

# 2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

LONOKE ELEMENTARY SCHOOL - 4301027

## SUBMITTER INFORMATION

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## APPLICATION STATUS



## APPLICATION STATUS: APPROVED

Application Submitted on: 06-01-2020

## 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

### Lonoke Elementary School a Future School of Innovation

Lonoke School District is nestled in rural central Arkansas right off I-40. The district is composed of 1702 students, 60 of those being pre-k students. Our district is 67.3% free/reduced lunch. All 4 of our campuses have a C letter grade. We are accustomed to a very traditional style of learning, however, we know our students don't always learn in traditional ways. We also know we are preparing our students for careers that have not been created. Our rural location makes some of our largest employers in the agriculture and manufacturing industries. Currently our students are only being exposed to a traditional model of school, which promotes college. With only 33% of our high school seniors going to college from the 2019 graduating class, we want to expose the greater population of our students to opportunities outside our district walls and into fields that will broaden their horizons. Many of our students district wide live in poverty, and have minimal connections to career pathways through career mentors. We aspire to spark passion in our students at an early age in pathways that will lead them to success. By giving our students K-12 opportunities to show mastery on skills, exposure to careers, skills to be gainfully employed, and connections to those in the fields, we are confident we will be graduating students that are ready to be productive members of our community.

Lonoke Elementary currently educates 374 students, third through fifth grade. We have one ALE Classroom, a Self Contained Classroom, Resource Classrooms, and Intervention rooms. Each child has the opportunity to six electives - media, art, music, input technology, lab, and PE. The number of our students who receive school free and reduced lunch is over 70%. Currently we have one significant provider of mental health services located in our building, four days a week. Our ESSA Score is a 66.06 for a grade of C. Our three largest racial groups are: white - 61.7%, black - 26.1%, and hispanic - 10%. Currently our per student spending is \$8950. On our most current reading report 92/362 students were reading at current grade level. 155/362 students are on grade level in math. Our SPED population is significantly behind the rest of the school on ESSA scoring. The 2019-2020 LES School Improvement Plan is attached.

Lonoke Elementary has been a very traditional school. We have a veteran staff that is well educated and several of our teachers are Nationally Board Certified. All staff are fully certified. We tend to still be teacher driven rather than facilitated. We have started the process of change in the delivery of instruction and learning. We call it Envision. This past August a soft launch was

initiated, where 50% of our students stayed traditional and 50% began Envision. This was an attempt in moving towards a more learner centered and voiced practice that allows personalization and exploration. We had approximately 180 students sign up for the Envision program for the soft launch. They received additional science programming through our Pitsco labs, more flexible grouping, We did whole homogeneous grouping that allowed for acceleration and remediation for other groups. Teachers volunteered for the roles and parents made the selection. Each midterm we would reevaluate the groupings and tweak the structures of the classes. This year all students will participate in this process. Student interest and voice will be solicited in selecting areas of interest. All students will be exposed to STEM, SEL, and Spanish over the three years at Lonoke Elementary.

#### Rationale:

We are not a C community, staff, or student body! It is critical that we provide programming that is relevant, accessible, and meets the needs of career and college readiness. Our students deserve the innovations to create their best life. While kids are still kids, the challenges they will conquer were not even considered when we were preparing to teach. Most of our students are not going to college, and that is acceptable. However, it makes our practice realign our focus. It is imperative to prepare LES students for the careers and opportunities in Lonoke County. Our collective belief is in our children and their right to a rigorous innovative education.

Lonoke Elementary School is applying to become a School of Innovation to motivate our students by utilizing innovative teaching methods, using student voice and learning pathways through a rigorous standards based curriculum and a personalized learning platform. Our data shows achievement gaps which proves that not all of our students educational needs are being met in their present school experience. We have many students who are falling behind in classroom performance and state mandated testing. These students do not see school as an investment in their education that can aid in future college and career options. Currently, our school is traditionally structured and constrained by educational policy and statutory requirements. This does not provide students the flexibility to attain a personalized, enriched education and give them the experience needed for the real world. We believe that we can address these gaps in three ways:

We can and will close the achievement gap for our lower achieving students by improving literacy using targeted instruction and innovative approaches.

