



**School LEA:** 6001002

**School Name:** HALL HIGH SCHOOL

---

### Submitter Information

Submitter Name: LINDA YOUNG  
Submitter E-mail: [Linda.Young@lrsd.org](mailto:Linda.Young@lrsd.org)  
Submitter Phone: 5014473372  
Date of application: 4/14/2017

### District Information

District LEA: 6001000  
District Name: LITTLE ROCK SCHOOL DISTRICT  
Superintendent Name: Mike Poore  
Superintendent Email: [mike.poore@lrsd.org](mailto:mike.poore@lrsd.org)

---

### General Questions

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

---

### Vision and Mission



The mission of Hall High School is as follows: Through effective instruction and appropriate assessment, with the involvement of the family and community, Hall High faculty and staff will work collaboratively to create a safe, positive learning environment in which students from diverse cultures will gain the essential knowledge and skills to become productive citizens in a global society.

At the beginning of the school year prior to establishing the Hall Innovation Council, the staff began reviewing and refining the mission statement. Core beliefs and expectations were discussed. Establishment of the Innovation Council and resulting activities have led to an enhanced authenticity of school discussion and the “why” behind the daily activities of education at Hall and how daily activities can contribute to progress towards the mission. It is the intention of the Innovation Council Core Leadership Team to extend Innovation Council discussions to a school-wide refinement of the school mission. It is anticipated that the continuation of the mission and vision discussions and the integration of the Innovation Council perspectives and feedback will be ongoing to ensure school-wide awareness or and efficacy towards achieving the school mission.

Actions linked to the Hall School of Innovation Goals and Performance Measures will anchor staff in ongoing movement towards improved school culture and improved student achievement. The proposed plans and activities developed by the staff reflect a commitment to create processes to support innovation. The transformations allow for development of a cultural base to support innovation and encompass all areas of learning including academic success, college and career readiness, and student well-being. The innovation activities will enable Hall to make progress towards actualizing the school mission. The innovation process is supported by district-wide efforts to support school autonomy in improvement. These efforts are reflected in the Achieve Team initiative facilitated by Superintendent Mike Poore and echoed throughout school teams and structures. Hall school leadership and innovation council core team presented the Innovation Plan to the LRSD Community Advisory Board. The plan was unanimously approved.



## Rational and Innovation Goals

### Rationale for Innovation

The rationale motivating the establishment of Hall as a School of Innovation stems first and foremost from the recognition that student needs are not being met. The overarching student need encompasses academic and social aspects. Students at Hall deserve access to high quality academic and enrichment programs. The staff is energized by the opportunity to drive innovation for improved achievement and engagement across all levels of the school.

The Hall High student population consists of predominately low-income minority students. According to the October 1 Child Count, Hall served 1135 9th through 12th graders. The student demographics include 64% African American students, 28% Hispanic, 5% white, and 3% Asian and other ethnic backgrounds. Most (76.83%) of the students qualify for free or reduced price lunch. Approximately 29% of the students are classified as English as a Second Language (ESL); 14.7% of the total enrollment is classified as Special Education (SPED). In terms of academic achievement, Hall is currently classified as a priority school and the school is labelled "Distressed" because the percentage of students who are proficient or advanced in math and literacy combined over the last 3-years is below 50%. The percentage of students achieving in literacy and math is alarmingly low at Hall High School. Charts highlighting Hall Summative Exam scores for the past three years as provided by the ADE website are provided as additional documentation.

Incoming 9th grade students face substantial academic challenges as they enter Hall High from middle school with math and literacy skills that are below grade level. This makes high school academic success formidable. Course failures occur as a result. For example, 48% of course failures or "No Credit" grades at the end of the first semester of the 2016-17 school year were earned by Freshman. A chart providing the percentage of 9th and 10th grade students more than 3 years behind in math and literacy according to begin year assessments is provided as additional documentation.

