

Schools of Innovation Application

2017-2018

School Name: Ashdown High School

LEA # 4101004

Contact Information:

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Section 1 : Narrative description of the Innovation plans

Innovation narrative should include

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

School Demographics and Learning Trends

Our school is located in Ashdown, Arkansas with a city population of 4,723 with the majority of our population between 35 -,44 years of age. AHS has a school population of 424 students 9th - 12th. The make-up is 62.2% white, 26.2% African American, 4.4% Hispanic, 5.57% of two or more races, and 1.2% Native American. The median income for a household

was \$27,463 in 2016 the mean income was \$43,076. The the students in which households are below the poverty level are 29.2%. Our school currently is at 62% Low Income. We are sitting in an area of generational poverty, and we want our students to leave Ashdown with a sense of success for their future.

Student data indicates that our students are below 50th percentile in both literacy and math for ninth grade. Tenth grade scored below in all areas except writing.

Why we want a school of innovation

Ashdown High School along with Ashdown School District and SOI Committee want to provide more opportunities for our low-achieving students and increase and accelerate learning for all students through more career and challenging venues. Currently this is not possible with the seven or eight period day and current policy. Scheduling restraints and the overload of extra courses, does not allow for students to look outside what we can offer within our school walls.

Many of our students are leaving high school without a focus or direction as to what they will be doing. We want to widen the opportunities for students to glean more information and training in areas in which they have have interests and innate abilities before they graduate and hopefully afford them them opportunity to investigate with hands on experience and/or certifications to go forward in their field if they choose. We have several opportunities at local colleges and trade centers that our students need access.

Thinking outside the box so that learning at Ashdown High School is more “Student Centered” is our main **Why** for wanting the School of Innovation.

Description and Impact of Proposed Innovations

We have had many lengthy discussions, traveled to other schools for innovation ideas, and searched ourselves to find out “WHY” we want to be a School of Innovation. We are currently listed as a Focus School in Arkansas and have been looking closely at where we are as a school and a district, how we got here, and what it will take for us to improve. We have worked with student groups, teachers, parents, school board members and community members to look at ways we could be innovative for Ashdown. We looked at many different schedules, and innovations from other schools, but we wanted something that fit the **Why** we established in our planning for our students.

The following are specifics of what we at Ashdown High School would like to provide through our School of Innovation:

- Provide time for school personnel to participate in PLC.
 - Through Flex days, we want to make time for teachers to work in PLC teams so that they have time to plan
- Pace classes for students that can move on.
 - Sitting through content that has already been mastered, is a waste of time for some students. We have seen frustration and discipline increase in these classes. Giving students an opportunity to complete course work at their own pace will give more opportunity for these students to move on and take other courses of interest.
- Flex time so students can receive extra help before failing.
 - We want to schedule time within the school day for students who need extra time with teachers in content areas, and time for students to work on independent activities and projects.
- Provide other learning opportunities through college level coursework and vocational programs.
 - We are working with two local colleges and one vocational center to make sure that our students have the opportunity to

receive college level courses as reduced prices and vocational training. A flexible schedule will be needed so that there is time for these opportunities to happen.

- Provide Zero classes before or after school.
 - Some classes would not make due a small number of students. This zero hour would allow more flexibility in scheduling and students are asking for the classes to better prepare them for their career choices.
- Provide Structured Learning time as well as Independent Learning time each week for all students.
 - By incorporating a Flex time into the daily schedule, students will be able to work one on one or in small groups in the areas where they need more assistance. The students who do not need more assistance, will have time to work independently on other coursework during this time.
- Provide Core Curriculum Digitally
 - A digital curriculum is not for every student, but on a student by student basis, the decision to complete coursework digitally will allow for several of the changes listed above to be accomplished.
- Provide Advisory time each week for 9th-12th grade students so that they have support in making decisions concerning their education at Ashdown High School and beyond.
 - We understand that students need support as they enter high school and make decisions on coursework and direction post high school. We want each student to have a “go to” teacher who will work with them to make sure that they are taking the courses necessary to get them to the next level of education or the workforce.
- One to one with chromebooks.
 - This step will be necessary in order to accomplish the innovations above i.e. digital curriculum, independent learning

time, pacing and access to online curriculum that we have already purchased for math and will continue to purchase for online course work.

