



School LEA: 5602031

School Name: WEINER ELEMENTARY

Submitter Information

Submitter Name: PAMELA HOGUE
Submitter E-mail: phogue@hbgsd.org
Submitter Phone: 8706842252
Date of application: 5/30/2014

District Information

District LEA: 5602000
District Name: HARRISBURG SCHOOL DISTRICT
Superintendent Name: DANNY SAMPLE
Superintendent Email: dsample@hbgsd.org

General Questions

School's Most Recent Accountability Status: Needs Improvement
Special Accountability Status: N/A
Is this a brand new LEA? No
Is this an ALE School? No

Vision and Mission

VISION

The vision of Weiner Elementary School is to be a model elementary school of innovation known for excellence, resourcefulness, and continuous improvement in the fulfillment of its mission.

MISSION

The mission of Weiner Elementary School is to educate, prepare, and inspire, ensuring ready, confident access and command of the skills and attitudes all students need to achieve their full potential as life-long learners, thinkers, and productive contributors to our global society in an ever changing world.

Rationale:

Harrisburg School District is located in west Poinsett County. The area is considered part of the Jonesboro Metropolitan Area which includes both Craighead and Poinsett counties; the differences between the two counties are best realized in information from the United States Census Bureau: the median household income in Craighead County is \$41,054, while the median household income in Poinsett County is \$31,743; 23.7% of citizens in Craighead County have a Bachelors degree or higher, while only 8.9% of citizens in Poinsett County have a Bachelors degree or higher; those living below the poverty level in Craighead County is 20.4%, while those living below the poverty level in Poinsett County is 26.8% (<http://quickfacts.census.gov/qfd/states/05/05111.html>). The designation of Harrisburg School District as a School of Innovation is a powerful step in opening the world to students in a county that is currently struggling to reach the prosperity of its neighbor to the north; it signals a departure from the way things have been and brings credibility to the idea that what's out there is accessible to all. It enables all stakeholders to imagine



possibilities that expand their current view of the world and instills increasing confidence in a successful and meaningful future that includes each and every student.

Our school district's mission statement focuses on providing the best, well-rounded, and diverse education for each and every student while encouraging each student to reach their fullest potential, thereby leading a healthy and productive life. The educational philosophy of the district states: belief that all students can be successful; students learn at different rates and in different ways; students need the skills necessary for life-long learning; the education of all citizens is basic to the community's well-being; achievement is positively affected by parent and community involvement; students reflect the moral and ethical values of their environment; all have a right to a safe environment; each person is responsible for his/her actions; innovation involves taking risks; schools are responsible for creating the conditions that promote success; and each person is entitled to retain his/her dignity. Each goal and performance standard in the Weiner Elementary plan plugs directly into the umbrella of the district's mission and philosophy, doing so in a manner that is both pragmatic and inventive. For instance, the plan's Communicate/Connect goal/performance targets honor the district's commitment to a diverse education and creating conditions that promote success through the immersion in Spanish for all students, enabling them to find commonality with our country's rapidly changing ethnic composition and also enhance their future job opportunities; working directly with our local Senior Citizen's Center links to the district's focus on community involvement. The Character/Change goal/performance targets link with the district's belief that all students can be successful learners through the flexible grouping for differentiation component of the plan; the plan's infusion of character education within classroom instruction fits with the district's emphasis on moral and ethical values. The plan's Concrete/Careers goal/performance targets mesh with the district's belief that all students learn at different rates through the plan's laser approach to mastery of foundation skills within differentiated foundation classes; the district's attention to the creation of conditions that promote success is extended in the plan's emphasis on career education. The Culture goal/performance targets connect with the district's attention to quality education, by uniting all aspects of a quality curriculum into a unified whole through infusion of the arts and character education into all learning. The plan's Create goal/performance targets find commonality with the district's focus on providing conditions that promote success through the strategic inclusion of creative thinking within and throughout project and problem based learning, as well as in foundation classes –skills that become more and more vital as our world rapidly evolves. Each of the goals and performance targets of the Weiner Elementary School plan finds commonality with those of the district, yet approaches many of those goals in uncommon ways –ways that work together, transforming delivery and response to learning, thereby ensuring each student has ready, confident access to the skills and attitudes vital for college and/or the workforce in today's ever-changing world.