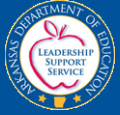
Across all grade levels, entry into high school unprepared for rigorous course work results in high numbers of students in credit recovery (120). As of September 30, 2016, 45 out of 365 9th grade students were actually in their 2nd, 3rd, or 4th year of the 9th grade; 48 out of 227 10th graders and 27 out of 208 11th graders were behind by at least one grade level. A significant number of students enroll late each year. For example, during the 2016-17 school year 13.5% of students were classified as late enrollment (LRSD Data Dashboard). According to ADE's My School Info, the college-going rate for Hall High students is 32%. Graduation rates over recent years have ranged from 52% to 76% (School Report Card). A chart providing five-year trend data for graduate rates at Hall is provided as additional documentation.

These factors present challenges but also present an opportunity to meet pronounced student needs for an engaging high school environment where all students have access to effective learning activities and meaningful experiences. The presence of distinct student sub-populations with unique needs has prompted discussion of how innovative initiatives can meet the needs of all students. Staff "plus/delta" activities facilitated as part of the innovation process identified successful programs at Hall that can be expected to thrive and continue to succeed within the framework of innovation. The "delta" activities highlighted areas of need that were then tied to specific innovation components and strategies that will offer opportunities for development of solutions to school challenges. Acute emotional need and learning challenges stemming from high levels of poverty, situations of trauma in the home, and even homelessness can be addressed through provision of wrap-around services. Partnerships are currently in place to provide assistance with food and clothing for students and additional partnerships are being developed. The SPED and ELL Departments have identified key coursework experiences to support their students. Career-Readiness programs will assist in establishing post-secondary opportunities for students including homeless and ELL populations.

Regarding support from Hall staff, the official statistics show 78% voted for the SOI Plan. This would be 96 out of 123 eligible voters. Given that 105 eligible voters cast a vote, 96 out of 105 voters voted in support of Hall's



SOI application process. Further, this reflects that 91% of all voters opted to say “yes” to the SOI Plan. This represents positive cultural change for Hall staff. A survey in the fall of 2013 indicated that 77% of Hall’s staff could not trust the people they worked with and had difficulty working with other staff members. The recent SOI election results reflect a transition in the school climate at Hall High School. Additionally, this further implies that Hall is ready for change. This change is absolutely necessary for the SOI Plan and Hall High’s future success.



| Goal | Goal Description   |  |
|------|--|--|
| 1    | To reduce the achievement gap for Hall students through the implementation of intervention coursework, personalized and blended learning, and increased curricular options. Please refer to the goals chart provided as additional documentation for Performance Targets, Expected Change, and Instruments to Measure Progress.                        |  |
| 2    | To improve school culture and climate through authentic student engagement, flexible scheduling designed to meet student needs, emphasis on student feedback and ongoing professional development. Please refer to the goals chart provided as additional documentation for Performance Targets, Expected Change, and Instruments to Measure Progress. |  |
| 3    | To facilitate college and career readiness for all students through career preparation, concurrent credit and professional/industry certification opportunities. Please refer to the goals chart provided as additional documentation for Performance Targets, Expected Change, and Instruments to Measure Progress.                                   |  |
| 4    | To provide wrap around services to meet the mental and physical health needs of students. Please refer to the goals chart provided as additional documentation for Performance Targets, Expected Change, and Instruments to Measure Progress.  |  |