We will provide evidence based Social Emotional Learning curriculum K-5 which will focus on soft skills and emotional health for all students. Each student explores strengths and interests. They will learn to work in community and service to others.

We will provide rigorous personalized learning pathways by incorporating flexibility, project-based learning and student choice. Each student will explore career pathways. We will continuously collaborate with the middle school to help service students that have mastered 5th grade standards. We will include local businesses and industries of our agri community.

At Lonoke Elementary School, high performing and low performing students have not made adequate progress. To meet their needs, we must base our instruction on teaching and reaching each individual student. One solution to this problem is implementing rigorous personalized and student choice learning. Personalized learning is tailoring learning for each students strengths, needs, and interests. This includes enabling student voice and choice in what, when, where and how they learn, allowing for flexibility and support that ensures mastery of the highest standards possible. According to research, students who have a choice in their day-to-day schedule are more invested in their education. We intend to use flexible scheduling to help each individual student invest in their personal goals and future. Lonoke Elementary School recognizes that we do not currently have the ability to meet the growing needs of our students. In addition, we also need to provide evidence based social emotional learning for our students. This includes implementing a process in which students will understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions. This in turn creates independent, productive citizens with a healthy self-esteem. Lonoke Elementary School wants to ensure that when each student leaves our campus at the end of their fifth grade year, that we as a staff have seized every opportunity to ensure each childs future and success in our district, as well as their lives beyond K-12. It is our expectations that each student will have exposure to multiple career paths both in white collar and blue collar, technical, and college career pathways. We plan to visit local colleges and bring local technical specialists into our building to expose our students to these opportunities. While not every child will go to college, it is our expectation that every student will have a career. We will ensure these skills are fostered through exposure, modeling, and hands on activities.

As we confront the challenges of the COVID Virus, this process of innovation and personalization has given us a road map for adapting and meeting the needs of each child we serve. Our plan is fluid and resilient. While it is our hope that we open and provide services in person, we also are making contingency plans.

Data Entry Date: 02/24/20 | Data Modified Date: 06/01/20

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## SECTION 2: GENERAL QUESTIONS

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

Targeted Support and Improvement

### Supports and service organizations assisting your school.

Arkansas Department of Education (ADE)

Office of Innovation for Education (OIE)

Other(s) - Please list:

Wilbur D Mills Co-op

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### Link to your School Improvement Plan:

[https://drive.google.com/file/d/1\\_c9XGjk\\_r-\\_dPy1-CbRjGMTyK-J1A3rv/view?ths=true](https://drive.google.com/file/d/1_c9XGjk_r-_dPy1-CbRjGMTyK-J1A3rv/view?ths=true)

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## SECTION 3: EXPLORING AND LEARNING

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### 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.

05/28/2020 - 05/28/2020	review with ADE for final submission	School Administrator (Number Attended: 3)	submit for final approval
05/27/2020 - 05/27/2020	review plan	School Administrator (Number Attended: 2)	updated plan for final submission
05/14/2020 - 05/14/2020	Conference call with Marsha to discuss feedback and how we need to proceed with changes.	Certified Staff (Number Attended: 3)	We received input from Marsha on how we need to proceed with making changes and updating the information we have already submitted. We will upload necessary documents and add information needed for better understanding of goals and waivers.
04/21/2020 - 04/21/2020	Zoom meeting to update staff on progress of application.	Certified Staff (Number Attended: More than 25)	Discussed some of the activities that we will be implementing and will be discussing more of the application and ideas with staff and parents in the near future.
04/16/2020 - 04/16/2020	Review feedback and make changes		

## 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: 33.33%**

Name of council member	Representative group	Council Position	Minority	Date Elected
Cheli Zapata	Parent	TBD	Yes	01/17/2020
Emily Southerland	Teacher	TBD	No	01/17/2020
Chas Reed	Teacher	TBD	No	01/17/2020
Maria Ramirez	Classified Staff	TBD	Yes	01/17/2020
Charles Hunter	School Board Member	TBD	Yes	01/17/2020
Dana Horton	Teacher	TBD	No	01/17/2020
Chad Gentry	School Board Member	TBD	No	01/17/2020
Melissa Edwards	School Administrator	TBD	No	01/17/2020
Consowelo Coleman	Classified Staff	TBD	Yes	01/17/2020
Taylor Cole	Student	TBD	Yes	01/17/2020
Matt Boyles	Community Member	TBD	No	01/17/2020
Janette Boyles	Parent	TBD	No	01/17/2020
Matt Binford	Principal	TBD	No	01/17/2020
Graham Biles	Student	TBD	No	01/17/2020
Elizabeth Anderson	Parent	TBD	No	01/17/2020

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## SECTION 5: VISION AND MISSION

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

The mission of the Lonoke School District is to create an environment that provides all students with academic skills and responsible citizenship.

