Schools of Innovation Application
2017-2018

School Name: Armorel High School   **LEA #4701002**

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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 data learning trends.
Armorel is a small rural school situated in the northeastern corner of Arkansas. While farming continues to play a large role in our economic make-up, we are also surrounded by the steel industry. The majority of our students are from upper- middle class, income earning families with lower income values. Our student population is predominantly white with less than 10 students in each of the subpopulations. We have approximately 44% of our families living in poverty.

Data does not reflect typical expectations. Lower income students usually score as well as, or better than the upper income students. Our overall ESSA Index score is 70.04. While this score reflects above average achievement, we are not meeting growth expectations. Our math scores continue to remain in the 33-34%, and our English Language Arts scores are at a 69.47%. We know both scores are not where they need to be. Our graduation rate is 86.21%. When one child does not graduate, it is one child too many. Our attendance rate is 95% which is above state levels. ACT composite scores are remaining relatively stable, but are not rising above a composite of 21. Sixty-three percent of our 11th and 12th graders attend the local vocational/technical center and/ or community college. After graduation, our students continue to pursue an education from one of the local facilities or one of the four year institutions across the state. Of the students who leave to attend a four year institution, 5% return after the first semester and enroll in classes at the local vocational center or community college.

Students struggle with the relevance and transfer of what they are learning in class and how it will apply in the real world. Our community partners have stated they need workers who posses personal competencies such as; a good work ethic, self worth, are self-regulated learners, understand how to problem solve, collaborate, effectively communicate, and set and reach personal goals.

Being a School of Innovation affords us the opportunity to develop a student body who is future ready. As educators, we are preparing our students for jobs not yet developed. We want to instill the importance of setting and reaching personal goals, understanding community systems and how they fit into the larger world, thinking critically, collaborating with others and perseverance through tough projects/situations to solve

problems as they arise. Employers and community partners have told us these are the skills needed in all career fields. Our goal is to assist our students in becoming successful productive citizens who can make informed decisions.

Becoming a School of Innovation offers us the opportunity to build a student-centered curriculum infusing community service learning, oral communications, and technical skills within all subject areas.   We know and understand the importance of effective communication skills as well as, the ability to utilize all types of technology in an efficient manner. Our innovative curriculum will integrate multiple disciplines in implementation of inquiry-based/project-based learning. These projects will require real world/community based problems in which students will take on the viewpoints of several different people affected by the problem, conduct research on the situation, and work to find an acceptable solution. Through this project-based curriculum students will develop a deeper understanding of community systems, and where they belong in the system. Weekly, students will participate on-site with the Humane Society, Local Soup Kitchen, Food Pantry, Great River Medical Clinic, etc. (community partners). Students will build partnerships with, and assist community partners, in becoming ADE approved Community Service Learning sites. Students will also participate in internships with local businesses and professionals which will provide them insight into prospective jobs. Another part of our innovative curriculum will require 11th and 12th grade students to attend a school board meeting, civic organization meeting, and a city council meeting. They will gain a better understanding of how their community operates. Embedding community based opportunities in our curriculum will assist our students in becoming productive well rounded citizens.

Armorel High School has already instilled other innovative practices such as advisory groups, daily PLC meetings, operating a school based business which allows students to participate in and learn about the different components of business management, student voice, and one to one MacBook use. Becoming a School of Innovation will allow us to refine our current practices and expand our initiatives to enhance our students' learning.

