Arkansas Department of Education
Schools of Innovation Application

Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 306-B
Little Rock, AR 72201
Email: ade.schoolsofinnovation@arkansas.gov
Phone: 501-683-4800

School LEA: 6003125

School Name: WILBUR D. MILLS HIGH SCHOOL

Submitter Information

Submitter Name:	Duane Clayton
Submitter E-mail:	dclayton@pcssd.org
Submitter Phone:	5014905700
Date of application:	4/14/2017

District Information

District LEA:	6003000
District Name:	PULASKI COUNTY SPECIAL SCHOOL DISTRICT
Superintendent Name:	Jerry Guess
Superintendent Email:	jguess@pcssd.org

General Questions

Special Conditions:	Academic Distress,Priority School
School Rating:	D
Is this a brand new LEA?	False
Is this an ALE School?	False

Vision and Mission

Vision: Mills University Studies High School students in the Pulaski County Special School District will have the opportunity to benefit from a personalized learning environment to enhance their high school experience and to prepare them for success in post-secondary endeavors. Personalized learning will encompass:

Mastery of academic content   regardless of time, path, pace, or place

Student choice in programming (concurrent enrollment, industry credentials, etc)

Competency-based strategies
Self-directed learning

Mission: To design and implement a flexible, personalized system that allows each student to reach his or her full potential through mastery of core knowledge as well as the skills and dispositions that promote life-long success. The system will reflect that the learner is at the center of all learning opportunities, and learning experiences are intentionally designed to support, challenge, engage, and excite all learners.

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Rational and Innovation Goals

Rationale for Innovation

The MUSH goal is to transform the current instructional practices and implement innovative practices that will ensure that students can receive personalized learning by having access to anytime, any place, and any pace learning. This flexibility permits students to earn credits in blended learning environments (Center for Secondary School Redesign). These structures, will allow competency-based learning so students can work towards mastery. This model supports various learning speeds and needs.

Yes, we have unmet needs. Based on 2015-2016 ACT Aspire data, 70% of our students in traditional courses were not proficient (ready or exceeding) on end of course exams the past three years. Students in low socio-economic, students with disabilities, and some Pre-AP students have not shown competency in math and literacy.

Looking that the history of the Mills feeder pattern, we have observed that our current 9th graders had 71.8% students to decline on ACTAAP in 5th to 6th grade literacy. The current 10th graders had 43% decline on ACTAAP in 7th to 8th grade literacy.
The 2015-2016 school year ACT Aspire for Mills 9th grade had 29.6% in English, 9.9% in Math, 12.5% in Science, 18.4% in Reading, and 20.8% in Writing while the 10th grade had 41.9% in English, 11.7% in Math, 16.7% in Science, 25.1% in Reading, and 33.1% in Writing.

The 2016-2017 Interim ACT Aspire Data shows:

	Interim I	Interim II	Interim III
English	48	48	43
Reading	38	41	40
Science	42	40	44
Math	35	29	24

Other key data shows that Mills had a graduation rate of 78% for 2016 while only 27.6% of the graduates are qualifying for the Academic Challenge. This data shows that students should be at minimal career ready having coursework and hours towards a industry certifications. Since we know that all students do not attend college and those who do attend have to complete school to obtain two to four year degrees.
Our goal is to increase our graduation rates with relevant career pathways for our students. In addition, the students have the opportunities to accelerate can continue advanced placement coursework and have options of blended learning through the school of innovation. The school of innovation model creates multiple pathways to engage students in relevant, meaningful academic coursework.

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Goal	Goal Description	
1	MUSH's goal is to increase graduation rate by 12% by 2020-21 to exceed the state average of 85.71% on the 2016 ESEA school report.	
2	MUSH also looks to increase the retention of students.	
3	MUSH also looks to decrease the number disciplinary referrals of students in the school of innovation.	
4	To increase the performance of ALL Students on the ACT Aspire and decrease the disparity in academic performance between White and African American students as measured by the ACT Aspire.	