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

#### **Our Students**

Our students will master core knowledge, skills, and competencies and will extend them into real-world situations that reflect expected depth and breadth for college and careers.

Our students will value collaboration and teamwork and will use related skills to build consensus, solve problems, and increase output.

Our students will display leadership in and out of the classroom, take initiative, and use feedback for improved results.

Our students will successfully complete internships, apprenticeships, and service learning projects to acquire marketable skills and demonstrate their readiness for college and careers.

Our students will pursue interests and future aspirations by building a marketable college/career portfolio that reflects required mastery and commitment.

Our students will demonstrate the speaking, listening, and writing skills needed for success in college and careers.

#### **Our Staff**

Success for every student in all of our schools will be at the forefront of every conversation. We will always promote what is best for our students in preparing them for careers and college work. We are committed to teaching critical life skills along with required content.

Classroom instruction will be highly engaging and will reflect high expectations for all students and include project-based learning, hands-on activities, real-world experiences, and opportunities for the application of skills.

We will build the capacity of our students to discover their interests and aspirations and pursue them through encouragement, support, and skill-building. We will provide opportunities for students to build networks to support their aspirations and interests. Available technological tools will be provided to match students with interests, build capacity for networking, and prepare students for careers and college.

All learners and parents are important to us as demonstrated by our commitment to build relationships, trust, and respect. We will provide an environment for all students that is Intellectually and physically safe. Regard for differences and opinions will be encouraged with a focus on reasonableness, mutual respect, and adherence to organizational expectations.

We believe that students should take responsibility for outcomes and will demonstrate the same by teaching and modeling personal accountability and ownership for outcomes. We will model expected behaviors (i.e. personal accountability, work ethic, respect, ongoing learning,, effective communication, and self-management) to prepare our students for college and careers.

Learners acquire mastery of knowledge, skills, and competencies at different paces, in diverse time frames, through various pathways, and in different places. Our students will have access to learning tools and will be afforded options in learning pathways to build ownership for outcomes and to ensure the best fit for each student.

Our curriculum, instruction, and assessment will be rigorous, relevant, aligned, and seamless with clear connections across grades and schools.

## **Vision & Misson are:**

Completely revised

Data Entry Date: 02/24/20 | Data Modified Date: 04/22/20

## SECTION 5: TIMELINE OF WORK

### Timeline of work:

Date	Vision & Mission Work	Stakeholders Involved
04/22/2020	Updated Vision and Mission statement to reflect the newly revised statements.	Updated Vision and Mission statement to reflect the newly revised statements.
02/17/2020	We are working on our mission and vision statement district wide.	We are working on our mission and vision statement district wide.

Data Entry Date: 04/22/20 | Data Modified Date: 04/22/20

# SECTION 6: GOALS AND ANTICIPATED OUTCOMES

## 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:

Over the course of four years, by implementing Phonics First and RISE strategies our students reading on grade level will increase by 5% per year as measured by IReady monthly data and ACT Aspire growth and performance scores.

### Goal 2:

Our goal is to support emotionally healthy safe children. This will produce students that are self-aware and self regulated productive citizens. We are going to address this through a school and district initiative G.U.I.D.E for Life, State Playbook support program. This goal will be measured by discipline issue reports, office referral reports, student and staff attendance reports, bullying reports and mentor meetings.

### Goal 3:

We will provide opportunities for acceleration and exploration not based on grade or age but based on aptitude and interest of each student as measured by standards based report cards, collaboration with middle school and teachers, by the number of students seeking accelerated courses, the number of advance courses completed, and IReady and Fire student reports.

### Goal 4:

LES students will complete 5th grade in a Stem rich environment with competence in Pitsco Lab learning, robotics, coding, and Stem led career pathways during their three years at LES. This will be measured by pre and post tests, ACT Aspire, and mastery of skills. Our focus will be on student growth.