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
- □ X 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)

X Arkansas Public Resource Center (APSRC)

X Education Renewal Zone (ERZ)

Other -Please list below:

_AAEA, ASBA, Arkansas Leadership Academy

<table>
<tr><td colspan="2" align="center">Section 3 Exploring and Learning Prework</td></tr>
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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
May 2017	Instructional team meeting- Discussion centered around becoming a school of innovation, what is a school of innovation?, What are the benefits to our students?, Why?	21	15 Teachers Paraprofessionals Counselor Principal Superintendent
September 26-27, 2017	Innovation for Educational Summit	2	1 Administrator 1 Counselor
August	Instructional team meetings- Daily PLCs Continued discussion on becoming a school of innovation.	20	16 Teachers Paraprofessionals Counselor Superintendent Principal
September	Student Voice Meeting Discussed with students possible changes needed to help foster student engagement and what it would mean if we were to become a school of innovation.	15	12 Students 2 Teachers/Facilitators Principal
October 17th, 2017	Instructional team meeting Why Activity drilled down as a root cause type activity- Why do we have school? But why?, Yes, and Why? Each instructional	19	16 Teachers Superintendent Principal Dean of Students

	team answered the question		
October 19th, 2017	Instructional team meeting All on the wall type activity- Each team was given a stack of red, yellow, and green cards. On the red cards They wrote the things we need to stop doing, on the yellow cards they wrote things we need to begin doing or continue doing, but do better, and on the green cards they wrote things we are doing well. Then they grouped each section into similar categories	26	16 Teachers Dean of Students Paraprofessionals Superintendent Principal
October 24th, 2017	Instructional team meetings PBL Project- Innovation each team member takes a stakeholder role and researches innovation and creates a report based on their stakeholder point of view. Each team reported on their findings.	19	16 Teachers Superintendent Principal Dean of Students
November 6th, 2017	Instructional team meetings Team members record their questions and concerns about	19	16 Teachers Superintendent Principal Dean of Students

	moving to become a school of innovation-these were posted in Google classroom for all faculty to view. We worked to come to a consensus regarding answers to our questions.		
November 13, 2017	Instructional team meetings-Continued to work on solutions to our questions and concerns.	19	16 Teachers Principal Counselor
December 1st, 2017	Student voice meeting to discuss why we want to become a school of innovation. Gathered additional ideas and solutions.	15	12 Students 2 Teachers Principal
December 4th, 2017	Parent meeting creation of council of innovation	27	Parents Students Teachers Principal
December 5th, 2017	Student meeting to discuss becoming a school of innovation. We continued to work through what we want our school to look like.	21	Students Counselor Principal Teachers
January 3rd, 2018	Professional development with the teachers using the book Everyday Problem Based Learning.	24	18 Teachers 1 Counselor 3 Paraprofessionals Principal Superintendent
January 22-26th, 2018	Council of Innovation Meetings- daily	36	Parents, Teachers, Counselor, Dean of Students, Principal

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

Our mission and vision statements were first created with our student leadership team. Then the team took their thoughts to the faculty and staff. Together they worked on refining the mission and vision. Afterwards other stakeholders such as parents and community members were invited to help refine our mission and vision statements. Because this is a living document we have a planned meeting in the spring to review/revise our mission and vision, if needed.

The school's **Vision** statement

Armorel High School strives to prepare our students to be responsible thinkers, and resourceful citizens who are future ready.

The school's **Mission** statement

Armorel High School is committed to immersing students in technology, and a rigorous, integrated, curriculum gaining varied experiences while meeting their individual needs in a respectful and safe environment.

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	**If we provide opportunities for students to work with teachers to help develop curriculum, rubrics, and assessments each nine weeks then we will meet or exceed growth in math,science, and reading and student engagement and learning will increase because students will take ownership and be accountable. Measurable evidence will be an increase in attendance, student participation, student surveys, student mastery in core content, and correlation between classroom grades and standardized assessment scores. Baseline data will be collected during the 2017-18 year.**

Goal 2	**If we integrate 21st century skills then, all students will be better prepared for success in life and a career. Measurable evidence will be more students obtaining an ACE Certification in applicable courses, an increase in student engagement and presentations, increase in different modes of presentation tools, students solving problems using technological resources, survey results from students and community partners, more participation and graduates in computer science courses, and an increase in students working in a technological field after graduation.**
Goal 3	**If we engage students in Community Service Learning projects then All students will develop personal competency skills in school and community by participating in real world, authentic experiences,**
Goal 4	
Goal 5	