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Innovation Plan

Plan Date	Action	Expected Outcome
09/13/2016	District Team Meeting to prepare for the Mills Academic Distress presentation to the State Board. The meeting also was designed to determine support needed to transform, re-design, and personalize education for students at Mills.	To determine the district's level of support for Mills for transformation and prepare the district's presentation to the State Board December 08, 2016 and provide input for Mills' presentation to State Board as well.
09/15/2016	District and school visit to the Don Tyson School of Innovation in Springdale, Arkansas.	To gain insight and ideas about personalized learning as well as to partner with Joe Rollins and Dr. Meghan Slocum at Springdale Public Schools in order to develop a network of support for school transformation.
09/19/2016	District and school meeting with the UALR Concurrent Enrollment team to discuss a possible partnership.	To offer at least 5 concurrent enrollment courses at Mills (Physical Science, College Biology, English Composition I and II, and College Algebra). This action was designed to provide more choices to students at Mills.
09/26/2016	District SOI team and Mills principal participation in the OIE Innovation Conference in Little Rock.	To develop a plan for personalized learning and school re-design, network with OIE, ADE, and personalized learning practitioners, and hear about personalized learning in other schools.
10/03/2016	District Innovation Team meeting with Mills principal.	To make plans for school visit to Salt Lake City and discuss next steps for an SOI.
10/05/2016	District and principals meeting to discuss plans to implement concurrent enrollment plan.	To provide more choice for students in all high schools by offering at least four concurrent enrollment courses through UALR.
10/20/2016	Innovation Summit Regional Follow-up meeting.	To prepare for a SOI by hearing Ken Grover and making plans with OIE and Mr. Grover for a visit to Innovations Early College High School in Salt Lake City, UT.
11/10/2016	District meeting with Odysseyware to review LMS.	To determine the best LMS for blended learning, Virtual Academy, content intervention and enrichment, credit recovery, etc.

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Plan Date	Action	Expected Outcome
11/15/2016	Three-day visit for District SOI team and Mills principal with Ken Grover at Innovations Early College High School in Salt Lake City, Utah. Zoom conference was also held with other high school principals in PCSSD to provide an opportunity for them to ask Mr. Grover questions.	To see and hear from teachers, students, and Mr. Grover about the benefits and challenges in a blended learning environment. The goal is to also see the model being implemented.
11/29/2016	District and school personnel meeting with Mary Woolery from the UALR Concurrent Enrollment Program.	To crosswalk current course offerings with UALR's concurrent enrollment offerings for high schools in PCSSD and also to discuss vetting for qualified teachers.
11/30/2016	District follow-up meeting with Odysseyware.	To determine the adaptive tools and alignment with Arkansas State Standards.
12/13/2016	"Innovating Schools" training with Ken Grover in PCSSD central office for high school principals.	To gain insight and technical knowledge about transforming schools.
12/16/2016	District SOI Team meeting.	To discuss logistics of SOI implementation in all high schools, including PD, application, needed support and network systems, and LMS.
01/05/2017	District conference call with SPARK Education.	To schedule an on-site visit for district review of the SPARK LMS and determine if the platform will meet the needs of the district's SOI plan.
01/25/2017	On-site meeting with SPARK at the district.	Presentation from SPARK about the LMS. The meeting was also designed to allow district personnel to determine effectiveness of the LMS for implementation of blended learning, Virtual Academy, content enhancement and enrichment, and credit and course recovery.
01/31/2017	Odysseyware on-site visit with district.	To allow Odysseyware the opportunity to present their LMS to district personnel. To allow the district to vet the software and determine the relative benefits of the LMS for SOI.
02/02/2017	High school principal meeting with Mrs. Cindy Hogue from ADE.	To present the district SOI plan to Mrs. Hogue. To allow principals to gain understanding about the application process.
02/13/2017	SOI principal and district presentation to administrative staff.	To present SOI plan to administrative staff and answer questions about the process.

