017- onward | 1 | Establish a mentoring program for students. | Mentors will closely monitor student progress to determine need. | Mentor time in master schedule.<br><br>Research on effective mentor programs.<br><br>PD for teachers on mentoring. |
| August 2018- onward | 1 | Implement a mastery learning/competency based approach to learning. | The students will have a more comprehensive understanding of the content. Students will not be given course credit until they have demonstrated mastery of the content (70%). Competency based assessments will be utilized in all classes. | Pre- and post-tests of essential skills.<br><br>PD for teachers on competency based assessments. |
| August 2017- onward | 2 | Establish a mentor program for students. | Mentors will guide students in developing their future story and will facilitate their educational choices to achieve their goals. Mentors and students will develop relationships that | Mentor time in master schedule.<br><br>Research on effective mentor programs.<br><br>PD for teachers on mentoring. |

| | | | support the students' pursuit of their future story. | |
|---|---|---|---|---|
| August 2018-onward | 2 | Implement a flexible schedule that will allow mentor time and extended learning opportunities on and off campus. | A flexible schedule will allow for mentor time to be scheduled into every student's week. Additionally, a flexible schedule will allow students time to explore career options and to participate in extended learning opportunities, including expanded college course offerings, additional vocational training, job shadowing, internships, and community service. | Master schedule to reflect flexible learning time. |
| Spring 2018-onward | 2 | Create business and community partners. | A network of business and community partners willing to work with staff and students will be created. | Business and community partners.<br><br>Business and community partner survey of skills needed in the workplace. |
| Spring semester 2018-onward | 2 | Implement personal competency training for all students. | Students will improve their personal competency skills | Peak Performance U, including training for teachers.<br><br>JAG Program |

| | | | (Peak Performance U starting Spring 2018, JAG starting Fall 2018) to help them be more successful. | |
|---|---|---|---|---|
| Fall 2018-onward | 2 | Expand the number and type of extended learning opportunities. | The number and type of extended learning opportunities, including expanded college course offerings, additional vocational training, job shadowing, internships, and community service will be expanded. | Survey for students to identify areas of interest for extended learning opportunities.<br><br>Master schedule to reflect extended learning opportunities.<br><br>Business and community partnerships. |

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 |
|---|---|---|
| Class Size and Teaching Load:<br>Section **10.02.5** of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Schools Districts | The flexible schedule and blended learning will allow for differentiated instruction for all learners, including point-in-time interventions and extensions. Since the schedule is flexible and students will be seeking help as needed, the number of students a teacher sees in a period or day will be constantly changing. | The purpose of this waiver is not to exceed a maximum of 30 students per academic class or 150 students per day. Mentor teachers will serve as the teacher of record during students' flexible learning time and as a result, may show more than 30 students on eschool during a given |

| | | |
|---|---|---|
| | | time period.  The students may be assigned or may select a variety of learning opportunities during this time however, and would not physically be present in the mentor teacher's classroom. |
| Library Media Specialist:<br>**6-25-104(b)** Library Media Specialist | In order to maximize the skills of the library/media specialist to best serve the needs of our students, this position will be redefined to allow greater impact on more students.  Our plan is to utilize both the library space as well as the librarian in a innovative and creative way to support our goal of promoting career and college readiness and academic excellence for all students. | We seek to make our library a hub of innovation, offering a unique learning environment that enhances creativity and supports career and college readiness.  Our librarian will be involved in the mentor program, will offer seminars on varying topics that are available to all students, and could possibly teach up to 3 classes. |
| | | |
| Teacher Licensure:<br>**6-15-1004** Qualified teachers in Every Public School Classroom **15.03** Standard for Accreditation Licensure and Renewal ADE Rules Governing Educator Licensure **6-17-309** Certification to Teach Grade or Subject Matter - Exceptions - Waivers **6-17-919** Warrants Void without Valid Certifications and Contract **6-17-401** Teacher licensure Requirement Exemption from this portion of the Education Code to extent that it requires teachers in non-core classes to be certified.  **6-17-902** Definition (definition of a teacher as licensed). | Providing a diverse educational experience that reaches our entire student population is our goal.  The ability to use content experts in the community to teach non-core classes will broaden our students' educational experiences and enhance our partnerships with the community.<br>Exemption from definition of a teacher as licensed and Teacher Licensure Requirements portion of the Education Code to the extent that it requires teachers in non-core classes to be certified will give us the flexibility to identify those individuals best suited to facilitate the unique educational programs in non-core areas. | Content experts such as licensed health care professionals, mechanics, plumbers, etc. may be allowed to teach non-core classes. This would help us build our relationship with the business community and and provide new learning opportunities for our students including the ability to gain certification in career and technical areas.  All teachers will be required to meet AQT requirements. |
| 178 Day: | The components of our innovation plan will require | Professional development for staff will begin this |