The educational philosophy of the district voices its belief that: "Innovation involves taking risks," a statement that magnifies Harrisburg School District's willingness to embrace any and all strategies that develop successful students. The significance of the School of Innovation designation to our district speaks loudly to our students, our community and our county; it brings credibility to a transformed school that reflects the excitement of today's rapidly changing world –a world that --with a rigorous, relevant, and innovative education, has a place for each and every student regardless of who they are or where they happen to live.



Goals and Performance Targets

Goal	Goal Description	Goal Assessment
1	<p>Communicate/Connect</p> <p>Goal: Increase student command of exchanging knowledge and ideas through alternative ways of communicating including Spanish language and digital communications.</p> <p>This goal will be met by:</p> <ol style="list-style-type: none"> 1. affording all students the opportunity to attend a 45 minute Spanish language class daily taught by a native speaker and using the immersion method; 2. offering Spanish I and Spanish II courses for graduation credit to students in grades 5 and 6; 3. and providing students and staff the support of a Digital Learning Facilitator in order to be successful communicators in our digital world. 	<p>Goal Assessment: 1. 70% of students will exhibit appropriate grade level proficiency in oral and written Spanish as measured by a teacher created assessment based on the Arkansas Foreign Language Frameworks. 2. 10% of fifth and sixth grade students will successfully complete Spanish I or Spanish II for high school graduation credit. 3. All students will maintain a digital portfolio with examples of digital communication experiences with a minimum of two experiences per grading period.</p>
2	<p>Culture</p> <p>Goal: Increase exposure to a strategic, content-rich and arts infused curriculum, enabling students to reach beyond the barrier of their geographic isolation.</p> <p>This goal will be met by utilizing classroom teachers to infuse music and visual art into the curriculum and taught within the context of the classroom curriculum.</p>	<p>Goal Assessment: Lesson plans will be utilized for assessment and documentation of an arts infused curriculum with at least one art lesson and one music lesson per week.</p>
3		
4		
5		



Requested Waivers

Code section, Rule, or Local Policy	Goal	Rationale
<p>Licensure and Renewal Rule 15.03 inclusive; Rule 9.03.3.12; Rule 16.02.3</p>	<p>1</p>	<p>Licensure and Renewal Rule 15.03 inclusive Waiver Request: To use a non-certified native speaker as a Spanish instructor.</p> <p>Rationale: Students who have the opportunity to participate in a Foreign Language in Elementary Schools (FLES) program that is well planned and offers sufficient time for language exploration/learning have shown to have useable levels of language proficiency and have an improved knowledge of and attitude toward people of other cultures (Met, M.). At Weiner Elementary, we will integrate foreign language (Spanish) with other subjects in our curriculum. Each student will attend a Spanish class for 45 minutes five days each week. This class will be taught by a native speaker as opposed to a traditionally trained and licensed Spanish teacher.</p> <p>According to a study performed by The National Foreign Language Center at Johns Hopkins University, students learning from native speakers acclimate to the natural cadence and speed of the language (Sisken, T.). This is hard to replicate with non-native teachers. Additionally, students who are immersed in the language with a native speaker will interact with the language in a relevant context. In addition to a more refined and natural use of the language, students who interact with a native speaker will have a better understanding of and appreciation for the culture. Students will experience the culture through the personal perspective of the native speaking teacher. A native speaker will be able to digitally connect the students to persons and resources in the teachers home country in order for students to further experience the culture and language on more personal level.</p> <p>http://everydaylife.globalpost.com/students-abroad-learn-foreign-languages-8338.html</p> <p>Rule 9.03.3.12 Waiver Request: To offer Spanish for high school graduation credit to 5th and 6th grade students through Arkansas Virtual High School (AVHS).</p> <p>Rationale: During year one of the SOI, all students will participate in the conversational Spanish classes. However, during year two (2015-2016) of the SOI, students in the 5th and 6th grade will be afforded the opportunity to take Spanish I for high school graduation credit. In year three (2016-2017),</p>