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Plan Date	Action	Expected Outcome
02/14/2017	District SOI team and Mills principal four- day Center for Secondary School Redesign Conference in San Diego, California.	To hear from innovative practitioners about school transformation. Among information gleaned was senior capstone projects, internships and concurrent enrollment, student-led conferences, and research-based resources for transformation.
02/22/2017	District and school administrator participation in the Tical conference in Little Rock.	To learn more about internships, industry credentials, and the implementation of innovative practices in Arkansas schools.
02/28/2017	District and principal SOI meeting at the Arch Ford Cooperative.	To work with ADE legal and Standards in order to continue work on the SOI application.
03/14/2017	Presentation of board resolution and statement of assurances to school board.	To obtain board vote on SOI application and statement of assurances.
02/14/2017	SOI presentation of SOI team to PCSSD School Board.	To obtain board approval to continue the SOI process.
03/15/2017	Completion of SOI application.	Submission of the SOI application.
06/02/2017	Applications are received for students in grades 9-12 to take concurrent enrollment courses.	Student matriculation in concurrent enrollment courses (College Civics, Biology, Algebra, and/or English Composition 1/2).
09/05/2017	8th and 9th grade student application to participate in the blended learning environment during the 2018-2019 school year.	To ensure that applicants are enrolled in blended learning classes and that blended teachers get the opportunity to meet with parents and students about courses, flexibility, mentoring and expectations.
07/03/2017	Blended learning teachers will begin building curriculum on the LMS.	A curriculum that is ready for students when the blended learning pilot begins in the 2018-2019 school year.
03/02/2017	District and high school principal meeting with Pulaski Technical College Team.	To align current district CTE courses with PTC "stepping off" credentialing opportunities.
03/10/2017	District and principal meeting with Mrs. Kathi Turner and her team from the Arkansas Department of Career Education.	To determine the available credentialing programs of study and the support ACE can provide.
08/07/2017	Implementation of concurrent enrollment courses.	To prepare more students for careers and provide more choice and access to college.
08/13/2018	Implementation of blended learning.	To provide students with flexibility for mastery learning.

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Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
Ark. Code Ann. § 6-15- 1004, § 6-17- 309, § 6-17- 902, § 6-17- 919, Section 15.03 of the Standards for Accreditation, and the ADE Rules Governing Teacher Licensure	1	The LICENSURE waiver will provide for the use of a cadre of industry experts to support teaching and learning in brick and mortar Career Technical Education classes. The waiver will also allow for elementary licensed reading specialists to work in classrooms where the most support is needed.
10.02.5 Class size and teaching load	1	In order to provide students with needed flexibility and effectively implement the personalized learning model, Wilbur D. Mills University Studies High School will need to obtain a waiver in required CLASS SIZE for student flexibility during class periods. While the total teaching load will not exceed 150 students, students will have the option to work in classroom spaces that are more efficient for them. This type of student flexibility may result in some class periods
Section 14.03 of the Standards for Accreditation.	1	Suspending the SEAT TIME requirement will allow students in all high schools to get more time in subjects they need help with the most. Accelerated students will be allowed to "accelerate" through the curriculum, which will allow teachers more time to provide personalized assistance for the students who need it the most. All grade levels will be permitted to utilize available support to get credits to graduate. LMS software will be used to provide continuous student access to customized curriculum (no gaps), acceleration for students who have prior knowledge and/or who can progress more rapidly through the curriculum, rigor through a blended learning environment, and additional support to students through customized lessons and resources.
Ark. Code Ann. § 6-16- 102, Section 10.01.4 of the Standards for Accreditation, and the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12.	1	Many students will benefit from a Virtual Academy that provides aligned curriculum, online teacher mentoring, online feedback on performance, and online instructional support when needed. These students will meet specific criteria for virtual learning, which will include a district determination that they are unable to attend regular classes. A student ATTENDANCE waiver will allow for flexible learning pathways that provide for the needs of students who cannot attend school. Online instructional support will be provided by core content experts every day, during the regular school day. The school will also work towards providing its parents with opportunities for the acquisition of high school diplomas through the Virtual Academy.

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Council of Innovation

Minority at School   1.00%

Council Member Name	Representative Group	Minority	Position	Date Elected
Kathryn Dokes	Native American	Y	member	11/28/2016
Duane Clayton	Afro-American	Y	member	9/1/2016
Shannon Deneke	White	N	member	11/28/2017
Rachel Stevens	White	Y	member	11/28/2017
David Ockay	White	Y	member	11/28/2017
William Farrell	White	N	member	11/28/2017
Andrea Johnson	Afro-American	Y	member	11/28/2018
Justin Keith	Afro-American	Y	members/student	4/9/2017
Brandon Bagwell	White	N	member	2/6/2017
April Boatner	Afro-American	Y	member	5/23/2017