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:

School Rating

- 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 Yes__ Arkansas Department of Education (ADE)

X Yes___ Arkansas Public Resource Center (APSRC)

__Yes___ Education Renewal Zone (ERZ)

_____ Other -Please list below:

Section 3 Exploring and Learning Prework

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

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

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

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

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

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

Date	Describe Activity	Number of participants	Roles in School
October 10th	Shared with School Board Why we are looking at a School of Innovation	17	7 school board members 1 Superintendent 4 administrators 5 Media and others
October 11th	School of Innovation Informational meeting Plumerville	3	1 tech facilitator 1 administrator 1 librarian/media specialist
October 18th	Staff meeting with Mrs. Day - Why.....do we need to do more?	25 Staff meeting	3 math teachers 3 literacy 3 history 3 Science 2 administrators 10 other
October 19th	Site Visit to Prescott School of Innovation	Technology coordinator 2 teachers 2 administrators	Technology Coordinator 2 teachers 2 administrators
Nov. 2nd	School of Innovation	6	1 administrator 1 Counselor 1 school Board member 1 Attendance Clerk 1 eschool coordinator 1 library/media Specialist
Nov. 15th	Leadership Meeting- Students presented project and shared ideas for SOI - liked the flex time, student liked the	12	4 students 8 staff

	virtual opportunities - had been successful in Las Vegas school with such.		
Nov. 16th	School of Innovation to Plumerville - Grant Information	2 staff	District Curriculum Coord H S. Principal
November 17th	Staff PD Day - High's and Lows - What we are doing that is working...What do we need to do to meet students needs Google Classroom Training for all	33 staff members	All Staff (Staff divided into training levels for Google classroom with trainers working with all where they are in their learning)
December 5th	Community /Parents/staff/busin ess leaders/student- SOI committee	26	5 parents 3 school board members 7 staff 5 students 3 administrators 1 Technology Coordinator 1 Tech. assistant 1 Fed.Programs Coordinator
December 12th	Plumerville - School of Innovation meeting - Mrs. Brashears	Leadership Team 6 Students - 2	6 teachers, 2 students
December 20th	Community meeting SOI -		(19 attended) 2 school board members 5 community business 7 teachers/staff 3 administrators 2 Parents
January 10th	Community meeting SOI		
January 11th	Meeting with staff in small groups	36	23 Certified 13 Classified staff

	individually and /or small groups		
Jan 12th	Meeting with staff members absent/not available on 1/11/18	5	2 Classified 3 Certified
January 17th & 18th	Meeting with Parents of students.	Email/text to parents inviting them to attend SOI awareness meeting	Several calls and resources
Jan 25th	Leadership Meeting - Shared SOI goals, Timeline ideas and discussed questions/concerns	18	8 staff 10 students
January 29th	Met with Pre-AP Geometry Class	24	23 students 1 staff-
January 31st	Met with HUB Coordinators along with HUB Director along with School Board Member and Counselor's secretary eschool director to review our plan and discuss the Waivers needed for our School to move forward with SOI	6	2 administrators 2 consultants 1 classified 1 school board member
Feb. 2nd,	Meeting with School board member and others on SOI committee to share information we are submitting for SOI		

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

_____ new Xrevisited _____reworded ___completely revised

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

Mission:

We will be a school with an unrelenting focus on learning. All students are expected to succeed; failure is not an option.

The school's **Vision** statement:

The vision of the Ashdown School District is to unite parents, community, and staff in creating an environment of excellence and pride where students will choose to be successful.