| Accreditation Standard 10.01.1 | critical and extensive ongoing, relevant professional development as well as time to connect with the community to plan extended learning opportunities for our students. The four PD days, one each nine weeks, will be digital instructional days for our students. Each student will have access to assignments and resources prior to the PD day, either digitally or via paper copies based on home internet availability. Student expectations for work completion on these days will be the same as any other instructional day. | spring and continue through the summer. (See PD Timeline for details.) However, successful implementation will require ongoing professional development throughout the school year as well. One day per nine weeks will be designated as a professional development day to allow time for extended trainings for the staff, reducing the number of student instructional days on campus to 174. Areas of necessary professional development include mentoring, blended learning, and competency based assessments. Based on reflection and evaluation of the programs, additional professional development topics will be presented during non-instructional days. At least one of these days will be used to extend the learning opportunities outside our school walls to provide shared professional development with parents and/or community partners. |
|---|---|---|

## 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

as22

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%)_____None_____

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

| Name of council member | Representative group | Minority | Council Position | Date elected |
|---|---|---|---|---|
| Tim Baysinger | Administrator | No | Chairman | 12/15/2017 |
| Jame Ray | Director ALE, NCCC | No | Member | 12/15/2017 |
| Bill Jackson | School Board Member | No | Member | 12/15/2017 |
| Kenny Phillips | Administrator | No | Member | 12/15/2017 |
| Lisa Cox | Counselor | No | Member | 12/15/2017 |
| Hannah Baker | Student | No | Member | 12/7/2017 |
| GleeAnna Housley | Student | No | Member | 12/7/2017 |
| Melissa Smyth | Parent | No | Member | 12/8/2017 |
| Stephana Hubbard | Parent | No | Member | 12/8/2017 |
| Jaden Dearing | Teacher | No | Member | 12/15/2017 |
| Sandra Smithson | Teacher | No | Secretary | 12/15/2017 |
| Brandi Housley | Teacher | No | Member | 12/15/2017 |
| Laura Busbee | Classified Staff | No | Member | 12/15/2017 |
| Brenda Smith | Classified Staff | No | Member | 12/15/2017 |
| Danny Horton | Community-Business Leader | No | Member | 12/8/2017 |
| Russell Horton | Community-Business Leader | No | Member | 12/8/2017 |

## Section 10: Shared Leadership

**Shared Leadership**

as23

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 |
|---|---|---|---|---|
| Sept. 26 & 27, 2017 | SOI Summit to explore innovation process. | Leadership Team | 3 | Decision to pursue SOI, plan to visit Pangburn High School as soon as possible. |
| Oct. 2, 2017 | Instructional Leadership Team visit to Pangburn High School | Leadership Team | 5 | Positive visit, decide to attend application meeting for more information about process |
| Oct. 11, 2017 | SOI Application Meeting at Arch Ford | Leadership Team | 5 | Learned about application process, next steps will be discussing SOI with faculty for input |
| Oct. 25, 2017 | Team Meetings/ Whole Group | Faculty | 31 | Completed chart of school positive/negative components in each group, then came together as a faculty to share and reflect. Next steps: more discussion and research. |
| Nov. 14, 2017 | Visit to Southside-Batesville | Administration and Leadership Team | 5 | Gathered information about the charter school, impressed with future story and personal competencies of students. |
| Nov. 16, 2017 | SOI Next Steps at Arch Ford | Leadership Team | 3 | Gathered more information to share with faculty |
| Nov. 29, 2017 | Team Meetings | Faculty | 28 | Share information and discuss possibility of pursuing SOI, next steps will be more visits for faculty |
| Dec. 4, 2017 | Visit to Pangburn High School | Administration, Faculty | 4 | Positive visit, schedule visit to Pangburn by superintendent. |

as24

| Dec. 6, 2017 | Visit to Pangburn High School | Administration | 2 | Superintendent agrees to move forward with SOI, next step is to discuss, set goals of SOI |
|---|---|---|---|---|
| Dec 7, 2017 | Principal Council of Students Meeting | Principal, 2 students per grade 7-12 | 13 | Student input on pursuing SOI is positive. Monthly meetings of this council are planned, student representatives for Innovation Council are selected. |
| Dec. 8, 2017 | SOI Goal Setting Meeting at OUR | Leadership Team | 4 | Received information about goal setting, next step is to set goals. |
| Dec. 13, 2017 | Team Meetings | Faculty | 32 | Revisit positive/negative chart from October meeting and discuss goals, next step is to set goals as a faculty |
| Dec. 15, 2017 | Faculty Meeting to discuss SOI goals | Faculty | 29 | Discuss goals for SOI and elect faculty representatives to Council of Innovation. Next step is to discuss goals with Council of Innovation. |
| Dec. 18, 2017 | Present SOI plans to Searcy County School Board | Leadership Team, School Board members, Attendees | 14 | Response from School Board was positive, update the board during the January meeting. |
| Dec. 19, 2017 | Faculty Meeting to update SOI application process. | Faculty | 30 | Updated the faculty on the application process, next faculty meeting will after Christmas break. |
| Dec. 19, 2017 | Council of Innovation meets | Council members | 11 | Discussed revisions to mission and vision to reflect our goals, discussed goals for the high school innovation. Scheduled next month's meeting to continue conversations. |
| Jan. 9, 2018 | Visit to Pangburn High School | Faculty members | 6 | Faculty from varying disciplines visit with counterparts at Pangburn High School. More visits are planned for different teachers for more collaboration. |