## Innovation Plan

| Plan Date  | Action   | Expected Outcome  |
|------------|--|---|
| 08/14/2017 | Utilize flexible Assembly schedules to provide a variety of enrichment and academic experiences for students.  | Develop student and faculty readiness for flexible scheduling; Develop logistical base for personalized learning programs/development of personalized learning plans and follow-up for all students                     |
| 08/01/2018 | Expand flexible scheduling on C-days to include Structured Independent Learning Time for students, expanded access to enrichment activities  | Student gain experiences to recognize self-agency and identify school with engaging options.  |
| 08/14/2017 | Ensure flexible assembly schedule activities include enrichment and club opportunities for students based on student feedback and voice into the design of the activities.                       | Develop student familiarity with choice activities and integrated cross-curricular, project-based learning  |
| 08/01/2018 | Expand student enrichment options to include cross curricular project-based learning   | Student understanding of the applicability of learning and ability to apply knowledge increases.  |
| 08/01/2018 | Implement Peer Mentoring and Service Learning programs   | Peer mentor activities develop student mentors and establish multi-grade partnerships for positive youth development. Service Learning programs provide real world educational and networking experiences for students. |
| 08/14/2017 | Regularly scheduled student and staff development and feedback events will build ownership for school wide innovation and positive learning culture. Activities will extend throughout the year. | Improved school-wide culture results in attendance rate improvement. Discipline referrals are decreased.  |
| 08/14/2017 | Implement use of blended courses to re-engage struggling students in core English and math coursework.   | Establishing blended courses as local electives will develop student proficiencies in navigating blended coursework.  |
| 08/01/2018 | Ramp up blended learning programs by expanding course offerings and increasing the number of students enrolled.  | Students gain broad experiences in managing technology-based learning.  |
| 08/14/2017 | Implement required Career Readiness semester-long course for all 9th graders.  | Participating students gain essential soft skills and perspective regarding career options and educational necessity.   |



| Plan Date  | Action  | Expected Outcome  |
|------------|---|---|
| 08/14/2017 | Offer opportunities for students to gain college credit for English Composition I and II, Music Appreciation and Computer Concepts as well as professional certifications in CTE courses. | Logistical basis for concurrent credit offerings becomes established.   |
| 08/01/2018 | Expand concurrent credit and professional certification opportunities and enrollment  | Students gain opportunities to graduate with a value-added diploma thus improving chances for postsecondary and career success. |
| 08/14/2017 | Schedule incoming 9th graders into English intervention course – Read 180 and Critical Reading; Math 180 courses will provide intensive math intervention.                                | 9th grade students entering behind grade level gain opportunities and support needed for academic success in literacy and math. |
| 08/01/2018 | Expand intervention course offerings to include Critical Writing for 10th grade students  | 10th grade students gain academic proficiency in literacy through development of writing skills.                                |
| 08/14/2017 | Pilot delivery of partner-directed wrap around services while continuing to engage in planning and development of additional partnerships.  | Hall connects students to services to promote mental and physical health and meet basic needs for well-being.                   |





## Requested Waivers

| Code section, Rule, or Local Policy  | Goal | Rationale  |
|--|------|--|
| Standards for Accreditation 14.03 – 120 Clock Hours for Standard Unit of Credit      | 1    | <p>To enable the development of a flexible schedule which will provide the basis for blended and personalized learning experiences. A waiver from the aforementioned standard is needed to ensure that students can obtain credit when their class may be shortened periodically by the intensive use of assembly schedules in year one. Use of flexible scheduling will increase in subsequent years.</p> <p>Although seat time will be modified slightly, students will receive instruction to cover all course standards relating to the course as evidenced by teacher lesson plans, course grades, and summative exam scores.</p> <p>This waiver corresponds to Goal 1, 2, and 3.</p> |
| Standards of Accreditation 10.01.4 – Planned Instructional Time                      | 1    | <p>To enable the development of a flexible schedule which will provide the basis for blended and personalized learning experiences. A waiver from the aforementioned standard is needed to ensure that students can obtain credit when their class may be shortened periodically by the intensive use of assembly schedules in year one. Use of flexible scheduling will increase in subsequent years.</p> <p>Although seat time will be modified slightly, students will receive instruction to cover all course standards relating to the course as evidenced by teacher lesson plans, course grades, and summative exam scores.</p> <p>This waiver correlates to Goal 1, 2, and 3.</p>  |
| AR Code Ann 6-18-211 – Planned Instructional Time; AR Code Ann 6-16-102 – School Day | 1    | <p>To enable the development of a flexible schedule which will provide the basis for blended and personalized learning experiences. A waiver from the aforementioned standard is needed to ensure that students can obtain credit when their class may be shortened periodically by the intensive use of assembly schedules in year one. Use of flexible scheduling will increase in subsequent years.</p> <p>Although seat time will be modified slightly, students will receive instruction to cover all course standards relating to the course as evidenced by teacher lesson plans, course grades, and summative exam scores.</p> <p>This waiver correlates to Goal 1, 2, and 3.</p>  |