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	Reduce the achievement gap among one(1) or more groups of students by accelerating learning experiences for academically low achieving students
Goal 2	Increase student participation in curriculum options
Goal 3	Expand student's college and career readiness by exploring new avenues
Goal 4	Motivate students by exploring innovative teaching and learning choices
Goal 5	Transform the school's culture and climate to lead to transformative teaching and learning

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: Reduce the achievement gap among one(1) or	JAG- opportunities for hands on learning, Vocational opportunities	Students that are provided more opportunities in which they are interested will be	Begin fall 2018 and continuing to monitor each quarter to ramp

more groups of students by accelerating learning experiences for academically low achieving students	provided via UofA Hope @Texarkana (CNA), local CCCUofA, Tyson Student Learning Center @ Lockesburg - opening in Fall, & Texarkana College VoTech school	more engaged and perform higher academically.	up instruction and watch closely via data and weekly advisory checks.
Goal 2: Increase student participation in curriculum options	JAG- opportunities for hands on learning, Vocational opportunities provided via UofA Hope @Texarkana (CNA), Texarkana Vocational, Cossatot UofA, with goal of adding Teacher Cadet, EAST with Drone training, Coding classes, ROTC, and Industrial Recognized Certificates such as: Tyson's Student Learning Center (Lockesburg) with Certifications in Mnemonics, Industrial Maintenance, & Electrical along with criminal investigation and law enforcement certificates, A. I. (Artificial Insemination) certification, First Responder, etc.	Provide more options for personalized learning.	Begin Spring 2018 planning course offerings, staff certifications, and communication with surrounding Vocational, technical and colleges in order to provide options for students in planning schedules for Fall 2018. Continue to seek more certification opportunities for students.
Goal 3: Expand student's college and career readiness by exploring new avenues	Every student will have an advisor and will meet with their advisor 1 day a week during a built in advisory period.	To build relationships between staff and students and work on career awareness and preparedness. This will assure each has a post secondary plan in place.	Begin August 2018 with weekly meetings with advisor/students. Continues throughout year.
Goal 4: Motivate students by exploring innovative teaching and learning choices	Google Classroom - training for all that do not already use this mode of collectively organizing instruction and assignments. Provide peer tutoring by those students that are NTA certified tutors.	All possible venues for students to glean knowledge to advance them to their college and/or career goals will be sought and opportunities for staff to grasp new learning to advance students skills will be provided via PD (ex. SOI Summit, Solution Tree PLC	Began in November 2017 and continue until all have mastered the effective use of google classroom and other innovative teaching and learning strategies.

		training and local Coop PD specific to each Staff's Ed Reflect PGP goals)	
Goal 5: Transform the school's culture and climate to lead to transformative teaching and learning	Examine/revise our current Vision and Mission and how these correlate with the Ark. Dept. Ed. Vision and Mission (2/16/17) during scheduled PD Day	Current Vision and Mission needs to match what we are evolving into with focus on students' being prepared for college, career, and community engagement	Began November 17, 2017 and will continue with revisions Feb. 16th with completion by May 2018 in order to have a common focus and a mindset of where we are going with AHS Students and ultimately Ashdown Community.

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
February 2018	1	Staff introduced to Career Cruising for all Students	Staff will be fully aware and competent in leading students to begin using this tool for career planning	All staff with chromebook/laptop and counselors to provide access to Career Cruising.
February 2018	3	Meet with UofA Hope at Texarkana and Cossatot U of A in Ashdown to finalize course offerings for 2017-2018.	More options will be available to expand students career choices	Contact with Dean, Registrars at both campuses
March, 2018	5	Conduct core level meetings to discuss schedules, flex	This will provide all information with	Approval of SOI, phone conferences with other

		times, Google Classroom and other components of our Plan	time to plan for upcoming year	SOI schools and possible site visits if needed.
Feb. - March 2018	5	Based upon surveys and Ed Reflect data. Plan for specific PD needed for each staff member from now forward	Being prepared to enter into the new SOI, all will need to be prepared and receive appropriate PD now through summer	PD offerings specific to needs - Federal Funds Budget District Budget for PD
August 2018 -onward	1	Include advisory time each week in master schedule	Students will have a mentor to connect and advise and ensure immediate attention if students start to miss school/fall behind or need information about career and current assignments.	Master schedule Training for mentors on Adaptive Schools
Aug. 2018 and on-going	2	Students will select classes during Spring 2018 based upon their Career Cruising experience. Their Advisor for 2018 on will check in and be available to assist and direct as students move through high school	Students will have opportunities to investigate career options and have a clear understanding of these options, the skills required and the opportunities in which each can grasp during high school to be better prepared.	Staff as advisory, Schedule in which Advisory time is included, Career Cruising program with availability for students to access their eschool information on Chromebook/laptop, etc.
August 2018- begin with planning spring 2018. Ongoing throughout year.	3	Advisory Times each week will focus on grades, students' interests and options for each. With use of Career Cruising, Staff/Administration continue to communicate with community colleges, Vo-Tech, Centers for Students/Adults with Disabilities and Student Learning Centers for opportunities in additional careers, certifications	A schedule in which students and staff continually meet during the school year each week will keep all engaged and focused on learning and higher achievement in preparation for after high school	Scheduled time each week. Student - Chromebook/and or computer/laptop Communication with surrounding Vo-tech, colleges, Student Learning Centers
Begin August 2018 and on-going	4	Teachers will use new innovative strategies to engage students such as Google Classroom, Project Based Learning, Digital Learning, Self-Paced courses	Students will find success with more engagement in focused learning while building responsibility via the	PD for : PLC's Google Classroom, Curriculum pacing, Blended Instruction, Project Based Learning

