

# 2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

CABOT HIGH SCHOOL - 4304005

## SUBMITTER INFORMATION

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## ADDRESS

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## APPLICATION STATUS



## APPLICATION STATUS: APPROVED

Application Submitted on: 05-27-2020

## LINK TO MY SCHOOL INFO

[My School Info](#)

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# SECTION 1: INNOVATION PLANS

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## Narrative Description of the Innovation Plan

Cabot is located in Lonoke County approximately 20 miles north of Little Rock and 9 miles north of Little Rock Air Force Base. Cabot School District is recognized as a district of excellence and opportunity for students. Cabot High School is one of 17 campuses within the district that services students in grades 10-12. The high schools enrollment is approximately 2,155 students, with 29% identified as low income. Graduation rate is 94% with 72.6% of our graduates attending college in the fall following their graduation. Based on the ADE Data Center statistics, 14.7% of students with disabilities attend college and 37.5% accumulate college credits while in high school. While 7.6% of our graduates enter military service, 8.8% enter into the workforce, and 6.2% pursue technical training or certifications rather than entering a college level program. The high schools academic performance is evidenced by a school rating of B with an accountability score of 72.61 and an average ACT composite score of 21.53. Although the schools students historically perform extremely well academically, the school recognizes that there is an increased urgency to address the needs of students and the challenges they will face beyond high school.

The mission statement of Cabot High School is It's About your Next Step! Whether students are attending college, a trade school, or entering the workforce, it is critical that students are provided guidance and skill development to ensure success in any environment. Currently, Cabot High School offers 85 CTE courses. For the 2018-19 school year students earned 1254 business and industry recognized certifications. There were 392 graduates who qualified as CTE completers within one of our 24 career pathways of study. The increased need in the business community for industry-ready employees with a focus on trade skills such as welding, plumbing, electrical, automotive, and agricultural equates to an increase in the number of CTE courses and certifications offered to high school students.

Historically, 24.3% to 25.4% of juniors and seniors have indicated on the "Next Steps" survey that they are planning to enter the world of work. This data demonstrates the need for career counseling and career readiness programs during these crucial high school years. In conjunction with this data, the business and industry advisory boards has also shared with school partners that while students possess the technical skills to obtain a position, an increasing number of students do not possess the soft skills" (collaboration, communication, attendance, regulation of emotions, etc.) to retain the position. This information aligns with the school recognizing that there is an increased need to address the social and emotional challenges that students are ill-equipped to overcome.

Finally, content area PLC conversations have seen an increased focus on lack of student

engagement. Across all content areas, teachers are reporting that students are increasingly disinterested in the current core curriculum. Students just do not see the relevance in their core content; particularly if they are not college bound. However, some of those same students that are demonstrating a decrease in task commitment in core classes are flourishing, if enrolled, in their career and technical courses. The core teachers, primarily math, science, and english, are committed to creating and teaching curriculum that is aligned to or embedded in career-tech courses so that students see relevance beyond high school.

Based on the above identified needs, Cabot High Schools Innovation Plan proposal is comprised of the following:

Goal One: Social & Emotional Needs - Ensure students will develop the skills to effectively communicate/navigate lifes challenges.

High school will create and implement a teacher/student mentoring program.

High school will create and implement a student leadership team consisting of representatives from various clubs, organizations, and athletic teams across our campus.

Goal Two: Career Readiness -- Ensure students will develop a realistic plan and the skills necessary for their next steps beyond high school.

High school will offer a CHS expo each year to promote various courses available to students.

All sophomores and juniors will be required to complete career interest inventory.

Goal Three: Make Curriculum Relevant -- students will have the opportunity to experience interdisciplinary curriculum that aligns with career readiness.

Teachers will collaborate and team teach components of core and CTE courses.

B. Juniors and seniors will have to the opportunity to complete the ADE-approved .5 semester ELA career readiness courses in lieu of traditional 11th or 12th grade ELA.

C. Utilize business and industry partnerships and the experts within their field to work with our staff and students.

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## SECTION 2: GENERAL QUESTIONS

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**Special Conditions ESSA (Check all that apply)**

**Supports and service organizations assisting your school.**

Arkansas Department of Education (ADE)

Office of Innovation for Education (OIE)

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### **Link to your School Improvement Plan:**

file:///C:/Users/duerkm/Desktop/20-21%20School%20Plans/School%20Improvement%20Plan%20-%20CHS%202020-21.pdf

Data Entry Date: 07/16/20 | Data Modified Date: 07/16/20

## SECTION 3: EXPLORING AND LEARNING

### Exploring and Learning

We encourage you to work in this section before completing the School of Innovation Plan and Goals. The primary purpose of Exploring and Learning is to build the capacity of stakeholders for the work of innovation up to the submission of the application on April 23, 2019.

