

2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

LONOKE MIDDLE SCHOOL - 4301028

SUBMITTER INFORMATION

Jeannie Holt
(501) 676-

ADDRESS

1100 W PALM ST
LONOKE
AR
72086

APPLICATION STATUS

APPLICATION STATUS: APPROVED

Application Submitted on: 06-01-2020

LINK TO MY SCHOOL INFO

[My School Info](#)

This document was generated on - 02/10/2021

SECTION 1: INNOVATION PLANS

Narrative Description of the Innovation Plan

School Demographics and Learning Data Trends

Lonoke Middle School is the only middle school in the rural Lonoke community. Current enrollment at LMS is 374 students in grades 6-8 with approximately 64% of students qualifying for free and reduced lunch. The middle school population is quite homogenous with only 8.5% of students identifying as Hispanic, 24% identifying as African American, 3.5% identifying as Other, and 64% of students identifying as White. Recent data indicates that a large percentage of students at Lonoke Middle School are below grade level in both reading and mathematics. On the ACT Aspire Summative Assessments given in April 2019, only 32% of 6th grade students, 33% of 7th grade students, and 43% of 8th grade students scored Ready or Exceeding in the area of reading. For math, only 49% of 6th grade students, 37% of 7th grade students, and 43% of 8th grade students scored Ready or Exceeding. Additionally, our African American students scored 56.85 on the ESSA School Index, while our white students scored 72.32. Our low income students scored 65.15. This shows a gap between these two groups of students.

In addition to test score data, attendance data shows that absenteeism is an issue for students in all grade levels. Since the start of the school year, there have been 461 student absences building-wide. Student attendance is addressed on a regular basis by the school counselor, administrators, and school resource officer, but those efforts have not yet substantially improved attendance. In a recent student survey, 91% of students who responded to a question about absenteeism indicated that more choices related to place and path would help improve student attendance. To meet our students diverse needs and create a learning environment tailored to meet all students where they are, we have to revisit the way we provide teaching and learning opportunities in our building.

In addition to the above mentioned data, behavior data shows that there is a discrepancy between male/female students, which is an issue for students in all grade levels. In our building, 52% of students are male. Since the start of the school year, there have been 366 student detentions building-wide. 70% of these detentions have been issued to male students. In addition to detentions, there have been 85 office referrals, 72% of which were issued to male students. Student behavior is addressed on a regular basis by the teachers, counselor, administrators, and school resource officer, but those efforts have not yet substantially improved behavior. In a recent student survey, 79% of students who responded to a question about engagement in learning would be

higher if given more choices related to place and path. We know that students have fewer behavior incidents when they are engaged in their learning.

Rationale

District Rationale

The Lonoke Public School District, the Lonoke Chamber of Commerce, Lonoke 2022, and local business leaders and organizations have developed a partnership to stimulate community growth and economic development in Lonoke. As such, school board members and business/community leaders in Lonoke have asked for a transformation of programming and services in the Lonoke Public School District that reflects more attention to market trends, local business employment needs, the readiness of students for employment, and mastery of core content knowledge and skills.

School Rationale

At Lonoke Middle School, we have minority and economically disadvantaged students of poverty who are falling behind, not just on test scores, but in day-to-day classroom performance. They are not deeply invested or interested in their educational experience. These students come to school because the law says they must attend, but they are not achieving their full potential. Many of these students do not see school as an investment in education that can aid their adult lives beyond middle school and high school. There are also more students that simply don't value education. The way our school is currently structured and confined by educational laws and requirements, we have no time in our school day to provide them the flexibility to attain a personalized, enriched education or give them the real experiences they desire and would relate to.

At Lonoke Middle School, we have students on both ends of the achievement spectrum, from high performing to low performing, making it difficult to give them all the support they deserve. To meet the needs of these students, we have to base our instruction on teaching the whole individual. The School of Innovation process would allow the implementation of personalized learning. This would give students voice and choice and allow for flexibility and support that ensure mastery of the highest standards possible. According to evidence, students who have more choice in their day-to-day schedule become more invested in their education. Our goal is to use our scheduling to help the whole-child invest in their personal goals and future.