			Career Cruising and advisory period as support tools.	Competency-Based Learning
Begin January 2017	5	Update current policies to support our School of Innovation.	Possible graduation requirements - now 24 - discussion of decreasing to 22 (State required). Policies will be in line with student learning providing various options such as early graduation within policy	School Handbook Committee District Handbook Committee Local Federal Programs Coordinator Current Laws and changes ASBA APSRC ADE

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-Mandatory Attendance Requirements for Students in Grades 9-12 Standards for Accreditation 14.03 10.01.4 Required Time for Instruction School Day 6-16-102 DELETE THIS WAIVER	To personalize each students success plan, we need to be able to offer courses outside of the normal six hour day.	We have several students who would like to participate in extended learning opportunities, but because of the class schedules, this is not possible. Adding a zero hour class before or after regular school hours would allow them to be able to choose educational avenues that have not been possible before.
ADE Rules - Combining or Embedding Curriculum 9.04.1 through 9.04.1.7 NO WAIVER - Will seek course approval	Several classes have a very small number of students and combining these classes will allow for flexibility in scheduling. Providing our students will more choices and options, and allowing more to be taught during the school day.	For Example: We have only one student who will need Calculus this next school year. We want to offer this class for the student (not virtually), but there are not enough teachers and time in our schedule to devote one whole class period to one student. This is not the only subject area that

		this situation exist. Art, music, drama, and vocational-technical, are some of these subjects we may need to combine, based on student registration.
<p>ADE Rules: All of section 15.03 and 15.04 (PD and Inservice) Licensure and Renewal from Arkansas Standards of Accreditation</p> <p>Arkansas Code 6-15-1004 6-17-309 6-17-902 6-17-401 6-17-919</p> <p>DELETE THIS WAIVER</p>	<p>Students would like to receive training and/or have exposure to various careers in which could lead to jobs when they graduate</p> <p>Those areas of need that we do not have staff to teach yet community individuals are qualified based upon their knowledge and degrees along with some teaching experience (Subing, former teacher, or retired teacher) ex. Spanish, Calculus, Statistics, Computer Science, Access other professions to teach speciality trades.</p> <p>Such as: Culinary, Occupational Safety, Law Enforcement, EMT 1, EMT 2, First Responder. In addition Internships for Computer Tech, mortician, A.I (Artificial Insemination)</p>	<p>Many Certifications could be acquired from Licensed professionals from our community i.e.:</p> <p>EMT, Police, State Trooper Certification, A.I - Artificial Insemination, First Responder, etc.</p>
<p>ADE Rules: Graduation Requirements 14.03 of the Standards of Accreditation School Day 6-16-102</p> <p>Standards of Accreditation - Section 10.01.4</p>	<p>Opportunities for digital courses that allow students to self pace which gives them more opportunity to take advantage of extended learning opportunities such as internships, job shadowing, working, college and technical classes, and apprenticeships.</p> <p>This self- paced curriculum will be via Virtual Arkansas and/or an approved program</p>	<p>Some students are able move at a faster pace and are academically advanced. These students need the opportunities that the self paced curriculum can offer. Other students who are disengaged in the normal class setting would benefit from this more personalized learning approach. Coursework and grades will be monitored to ensure student is maintaining acceptable grades and being successful in this mode of learning.</p>
<p>ADE Rules governing uniform grading scales</p> <p>Grading Scale 6-15-902</p>	<p>The technical career training offerings may require a nontraditional grading scale. This waiver request is intended for only non-core vocational courses that lend themselves to alternative descriptions of mastery. We will</p>	<p>At this time the grading is the same, but should our partners's grading scale be different, it will be more rigorous and better suited to the specific program.</p>