the 5th grade will continue with Spanish I while Spanish II will be offered to 6th grade as well. Students that successfully complete these classes will be able to take more advanced Spanish classes in Jr. High and High School or to explore additional languages. The Spanish teacher will be the facilitator for the AVHS class.

Rule 16.02.3

Waiver Request: To aid students and teachers with research and with connecting to individuals, business, universities, virtual field trips etc, Weiner Elementary will create the position of "Digital Learning Facilitator" instead of a Library/Media Specialist although many of the job responsibilities will overlap. We feel waiver is needed in order to provide for more flexibility than is available with a Library/Media Specialist.

Rationale: The task of scheduling digital meetings, virtual field trips and other collaborations must be well planned with no conflicts in the schedule. In order to best meet the needs of students and teachers, the Digital Learning Facilitator (DLF) will coordinate these meetings - a task that could be very time consuming for classroom teachers. Additionally, the DLF will serve as the technology liaison for the school and will handle day to day troubleshooting. The DLF will aid students in project research and will open the library for book selection while maintaining the library inventory. Students will continue to check out books from the library as we feel this is important in the creation of students who enjoy reading and books.



Code section, Rule, or Local Policy	Goal	Rationale
Arkansas Code Ann. §§6-16-130	2	<p>Waiver Request: Visual Art and Music will be infused into the regular curriculum and taught by classroom teachers instead of a certified art or music teacher. (Students will receive instruction in Fine Arts as required by Rule 9.03.2.6 and 9.03.3.6 using the Arkansas Frameworks).</p> <p>Rationale: With traditional arts instruction in elementary schools, students are "taught" art usually once each week. The work accomplished during that class period is isolated and stands apart from the core curriculum of the school although the certified art teacher is teaching the Arkansas Frameworks. Through arts infusion in the projects based classroom, students have the opportunity to experience a variety of artistic expression whether it is visual arts, music, or drama in an on-going, meaningful way. Arts experiences become powerful real-life experiences that bring meaning to core curriculum studies. Learning in the arts provides the problems, skills, understandings, and strategies. Learning through the arts provides the motivation, stimulation, and authentic routes for demonstrating understanding. Classroom teachers will learn arts skills and understanding through interactions with the arts specialists on the school "Arts Committee", visiting artists, and professional development opportunities.</p> <p>Examples of implementation:</p> <ul style="list-style-type: none">-Music and Visual Art will be infused into the curriculum and taught within the context of the classroom curriculum. (ie: In a study of the Revolutionary War, students will experience the visual arts as they view works by John Trumbull, using observational art skills as a springboard for projects and deeper understanding; principles of design can be incorporated as students prepare infographics or tri-fold displays illustrating a concept such as habitats; visual arts will also allow students to explore the art styles of different cultures, enabling students to see connections to Social Studies and encourage a greater appreciation of others. Music immersion within the classroom may find students looking for meaning in the lyrics of a song associated with a particular time period such as "Yankee Doodle." Music can be used to teach mathematics concepts such as timing and fractions. Students projects will have arts components as choices, encouraging students to create their own arts representations).-Students will be exposed to cultural activities with field trips to art exhibits, symphony performances, musical theater etc.



Documentation Checklist

Submission Status	Document Category
Submitted	Stakeholder Engagement
Submitted	Shared Leadership
Submitted	Election Results
Submitted	Professional Development Scope
Submitted	Budget
Submitted	References
Submitted	Approved School Board Resolution
Submitted	Statement of Assurances