A major goal in our community at present is the college and career readiness of students graduating from Lonoke High School. At Lonoke Middle School, we understand the importance of preparing

students now, so they can build on their knowledge and skills in high school rather than start new. One major focus of utilizing the School of Innovation process is to improve the soft skills of students in our building. We know, and evidence shows, that students who are knowledgeable about the interview process, market trends, and skills needed in the workforce before they leave high school are far more successful throughout their lifetime. According to the Bureau of Labor Statistics, the spring 2014 figures showed that when employers reported 4.6 million job openings in the United States, 9.5 million Americans reported unemployment (Bureau of Labor Statistics, 2014a, 2014b). This represents the skills gap--the mismatch between the skills that prospective employees possess and the jobs that are available. Currently, we are unable to put major emphasis on the soft skills students need to obtain. With the current educational laws and guidelines in place, we are unable to schedule time to solely teach these skills. The School of Innovation process will allow for these students to receive instruction on soft skills, and allow teachers to expect and help reinforce skills like goal planning, communication, interviews, portfolios, resume skills, and networking skills. Our 8th grade students are currently, and will continue, using Naviance, which is a program that creates for them career portfolios. This program also matches students with possible career choices.

Lonoke Middle School recognizes that we do not presently have the ability to meet the needs of all students, which would guarantee the mastery of all standards. We also know that these goals cannot be accomplished through this application process. Therefore, it is imperative that we build strong relationships with all stakeholders involved. We can continuously increase our capacity to meet students individual needs and our knowledge and tools to do so through research, discussions, and targeted professional development. Through these relationships and continued learning, we expect students and teachers alike to have a stronger interest and greater personal investment in the education of all students.

Proposed innovation and how it impacts student learning

Our three major goals include: literacy scores, soft skills, and student engagement/motivation/accountability. We believe that these areas are the most essential to the educational success of our students. There are a number of ways to meet these needs and we know we do not currently have all of the knowledge or tools necessary to do so. Therefore, we will continue researching and providing targeted professional development beyond those required for this application process. We understand that as we gather new information and tools, these may change to better serve our students. However, as of right now, we have determined various ways to meet these needs.

We believe that we can meet the needs of our students in the following ways:

Personalized learning

Flexible scheduling

FLEX Fridays

Enrichment

Advisory

Attendance

Students who are involved in Envision will participate in Flex Fridays weekly. Flex Fridays will allow for students to gain experience doing things they are passionate about. Some examples include Game and Fish activities, E Sports, professional speakers, trips to local businesses, etc. This will allow students to explore subjects they are passionate about and begin exploring possible career paths related to their passions.

Through Envision, we hope to improve student attendance, student behavior and academic achievement, and student motivation through blended learning flex opportunities and flexible scheduling. Students and parents that elect to participate with the Envision program must commit to a 2 semester commitment. Students will complete an application process, which will then be approved by teachers and administrators using a rubric. This program will allow students flexibility and mentorship to encourage learning and allow students to move through the curriculum at a self-guided pace. These students will be in the general education program throughout the morning. Then, in the afternoon each day, they will complete their coursework through School of Innovation. This will allow them to take electives with classmates and still get the socialization with students who aren't part of this program.

This program will be offered in 6th and 7th grades for math and literacy only to begin. We will admit 30 students to begin the program. In 8th grade, this program will be offered for all four core content areas and we will admit 60 students. The rationale for this is two-fold: as our first year, we would like to begin slowly for our staff and students and our 8th graders will go to high school next year, where the program is bigger than ours. We will utilize the On Fire curriculum and online program to deliver instruction to students. We will track literacy and math progress through I-READY, ACT Aspire Interims, Spark learning platform.

The STEM/PITSCO program requires math, science and literacy to be integrated. The students have to use multiple literacy skills when communicating the outcomes of experiments and trials. STEM supports Goal 1 by integrating Literacy standards for grades 6-8 within the self paced curriculum, KWL charts, text to speech, and research/writing. STEM supports Goal 2 by allowing students to choose which expedition they experiment that are related to real world careers. Each expedition has goals that the students have to meet through self pace project based learning. STEM supports Goal 3 by allowing students to take the path they choose to take while obtaining the goals set within the expedition.

We understand that COVID-19 has changed the way we do school. This has led to a jumpstart in some of our School of Innovation programs and the training of our teachers. We will continue this training and preparation of our staff and these programs to best prepare for anything the 2020-2021 school year has to offer. Our goals are school-wide. By giving more options to ALL students (voice and choice) we hope to increase engagement for all learners. If we get approval for more SPARK licenses, we could offer more of the online curriculum to our students.

Data Entry Date: 02/24/20 | Data Modified Date: 07/31/20

SECTION 2: GENERAL QUESTIONS

Special Conditions ESSA (Check all that apply)

Supports and service organizations assisting your school.

