



**School LEA:** 5707023

**School Name:** COSSATOT RIVER HIGH SCHOOL

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### Submitter Information

Submitter Name: Mickey Ford  
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Submitter Phone: 8703874200  
Date of application: 5/17/2017

### District Information

District LEA: 5707000  
District Name: COSSATOT RIVER SCHOOL DISTRICT  
Superintendent Name: Donnie Davis  
Superintendent Email: [ddavis@cossatot.k12.ar.us](mailto:ddavis@cossatot.k12.ar.us)

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### General Questions

Special Conditions: Rewards School for Performance  
School Rating: C  
Is this a brand new LEA? False  
Is this an ALE School? False

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### Vision and Mission

#### Vision:

Cossatot River High School of Innovation's vision is to provide all students personalized learning opportunities for success. Meeting individual needs through a flexible attendance schedule, self-pacing by students and teacher mentors will open up more avenues for student success in college and career pathways. Promoting a caring school climate that embraces student differences and encourages community involvement will give students greater opportunities to develop within their personalized learning plan. Partnering with parents, businesses, non-profit organizations, colleges and technical training centers will offer students a broader scope of learning experiences.

#### Mission:

The mission of Cossatot River High School of Innovation is to prepare 21st century graduates by providing individualized learning to all students. This will enable them to become college and career ready according to their strengths and interests. Cossatot River, in partnership with faculty, staff, parents, and community, will educate students to believe in themselves, respect others, and become contributing citizens of a global society.



## Rational and Innovation Goals

### Rationale for Innovation

#### Rationale:

Cossatot River High School (CRHS), grades 7-12, is a Needs Improvement School and according to the latest ESEA report has 47% of all students achieving in literacy and 22% of all students achieving in math. CRHS is a high poverty school with 72% of students from families who are considered low income households. The population of CRHS is made up of approximately 40% ESL students. Enrollment at CRHS has decreased by 10% in the last 3 years. Many factors contribute to this decrease including students going to home school, families moving away to find work, and many students dropping out because of disengagement.

Many students are at times considered homeless or are from single parent/income homes; while other students live with relatives instead of their biological parents. Various home situations contribute to students falling behind academically and becoming disengaged in the learning process due to academic skills gaps and social challenges. A true need for added support for these students is seen and will be met with a mentoring program and a personalized learning program which should give them the ability to set clear, achievable goals.

Another challenge for CRHS is that many students are not going into college after high school and have not been prepared for many career options. In the initial Schools of Innovation interest meetings school personnel, board members, community members, parents, students and business people all expressed an interest in students having the ability to pursue career paths while they finish high school coursework. The personalized learning environment and the flexible attendance schedule would allow more opportunities for students to train and prepare for work with local businesses.

Limited time during the regular schedule for students is such a factor in their ability to achieve. Special needs of students can be better met when they are self-pacing in coursework. With a modified schedule teachers could have the ability to spend more one-to-one time with students and work with small groups who need extra help to succeed in literacy and math and all other subjects.

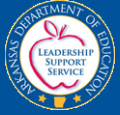


Goal	Goal Description	
1	To increase achievement for economically disadvantaged students by creating opportunities for personalized learning.	
2	To transform the high school climate to increase student engagement, attendance, and rigorous learning opportunities while promoting good conduct and student personal accountability. Perf. Target 95% of students will have good conduct, good attendance and personal accountability Expected Change: Attendance increase of 10%, Discipline Referrals decrease by 15%, Dropout rate decrease by 25% Instrument: Attendance records, discipline referral, dropout reports and mentoring reports.	
3	To expand student opportunities for avenues to college and career readiness through partnerships with UA Rich Mountain, UA Cossatot and businesses. 90% of students will create a plan for career or college collaborating with counselors, teachers, parents and mentor. We expect this to be a 75% increase of planning for students' post high school opportunities.	