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
05/19/2020 - 05/19/2020	School Board Meeting to provide updates and gain board approval.	School Board Member (Number Attended: 10)	Board asked questions based on the updates presented and then voted and approved the resolution.
04/27/2020 - 04/27/2020	To discuss updates and options for our SOI based on current Covid 19 CDC guidelines.  The council members selected focus pieces of the plan to research and work on in the weeks ahead.	Other (Number Attended: 22)	SOI Council, counselors, administrators, etc. discussed opportunities and challenges related to the situation surrounding Covid-19.
04/21/2020 - 04/21/2020	To present a SOI update for the school board.	School Board Member (Number Attended: 10)	School Board meeting to provide updates to the School Board and provide an opportunity for questions and conversation regarding the SOI plan and the SOI Council conversations.
02/27/2020 - 02/27/2020	To finalize our SOI application draft.	Other (Number Attended: 18)	The SOI Council finalized the Goals and Anticipated outcomes for the application. The team also toured the CTE Agri metals shop and the engineering classroom and lab.
02/24/2020 - 02/24/2020	SOI Planning Meeting with Assistance	District Administrator (Number Attended: 2)	Completed components of the draft and scheduled a follow up SOI Council meeting.
02/13/2020 - 02/13/2020	Vision & Mission Creation by the SOI Council as well as Goals, Theory & Action, and Professional	Other (Number Attended: 18)	Section 5, 6, 7, and 9 clearly outlined.

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
	Development Scope outlined.		
01/30/2020 - 01/30/2020	Meeting with Office of Innovation for Education in Lonoke, AR	Teacher (Number Attended: 7)	Teachers brainstormed to determine the biggest student need, the current reality, as well as the desired reality that we currently have in our school.  Teachers will present during the Feb. 13th SOI Council Meeting at CHS.
01/16/2020 - 01/16/2020	To secure parental participants for the SOI Council.	Parent (Number Attended: 20)	With both parents and students present, two parent representatives were secured to be SOI Council members and represent the parents voice as we move through the SOI process.
10/24/2019 - 10/24/2019	SOI planning meeting at Arch Ford Co-op.	District Administrator (Number Attended: 2)	Plan for the SOI process and council guidelines clearly outlined with a time frame in place for meetings and the March 2nd submission as the focus for upcoming sessions.
10/14/2019 - 10/14/2019	To determine if SOI designation was the direction CPS wanted to go with our innovative approach to CTE and core content course mergers.	District Administrator (Number Attended: 2)	It was determined that SOI was indeed the direction CPS would move in order to make the innovative instructional changes that we desire.

Data Entry Date: 05/27/20 | Data Modified Date: 05/27/20

## SECTION 4: COUNCIL OF INNOVATION

### Council of Innovation

The Council of Innovation is composed of a representative group of teachers, classified employees, the building principal or designee, parents, community members, minimum of two (2) students and minority membership in schools with ten percent (10%) or greater minority student population. The council shall generate innovative ideas and proposals and seek diverse ideas from other stakeholders to determine the content of the plan that will be voted on by the school employees.

#### Minority Representation: 5%

Name of council member	Representative group	Council Position	Minority	Date Elected
Bianca Pernillo	Teacher	Member	Yes	07/16/2020
Mindy Wilson	Parent	Member	No	01/23/2020
Kevin Hicks	Community Member	Member	No	01/23/2020
Jayla Dagen	Student	Member	No	02/14/2020
Katy Kelly	Student	Member	No	02/14/2020
Brandy Koski	Classified Staff	Member	No	01/30/2020
Dana Wessel	Classified Staff	Member	No	01/30/2020
Dylan Glover	Teacher	Member	No	01/30/2020
Corey Ruff	Teacher	Member	No	01/30/2020
Christy Ritchie	Teacher	Member	No	01/30/2020
Lindsey Peerson	Teacher	Member	No	01/30/2020
Angela Beason	Teacher	Member	No	01/30/2020
Dondra James	Teacher	Member	No	01/30/2020
Twyla Kester	Teacher	Member	No	01/30/2020
Victoria Wadley	Teacher	Member	No	01/30/2020
Sarah Hillenburg	Teacher	Member	No	01/30/2020
Stephanie Jimmerson	Certified Staff	Member	No	01/30/2020
Kim Usery	Certified Staff	Member	No	01/30/2020

Name of council member	Representative group	Council Position	Minority	Date Elected
Dr. Melanie Duerkop	District Administrator	Member	No	11/19/2019
Henry Hawkins	Principal	Member	No	11/19/2019

Data Entry Date: 07/16/20 | Data Modified Date: 07/16/20



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## SECTION 5: VISION AND MISSION

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### **The school's Vision statement**

We are committed to providing a safe environment that promotes academic excellence and prepares students to become knowledgeable and contributing citizens in our society and in the world....every day, and in every classroom.