	utilize the grading scale of our partners, UA System (CCCUA, UofA Hope/Texarkana)	
ADE Rules: Library Media Specialist Requirements 16.02.3 6-25-103 Library Media Services Program definition, 6-25-104 Library Media Qualifications 6-25-103	Use the skills and knowledge of the Library/Media Specialist to the maximum potential	This position would be utilized as a library/media specialist and flex monitor for independent learning time. The 1/3 of the library Media Specialists time for processing items for usage, planning may be less on some days due to need for this are to be a "Common's area"

Section 9: Council of Innovation

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

Council of Innovation

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

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

Name of council member	Representative group	Minority	Council Position	Date elected
Diane Burnett	Tech coordinator	No	Member	12-5-17
Dorothy Henderson	School Board Member	Yes	Member	12-5-17
Rosa Bowman	School Board Member	Yes	Member	12-5-17
Kirk Babb	Community /Business/	No	Member	12-5-17

	Chamber of Commerce Interim Director			
Kari Harger	Parent/Business	No	Member	12-5-17
Kristi Newton	Parent	No	Member	12-5-17
Michael Turner	School Board	No	Member	12-5-17
Glenda Smedley	School Board	No	Member	12-5-17
Ashley Aylett	CCCUA - Com. College	No	Member	12-5-17
Tyler Davis	Parent/Business	No	Member	12-5-17
Debbie Greathouse	School Personnel	No	Member	12-5-17
Teri Lynn Day	School Personnel	No	Member	12-5-17
Kay York	High School Principal	No	Member	12-5-17
Jason Sanders	Superintendent	No	Member	12-5-17
Tammy Waters	Domtar	No	Member	12-5-17
Anthony Nelson	Parent/Pastor	Yes	Member	12-5-17
Nick Bishop	Parent	Yes	Member	12-5-17
Miltons Smith	Student	No	Member	12-5-17
Dixie Ardwin	Teacher	No	Member	12-5-17
Jennifer Simmons	Teacher	No	Member	12-5-17
Brooklyn Welker	Student	No	Member	12-5-17
Davina Gaines	Student	Yes	Member	12-5-17

Section 10: Shared Leadership

Shared Leadership

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

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

Meeting date	Meeting Purpose	Focus Audience	Number of Attendants	Meeting Outcome/Planned next steps
December 5th	Formed committee Introduce ideas on what we wanted to accomplish and why	Community partners, parents, students -	17	Explained why this is need and comments from committee members, students and staff Elected Committee members
December 12th	Leadership meeting with Crystal Breashears	Leadership Team - Students	9	Start working on the why questions, visit with other schools (Pangburn, Cossatot Rivers) for ideas and issues they have overcome. Winslow as well (John Crowder).
December 20th	2nd meeting with Committee for progress toward questions of why	Community /Parents/Business leaders	19	Meet again Jan. 10th to answer questions and address any concerns. Have plan close to completion and ready for committee to vote
January 10th	3rd Meeting with Committee to share updates along with skeleton of proposal.		15	Answered questions of committee, shared proposed goals and why. Individually and in small groups share with all staff (classified and certified) on Jan. 11th & 12th. Give report to board on January 23rd.
January 17-18	Informational meeting about School of Innovation	Parents and anyone with questions about the SOI	Online and Face to Face with those that requested more info.	Survey results and emails with questions and individual conferences.