as25

| | | | | |
|---|---|---|---|---|
| Jan. 10, 2018 | Faculty meeting on SOI process | Faculty members | 33 | Updates on SOI process, question and discussion session. Scheduled next month's meeting. |
| Jan. 12, 2018 | Waiver and Application Assistance Meeting | Leadership Team | 2 | Discussed waivers and the completed Theory of Action Worksheet. Next step is to finalize the application. |
| Jan. 23, 2018 | Update on application process, share feedback on application | Leadership Team | 5 | Update on application process, shared feedback on application and looked at changes to application. Next step is to share information during team meetings and meeting to vote. |
| Jan. 24, 2018 | Team Meetings | Faculty | 32 | Share information about changes to application, next steps is to vote. |
| Jan. 25, 2018 | Faculty/Staff Meeting to vote | Faculty/Staff | 52 | Final count: 53 for, 7 against, 88% for. |
| Jan. 31, 2018 | Council of Innovation meets | Council members | 8 | Discussed vote and steps forward to begin implementation |

## Section 11: Election Results

**School Name:  Marshall High 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                                    __60___

Number of Staff who voted                                                          __60__

as26

Number of Staff who voted for the Proposed Plan          __53___

Number of Staff who voted against the proposed plan      __ 7___

Percentage of staff voting in favor of the proposed plan of innovation      __88%___

## School Name:  Marshall High 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 |
|------|-----------------|---------------|-------------------------------------|
| Spring 2018 | Leadership Team | Begin Book Study:  Blended:  Using Disruptive Innovation to Improve Schools | Goal 1:  Blended Learning, Flexible Schedule. |
| Spring 2018 | Faculty | Overview of mentor process | Goal 1:  Mentors as an advocate for each student's success.  Goal 2: Mentors guide development of future story, facilitate educational choices. |
| Spring 2018 | Faculty | Digital Platform Overview/Team Digital | Goal 1:  Begin investigating various learning |

as27

| | | | management systems. |
|---|---|---|---|
| Summer 2018 | Leadership Team | PLC Training | Goal 1 & 2: The Leadership Team will receive training on Professional Learning Communities. |
| Summer 2018 | Faculty | Mentor Training for all faculty | Goal 1: Mentors as an advocate for each student's success. Goal 2: Mentors guide development of future story, facilitate educational choices. |
| Summer 2018 | Faculty | Curriculum: Emphasis on essential skills, alignment to instruction and assessment, transitioning curriculum to digital platform, and competency based assessments. This training will occur over multiple days. | Goal 1: Use of blended curriculum and competency based assessments. |
| Summer 2018 | Mentors for 9th and 10th grade students | Training on Peak Performance U. | Goal 2: Personal Competency Training. Peak Performance U will be a required credit for 9th and 10th grade students and will be taught during the mentor time in the flexible schedule. |
| Summer 2018 | Business & community leaders, Leadership team | Partnership building with business and community leaders. | Goal 2: Create a network of business and |

| | | | |
|---|---|---|---|
| | | | community partners to provide seminars and extended learning opportunities. |
| August 2018 | Faculty | Blended Learning Book Study Leadership Team | Goal 1: Blended Learning, Flexible Schedule |
| August 2018 | Faculty | Lesson Planning | Goal 1: Flexible Schedule, Blended Learning |
| Fall Semester 2018 | Faculty | PD to be determined based on needs | Goal 1 or Goal 2: Any part |
| Fall Semester 2018 | Faculty | PD to be determined based on needs | Goal 1 or Goal 2: Any part |
| Spring Semester 2019 | Faculty | PD to be determined based on needs | Goal 1 or Goal 2: Any part |
| Spring Semester 2019 | Faculty | PD to be determined based on needs | Goal 1 or Goal 2: Any part |
| 2019-ongoing | Faculty | Mentor Training | Goal 1: Mentors as an advocate for each student's success. Goal 2: Mentors guide development of future story, facilitate educational choices. |
| 2019-ongoing | Faculty | Competency Based Assessments | Goal 1: Use of Competency Based Assessments |
| 2019-ongoing | Faculty | Blended Learning | Goal 1: Transition to Blended Learning |

as30