Schools of Innovation Application 2017-2018

School Name: Lead Hill School District   **LEA #   0506**

Elementary (0506031)   &   High School (0506032)

Contact Information

Section 1 : Narrative description of the Innovation plans

Innovation narrative should include

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

SCHOOL DEMOGRAPHICS

Lead Hill School District is a rural school district that consists of a K-6 school and a 7-12 school. Both schools are located on one campus and though we have two LEAs, due to our size and limited resources, we function as a K-12 school. In 2016-2017 our ADM was 338 students, however, we have seen an increase in student enrollment this year and currently have 356 students enrolled.

Our student population is approximately 89% caucasian, 5% Hispanic, and 5% Multi-Racial. We are a Provision 2 School with a poverty rate of 82%. In regards to identified students, 12% of our students are identified as Gifted and Talented, 15% identified as Special Education and 2% are identified as Limited English. Although 7% of our students are formally listed as homeless, we believe this number to be greatly higher. Both our elementary and our high school are Title I schools. Due to high teacher turnover, 8.6 years is the average length of teacher experience with only 15% of our teachers having a Master's degree. Of our 32 certified staff members, 8 teachers are in their first year of teaching and 5 are in their second year of teaching.

LEARNING DATA TRENDS

In 2015, we discovered that there was a 42% gap between our male and female students in the area of literacy and began embedding differentiation in our literacy

instruction. At this time, we have placed all 5-12 students with personal advisors. These personal advisors promote reading growth by having students hold themselves accountable for their own reading levels. There are currently reading growth initiatives in place for all 5-12 advisory classes. All 5-12 grade students take quarterly Lexile reading level assessments to track reading growth. Students and advisors co-construct reading growth plans and discuss ways of improving reading levels. In the PLC team meetings teachers ask the questions whose not learning and what are we going to do about it?

In grades 1st - 4th, Lead Hill School District scores equal to or slightly higher than the state average in all areas. From 5th grade to 10th grade, this changes drastically. With the exception of writing and English for grades 5th, 6th, 8th and 9th, Lead Hill scores lower in all other areas. We have noted decline in parental engagement beginning in grade 5.

The areas of strength on the LEADS Optional Staff Survey were the areas of providing an environment that promoted the culture and instructional program conducive to adult and student growth. A large portion of the factors ranged in the 3.0 mean. The K-4 ratings were slightly higher than the 5-12 survey, but the same areas of concerns were the same. The team feels fairly confident in the principal's ability to lead the school. However, the data indicates a need to develop a stronger more comprehensive, rigorous, and coherent curriculum with a mean score of 2.7 on a scale of 4.0.
The survey data also showed potential growth if more time is spent on making sure instructional time is maximized for learning. All this will require more energy to be spent on evaluating the impact of the instructional program. This may be accomplish through data collection through classroom walk through. Both of the LEADS surveys showed a need to build the cultures around the community of learning and a need to bring in and develop collaborative relationships with all shareholders in the community.

RATIONALE for SCHOOL of INNOVATION
Lead Hill School District is a district that was severely impacted by ACT 60. With the threat of potential consolidation Lead Hill School District saw a steady decline in student enrollment over the course of a decade. Declining student enrollment, coupled with financial struggles within the district resulted in teacher and administrative turnover.

In July of 2015, with the enactment of ACT 377 (which allows performing schools to apply for a waiver from the minimum enrollment of 350) Lead Hill School District set our sights on moving forward. Though we have seen improvement in the last three years:
   1) Lead Hill High School moved from a C high school to a B high school
   2) Lead Hill Elementary improved from a D elementary school ranking to a C elementary school.
   3) Highest 7th grade science scores in the state for 2015
   4) Improved ACT scores
   5) Removed from Focus Status
   6) Awarded Partnership Funding for Building Project

7) Passing of Millage extension for new construction;

we still feel the effects of high teacher and administrator turn over. As a district with high poverty and historically high teacher turn-over, it is critical that we create an environment that supports teachers and builds collegiality. As we move forward with our current building project, we have the opportunity to not merely physically build an atmosphere that could potentially draw students back to their home school district, we have a responsibility to build an outstanding learning environment for current and future students. Very simply put, we desire to become a school of innovation in order to save our community by becoming a school of excellence.