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
Ex. Decrease dropout rate by 3% by May 2019.	Ex .Mentoring program	Ex. Our school has a current dropout rate of 8% resulting in between 20-30 students per year leaving school. A mentoring program will	Ex. Beginning fall 2018 and ongoing with review.

		closely monitor student needs in time for intervention and alignment of support in a timely manner.	
Goal 1:Increase student engagement and teaching and learning	Students have a voice in development of curriculum, rubrics, and assessments	We want to build student buy-in, accountability, relationships and create a working partnership between teachers and students. Allowing students the opportunity to help create curriculum affords our students with the opportunity to have a voice in their learning.	Beginning spring of 2018 and ongoing with review.
Goal 2: Increase student knowledge in effectively using 21st century skills	Integrate effective communication, collaboration, problem solving, and technical skills in core subject areas.	Students will develop a deeper understanding of how to effectively utilize 21st century skills and how they are integrated in several different situations and develop effective communication practices in all types of situations.	Beginning fall of 2018 with ongoing review.
Goal 2: Increase student knowledge in effectively using 21st century skills	Increase collaboration, between teachers and students to create problem-based learning scenarios	Students will develop a deeper understanding of how to effectively utilize 21st century skills and how they are integrated in several different situations and develop effective communication practices in all types of situations.	Beginning fall of 2018 with ongoing review.

Goal 3: Development of personal competencies and soft skills for all students.	Community engagement/service learning/projects	Curriculum will be project based learning including community service participation. Students will also participate in internships with community partners and professionals in which the student has a career interest. This will enact changes needed to better prepare students for success in life and a career which will be measured by documented community service hours, credits completed, reflections of services performed, increased civic and community involvement now and after graduation.	Beginning fall of 2018
Goal 4:			
Goal 5:			

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
Late winter/ Spring 2018	1	Scaffold instruction for students on how to unpack State Curriculum Standards, operationalize vocabulary, and determine using DOK levels- How projects will be completed to meet expected learning outcomes-building to mastery.	Students will have a better understanding of how to interpret standards for learning and determine the best course of action to complete projects	Depth of Knowledge information for each classroom/students Arkansas Curriculum Standards MacBooks Projector Apple TV
Spring 2018	1	Teachers will provide standards for a unit of instruction and lead students through an inquiry process in order to build project based learning activities.	Students will offer input on activities, timelines and learning targets of the required curriculum	*Everyday Problem Based Learning-* by Bryan Pete and Robin Fogarty Content Resources Student input documentation Arkansas Curriculum Standards
Summer 2018	1	Teachers will use the input from students to design units, rubrics and learning targets. As the year progresses students and teachers will work together to build a curriculum, create rubrics, and assessment items.	Students will feel ownership over the curriculum developed from their input	Content resources Student input documents Arkansas Curriculum Standards
Spring 2019	1	Students will reflect on whether their curriculum input was realized in the year's learning strategies and outcomes.	Students will continue to assist in the development of curriculum assessments and rubrics.	Student reflection documentation
Spring 2018	1	Staff will undergo professional development to create lessons that	Staff will have lessons prepared to implement	Examples of problem based learning

		reflect problem based learning and real world scenarios	with fidelity for the 2018-2019 school year	Time to collaborate with team members Technology Curriculum
August 2018 and ongoing with review	1	Staff will guide/ scaffold student learning through problem based learning, utilizing the extended time to combine classes. Students will have extended learning experiences that solidify the learning objectives.	Students will persevere through projects, solve problems, think critically, and effectively communicate with faculty, staff and community	Problem based learning scenarios Student Personalized Learning Plans
Spring 2019	1	Staff will refine units based on data: student participation, completion of projects, reflections from students and community partners, student learning/rubrics, from the school year	Staff will have projects that reflect actual results. Students will inquire about real world problems and solutions that involve content learning. Together teachers, students and community partners will refine projects.	Learning outcomes student reflections Formative and summative assessments
Summer 2018	2	Teachers and students will work collaboratively to integrate 21 Century Skills in their curriculum.	Classroom curriculum that also incorporates Oral Communication and Technology standards	Oral communications standards ACE and Computer Science Standards
Summer 2018	2	All project rubrics will incorporate oral communication and technology standards. All teachers will be familiar with Oral Communication Standards.	Students will use the rubrics as a guide to reflect on their projects and build skills in communication and technology learning tools.	rubrics Oral Communication and Technology Standards