| Code section, Rule, or Local Policy  | Goal | Rationale   |
|--|------|---|
| Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve | 1    | <p>To enable the development of a flexible schedule which will provide the basis for blended and personalized learning experiences. A waiver from the aforementioned rules is needed to ensure that students can obtain credit when their class may be shortened periodically by the intensive use of assembly schedules in year one. Use of flexible scheduling will increase in subsequent years.</p> <p>Although seat time will be modified slightly, students will receive instruction to cover all course standards relating to the course as evidenced by teacher lesson plans, course grades, and summative exam scores.</p> <p>Exemption is needed to enable utilization of flexible scheduling for enrichment activities, project based learning, extended service learning and community based learning experiences.</p> <p>This waiver correlates to Goal 1, 2, and 3.</p> |



## Council of Innovation

Minority at School

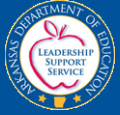
95.00%

| Council Member Name      | Representative Group                  | Minority | Position        | Date Elected |
|--------------------------|---------------------------------------|----------|-----------------|--------------|
| Angela Jackson           | Math Facilitator                      | Y        | Core Leadership | 1/5/2017     |
| Beatriz Varela           | ESL Coordinator                       | Y        | Member          | 1/5/2017     |
| Carol Overton            | Assistant Principal                   | Y        | Core Leadership | 1/5/2017     |
| Dannah Denise Loria      | Student                               | Y        | Member          | 1/5/2017     |
| Derrick Rainey           | Community Member                      | Y        | Member          | 1/5/2017     |
| Elizabeth McAlpine Haley | ESL English Teacher                   | N        | Member          | 1/5/2017     |
| Jay Freeman              | Parent                                | N        | Member          | 1/5/2017     |
| Jennifer Buckner         | English Teacher                       | Y        | Member          | 1/5/2017     |
| KayTavia Williams        | Student                               | Y        | Member          | 1/5/2017     |
| Katy Elliott             | District Grants Dept                  | N        | Member          | 1/5/2017     |
| Larry Schleicher         | Principal                             | N        | Member          | 1/5/2017     |
| Leigh Walters            | ESL Communications Teacher            | N        | Core Leadership | 1/5/2017     |
| Linda Brown              | Community Member/Alumni               | N        | Member          | 1/5/2017     |
| Linda Young              | District - Grants Dept                | N        | Member          | 1/5/2017     |
| Lisa Baker               | Assistant Principal                   | N        | Member          | 1/5/2017     |
| Matthew Dean             | Social Studies Teacher                | N        | Member          | 1/5/2017     |
| Nicole Gray              | Career Coach/After School Coordinator | Y        | Member          | 1/5/2017     |
| Roxie Browning           | School Improvement Specialist         | Y        | Core Leadership | 1/5/2017     |
| Shirley Furgeson         | Literacy Facilitator                  | Y        | Core Leadership | 1/5/2017     |
| Zach Nance               | Civics Teacher & Athletics            | N        | Member          | 1/5/2017     |
| Kelly McCabe             | Social Science Teacher                | N        | Member          | 1/5/2017     |
| Boaz Cotton              | Science Teacher                       | N        | Member          | 1/5/2017     |
| DeAndre Smith            | Career Tech Teacher                   | Y        | Member          | 1/5/2017     |