The 2017-2018 school year has been centered around building cohesive teams and implementing Professional Learning Communities with fidelity. Our K-12 principal spends over 50% of his day in classrooms, meeting with and supporting teachers. We have supported new teachers by observing classrooms together (teachers, principal, superintendent) and reflecting on the observations together. Novice teachers have held monthly meetings to discuss best teaching practices. The principal has provided the tools and strategies to creating engaging classroom environments. Classroom walk through observations have been implemented throughout the entire staff. Teachers reflect and share about their observations during PLC meetings. Curriculum alignment has begun to move forward through conversations in PLC meetings. This has laid the foundation to develop a positive culture at our school.

We have begun to see positive shifts in our adults and student behaviors with the action plan that we currently have in place. However, though we have been creative in trying to find time for our teachers to meet within their teams, we struggle to find enough time. If allowed to be a school of innovation, we could focus on building a school culture centered around not only student learning but adult learning as well.

MEETING STUDENT NEEDS:
As a School of Innovation, we could strive to build a more flexible schedule not only to support our teachers in their growth as learners through PLCs but also to allow us to provide a more personalized learning environment for our students.

In order to address student and teacher attendance, increased time on student learning, and summer learning loss, we have been examining various school schedules: later start times, hybrid schedules, early out days and though we have not fully determined which would work best for our students and community, we are committed to finding a better way to serve our students. This has also driven us to examine online learning platforms. With flexible scheduling that allows the use of personalized learning through student-directed, blended learning opportunities, teachers will be better able to serve students where they are in their learning needs.

MEETING TEACHER NEEDS:
It is our belief that if teachers feel connected and supported as they grow through the first three years of their profession, they will have a higher likelihood of staying at Lead Hill School District.

PROPOSED INNOVATION & STUDENT IMPACT
We are looking at transforming our school through the implementation of a strong Professional Learning Community and through Personalized Learning.   As stated above, if we are able to retain quality teachers we will be better able to serve the diverse needs of our students. By decreasing teacher turnover, we will be better able to examine our educational trends, track student performance and have a more tightly aligned curriculum. The sheer ability to have consistent staff will allow us to build a stronger school culture and develop deeper relationships between all school stakeholders. By providing students and teachers the opportunity to have personalized learning experiences they will be more engaged in the learning process.

Section 2: General Questions

General Questions

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

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

Link to your School Improvement Plan: LHSD Strategic Plan LINK

School Rating

- ☐ A
- ✓ B   High School
- ✓ C   Elementary School
- ☐ D
- ☐ F

Is this a new LEA?

- ☐ Yes

✓ No

    If Yes, Please Explain

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Supports and service organizations assisting your school.

_X_ Arkansas Department of Education (ADE)

_X_ Arkansas Public Resource Center (APSRC)

_____ Education Renewal Zone (ERZ)

_X_ Other -Please list below: Arkansas Leadership Academy

_____

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
Example: Sept 26-27, 2017	**Example:** Innovation for Education Summit	**Example:** 3	**Example:** 2 administrators 1 teacher
Fall 16 & Spring 17	Student Focus Mtgs. Student Focus Group met to discuss results of student survey for meeting needs of students.	10	1 Superintendent 1 Teacher 8 Students grades 9-12
Summer 17	ALA OD Partnership Training on Mnt.	5	1 Superintendent 1 Principal 3 Certified Teachers
Sept. 26-27, 2017	Innovation for Education Summit	3	1 Superintendent 1 Counselor 1 ALA Coach
Oct. 20, 2017	Teacher Inservice: Examining PLCs and SOI	32	K-12 Staff
Nov. 14, 2017	On campus meeting with Cindy Hogue	4	1 Superintendent 1 Principal 1 Counselor 1 ALA Coach
Nov. 16, 2017	Working Meeting in Plumberville	3	1 Superintendent 1 Principal 1 Teacher Leader
Dec. 15, 2017	Board Training, education of the LH BOE	5	1 Superintendent 4 Members
	Family Community Engagement	18	1 Superintendent 1 Principal 4 Certified Teachers