Fall 2018 onward	2	Projects rubrics will include community partnerships.	Students will utilize effective oral communication skills in all aspects of their lives.	Oral Communications standards rubrics
Spring 2018	3	Students will be challenged to think critically and inquire why (or with whom) they need to form partnerships.	Students will recognize community needs and seek ways in which they can fulfill these needs.	Inquiry based lessons
Spring 2018	3	Students and faculty will contact local community members who are not on the approved Community Service Partners list to work with them to complete the application process to become a state approved site.	Students will complete the application process, develop community relationships, and earn Community Service Learning credits for graduation. .	ADE Application Community Partners
Summer 2018 onward spring 2018??	3	Faculty, staff and/or students will outline in one document local community members who have state approval and/or are willing to host our students.	Students will be able to choose or rotate their choices based on the list	Contact information for local community members State approval list CLS application
August 2018	3	Faculty will accompany students to local community member businesses as a facilitator for student projects.	Students will be exposed to learning skills that apply to various occupations	Transportation schedule Time schedule Master rotation sheet Check in/Check out sheet
August 2018	3	Faculty and students will create a rubric, and a system of recording community service hours, and reflections from students	Civic and community involvement will increase and students will receive CSL	Document template of community service hours Reflection questions/template

			credit once 75 hours have been completed	Central location for all student records
	3			
	5			
	5			
	5			

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
Oral communication to be taught in conjunction with 10th grade English.	If we include Oral Communications Standards as part of our Core Content curriculum then students will internalize oral communications and be able to effectively communicate in all aspects of learning and life.	Oral Communications is not an isolated subject. It plays a part in many aspects of learning and social engagement. Students need to effectively communicate in all aspects of their life. Our teachers, students, and principal are currently working on a course outline to submit for course approval.
ALE Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq. Standard for Accreditation 19.03	We believe we can meet the needs of all learners when we allow them to have a voice in what they are learning and how they will demonstrate their learning	We are a small school with small class sizes therefore, we are able to intervene early and offer opportunities that allow for student success. Because of this we have not had a student enter the ALE

		program in several years.
		We do not receive funding for our ALE program. NSL funds are used to purchase supplemental materials or services to meet the specific individual educational or behavioral needs of our students.

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%)   None

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

Name of council member	Representative group	Minority	Council Position	Date elected
Brayden Rounsaville	Student	no	EAST Student Representative	12/04/2107
Tammy Winslow	Parent/Community Representative	no	Team Leader	12/04/2107
Hunter Rounsaville	Parent/School Resource Officer	no	Team Member	12/04/2107
Starla Rounsaville	Parent	no	Team Member	12/04/2107
Lisa Jowers	Parent/Community Representative	no	Team Secretary	12/04/2107
Blair Booker	Student	no	Incoming 7th grade Student	12/04/2107
Sherri Seibert	Grandparent	no	Team Reporter	12/04/2107
Greyson Seibert	student	no	EAST Student Representative	12/04/2107
Stephanie Hale	parent	no	Team Facilitator	12/04/2107