### **The school's Mission statement**

Graduation Happens Here - It's about yOUR Next Steps!

### **Vision & Misson are:**

Revisited without changes

Data Entry Date: 02/12/20 | Data Modified Date: 02/24/20

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# SECTION 6: GOALS AND ANTICIPATED OUTCOMES

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## Goals and Anticipated Outcomes

These may include, but are not limited to, the following goals outlined in [AR Code § 6-15-2803](#) (2016)

### Goal 1:

Social & Emotional Needs - Ensure students will develop the skills to effectively communicate/navigate life's opportunities and challenges.

### Goal 2:

Career Readiness - students will develop a realistic plan and skillsets necessary for their Next Steps beyond high school.

### Goal 3:

Make Curriculum Relevant - Students will have the opportunity to experience interdisciplinary curriculum that aligns with career readiness.

Data Entry Date: 02/24/20 | Data Modified Date: 04/17/20

# SECTION 7: THEORY OF ACTION TO ACHIEVE INNOVATION GOALS - INNOVATION PLAN

## Theory of Action to Achieve Innovation Goals: Innovation Plan

Please connect the SOI goals to the innovations, performance targets, timeline, and waivers needed for implementation. Note: limit the response to no more than five (5) goals. Complete Theory of Action for each goal.

**Goal 1 | Social & Emotional Needs - Ensure students will develop the skills to effectively communicate/navigate life's opportunities and challenges.**

Output/Actions (innovation strategy)	Throughout the school year, we will build a mentoring program between students and faculty members. Each week, the CTE teachers will ask students to complete a "How's your heart/week?" survey. Students will scan a QR code with their phone and then students will answer 3 questions: How is your week? Anything you want to share with me about your week? How is your heart? The how is your heart question will be answered with an emoji. Based on student responses, the teacher will pair that student with an appropriate faculty member to address the concern -- counselor, social worker, CTE coordinator, administrator, another teacher, etc.
Expected Short Term Outcome	Students will be paired with a mentor that will become a resource based on responses to the informal survey. That mentor will continue to monitor that student through informal conversations and meetings to follow up on goals, needs, and overall well-being.
Interim Performance Target with expected change	The baseline data will be the number of visits to the counseling center prior to the COVID pandemic. The goal is for students to view all faculty members as a resource for not only college and career choices, but to increase their overall social/emotional well-being and support network. We expect to see increased student academic performance and attendance rates. Decrease in the number of students visiting the counseling center for minor needs.
Data/Instrument	HAC, counseling center sign in records, student, parent, and educator surveys.
Date (by when)	2021-2022 school yea
Materials/Resources needed	Training material to assist teachers with their mentoring topics of conversation.
Waiver Needed?	No

Data Entry Date: 02/24/20 | Data Modified Date: 07/16/20

**Goal 1 | Social & Emotional Needs - Ensure students will develop the skills to effectively communicate/navigate life's opportunities and challenges.**

Output/Actions (innovation strategy)	Create a student leadership team consisting of representatives from various clubs, organizations, and athletic teams across our campus.
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Expected Short Term Outcome	Student representatives will be trained to work with their peers to assist them in areas of need. Areas that include but are not limited to managing emotions, coping skills to handle life challenges, develop a sense of accountability, perseverance, grit, and improved self confidence.
Interim Performance Target with expected change	Quarterly surveys will be conducted for kids and staff as well as parents.
Data/Instrument	Quarterly surveys will be conducted for kids and staff as well as parents.
Date (by when)	2020-21 school year
Materials/Resources needed	Time and planning opportunities for adults involved with the student leadership team.  Meeting location for the student leadership team.
Waiver Needed?	No
Data Entry Date: 02/27/20   Data Modified Date: 02/27/20	

**Goal 2 | Career Readiness - students will develop a realistic plan and skillsets necessary for their Next Steps beyond high school.**

Output/Actions (innovation strategy)	Based on student surveys and interest inventories, we will promote courses offered at CHS through a course expo. At this expo, along with CTE teachers, counselors, and administrators, will be specific community partners that complement our CTE programs offered at Cabot High School.
Expected Short Term Outcome	Students and staff will be aware of the various course offerings, along with business and industry partners needs for interns, shadowing opportunities, and job placement.
Interim Performance Target with expected change	The goal is to increase the number of students taking advantage of our advanced CTE courses as well as opportunities for job placements and industry certificates. We will track enrollment trends, internship trends, and the number of students completing industry certifications. This will allow students to make well informed decisions as they select their courses with a career focus in mind.
Data/Instrument	Industry certifications, CTE completer numbers, credit check sheets, and Xello SSP's that are kept up to date.
Date (by when)	2020-21 school year
Materials/Resources needed	Xello, credit check sheets, counselors.
Waiver Needed?	No
Data Entry Date: 02/27/20   Data Modified Date: 07/16/20	