Section 7: SOI Innovation Plan Proposed Actions

January 25, 2018	Committee (SOI Council)		1 Classified Teacher 1 ALA Coach 8 Community Members 2 Students
Feb. 2, 2018	Final Review of Plan	32	K-12 Staff

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   __X___revisited   _____reworded   ___completely revised

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

We took 6 months to complete a new Mission and Vision statement in 2016. This was done with input from our staff, through various staff meetings and professional development trainings. With 41% of our staff being in their first or second year teaching this year and with a new principal, we have been revisiting our Mission and Vision statement with the assistance of ALA. We are revisiting our Mission and Vision statements because we do not believe at this time that it fully encompasses the voices of all stakeholders within our school culture. We believe that in order to effectively move forward, we must fully embrace, live and breath a shared Vision and Mission for our school.

During the fall of 2017, we began with revisiting our Mission and Vision with our staff. During our February Parent Teacher Conference, core beliefs were collected from our parents. These core beliefs will be shared with the Family and Community Engagement Committee to assist them in determining a parental and community consensus. Student voice, regarding core beliefs will be collected through their English class during their

enrollment for the 2018-2019 school year. The Lead Hill Board of Education has been working on their shared beliefs through board meetings and surveys provided by the Board President. They should have their shared beliefs to contribute by late February. Each set of core beliefs will be used to develop a unified Mission and Vision.

CURRENT MISSION and VISION STATEMENT (In the process of revision)

The school's **Vision** statement

Excellence for Everyone

The school's **Mission** statement

At Lead Hill Schools, we are committed to ensuring that all students have: **the CHARACTER, SKILLS and KNOWLEDGE** so they can be successful in college, career and/or civic life.

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	Transforming a school's culture and climate in a manner that will lead to transformative teaching and learning;
Goal 2	Motivating students by exploring innovative teaching and learning choices;

Section 6: Goal Timeline

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

Goal	Innovation	Rationale	Timeline
Goal 1: By August 15th, 2018, if we implement effective **Professional Learning Communities,** then we will see a decrease in teacher turnover by 10% as measured by teachers returning for the 2019-20 school year. Goal 1: By August 15th, 2018, if we implement effective **Professional Learning Communities,** then we will see an increase in school climate and culture perceptions as measured by student and staff perception surveys.	Implementation of PLCs **Opportunity Culture	Our school has historically averaged a teacher turnover rate of 25% or greater. This has resulted in loss of quality instruction for students and curriculum alignment. By having embedded time for teachers to meet in PLCs we can better support our staff. Through this support, teachers will gain stronger instructional strategies which will lead to meeting student needs at a higher level.	Beginning Fall of 2018 and ongoing with review. ** We have been accepted to participate as an Opportunity Culture School and will be provided support and training throughout the 2018-2019 school year, however, we will not implement until 2019.
Goal 2: By August 15th, 2018, if we implement **Personalized Learning,** then we will see an increase in student achievement as measured by student lexile scores and student attendance for the 2nd-4th quarter.	Implementation of Personalized Learning **Implementation of Summitt	Through personalizing professional learning learning experiences for teachers, they will become stronger in their instruction and better able to differentiate learning paths for students. By personalizing learning for students, we allow students to have voice in their learning experiences, which allows students to work at their own pace and level of understanding.	Beginning Fall of 2018 and ongoing with review