## 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                  |
|--------------|---|-------------------------|-----------------------------|------------------------|----------------------------------|-------------------------|---|
| 11/10/2016   | Intro to Innovation   | 6                       | 6                           | 1                      | 1                                | 3                       | Continue discussion                                 |
| 11/17/2016   | Discuss why, Explore example sites                                  | 5                       | 7                           | 0                      | 0                                | 4                       | Explore info provided, Continue discussion          |
| 12/1/2017    | Explore AR Schools of Innovation, Timeline                          | 5                       | 6                           | 0                      | 2                                | 3                       | Continue AR School of Innovation Application Review |
| 12/6/2017    | Updates, discussion, questions                                      | 4                       | 6                           | 0                      | 1                                | 1                       | Continue discussion                                 |
| 12/13/2016   | Updates, Discuss innovation for Credit Recovery                     | 7                       | 8                           | 0                      | 9                                | 0                       | Plan site visit                                     |
| 1/5/2017     | Council vote, updates, discuss norms and role of data in innovation | 6                       | 6                           | 0                      | 1                                | 2                       | Continue to explore options, planning               |
| 1/12/2017    | Site visit debrief, Plus-Delta, Student Feedback                    | 7                       | 6                           | 0                      | 0                                | 1                       | Continue discussion, planning                       |
| 1/19/2017    | Updates, Subcommittee charges                                       | 9                       | 3                           | 0                      | 1                                | 2                       | Subcommittee work                                   |
| 1/26/2017    | Updates/Subcommittee reports  | 8                       | 3                           | 0                      | 2                                | 0                       | Subcommittee work and core leadership planning      |
| 2/1/2017     | Core team meeting - Planning  | 1                       | 6                           | 0                      | 0                                | 0                       | Conitnue planning                                   |



| 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                    |
|--------------|---|-------------------------|-----------------------------|------------------------|----------------------------------|-------------------------|---|
| 2/2/2017     | Updates, Subcommittee reports, planning | 8                       | 4                           | 0                      | 1                                | 2                       | Continue planning                                     |
| 2/9/2017     | Subcommittee reports, PD planning       | 6                       | 4                           | 0                      | 0                                | 0                       | Prepare for school-wide staff PD                      |
| 2/16/2017    | Updates, Final Prep for PD              | 10                      | 4                           | 0                      | 0                                | 0                       | Continue planning                                     |
| 3/2/2017     | PD de-brief, Updates                    | 5                       | 5                           | 0                      | 1                                | 2                       | Continue planning, Prepare application for OIE review |



## Election Results

|   |     |
|---|-----|
| Number of certified and classified on staff:                            | 123 |
| Number of staff who voted:  | 105 |
| Number of staff who voted for proposed Plan:                            | 96  |
| Number of staff who voted against the proposed plan:                    | 9   |
| Percentage of staff voting in favor of the proposed Plan of Innovation: | 78  |



## Professional Development Scope

### Professional Development Plan Part 1

| Date       | Audience  | Purpose of the Session  |
|------------|---|---|
| 9/26/2016  | Hall Principal, Freshman Academy Lead Teacher, School Improvement Specialist, Associate Superintendent for High Schools, and LRSD Grants and Program Dev Director and Grants Specialist | Innovation Summit - To become acquainted with Innovation in Education   |
| 10/19/2016 | Hall Council of Innovation Core Leadership and LRSD Grants and Program Dev Dept Representative  | OIE Regional Summit - To explore School of Innovation examples and application framework  |
| 12/9/2016  | Hall Council of Innovation Core Leadership Team (expanded core leaders from 3 to 5)   | OIE Facilitators Training - To expand Hall Council of Innovation Leadership Team and develop leader facilitation skills           |
| 1/9/2017   | Hall Council of Innovation Core Leadership  | To visit Innovations Early College High School in Salt Lake City, Utah to gain insights into innovation in action                 |
| 1/25/2017  | Hall Council of Innovation Core Leadership  | To gain technical assistance from the OIE   |
| 2/13/2017  | Hall Council of Innovation Core Leadership and LRSD Grants and Program Dev Department   | OIE Visit; Planning Session - To gain technical assistance from the OIE for development of a school-wide professional development |
| 2/17/2017  | School-wide staff   | To provide an update on Council of Innovation meeting discussions and provide clarity of innovation plans for Hall                |
| 2/22/2017  | Hall Council of Innovation Core Leadership and LRSD Grants and Program Dev Department   | Professional Development debriefing and follow-up   |
| 2/28/2017  | Hall Council of Innovation Core Leadership, Council Members, and LRSD Grants and Program Dev Department   | OIE & ADE Training - To gain insights into the Innovation Application and discuss components                                      |
| 3/2/2017   | Council Core Team and Classified Staff  | Classified Staff Training - To update classified staff and offer an opportunity for questions about the Innovation Plan           |