Carla Bivens	Parent	no	Team Member	12/04/2107
Andrea Bermudez	Student	yes	Student Voice	12/04/2107
Alexis Bivens	Student	no	Student Voice	12/04/2107
Jaylin Ray	Student	no	Student Voice	12/04/2107
Kelley Hopper	Special Education Teacher	no	Team Scribe	12/04/2107
Alayna Duren	Senior High Science Teacher	no	Team Member	12/04/2107
Anthony Byrd	Junior High Science Teacher	no	Team Member	12/04/2107
Michael Dobbins	Athletics/Dean of Students	no	Team Member	12/04/2107
Melissa Booker	High School Counselor	no	Team Member	12/04/2107
Melissa Gribble	CTE Teacher	no	Team Member	12/04/2107
Nikita Honorable	Paraprofessional	yes	Team Member	12/04/2107
Trey Guy	Student	yes	Incoming 7th grade student	12/04/2107
Brittany Hazelwood	JAG teacher	no	Team Member	12/04/2107
Teresa Lawrence	High School Principal	no	Team Member	12/04/2107
Jennifer Barbaree	Superintendent	no	Team Member	12/04/2107

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

May 2017	Begin the discussion about becoming a School of Innovation	Student Voice and their facilitators	14	Students provided suggestions. Team will meet again to continue to formulate ideas and how they can be implemented.
August 2017	Instructional team meeting discussion about becoming a school of innovation, what is a school of innovation?, What are the benefits to our students?, Why?	Teachers Paraprofessionals Counselor Principal Superintendent	21	Most of the group was receptive to the idea. There were some concerns about the schedule and how many projects would students be required to complete. Everyone had positive comments about the community service piece.
August 2017	Instructional team meetings to discuss becoming a school of innovation	Teachers Paraprofessionals Counselor Principal	20	We looked at possible schedule changes, what community service would look like and how it might be done. Discussions will continue within PLC groups
September 26-27, 2017	Innovation for Educational Summit	Counselor Principal	2	Great conference! It gave us some ideas to take back to the school and community
September 2017	Student Voice Meeting Discussed with students possible changes needed to help foster student engagement and what it would mean if we were to become a school of innovation	Students Facilitators Principal	15	During this meeting we discussed inquiry-based/project based learning, students and teacher partnering together to work on creating curriculum for each unit of study, and community based service. The students were very receptive
October 17th 2017	Instructional team meetings Why Activity- During each instructional team meeting I	Teachers Dean of Students Counselor Principal	19	This was a very informative meeting. All of the groups were able to see everyone's responses the following day. We realized we were on the

	posed the question Why do we have school? Teachers gave responses and then again I asked them Why? For a third time I asked them Why? drill down as a root cause type activity	Superintendent		same page with our thoughts and ideas about school.
October 19th, 2017	Instructional team meeting All on the wall type activity- Each team was given a stack of red, green, and yellow cards. On the red cards they were instructed to write the things we were doing but needed to stop doing, on the yellow cards they were instructed to write the things we needed to begin doing or continue doing, but do better, and on the green cards they were instructed to write practices we needed to begin doing to make our school a better place for teaching and learning. Each	Teachers Paraprofessionals Dean of students counselor Principal Superintendent	26	These meetings were very informative. There were a lot of cards with similar ideas. By putting all of the cards on the wall for them to review and discuss the following day, it allowed for deeper discussion and a growing understanding that we want the same things for our school. We agreed to continue discussion and determine the best course of action for our school.

	group put their cards on the wall in similar categories. Pictures were taken of each groups work and at the end of the day I put their cards in categories according to how they had them grouped. The next day they were able to see everyones cards and discussion continued about positive changes we needed to make.			
october 24th, 2017	Instructional team meetings Project Based Learning Project- We continued our learning on Innovation and what it would mean for our school. During this activity each team member was asked to choose a stakeholder role -parent, teacher, student, community member, business partner-They were taken through a PBL	Teacher Counselor Principal Dean of Students Superintende nt	19	Each person came back with information regarding their findings. Most of the research was positive. This activity led to several more questions. They were told to pose their questions so they could be compiled in a Google Doc for everyone to see.