**Goal 2 | Career Readiness - students will develop a realistic plan and skillsets necessary for their Next Steps beyond high school.**

Output/Actions	Require career interest inventories for all sophomores and juniors on our campus.
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(innovation strategy)	
Expected Short Term Outcome	Students will have valuable data that can be used to guide their Next Step decisions and course selection process. The data from the career interest inventories will be used to guide conversation with the students as staff interacts with their students.
Interim Performance Target with expected change	Ensure that all students have usable data to guide their Next Step decision making process.
Data/Instrument	Career interest inventory. (ASVAB or ACT WorkKeys)
Date (by when)	2020-21 school year
Materials/Resources needed	Interest inventories.
Waiver Needed?	No
Data Entry Date: 02/27/20   Data Modified Date: 02/27/20	

**Goal 3 | Make Curriculum Relevant - Students will have the opportunity to experience interdisciplinary curriculum that aligns with career readiness.**

Output/Actions (innovation strategy)	CTE teachers will be embedded into core content PLC meetings to facilitate collaboration of common components (standards) taught in both core and CTE courses. Industry/business experts will partner with CTE and specific core classes (math, science, ELA) to assist with instruction of standards that crossover into daily job expectations of that industry/business. Students will experience real-world application of core content skills/standards. This can be accomplished in person or virtually if needed.
Expected Short Term Outcome	Our students will experience relevance in their learning and will be more actively engaged in the learning process in both CTE and core classes. For example, math concepts that are taught in Geometry being put into real-world application in construction trades courses.
Interim Performance Target with expected change	Academic performance indicators will increase as will attendance rates and number of course credits earned.
Data/Instrument	HAC, attendance reports, and grade reports, PLC agendas and minutes
Date (by when)	2021-22 school year
Materials/Resources needed	Time for collaboration and curriculum planning.  PD to assist teachers in making curriculum relevant to the world of work and the CTE courses.  Business and Industry partners providing industry experts to assist our staff and work with our students.
Waiver Needed?	Yes
Data Entry Date: 02/28/20   Data Modified Date: 07/16/20	

**Goal 3 | Make Curriculum Relevant - Students will have the opportunity to experience interdisciplinary curriculum that aligns with career readiness.**

Output/Actions (innovation strategy)	Offer ELA, math, and science courses with a STEM and/or CTE focus.
Expected Short Term Outcome	Students will learn skills needed for real world applications.
Interim Performance Target with expected change	Enrollment in STEM and/or CTE focused ELA, math, and science courses will increase.  Students will earn industry recognized certifications.
Data/Instrument	HAC, enrollment data, grades, certifications earned data.
Date (by when)	2021-2022 school year
Materials/Resources needed	PD with a focus on cross-curricular curriculum planning.  Funding for certification assessments.  Business and Industry partnerships providing industry experts to assist our staff and work with our students.
Waiver Needed?	Yes

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## SECTION 8: ELECTION RESULTS

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### Election Results

Faculty and staff of the school must vote on the innovation plan presented by the Council of Innovation. **Sixty percent of all school employees must vote in favor for the application to be submitted to the ADE.**

Number of Licensed and Classified Staff	210
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Number of Staff who voted	139
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Number of Staff who voted for the proposed Plan	139
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Number of Staff who voted against the proposed plan	0
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Percentage of staff voting in favor of the proposed plan of innovation	
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Data Entry Date: 05/14/20   Data Modified Date: 05/14/20	
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## SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

### 2020-21 Professional Development Plan for Innovation Implementation

**Innovation Strategy:** Mentoring Program Student Leadership Team Career Guidance Model Career Interest Inventory Making Curriculum Relevant to Career Fields (STEM)

**Goals:** Goal 1, Goal 2, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
06/16/2020	ADE Virtual Summit 2020	Provide an opportunity for our staff to participate in a School of Innovation focused event to chart our course of action.	Teachers, administrators, and district leaders.

**Innovation Strategy:** Curriculum alignment

**Goals:** Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
09/28/2020	School of Innovation Rally	To collaborate with others across the state and country who have implemented innovative changes and approaches in their schools.	Teachers, administrators, and district leaders.

**Innovation Strategy:** Josten's Renaissance PD

**Goals:** Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/10/2020	This is a multi-day event provided by Josten's.	Teacher resources for building culture and capacity with student leaders. It equips students with social/emotional and academic strategies to help them navigate the challenges of life.	All faculty and staff.



## Innovation Strategy: Hatching Results

**Goals:** Goal 1, Goal 2, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/10/2020	The district is partnering with the Hatching Results company to audit our counseling program and to train counselors and administrators on implementing a Tier 1 counseling program.	Our counseling program is in the process of being realigned to meet the needs of our students in the areas of career counseling and in emotional support. The goal is to build a Tier 1 comprehensive counseling program.	Counselors and administrators