## Innovation Plan

Plan Date	Action	Expected Outcome
07/16/2017	Redesign the schedule to provide blended learning opportunities for grades 10-12	Students in grades 10-12 (and other grades in following years) will have blocks of personalized learning time to allow opportunities for mentoring, remediation, tutoring, and projects.
08/14/2017	Curriculum/Blended Learning	Core teachers are currently piloting Odysseyware during the spring semester 2017 as part of the blended learning process. These and other core teachers will work to enhance their current curriculum resources to allow for more differentiated experiences for students. Redesigning curriculum will enable personalized learning based on student interest and needs allowing students to progress beyond basic subject matter and move into career focus or college preparation. The curriculum will be based on the Arkansas Content Frameworks with an increased expectation of rigor and relevance.
08/06/2017	Mentoring Training and Development	Each teacher will have a group of students that they mentor throughout their high school career. Teachers will be trained in academic plans/career paths and be required to meet with students once per week and have contact with parents once per month. By encouraging students to build relationships not only with their mentor but with possible colleges, employers and community members. The mentoring program will also encourage community service opportunities for students to serve others and build relationships. The expectation is that students will become more self-regulated in behavior, academics and planning for their future.



## Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
14.03 Clock hours for unit of credit	1	Students will be allowed to show mastery of concepts/skills and progress at a personalized pace through the curriculum. A waiver from the 120 clock hours' requirement will be necessary to allow students to progress as needed. When students have completed the required coursework at the mastery level, they will be able to begin working on the next course in the sequence.
10.02.5 Class Size Maximum	2	Students will have control of the time, place, path and pace at which they work through the curriculum. Therefore, students will be allowed to find a comfortable location in which to work and get support. This flexibility might result in a teacher hosting over 30 students that he/she is monitoring. The waiver from the maximum class size requirements will be necessary for teachers and students to choose when and where to participate in the learning process. We are asking that a max of 40 students be allowed in any given class with the 150 daily maximum to still remain intact.
10.01.4 Waiver of the minimum 30 hours weekly	3	The waiver will allow flexibility in scheduling to assist students with varying needs, such as: --remediation of instruction for those failing to perform successfully on ACT Aspire or other end of course exams --staff will be able to offer more time to students with extreme academic and attendance needs --staff will be able to help our ESL students with varying needs --Participating in a flexible schedule will open opportunities for students who are on track to graduate to explore college and technical classes, participate in community service learning activities, get a job, participate in internships, and/or job shadowing opportunities. Connection to the school day will also be adhered to with parent/teacher contact monthly, required attendance/participation for immediate interventions, grade monitoring and student action program meetings, and attendance documentation.



Code section, Rule, or Local Policy	Goal	Rationale
10.01.4 Standards of Accreditation	3	<p>The waiver will allow flexibility in scheduling to assist students with varying needs, such as:</p> <ul style="list-style-type: none"><li>--remediation of instruction for those failing to perform successfully on ACT Aspire or other end of course exams</li><li>--staff will be able to offer more time to students with extreme academic and attendance needs</li><li>--staff will be able to help our ESL students with varying needs</li><li>--Participating in a flexible schedule will open opportunities for students who are on track to graduate to explore college and technical classes, participate in community service learning activities, get a job, participate in internships, and/or job shadowing opportunities.</li></ul> <p>Connection to the school day will also be adhered to with parent/teacher contact monthly, required attendance/participation for immediate interventions, grade monitoring and student action program meetings, and attendance documentation.</p>



## Council of Innovation

Minority at School 40.00%

Council Member Name	Representative Group	Minority	Position	Date Elected
Liberty Jacot	Teacher	N	member	1/30/2017
Kristina Dixon	Parent	N	member	1/30/2017
Anita Barfield	Teacher	N	member	1/30/2017
Cristal Calderon	Teacher	Y	member	1/30/2017
Marcelo Trinidad	Community Member	Y	member	1/30/2017
James Watkins	Community Member	N	member	1/30/2017
Jennifer Buenrostro	Classified Staff	Y	member	1/30/2017
Linda Lyle	Interventionist	N	member	1/30/2017
Balbina Cortez	Parent	Y	member	1/30/2017
Antonio Flores	Parent	Y	member	1/30/2017
Vanna Bell	Parent	N	member	1/30/2017
Angelica Cordova	Parent	Y	member	1/30/2017
Mickey Ford	Assistant Principal	N	member	1/30/2017
Dewayne Taylor	Principal	N	member	1/30/2017
Gloria Strother	Certified Staff	N	member	1/30/2017
Brett Counts	Community Member	N	member	1/30/2017
Beverly Higgins	Teacher	N	member	1/30/2017
Terri Coulter	Teacher	N	member	1/30/2017
Sandra Trinidad	Classified Staff	Y	member	1/30/2017
Raegan Richardson	Student	N	member	1/30/2017
Ashlen Gonzalez	Student	Y	member	1/30/2017
Zaide Morgan	Student	N	member	1/30/2017