Arkansas Department of Education (ADE)

Arkansas Public Resource Center (APSRC)

Office of Innovation for Education (OIE)

Other(s) - Please list:

Ken Grover

Link to your School Improvement Plan:

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

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
02/24/2020 - 02/24/2020	SOI Meeting at Arch Ford, assess status of current SOI application and discuss waivers	Certified Staff (Number Attended: 4)	Narrowed down goals, scheduled meeting with council, scheduled parent meeting
02/17/2020 - 02/17/2020	Round table discussion with Ken Grover on innovative ideas and why we should be implementing a new way for our students.	Certified Staff (Number Attended: More than 25)	Use discussion and ideas to lead SOI meetings and discussions.
01/30/2020 - 01/30/2020	SOI Meeting and LHS high school site visit	Certified Staff (Number Attended: 8)	Generated do's and don'ts from LHS envision program. Also, progressed on Goals and current application narrative.
10/24/2019 - 10/24/2019	SOI meeting at Arch Ford	Certified Staff (Number Attended: 6)	Look at data to support goals and execute surveys to elicit data.
08/08/2019 - 08/08/2019	Innovation meeting at Lonoke High School	Certified Staff (Number Attended: More than 25)	Implemented yard signs and integrity cards
02/07/2019 - 02/07/2019	School site visit to Holt Middle School and Pea Ridge School District	Certified Staff (Number Attended: 8)	Ideas and findings were shared with LMS staff, integrity cards procedures became a focus topic for discussion.
02/06/2019 - 02/06/2019	School site visit to Holt Middle School and Pea Ridge School District	Certified Staff (Number Attended: 8)	Ideas and findings were shared with LMS staff. Integrity cards procedures became a focus topic for discussion.
11/15/2018 - 11/15/2018	ACE High School Visit in Okmulgee, OK	Teacher (Number Attended: 5)	Visited with teachers at our building to share innovative ideas from ACE High School.

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
09/28/2018 - 09/28/2018	SOI Summit	Teacher (Number Attended: 2)	Visited with teachers at our school to share ideas from the summit.
09/27/2018 - 09/27/2018	SOI Summit	Teacher (Number Attended: 2)	Visited with teachers at our school to share ideas from the summit.
07/05/2018 - 07/05/2018	Met with Ken Grover to discuss innovative ideas for teaching and leading.	Certified Staff (Number Attended: 5)	Share ideas with staff members at our school.

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

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: 26.09%

Name of council member	Representative group	Council Position	Minority	Date Elected
Kristen Peek	Parent	Parent	No	01/30/2020
Courtney Reed	Parent	Parent	No	01/30/2020
Cheli Zappata	Classified Staff	Parent/Staff Member	Yes	01/30/2020
Larry Wade	Parent	Parent	Yes	01/30/2020
Charles Hunter	School Board Member	School Board Member	Yes	01/30/2020
Val Turner	Community Member	Community Member	No	01/30/2020
Jamie Anderson	Parent	Community Member	No	01/30/2020
JJ Gladden	Community Member	Arkansas Game/Fish	No	01/30/2020
Trae Reed	Community Member	Mayor	No	01/30/2020
Juan Torres	Student	Student	Yes	01/30/2020
Shy-Ann Hutchison	Student	Student	Yes	01/30/2020
Mazie Crowder	Student	Student	Yes	01/30/2020
Sissy Fletcher	Certified Staff	Counselor	No	01/30/2020
Rosalynd Kelleybrew	School Administrator	Assistant Principal	No	01/30/2020
Jeannie Holt	School Administrator	Principal	No	01/30/2020

Name of council member	Representative group	Council Position	Minority	Date Elected
Terri Taylor	Certified Staff	Teacher	No	01/30/2020
Tina Bufford	Certified Staff	Teacher	No	01/30/2020
Amy Screeton	Certified Staff	Teacher	No	01/30/2020
Lauren Parish	Certified Staff	Teacher	No	01/30/2020
Lauryn Mobley	Certified Staff	Teacher	No	01/30/2020
Kaleigh Huff	Certified Staff	Teacher	No	01/30/2020
Shaundra Nisbett	Certified Staff	Teacher	No	01/30/2020
Autumn STUART	Certified Staff	Teacher	No	01/30/2020

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

SECTION 5: VISION AND MISSION

The school's Vision 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.

The school's Mission statement

District Mission (Why we exist. Our fundamental purpose):

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

Vision & Misson are:

New

Data Entry Date: 02/26/20 | Data Modified Date: 05/20/20

SECTION 5: TIMELINE OF WORK

Timeline of work:

Date	Vision & Mission Work	Stakeholders Involved
04/03/2020	Revisited LPSD vision and mission and made comments.	Revisited LPSD vision and mission and made comments.