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Shared Leadership

Meeting Date	Meeting Purpose	No. of Teachers Present	No. of School Staff Present	No. of Parents Present	No. of Community Members Present	No. of Students Present	Meeting Outcome/ Planned Next Steps
12/15/2016	Share the school of Innovation Visit to SLC Early College High School SOI	40	0	2	1	0	We plan to meet with students and teacher in March

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Election Results

Number of certified and classified on staff:	58
Number of staff who voted:	56
Number of staff who voted for proposed Plan:	55
Number of staff who voted against the proposed plan:	1
Percentage of staff voting in favor of the proposed Plan of Innovation:	95

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Professional Development Scope

Professional Development Plan Part 1

Date	Audience	Purpose of the Session
9/15/2016	Principal and District SOI Team	Don Tyson SOI visit PD
9/26/2016	Principal and District SOI Team	Education Innovation Summit professional development
10/3/2016	Principal with District SOI Team	Training for SOI meeting
10/20/2016	Principal and District SOI Team	Center Secondary School Redesign research and SMART goals presentation
10/27/2016	Principals and District Leadership	Concurrent Credit team meeting
11/15/2016	Principal and District SOI Team	SLC Early College SOI Visit for two days
12/8/2016	Principal and Assistant Superintendent	Presentation to ADE
12/9/2016	Principal and Teacher, District SOI Team	SOI facilitator traning
12/13/2016	Secondary Principals and District SOI	Ken Grover-Tranforming Learning training
1/18/2017	Principals and District SOI team	Review and add to District Plan
1/25/2017	Principals and District SOI team	Spark Curriculum Presentation and Innovation Planning and overview
2/9/2017	High School Principals District SOI Team	Review Application Process and training
2/15/2017	Principal and District SOI Team	Center for Secondary School Redesign Conference 2 days
2/28/2017	Principal and District SOI Team	SOI application meeting
4/15/2017	Building administration-Mills, teachers, students	SLC Early College High School of Innovation visit 2 days
4/15/2017	District Administration	Present SOI Application
5/24/2017	SOI Team Visit to Early College High Utah	Professional development for Blended Learning
7/23/2017	July Training to SOI instructors	do scope and sequence for curriculum in blended

Professional Development Plan Part 2

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Date	Audience	Purpose of the Session
8/10/2017	Core teachers for SOI	The session will provide some meaningful PD for students engagement and curriculum
5/1/2017	SOI Teachers and Administrators	Odysseyare will present the components of the platform for blended learning, credit recovery, and a Virtual Academy.
6/26/2017	SOI Team and Principals	Office of Innovation for Education Summer Conference. The sessions will give the principal context and networks for successful implementation of an SOI at Maumelle.
7/25/2017	SOI Teachers	Odysseyware will provide follow-up PD on building curriculum using the platform.
8/8/2017	SOI Core Teachers	Ken Grover will provide an orientation to personalized learning, which will include mentoring, competency-based learning, and flexible scheduling and teaming.
10/3/2017	Parents, students, SOI Teachers	Parents, students, and SOI teachers will have orientation for personalized learning, including blended learning, flexibility, and mentoring.

Mills University Studies High School SOI - Brief Narrative

The School of Innovation in Mills University Studies High School will implement a personalized learning model, which will provide flexible, student-centered, nurturing environments that place the highest priority on student learning, mastery of content, and school to career connections based on students' interests. This blended model will stress continuous student access to learning and curricula through 1:1 technology and an LMS that provides rigorous content aligned to Arkansas State Standards and adaptive technology to guide student learning. Content reinforcement, enhancement, and acceleration will be driven by student needs and mastery of competencies.   Student success will be forged by strong teacher-student relationships and mentoring.

Mills University Studies High School has begun entering into partnerships with the University of Arkansas at Little Rock and Pulaski Technical College to provide students access to concurrent enrollment offerings and industry credentialed programming that appeal to student interests and better prepare them for career endeavors.   The personalized learning model will encourage student choice through participation in a blended learning environment for core classes and student selection of college and career brick and mortar classes that reflect areas of greatest interest. When fully implemented, the model will provide the opportunity for students to acquire industry credentials in areas of interest and/or the equivalent of Associates of Arts degrees. When applicable, students will have access to a Virtual Academy to ensure any time, any place learning.