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# 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 | Over the course of four years, by implementing Phonics First and RISE strategies our students reading on grade level will increase by 5% per year as measured by IReady monthly data and ACT Aspire growth and performance scores.**

Output/Actions (innovation strategy)	utilize a variety of reading resources through personalized learning. Three major components of personalization; 1. time, place, and delivery. 2. Student options, interest, and specialization. 3. Student need and paced programming that is not restrained by age or grade and taps in to each students gift and voice.
Expected Short Term Outcome	our students will master grade level reading skills
Interim Performance Target with expected change	We will use our IReady monthly data and our interim assessments which will be reviewed by our leadership committee to do trend analysis and make adjustments to implementation. Also this data will drive our RTI process for interventions.
Data/Instrument	our ACT Aspire scores, personalized learning platform, student performance growth report
Date (by when)	7/31/2021
Materials/Resources needed	reading curriculum, ACT Aspire Prep, assistance from middle school teachers, personalized learning platform
Waiver Needed?	Yes

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**Goal 2 | Our goal is to support emotionally healthy safe children. This will produce students that are self-aware and self regulated productive citizens. We are going to address this through a school and district initiative G.U.I.D.E for Life, State Playbook support program. This goal will be measured by discipline issue reports, office referral reports, student and staff attendance reports, bullying reports and mentor meetings.**

Output/Actions (innovation strategy)	implement a SEL curriculum, counselor classes, flex Fridays, mentor meeting, and the House program
Expected Short Term Outcome	students will master essential self skills needed for everyday life
Interim Performance Target with expected change	Our focus areas will be communication, teamwork, problem solving and responsibility. These skills will enable our students to better cope with home life, stressful situations, school relationships, and personal issues

Data/Instrument	less discipline issues, less office referrals, and mentor meetings
Date (by when)	07/31/2021
Materials/Resources needed	Social Emotional curriculum, counselor classes, House program, mentors
Waiver Needed?	Yes
Data Entry Date: 02/26/20   Data Modified Date: 05/27/20	

Goal 3 | We will provide opportunities for acceleration and exploration not based on grade or age but based on aptitude and interest of each student as measured by standards based report cards, collaboration with middle school and teachers, by the number of students seeking accelerated courses, the number of advance courses completed, and IReady and Fire student reports.

Output/Actions (innovation strategy)	use personalized learning in our classrooms to enable students to have choice over pace and path of learning
Expected Short Term Outcome	students will master essential skills and have the opportunity, once mastery is demonstrated, to have accelerated advanced grade level opportunities for example a 5th grade student being able to do Pre-Algebra
Interim Performance Target with expected change	enable students to meet or exceed individual goals
Data/Instrument	pre and post tests, ACT Aspire, IReady and Fire
Date (by when)	07/31/2021
Materials/Resources needed	one to one chrome books, personalized learning platform, pre and post tests
Waiver Needed?	Yes
Data Entry Date: 02/26/20   Data Modified Date: 06/01/20	

Goal 4 | LES students will complete 5th grade in a Stem rich environment with competence in Pitsco Lab learning, robotics, coding, and Stem led career pathways during their three years at LES. This will be measured by pre and post tests, ACT Aspire, and mastery of skills. Our focus will be on student growth.

Output/Actions (innovation strategy)	Each student will be surveyed quarterly and given options of enrichment activities in areas of STEM exploration.
Expected Short Term Outcome	students will be more involved in their learning
Interim Performance Target with expected change	empower students to choose their own pathways through labs, career training, community involvement, and cultural competences
Data/Instrument	pre and post tests, ACT Aspire, and mastery of skills, student performance growth report
Date (by when)	7/31/2021

Materials/Resources needed	community members, classified teachers, robotics equipment, coding materials, and Pitsco lab, Spanish instruction
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Waiver Needed?	Yes
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# SECTION 7: WAIVERS

## Waivers needed to Achieve Proposed Innovations

The linked chart may assist: [Commonly Granted Waivers](#)

**Goal 3 | We will provide opportunities for acceleration and exploration not based on grade or age but based on aptitude and interest of each student as measured by standards based report cards, collaboration with middle school and teachers, by the number of students seeking accelerated courses, the number of advance courses completed, and IReady and Fire student reports.**