Feb. 16th	PD on more Google classroom techniques and sharing of needs for summer PD Introduction of Career Cruising and Student interest Survey to be given in early March	Entire staff during PD		Direction on where we will go with All creating Google classroom & becoming Familiar with Career Cruising site.
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Section 11: Election Results

School Name: Ashdown 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	50
Number of Staff who voted	43

Number of Staff who voted for the Proposed Plan	43	
Number of Staff who voted against the proposed plan	0	
Percentage of staff voting in favor of the proposed plan of innovation	100%	
Student vote (9th grade) - Number voted	<u>111</u>	
Number 9th Graders voted for the Proposed Plan	<u>100</u>	
Percentage of 9th graders who voted for the proposed plan		90%
Student vote (10th grade) - Number voted	<u>71</u>	
Number 10th Graders voted for the Proposed Plan	<u>66</u>	
Percentage of 10th graders who voted for Proposed Plan	93%	
Student vote (11th grade) - Number voted	<u>87</u>	
Number 11th Graders voted for Proposed Plan	77	
Percentage of 11th graders who voted for the Proposed Plan	89%	

Section 12: Professional Development Scope

School Name: Ashdown 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
Summer 2018	High School Staff	<p>DOK Levels and Instructional practices by content area</p> <p>State Level PD</p>	<p>Goal 4: Motivate students by exploring innovative teaching and learning choices.</p> <p>Goal 1: Reduce the achievement gap among one or more groups of students by accelerating learning experiences for academically low achieving students</p>
July 18-20	High School Staff	Apple vs. Google Google Training Trumann, AR	<p>Goal 4: Motivate students by exploring innovative teaching and learning choices.</p> <p>Goal 1: Reduce the achievement gap among one or more groups of students by accelerating learning experiences for academically low achieving students</p> <p>Goal 5: Transform the school's culture and climate to lead to transformative</p>

			teaching and learning
July 23-25	Members of the Building Leadership Team-	Expand our skills with digital based instruction/tools	Goal 4: Motivate students by exploring innovative teaching and learning choices.
July 24-26, 2018	Members of Innovation Committee and Building Leadership Team	2018 Competency-Based Learning Design Studio Conference New Hampshire	Goal 4: Motivate students by exploring innovative teaching and learning choices. Goal 1: Reduce the achievement gap among one or more groups of students by accelerating learning experiences for academically low achieving students
July 24-26,2018	Teachers and Administrators at Ashdown High School	PLC Training We are applying for the PLC Cohort 2 Pilot. If we are accepted, we will do the PLC work through Solution Tree and a coach that works on our campus throughout the school year as a guide. However, if we do not get accepted, we will be looking into other PLC	Goal 5: Transform the school's culture and climate to lead to transformative teaching and learning

		training offered in the state through SAU.	
August 6-8, 2018	Teachers and Administrators at Ashdown High School	Scheduling and Implementation of innovation at AHS	Goal 5: Transform the school's culture and climate to lead to transformative teaching and learning
September 26-28, 2018	Members of Innovation Committee and Building Leadership Team	School of Innovation Summit Network with other Schools of Innovation so that we can continue to grow and implement new forms of innovation that help each individual student.	Goal 5: Transform the school's culture and climate to lead to transformative teaching and learning
2018 School Year	High School Staff	PLC process to break down what is seen in data and plan instruction accordingly	Goal 5: Transform the school's culture and climate to lead to transformative teaching and learning

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

Innovation Goal 1	<p>Reduce the achievement gap among one(1) or more groups of students by accelerating learning experiences for academically low achieving students</p> <p>Why: We know that we have a gap of 29 points between our white and African American on the ACT Composite according to the SQSS of students with a composite of 19 or greater Who: Blacks lower by 29 points What (Overall Performance Target): Raise scores so that the gap is narrower Measurable: Decrease gap by 5% each year</p>
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<p>Actions to support Innovation Goal 1</p>	<p>Expected Outcome</p>	<p>Interim Performance Target with expected change: Our SQSS report will show a decrease in gap between our White and black population on the overall 19 Composite in 2019</p>	<p>Data: ACT - Composite Score</p>	<p>Date: Spring 2019</p>
<p>If we focus on providing feedback and interventions on each interim assessment that is given in math and science with time for Structured Learning time in our schedule for teachers to address these gaps,</p>	<p>Students will receive timely interventions and help prior to the summative assessments/ACT in spring</p>	<p>This will be a school wide effort to increase understanding and mastery of skills that are lacking in the core areas of learning and be specific to each student's needs (which is tied to the overall goal..)</p>	<p>We will measure this by the interim assessment reports (science, math, and Literacy, STAR assessments (english, Math) Evaluate by Wise Ways /Indistar BL02 All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.</p>	<p>by May 2019 we will look at the percentage of our Black and White populations that have a Composite of 19 or higher on ACT.</p>
<p>Innovation Goal 2</p>	<p>Increase student participation in Career Options Why: We have a very low number of students with career plans when leaving High School Who: All What (Overall Performance Target): 100% of graduates have a plan after high school Measurable: Each senior will be able to share their career goals/options before graduation.</p>			