### Professional Development Plan Part 2



| Date      | Audience  | Purpose of the Session  |
|-----------|---|---|
| 4/27/2017 | Innovation Council Core Leadership                          | School of Innovation Site Visit to Kent Independent School District in Grand Rapids   |
| 7/1/2017  | All staff - Emphasis on Core Teachers                       | Spring - Summer 2017 - Teaching in the Block/Effective Strategies   |
| 3/1/2017  | Innovation Council and School Staff                         | Ongoing Spring 2017, Summer, Fall and Spring 2017-2018 - Ongoing ownership, development, and feedback for innovation activities (in staff meetings and Innovation Council meetings as well as structured PD sessions) |
| 8/1/2017  | Innovation Council Core Leadership and OIE Staff            | 2017-18 School Year - Ongoing Technical Assistance  |
| 7/1/2017  | Assembly Day Planning and Curriculum Developers & All Staff | Curriculum Development and 1st 9 weeks Training   |
| 10/1/2017 | All Staff   | Fall and Spring 2017-18 - Assembly Day Trainings – 2nd, 3rd, and 4th 9 weeks  |
| 8/14/2017 | All staff   | 2017-18 School year - lippin Group Student/Staff Relationship – School Culture PD   |
| 7/1/2017  | 9th Grade Academy staff                                     | Summer 2017 - 9th Grade Academy Strategies and Design   |
| 8/1/2017  | Intervention class instructional staff                      | Intervention (Read and Math 180 and Critical Reading) Course PD   |
| 7/1/2017  | 9th Grade Academy key faculty                               | Attend Focus on the Freshman Summer Conference  |



## HALL HIGH SCHOOL SCHOOL OF INNOVATION PLAN

The Hall High Innovation Plan pairs big picture thinking and broad school-wide goals with an incremental approach to implementation and ongoing intensive focus on developing a school-wide culture of innovation. Six cornerstones of innovation will be developed at the school: Personalized Learning, Student Enrichment, Blended Learning, College and Career-Readiness, Intervention Coursework Opportunities, and Wrap-Around Services. The goal of incremental implementation is to introduce the innovation activities in a way to build a culture of acceptance, engage in ongoing improvement and refinement and develop ownership of the components. All grades will be involved in the school of innovation activities. Due to prior professional development efforts and groundwork laid during revitalization of the ninth grade academy, much of the initial implementation will occur at the ninth grade level. Given the breadth of the plan, the primary year-one focus is on developing ownership of the innovation plan components by schoolwide staff, students, and community partners. Key activities for year-one include ongoing professional development and innovation planning, development of capacity for flexible scheduling. Additionally, all ninth grade students will experience implementation of intervention coursework for literacy and provision of career readiness classes. Concurrent credit and college and career readiness activities will be implemented for juniors and seniors. While these are examples of activities to be implemented in the first year, the school-wide inclusion of targeted professional development and deliberate activities to develop the culture of innovation at Hall will serve as the non-negotiable activity to ensure that the school is able to ramp up innovation activities (flexible scheduling, enrollment in concurrent credit, provision of effective blended learning, etc.) in subsequent years. The incremental approach ensures quick-wins throughout the first year that can be leveraged to scale-up efforts.

The plan has been developed by the Hall Innovation Council with the assistance of a core leadership team made up of school-based staff. The team has facilitated Council meetings on a weekly to twice monthly basis. Council sub-committees have engaged in exploration and planning around innovation plan components. Efforts to involve the school staff in exploring educational innovation and school-specific strengths and weaknesses have occurred in school-wide professional development sessions.