Waiver Sought	Standard 1-A.5 Rules governing accreditation and Section 3.00 Rules governing class size and load.
Rationale	Use of a flex schedule could result in a teacher having more students than allowed in a digitally blended class. During flex time, students will be allowed to find a comfortable class in which to work and get support or enroll due to the student's interest in a particular class. A flex schedule would allow teachers to implement more differentiated RTI strategies, enrichment opportunities, and project-based learning activities. A request for a maximum of 30 students in these classes but teacher will not have more than the daily number as required by law.
Explanation	This waiver is needed or Goals 1-4.

Data Entry Date: 02/27/20 | Data Modified Date: 08/12/20

**Goal 4 | LES students will complete 5th grade in a Stem rich environment with competence in Pitsco Lab learning, robotics, coding, and Stem led career pathways during their three years at LES. This will be measured by pre and post tests, ACT Aspire, and mastery of skills. Our focus will be on student growth.**

Waiver Sought	Library Media Specialist Arkansas Code Annotated: 6-25-103 Library Media Services Program defined: 6-25-104
Rationale	To maximize the position and skills of our media specialist, we would like the library to become an innovation hub. Our media specialist will provide a rich learning environment as students and families learn to communicate through technology. The media specialist will pursue opportunities for students to connect with the world around them through digital meetings, virtual field trips, and utilize the green screen. The media specialist will create a makerspace for students to create, explore, and discover using various tools. This creative, flexible learning space will enhance the student learning process and nurture their imaginations. Flexible scheduling will allow teachers, students, and families time to access the library resources throughout the school day.
Explanation	The responsibilities of media specialist requires more flexibility than a librarian and is needed within the position of media specialist. This waiver is needed for Goals 1, 3, and 4.

Data Entry Date: 02/26/20 | Data Modified Date: 08/04/20



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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	42
Number of Staff who voted	38
Number of Staff who voted for the proposed Plan	38
Number of Staff who voted against the proposed plan	0
Percentage of staff voting in favor of the proposed plan of innovation	

Data Entry Date: 03/02/20 | Data Modified Date: 03/02/20

## SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

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

**Innovation Strategy:** Personalized learning

**Goals:** Goal 3, Goal 4

Date	What?	Purpose (Why?)	Target Audience (Who?)
spring 2020	Professional development	Information on personalized learning platform	staff

**Innovation Strategy:** Social Emotional Learning - We will train the entire staff on the EduGuide Platform

**Goals:** Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
Summer 2020	Social Emotional Learning curriculum	to implement a program that enhances self-management and self-awareness skills to achieve school and life success	staff

**Innovation Strategy:** STEM

**Goals:** Goal 1, Goal 3, Goal 4

Date	What?	Purpose (Why?)	Target Audience (Who?)
Summer 2020	STEM training	to incorporate additional Pitsco labs and coding and robotics teachings	staff

**Innovation Strategy:** SOI Site Visit

**Goals:** Goal 3, Goal 4

Date	What?	Purpose (Why?)	Target Audience (Who?)
spring 2020	SOI Site visit to Weiner Elementary	to observe a model school of innovation	selected staff

**Innovation Strategy:** SOI introduction

**Goals:** Goal 1, Goal 2, Goal 3, Goal 4

Date	What?	Purpose (Why?)	Target Audience (Who?)
02/26/2020	SOI introduction	to explain SOI process for voting purposes	classified staff

**Innovation Strategy:** SOI introduction

**Goals:** Goal 1, Goal 2, Goal 3, Goal 4

Date	What?	Purpose (Why?)	Target Audience (Who?)
03/02/2020	SOI introduction	to explain SOI process for voting purposes	certified staff

**Innovation Strategy:** Wit and Wisdom reading instruction

**Goals:** Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
Summer 2020	new reading curriculum	new reading curriculum to support reading comprehension and support overall reading on grade level	certified staff

**Innovation Strategy:** Alignment between grades and buildings to support our standards based grading system.

**Goals:** Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/13/2020	Grade level teams will meet to clarify Standards and what 1,2,3, or 4 indicate.	This will allow deeper more meaningful discussions with parents. It will also allow us to compare progress more accurately.	Entire staff