	inquiry based project by identifying questions we had about innovation and becoming a School of Innovation. They were then tasked with conducting research, and creating a 20 second PSA-public service announcement using the information they found. the PSA had to be from the point of view they chose stakeholder point of view			
November 6th, 2017	Instructional team meetings-Team members record their questions concerning moving to become a school of innovation-these are posted in Google classroom for all faculty to view	Teachers Counselor Dean of Students Principal Superintendent	19	Teachers were told to post ideas and solutions to the questions posted. We worked through the questions one by one and came up with solutions or decided some questions were not relevant to what we were trying to do. Those questions were addressed in a different manner.
November 13th, 2017	Instructional team meetings We continued to address the concerns and questions posed by teachers	Teachers Counselor Principal	19	We continued to work on finding answers to our questions

December 1st, 2017	Student voice meeting to discuss why we want to become a school of innovation. Gathered additional ideas and solutions.	Students, Facilitators, Principal	15	Students were given the information we had been working on in our instructional team meetings and students presented information they had been working on during their student voice teams. The students had some of the same ideas/solutions as the teachers.
December 4th, 2017	Parent meeting creation of council of innovation During this meeting the parents were divided into smaller groups and each group was led by a member of the high school leadership team. The principal opened the meeting and each team member led the individual groups through the same activities the teachers had worked through.	Parents, Teachers, Students, Principal	27	We received positive comments from our parents. They offered several great ideas. The community service piece was well received.
December 5th, 2017	Student meeting in the high school library to discuss where we are in the application for School of Innovation process, and continued discussion on what we want our school to look	Students, Counselor, Principal, Teachers	21	Students offered several good ideas and they each have decided they needed to take on more responsibility for ensuring changes take place.

	like in the future, and how can we make those changes			
January 3rd, 2017	Professional development with the teachers. We used the book Everyday Problem Based Learning by Brian Pete and Robin Fogarty. Each instructional team took a chapter and presented the chapter using the PBL format from the book to the whole group.			Teachers have a better understanding of how PBL can be used in their classrooms. They were tasked with creating a small PBL unit and implementing it with their classes by the end of the second week in January and we would discuss any problems they encountered and work on implementing a PBL each month til the end of school. March, April, and May PBL projects will be created with students.
January 22-26th 2017	Council of Innovation Meetings-daily	36	Parents, Teachers, Counselor, Dean of Students, Principal	It was decided to not make big changes in the schedule. We needed to take small steps and implement the Inquiry-based/Projects-based Learning curriculum and Community Service Learning Projects first so teachers and students had time to become accustomed to the new way of doing things. They also stated we could make changes to the schedule as we saw a need.

Section 11: Election Results

School Name:

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	26
Number of Staff who voted	26
Number of Staff who voted for the Proposed Plan	24
Number of Staff who voted against the proposed plan	2
Percentage of staff voting in favor of the proposed plan of innovation	92%

Section 12: Professional Development Scope

School Name: Armorel 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
Example: Summer 2018	**Example:** Leadership team members and council	**Example:** Team building	**Example:** Goal 3 Developing relationships and connections to change culture
Late Winter/Early Spring 2018	Students will learn to unpack standards and	Allows students time to practice unpacking	Goal 1 Students and teacher will

	operationalize vocabulary	standards and will enable them to gain an understanding of what is expected of them, so they can work with teachers to develop the curriculum	work together to develop inquiry-based/project-based curriculum
February 2018	During our instructional team meetings teachers will review how to unpack standards	This will refresh teachers on the process of unpacking standards, and will also allow for a better working relationship between the teachers and students	Goal 1 Students and teacher will work together to develop inquiry-based/project-based curriculum
Summer 2018	Teachers and Students	How to build/ create effective rubrics	Goal 1 Students and teacher will work together to develop inquiry-based/project-based curriculum
Summer and fall of 2018	Teachers and Students	How to develop assessments	Goal 1 Students and teacher will work together to develop inquiry-based/project-based curriculum
Summer and fall of 2018	Teachers and Students	Further development of more detailed Inquiry-based/Project/Based Learning	Goal 1 Students and teacher will work together to develop inquiry-based/project-based curriculum

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..)	(which will be measured by….)	(by when….)