<p>Actions to support Innovation Goal 2</p>	<p>Expected Outcome</p>	<p>Career focus with all Seniors sharing their career/after high school plan</p>	<p>Data: Surveys, Senior Chart with their signage of Career, college</p>	<p>Date: Spring 2019</p>
<p>All students will use Career cruising to investigate various careers and options based upon their interest inventories and skills</p>	<p>Students will be mindful of other options for careers that may not have thought about</p>	<p>Students will be sharing their interests and asking pertinent questions about careers as well as focusing on the academics that will help them move toward their career goals.</p> <p>(which is tied to the overall goal..) Wise Ways(5519) -Indicator -: The school routinely provides all students with information and experience in a variety of career pathways.</p>	<p>Ongoing data will be collected via surveys to students (Google), and participation within their Advisory meetings.</p> <p>Career Cruising will provide school wide as well as group and individual reports on Learning Styles, Personality Styles, Suggested Careers, Skills and Interest. These will be used to help in planning as well for additional needs of students.</p>	<p>by May 2019 we will look at the percentage of our Black and White populations that have a Composite of 19 or higher on ACT.</p>
<p>Innovation Goal 3</p>	<p>Expand Students College and Career Readiness by Exploring more avenues</p> <ul style="list-style-type: none"> ● Why - Students need to know more options than have previously been introduced to them through our prior job shadowing in 8th grade and exposure that has been haphazardly been done in our district. ● Who - All students 9 - 12 ● What - Increase the awareness of career options so that each student will have options and opportunities for investigating interests. The Number of students with career and or college goals will increase ● Measurable - Through student survey and documentation of students interest surveys before graduation and year after graduation, we will have data to indicate if this goal is being reached. 			

Action (Innovation Strategy) Advisory	Expected Outcome	Performance Target with expected change (need a baseline here)	Data/Instrument	Date (by when)
All students will meet 1 time a week with their "Advisor" during the Advisory Period that is built into our master schedule	The weekly advisory meetings will provide exposure and information about various careers and opportunities that match students interests and individual skills	Students will have develop a plan beginning in 9th grade and add to this plan as awareness of interests and skills are matched through exposure to careers and data compiled from Career Cruising	Career Cruising will provide beginning data for each student as well as reports on all students for planning for internships and or course offerings each year. Updating of student information will be ongoing with students logging in to Career Cruising during weekly Advisory Meetings	Ongoing with all students using Career Cruising by Sept. 30th 2018. for first quarter report
Innovation Goal 4	Motivate students by exploring innovative teaching and learning choices Why - Competency Based instruction training			
Action	Expected Outcome	Performance Target with expected change (need a baseline here)	Data/Instrument	Date (by when)
Professional training provided for staff based upon individual Professional Growth	All staff with be competent in using Google Classroom and in Competency Based Instruction	All students will be instructed with innovative teaching strategies	Lesson Plans and observations (Ed Reflect) will indicate the percentage of staff using innovative teaching strategies. (1d -	Annually see growth with entire staff using ED Reflect and Indistar indicator IF 11 & IF 07

			<p>Demonstrating Knowledge of Resources) &</p> <p>(4e - Growing and Developing Professionally)</p> <p>Indistar - IF11(with Wise Ways 3984)</p> <p>“The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development”</p> <p>&</p> <p>IF 07 (with Wise Ways 71)</p> <p>Professional development of individual teachers includes an emphasis on indicators of effective teaching</p>	
Innovation Goal 5	Transform the school’s culture and climate to lead to transformative teaching and learning.			
Action	Expected Outcome	Performance Target with expected change	Data/Instrument	Date (by when)

		(need a baseline here)		
Teachers will receive the PD needed to transform teaching and learning from traditional to innovative teaching and learning.	MTV03 All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations. (5539)	Ed Reflect classroom observations will show evidence of new teaching strategies and more student engagement	Evaluate by Wise Ways /Indistar BL02 All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.	May 2019 and ongoing

APPENDIX:

A.