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
April 2018 and onward	1	Participation in Opportunity Culture Training in North Carolina	Principal and Superintendent will have a better understanding of Opportunity Culture and what next steps will need to be taken to ensure a smooth transition	Travel, meals, lodging
April 2018 and Ongoing	1	2nd Training Session of the Family and Community Engagement Committee (SOI Council) ● Develop Action Plans on the Identified three areas of Focus.	Create a more collaborative and supportive relationships with all stakeholders.	Support of ALA and Lead Hill District Leadership Team, Action Plan Template,
Summer of 2018	1	PLC Training in Jonesboro, AR	Lead Teachers will have a better understanding of what effective PLCs look like and have strategies to implement	Travel, meals, lodging
Fall of 2018 and onward	1	Team from Opportunity Culture will work with the staff to provide support for training and policy changes.	To be able to easily transition to implement OC in the 2019 school year.	Support from ADE
Spring of 2018	1	Construct a master schedule that will allow	By providing teachers with	Master Schedule, assistance and

		for daily teacher collaboration through PLCs.	time daily to collaborate, they will be more confident at using best practices, they will feel greater support and will improve school culture.	support from ADE/OC and ALA.
Fall of 2018 and ongoing	1	Continue implementation and job embedded training on PLCs	Improve efficiency of PLC meetings	Support from ALA, SOI, Professional Development in PLCs
Fall of 2017	2	Conduct research on various personalized learning platforms	To determine which platform would best meet the needs of students of Lead Hill.	Various learning platforms to review
Spring of 2018	2	School visits to view platforms and teacher perspectives of platforms.	Provide greater understanding of the various platforms, challenges and successes with personalized learning and to assist in determining the platform to select.	Travel, subs, lodging
Spring of 2018	2	Design a master schedule conducive to flexible scheduling	Allow for student learning needs to be meet will aligning the need for teachers to meet in PLCs	Master schedule, potential waivers, possible reassignment of staff
Summer of 2018	2	Training for MS teachers (5-8) for digital learning platform, Training for K-4 teachers in RTI and meeting the diverse needs of students.	Teachers will be better equipped to meet the individual needs of students.	PD days, travel, lodging, meals
Spring and Summer of 2018	2	Parent and Community Meetings	To educate parents and community	Community Meeting Dates, brochures, outside consultant,

			members of the changes occurring within the school.	Family and Community Engagement Committee.
Fall of 2018 and Ongoing	2	Implement personalized learning	Increase student engagement and academic performance	Digital platform, 1:1 technology. Training for students and training.

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 Standards Rules, Section 14.03 Students will receive more than 120 hours of credit.	Goal 2: In order to establish a personalized learning plan for students that meets the individual need of the student, they may need a variety of time in different core subjects. The would require flexibility with the time allow in core classes.	To implement Personalized Learning, Lead Hill request flexibility in the time scheduled for core curriculum content versus scheduling instruction around a fixed time; students will have personalized learning geared to their own strengths and needs. Schedule flexibility is also requested to implement student interest groups and student leadership activities.
6-16-102-School Day, Section 10.01.4 Standards for Accreditation	Goal 1: In order to devote the needed time to disaggregate individual student data and develop individual student plans, the teachers will need protected time to do the work. In in addition to developing	This waiver will allow staff time (4 days, 1 per quarter) to receive additional professional development and meet in PLC's to analyze data and plan targeted instructional

	plans quarterly data needs to be collected and analyzed to monitor the efficiency of the plans.	goals which will allow students to receive more intense, targeted intervention during the daily routines to help close the achievement gap. With the implementation of blended learning into the classrooms, on these days students will be provided online coursework options and.or projects to work on that will enrich their learning experience. For those that don't have internet, computer labs at school would be available for use and hot spots available for check-out for families requesting them. The option of course work packets would also be available.