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

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:

Increase the number of students reading on grade level by 15%, as well as , increase the number of students meeting or exceeding growth goals in reading by 15%, as based on the ACT Aspire Summative Assessment.

Goal 2:

Decrease the number of students presenting behavior difficulties by 15% through the provision of individual student goal setting and attainment and opportunities of relevant choice for students through elective classes, as measured by the attainment of integrity cards and reduction of discipline infractions.

Goal 3:

Increase opportunities for students to have more choice in their method(s) of learning, demonstrating mastery and attainment of performance levels, working independently, and accessing teacher guidance as needed.

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

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 | Increase the number of students reading on grade level by 15%, as well as , increase the number of students meeting or exceeding growth goals in reading by 15%, as based on the ACT Aspire Summative Assessment.

Output/Actions (innovation strategy)	Research, build teacher capacity (knowledge or abilities), and implement blended learning
Expected Short Term Outcome	We will be able to better address the concerns of each individual student's educational needs. The more our teachers know about using blended learning, the better our students can succeed in the classroom.
Interim Performance Target with expected change	This will allow students to use multiple pathways to reach mastery.
Data/Instrument	Teacher surveys, student performance through blended learning, On Fire platform (also used for math data)
Date (by when)	07/30/2021
Materials/Resources needed	monetary support (subs), specialists to assist teachers
Waiver Needed?	Yes
Data Entry Date: 05/21/20 Data Modified Date: 07/18/20	

Goal 1 | Increase the number of students reading on grade level by 15%, as well as , increase the number of students meeting or exceeding growth goals in reading by 15%, as based on the ACT Aspire Summative Assessment.

Output/Actions (innovation strategy)	Develop a specific education plan through digital platforms
Expected Short Term Outcome	Students will work toward determined goals. We will use data to design a learning progression for students' needs. Once students have mastered skills, they will be able to move on to new skills through this digital platform.
Interim Performance Target with expected change	This will allow students to take ownership of their learning. Additionally, students will gain soft skills needed to track their progress and growth.

Data/Instrument	Naviance and our LMS Advisory Plan
Date (by when)	07/30/2021
Materials/Resources needed	Naviance, Advisory Plan
Waiver Needed?	Yes
Data Entry Date: 05/21/20 Data Modified Date: 05/21/20	

Goal 1 | Increase the number of students reading on grade level by 15%, as well as , increase the number of students meeting or exceeding growth goals in reading by 15%, as based on the ACT Aspire Summative Assessment.

Output/Actions (innovation strategy)	Provide scheduled collaboration time for teachers to disaggregate and analyze data, share literacy strategies, and share student work samples.
Expected Short Term Outcome	Teachers will be able to implement the results of these discussions into their teaching. Giving teachers these opportunities will increase the effectiveness of the literacy team because they are all on the same page.
Interim Performance Target with expected change	and this will promote greater student achievement in all content areas by addressing weaknesses.
Data/Instrument	meeting notes, data analysis, iReady scores, ACT Aspire scores
Date (by when)	07/30/2021
Materials/Resources needed	substitutes, Coop specialists
Waiver Needed?	Yes
Data Entry Date: 05/21/20 Data Modified Date: 05/21/20	

Goal 2 | Decrease the number of students presenting behavior difficulties by 15% through the provision of individual student goal setting and attainment and opportunities of relevant choice for students through elective classes, as measured by the attainment of integrity cards and reduction of discipline infractions.

Output/Actions (innovation strategy)	If we coordinate building-wide integrity incentive for every student through the use of student self-assessment and collaboration with teachers
Expected Short Term Outcome	Then, students will take ownership of their behavior, reflect on their choices, and set attainable goals to improve their social skills.
Interim Performance Target with expected change	And this will improve students' academic experience as well as their social-emotional well being by using self-assessment and collaboration through the integrity card system and incentives.
Data/Instrument	SWIS, Integrity Card Data Drive, LMS Advisory Plan
Date (by when)	07/30/2021
Materials/Resources	LMS Advisory Plan, integrity card drive, incentives chart

needed

Waiver Needed? No

Data Entry Date: 05/21/20 | Data Modified Date: 05/21/20

Goal 2 | Decrease the number of students presenting behavior difficulties by 15% through the provision of individual student goal setting and attainment and opportunities of relevant choice for students through elective classes, as measured by the attainment of integrity cards and reduction of discipline infractions.