*Personalized Learning:* In order to create the logistical base for flexible scheduling and personalized learning beginning in the 2017-18 school year the Hall High School schedule will include regular use of assembly schedules to provide career focused activities and events, enrichment activities, project-based learning, and cross-curricular experiences for all students. The use of a flexible assembly schedule will allow integration of the structured activities into the existing student and teacher schedules. Flexible schedule to develop skills in the realm of citizenship and work habits that are transferrable to being successful members of society. The focus on 21<sup>st</sup> Century skills will include meeting assignment expectations, using time effectively, showing consistent effort in class, demonstrating a positive attitude and ability to work toward a goal, attending school regularly, accepting responsibility for personal performance and respecting cultural and social differences. Throughout these activities, wherever possible teachers will implement and utilize AVID and other research-based best practices.

Establishment of this component of the School of Innovation responds to feedback from teacher survey responses indicating that time is needed to work with students outside of the planned classroom period. Assembly Day activities will be planned in the summer prior to the start of school and then refined through ongoing input and feedback from students and staff. During the summer Hall will expand relationships with individuals, organizations, and businesses to support and supplement educational programs and career exploration opportunities for students. These arrangements might include job-shadowing, apprenticeships, guest speakers, internships and more. This effort will be assisted by the Hall High Alumni group, Tribe. Representatives from the Tribe have provided ongoing support throughout the innovation planning process.

It is the intent of the Hall school of innovation to establish a daily homeroom in year two. In order to ensure staff capacity for productive use of homeroom time, intensive planning and piloting will be implemented in the 2017-18 year. The goal is to begin implementation of the homeroom period during the 2018-19 school year. Year one scheduling changes will develop faculty readiness and create a logistical base for development of personalized learning programs at Hall. The Little Rock School District is implementing a block schedule at all high schools. At Hall an A/B/C block schedule will be utilized. The creation of the C-day offers an opportunity to develop innovative flexible scheduling for Year 2 of the Hall Innovation Plan. This component of the Hall Innovation Plan will be ramped up in the 2018-19 school year and further developed each year. It is the intention of the Hall Innovation Council to develop faculty ownership for Independent and Structured Learning Time as part of student personalized learning.

*Student Enrichment:* In the 2017-18 school year flexible use of the assembly schedule will provide students with enrichment and club experiences. The students and faculty will be surveyed to develop a slate of activity options. The activity period will allow students to gain familiarity and experience with selection of choice and pro-active time management. The activity period will also give teachers the opportunity to develop cross-curricular project based learning opportunities for students. The 9<sup>th</sup> grade academy is implementing an interdisciplinary unit for all freshman students during the 2017-18 school year. Cross-curricular coursework planning for upper grades will occur throughout the 2017-18 school year for roll-out at the onset of the 2018-19 year. Formalized Service Learning activities will be planned during the 2017-18 school year and implemented during the 2018-19 year.

*Developing the Innovation Culture:* During the 2016-17 school year the Hall Innovation Council facilitators initiated authentic movement towards developing Council ownership of innovation and collaborative development of innovation plans. Additionally, ongoing professional development to expand ownership beyond the council to the entire staff has begun. During the 2017-18 school year these efforts will expand to provide greater inclusion of staff and student voice and choice. Ongoing opportunities for stakeholders to provide feedback and input into the innovation process will be facilitated. Emphasis will be placed on the whole school culture and include the student learning environment as well as staff professional development.

*Blended Learning:* During the 2017-18 school year, students unable to complete math and literacy coursework successfully in the regular classroom and who end up at risk of course failure will be offered blended learning opportunities for math and literacy courses. A sub-committee has been established to ensure ongoing focus on digital curricular resources. In subsequent years of the Hall School of Innovation the blended coursework component will be developed to include increasing numbers of students and course options. Teams of Hall staff have made site visits and are planning future visits to schools with exemplary blended learning programs to further develop the base of knowledge for effective delivery. Through a student survey of 246 students 18.3% of respondents indicated that they want to have more opportunities for independent learning. Technology resources (250 laptops) are available to support blended learning activities.