The personalized learning model in Mills University Studies High School will be implemented in multiple phases beginning with an initial planning year in 2016-2017 with several school visits, innovation conferences, stakeholder meetings, and ADE and OIE meetings. During the 2017-2018 school year, teachers will be selected and students will apply for participation in the blended learning pilot program. Meetings with stakeholders will be held to acquaint students and parents with expectations, and teachers will receive professional development in preparation for implementation. An LMS will also be selected so teachers can begin building on existing curricula. During the 2018-2019 school year, the blended learning pilot will be implemented with 100 students at each high school site.

In order to provide students with needed flexibility and effectively implement the model, each high school will obtain waivers in required **CLASS SIZE** for student flexibility during class periods, **SEAT TIME** for personalized, student-paced, blended learning, **ATTENDANCE** to provide a personalized learning path for Virtual Academy students, and **TEACHER LICENSURE** to provide students with access to industry experts for greater school-to-work connections and industry

certificates. Teachers in the personalized, blended learning classes will have total teaching loads of 150 students but will allow for more than 30 students per period to provide students with flexibility for additional help, more efficient work space, or teacher mentoring. A **CLASS SIZE** waiver will provide students with the option to work independently in classrooms, get needed teacher mentoring, or additional instructional support.

Suspending the **SEAT TIME** requirement will allow students in all high schools to get more time in subjects they need help with the most. Accelerated students will be allowed to "accelerate" through the curriculum, which will allow teachers more time to provide personalized assistance for the students who need it the most. All grade levels will be permitted to utilize available support to get credits to graduate. LMS software will be used to provide continuous student access to customized curriculum (no gaps), acceleration for students who have prior knowledge and/or who can progress more rapidly through the curriculum, rigor through a blended learning environment, and additional support to students through customized lessons and resources.

Many students will benefit from a Virtual Academy that provides aligned curriculum, online teacher mentoring, online feedback on performance, and online instructional support when needed. These students will meet specific criteria for virtual learning, which will include a district determination that they are unable to attend regular classes. A student **ATTENDANCE** waiver will allow for flexible learning pathways that provide for the needs of students who cannot attend school. Online instructional support will be provided by core content experts every day, during the regular school day. The school will also work towards providing its parents with opportunities for the acquisition of high school diplomas through the Virtual Academy.

The **LICENSURE** waiver will provide for the use of a cadre of industry experts to support teaching and learning in brick and mortar Career Technical Education classes. The waiver will also allow for elementary licensed reading specialists to work in classrooms where the most support is needed.

Each student will have an assigned teacher as mentor to review progress in each core content area. Students will attain various progress levels that will translate to personal responsibility levels while on campus, encouraging soft skills attainment. Through these one-to-one mentoring sessions as well as classroom meetings, students will have the opportunity for content delivery through traditional as well as blended approaches. This will allow students to excel in ways they learn best.

Waiver Topic: Non-Core Instructors for Industry Credential-Related Courses

Statute/Standard/Rule To Be Waived

Arkansas Code Annotated
- ● 6-17-401   Teacher Licensure Requirement
- ● 6-17-309   Certification to Teach Grade or Subject Matter
- ● 6-15-1004   Qualified Teachers in Every Public School Classroom
- ● 6-17-902   Definition (definition of a teacher as licensed)
- ● 6-17-919   Teacher Licensure Requirement

Standards for Accreditation
- ● 15.03   Licensure and Renewal

ADE Rules
- ● Governing Educational Licensure

Waiver Topic: Class Size
Statute/Standard/Rule To Be Waived

Standards for Accreditation
- ● 10.02.5   Class size and teaching load

Waiver Topic: School Year/Day/Seat Time/Attendance

Arkansas Code Annotated
- ● 6-10-106   Uniform Dates for Beginning and End of School
- ● 6-16-102   School Day
- ● 6-18-210   Planned Instructional Time
- ● 6-18-211   Mandatory Attendance for Students in Grades Nine Through Twelve

Standards for Accreditation
- ● 10.01.4 (6 hour day)
- ● 14.03   Requirement of 120 clock hours for unit of credit (seat time)

ADE Rules
- ● Governing Mandatory Attendance