New Opportunities/Certifications for AHS

Welding – Ashdown CCUA

Aviation – via SAU @ Texarkana

CNA – U of A Hope @ Texarkana

Mnemonics -Tyson Learning Center - Lockesburg

Industrial Maintenance – Tyson Learning Center - Lockesburg

Electrical - Tyson Learning Center – Lockesburg

EMT 1 & 2 – AHS (community instructor or UofA Hope @ Texarkana)

Banking – RRFCU – Kiosk @ AHS – Internship – local Red River Credit Union

Funeral Directing – UofA Hope @ Texarkana

Certificate in Power Plant Technology – U of A Hope @ Texarkana

Culinary – AHS with Master Chef

Internship at Madden Funeral Home

Domtar Industries (Computer Science)

Additional JAGG class

Teacher Cadet Class – Concurrent Credit with SAU – 6 hours (Jr. /Sen.)

Google Certification

A.I.(Artificial Insemination) Certification - Cattle

NTE - Peer tutoring certification by Certified Tutor Instructor (Ringgold)

27 hours Concurrent Credit via AHS and Cossatot U of A with additional Concurrent Credit offered via Virtual Arkansas

B. Proposed Schedule for 2018-2018*

7 Period Day Schedule with Advisory Time - MONDAY

1 st	8:00-8:50	
2 nd	8:54-9:44	
3 rd	9:48 -10:38	
Advisory Time	10:42-11:12	
4A	11:16-12:06	12:10-12:40 (Lunch)
4B	11:50-12:40	11:16-11:46 (Lunch)
5 th	12:44-1:34	
6 th	1:38-2:28	
7 th	2:32-3:22	

Notes:

1. 11th and 12th grade go to first lunch.
2. Mentoring will be one or two days a week for checking grades, Career Cruising, DEAR, scheduling, club meetings, etc.
3. ILT (Independent Learning Time) will be one day a week according to this schedule. (See attached Flex schedule with drop down menu).

Tuesdays–Math

Wednesdays - English

Thursdays - Science

Fridays – Social Studies

No ILT for elective courses the first year.

There will be designated areas for ILT.

4. SLT (Structured Learning Time) will be held in the teachers' classrooms in conjunction with ILT time. Students who have below 70% in the class, have missing assignments or tests, and/or are needing re-teaching/intervention will stay in the classroom.

5. Teachers are not required to utilize ILT each week – however, this could be a good motivating tool and also an opportunity for intervention for students who need a little extra help.

* This schedule can be expanded to more FLEX/Structured Learning Time based upon students needs. We will continually evaluate progress and successes along with problem solve any conflicts and/or concerns.

Sample of Flex -Time/Structured Learning Spreadsheet. Note the Tabs to indicate the Content areas in which Flex/Structure by days (Tuesday - Math, Wednesday - Literacy, Thursday - Science, Friday - Social Studies). Drop down menu allows teacher (on their flex day) to assign student to classroom (structured learning) or to 1 of the three Common areas. This spreadsheet is shared with all staff with editing permissions for core teachers and students (view only) so all know at any time where students are assigned.

The screenshot shows a Google Sheets spreadsheet titled "FLEX time" with the following structure:

- Columns:** A through U. Columns A-C are grouped under "Teacher" and contain "Name", "Period", and "Assignment". Columns D-F, G-H, I-K, L-N, and O-R are also grouped under "Teacher" and contain "Name", "Period", and "Assignment".
- Rows:** 1 through 23. Row 1 is a header row. Rows 2-23 contain student data. Each row starts with "STUDENT" in column A, followed by a "Period" dropdown in column B, and an "Assignment" dropdown in column C. This pattern repeats for each of the five teacher groups.
- Interface:** The top shows the Google Sheets menu (File, Edit, View, Insert, Format, Data, Tools, Add-ons, Help) and a toolbar. The bottom shows a tab bar with "Math", "ELA", "Science", and "History" tabs. A "Count: 5" indicator and an "Explore" button are visible on the right.