The LRSD is currently facilitating a rigorous RFP process to select a district-wide learning management system. It is the goal of the district to select a system that accommodates a broad variety of content providers as well as district and school created content. The Hall school of innovation will focus on developing a school-wide knowledge base regarding blended learning strategies and effective utilization of digital content. An intensive process of developing instructional staff comfort-levels and proficiency in digital content will be led by the Hall Innovation Council and facilitated in conjunction with LRSD district-wide blended learning professional development over the course of the 2017-18 school year. By the onset of the 2018-19 school year all instructional staff will be ready to begin some degree and variety of blended learning in their classroom and will be equipped with working knowledge of how to utilize the district LMS for gaining continual insights into student academic progress.

*Career Readiness:* In the 2017-18 school year Hall freshman students will participate in a semester-long Career Readiness course. The course will offer students the opportunity to focus on development of soft skills while exploring career options. Existing staff will serve as instructors for the Career Readiness courses. No additional staff will be needed. Concurrent credit opportunities will be offered for English Composition I and II, Music Appreciation, and Computer Concepts during the 2017-18 school year. Additionally, students from Hall are participating in a district-wide career initiative, EXCEL, wherein certifications and/or college credit will be earned. EXCEL career fields include medical studies, technology, education, and construction. Concurrent credit and certification options will be expanded in the 2018-19 and future school years. For Hall Special Education students, instructors will include activities to enable development of basic employment skills into direct studies coursework. Topics may include completion of job applications, balancing a checkbook, or other life skills/career education that allow for integration of academic skill instruction.

*Intervention Coursework:* In the 2017-18 school year 9<sup>th</sup> grade students receive supplemental literacy support in Read 180 or Critical Reading courses. Math intervention will occur through Math 180 courses. In the 2018-19 school year a Critical Writing intervention coursework option for 10<sup>th</sup> graders will be added. There may be a need for one additional FTE to provide Critical Writing course if the existing staff is absorbed by required English courses. Students in Special Education classes will participate in System 44, a literacy intervention designed for students four to six years behind grade level. English Language Development (ELD) classes are provided for ELL students who need specialized instruction to learn English as a second language.

*Wrap-Around Services:* School staff members and partners are currently working to develop a slate of partners to provide wrap around services to promote mental and physical well-being of students beginning in the 2017-18 school year. Existing partnerships will be formalized and expanded to ensure adequate physical and mental health services for students.

A tentative 2017-18 school schedule is outlined below. The schedule is subject to further refinement throughout the summer.

| <b>HALL DAILY SCHEDULES 2017-18</b>                          |   |
|--|---|
| <b>A/B Day</b>   |   |
| <i>1<sup>st</sup> Bell – 8:35; Tardy Bell – 8:45am daily</i> |   |
| 8:45 – 10:25   | 1 <sup>st</sup> Block                       |
| 10:25 - 11:00  | 1 <sup>st</sup> Lunch                       |
| 11:00 – 12:35  | 2 <sup>nd</sup> Block/1 <sup>st</sup> Lunch |
| 10:25 – 12:00  | 2 <sup>nd</sup> Block/2 <sup>nd</sup> Lunch |
| 12:00 – 12:35  | 2 <sup>nd</sup> Lunch                       |
| 12:40 – 2:10   | 3 <sup>rd</sup> Block                       |
| 2:15 – 3:45  | 4 <sup>th</sup> Block                       |
| <b>C/Day</b>   |   |
| <i>1<sup>st</sup> Bell – 8:35; Tardy Bell – 8:45am daily</i> |   |
| 8:45 – 9:27  | A1  |
| 9:32 – 10:14   | B1  |
| 10:19 – 11:01  | A2  |
| 11:06 – 11:36  | 1 <sup>st</sup> Lunch                       |
| 11:41 – 12:37  | B2 - 1 <sup>st</sup> Lunch                  |
| 11:06 – 12:02  | B2 - 2 <sup>nd</sup> Lunch                  |

|               |                       |
|---------------|-----------------------|
| 12:07 – 12:37 | 2 <sup>nd</sup> Lunch |
| 12:42 – 1:24  | A3                    |
| 1:29 – 2:11   | B3                    |
| 2:16 – 2:58   | A4                    |
| 3:03 – 3:45   | B4                    |