Section 9: Council of Innovation

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

Council of Innovation

Minority populations that comprise over 10% of school population (List all minorities that are over 10%)   We have no minority population

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

Name of council member	Representative group	Minority	Council Position	Date elected

September Middleton	PTO/Parent	NO	TBD	December 13, 2017
Mary Farmer	Chamber	NO	TBD	December 13, 2017
Bo Norman	Rectitude/Industry / Parent	NO	TBD	December 13, 2017
John Hall	Civic	NO	TBD	December 13, 2017
Rexina Campbell	Civic	NO	TBD	December 13, 2017
Tammy Lemon	Alumni/Parent	NO	TBD	December 13, 2017
Malinda Turner	Athletic Booster	NO	TBD	December 13, 2017
Robin Fojas	Service Industry/ Parent	NO	TBD	December 13, 2017
Becky Brown	Classified Staff	NO	TBD	December 13, 2017
Tom Milligan	Certified Staff	NO	TBD	December 13, 2017
Amy Curtis	Parental Involvement	NO	TBD	December 13, 2017
Terry Register	Parental Involvement	NO	TBD	December 13, 2017
Brad Norman	Student	NO	TBD	December 13, 2017
Kylie Paul	Student	NO	TBD	December 13, 2017
Wanda Van Dyke	Superintendent	NO		
Mark Ditmanson	Principal	NO		

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	Meeting Outcome/Planned next steps

			Attendants	
October 17, 2017	Informational session on School of Innovation	Certified PPC team	6	To give an understanding of the School of Innovation process and information
October 18, 2017	Informational session on School of Innovation	Classified PPC team	6	To give an understanding of the School of Innovation process and information
December 14, 2017	Informational session on School of Innovation	School Improvement Leadership Team	10	To give an understanding of the School of Innovation process and information to the leadership team.
January 22, 2018	Informational session on School of Innovation	K-4 PLC Team	10	To give an understanding of the School of Innovation process and information
January 23, 2018	Informational session on School of Innovation	Middle School and High School PLC members	10	To give an understanding of the School of Innovation process and information
January 24, 2018	Informational session on School of Innovation	High School PLC members	6	To give an understanding of the School of Innovation process and information
January 25, 2018	Establish shared direction, education of School of Innovation	Family and Community Engagement Committee (Council of Innovation)	18	Determined areas of focus/ voted on School of Innovation 18/18 for SOI. Meet in April to develop action plans for identified areas of focus
January 30, 2018	Discuss School of Innovation and next steps	Certified PPC team	6	To give an understanding of the School of Innovation process and information
February 1, 2018	Voting process for School of Innovation	All certified and classified staff members		Gathering final questions and understanding of School of Innovation and gather certified and classified vote

Section 11: Election Results

School Name: Lead Hill School District

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 **46**

Number of Staff who voted **45**

Number of Staff who voted for the Proposed Plan **40**

Number of Staff who voted against the proposed plan **5**

Percentage of staff voting in favor of the proposed plan of innovation **89%**

Section 12: Professional Development Scope

School Name:Lead Hill School District

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
April 2018	Superintendent and Principal	Knowledge of Opportunity Culture	Goal 1 & 2: Transform School Culture and Allow for Personalized

			Learning Opportunities
Summer 2018	Leadership team attends Phase 2 of ALA OD	Team building and systems alignment.	Goal 1: Developing relationships and connections to change culture
Summer 2018	Teacher Leaders, Principal and Superintendent	Knowledge of effective PLC teams	Goal 1: Transforming Culture and Climate
Summer 2018	K-4 Teachers and MS Teachers	Personalized Learning	Goal 2: Motivating and Engaging Learners
Summer 2018	K-4 and 9-12 Teachers	Response to Intervention Training	Goal 2: Motivating and Engaging Learners
Fall of 2018 and Ongoing	K-12 Staff, Administrators	Embedded training in Professional Learning Communities	Goal 1 & 2: Transform School Culture and Allow for Personalized Learning Opportunities

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….)