## 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
2/21/2017	To discuss interest in blended learning and opportunities at UA Cossatot and UA Rich Mountain	0	0	0	0	136	To set up visit to off campus sites and proceed with blend learning
2/8/2017	To discuss ways to make school more engaging	0	0	0	0	23	Students are going to provide ideas after speaking with other students
1/30/2017	Introduce the concept of transforming CRHS	12	8	11	5	0	Individuals believe there is a need to look for change
10/11/2016	Introduce blended learning	11	1	0	0	0	Begin looking into blended learning
10/25/2016	Discuss what was found out about blended learning	10	0	0	0	0	Continue to research blended learning
11/8/2016	Discuss trip to West Fork School to see blended learning	12	0	0	0	0	Come up with questions to ask about blended learning for teachers at West Fork
11/30/2016	Discuss ideas from West Fork	8	0	0	0	0	Continue to plan blended learning and use West Fork as a guide for our school





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
6/28/2016	Attend SOI summit	1	0	0	0	0	Continue to research alternate ways to reach students
9/27/2016	Attend School of Innovation Conference	2	0	0	0	0	Create a team to start looking into school on innovation
12/9/2016	SOI Facilitator training	3	0	0	0	0	Begin process to become school of innovation
11/2/2016	Crystal Brashears from OEI visited with staff and students	30	0	0	0	390	Continue to talk about blended learning
11/17/2016	Visit West Fork School	2	0	0	0	0	Continue to visit schools
2/8/2017	Visit West Fork School	5	0	0	0	0	Got great ideas
12/13/2016	Visit Weiner Schools	3	0	0	0	0	Got great ideas
1/12/2017	Visit Waldron School	3	0	0	0	0	Got great ideas
10/21/2016	SOI information session at Hope	3	0	0	0	0	Answered lots of questions and created more questions



## **Election Results**

Number of certified and classified on staff:	34
Number of staff who voted:	34
Number of staff who voted for proposed Plan:	30
Number of staff who voted against the proposed plan:	4
Percentage of staff voting in favor of the proposed Plan of Innovation:	88



## Professional Development Scope

### Professional Development Plan Part 1

Date	Audience	Purpose of the Session
6/22/2016	Administrator	Flex Mod Scheduling (PACE Conference)
9/27/2016	Administrators	SOI Summit
10/10/2016	Administrator	The Art of Coaching Teams
10/21/2016	Administrators	OEI Meeting, Hope
11/2/2016	Teachers, Administrator	OEI Visit with Crystal Beshears
11/17/2016	Teachers, Administrator	Visit West Fork School to see blended learning
11/29/2016	Administrator	Visit to Fayetteville School
12/7/2016	Teachers, Administrators	Webinar with Odysseyware
12/9/2016	Administrators	SOI Facilitator Training
12/14/2016	Administrators	Visit to Weiner and Wynne Schools
1/16/2017	Teachers, Administrators	Odysseyware Training Platform for blended learning
1/30/2017	Teachers, Parents, Administrators, other staff, Community Members	Council Meeting with Crystal Beshears
2/8/2017	Teachers, Administrator	Visit to West Fork School
2/14/2017	Teachers	Odysseyware Training
2/28/2017	Administrators	OEI Meeting--SOI application

### Professional Development Plan Part 2

Date	Audience	Purpose of the Session
3/31/2017	Teachers, Administrators	Rigorous Curriculum Design - Expectations of Curriculum design, collaborative work time to enhance curriculum resources, peer review process to ensure quality design.
6/30/2017	Teachers, Administrators	Curriculum Design
6/11/2017	Teachers	Odysseyware Training
6/25/2017	Teachers, Administrators, others	Blended Learning Training
6/1/2017	Teachers, Administrators	RTI Training
8/8/2017	Teachers, Administrators	Mentor Training
8/9/2017	Teachers, Administrators	PLC training
8/29/2017	Teachers, Administrators	Blended Learning Continued Training