Output/Actions (innovation strategy)	If we provide professional development for staff regarding social-emotional learning
Expected Short Term Outcome	Then our staff will be better equipped to handle and de-escalate major behavioral events. We know that a lot of student misbehavior comes from internal/external struggles that students don't know how to handle appropriately. We also know that some misbehavior is a result of trauma. Having a completely trained staff would ensure that everyone is handling behaviors consistently and appropriately.
Interim Performance Target with expected change	And this will create positive teacher-student relationships which will establish strong educational-social foundations and mentor relationships.
Data/Instrument	SWIS, Integrity Card Data Drive, LMS Advisory Plan, EduGuide SEL Curriculum
Date (by when)	07/30/2021
Materials/Resources needed	EduGuide curriculum
Waiver Needed?	Yes

Data Entry Date: 05/21/20 | Data Modified Date: 05/21/20

Goal 2 | Decrease the number of students presenting behavior difficulties by 15% through the provision of individual student goal setting and attainment and opportunities of relevant choice for students through elective classes, as measured by the attainment of integrity cards and reduction of discipline infractions.

Output/Actions (innovation strategy)	If we connect with students through student check in forms (minute meetings) and goal setting regarding personal growth during advisory
Expected Short Term Outcome	Then we will have a better understanding of what students need and how to best help them. Students will have ownership of their strengths and weaknesses and the power to make changes.
Interim Performance Target with expected change	And this will increase student connections with teachers and improve attendance and motivation.
Data/Instrument	digital data (forms)
Date (by when)	07/30/2021
Materials/Resources needed	none

Waiver Needed? Yes

Data Entry Date: 05/21/20 | Data Modified Date: 05/21/20

Goal 3 | Increase opportunities for students to have more choice in their method(s) of learning, demonstrating mastery and attainment of performance levels, working independently, and accessing teacher guidance as needed.

Output/Actions (innovation strategy)	If we provide opportunities for students to participate in independent courses of study based on their interest and choice
Expected Short Term Outcome	Then students will have more stake in their education. They will be able to put a purpose with the learning and see how it affects their lives.
Interim Performance Target with expected change	And this will increase student engagement, motivation, and performance, which will improve ownership and quality of student work.
Data/Instrument	iReady diagnostics, ACT interims, ACT summative, PITSCO
Date (by when)	07/30/2021
Materials/Resources needed	iReady, ACT aspire, On Fire
Waiver Needed?	Yes

Data Entry Date: 05/21/20 | Data Modified Date: 07/31/20

Goal 3 | Increase opportunities for students to have more choice in their method(s) of learning, demonstrating mastery and attainment of performance levels, working independently, and accessing teacher guidance as needed.

Output/Actions (innovation strategy)	If we provide collaboration between students and mentors in order to set academic goals using online performance data
Expected Short Term Outcome	Then students will be able to have conversations with people while advocating for themselves. Students will be able to use personal data to inform their academic goals and note the relationship between the two.
Interim Performance Target with expected change	And this will develop stronger soft skills in students in order to improve their interactions with peers and adult advocates; build peer relationships; and use conflict resolution skills.
Data/Instrument	iReady diagnostics, ACT Aspire interims, ACT Aspire summative, Mentor/Mentee Meeting minutes, integrity card data
Date (by when)	07/30/2021
Materials/Resources needed	iReady, ACT Aspire
Waiver Needed?	No

Data Entry Date: 05/21/20 | Data Modified Date: 05/21/20

Goal 3 | Increase opportunities for students to have more choice in their method(s) of learning, demonstrating

mastery and attainment of performance levels, working independently, and accessing teacher guidance as needed.

Output/Actions (innovation strategy)	If we provide a Flex Day one half day per week for those students meeting percentage goals and provide opportunities for students to participate in learnings of their choice (i.e. Game and Fish, eSports, Career Readiness programs, etc.)
Expected Short Term Outcome	Then students will be more motivated to learn new things and choose/obtain goals to meet their personal learning needs.
Interim Performance Target with expected change	And this will increase student awareness and experiences to promote skills/interests that relate to college/career readiness.
Data/Instrument	iReady diagnostics, ACT interims, ACT summative
Date (by when)	07/30/2021
Materials/Resources needed	monetary budget for Flex Friday activities
Waiver Needed?	Yes

Data Entry Date: 05/21/20 | Data Modified Date: 05/21/20

SECTION 8: ELECTION RESULTS

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	45
Number of Staff who voted	39
Number of Staff who voted for the proposed Plan	39
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: 02/26/20 | Data Modified Date: 02/26/20

SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

2020-21 Professional Development Plan for Innovation Implementation

Innovation Strategy: On Fire platform to use for Envision students to self-pace their learning. It will be provided to all Envision teachers before the school year begins.Â

Goals: Goal 1, Goal 2, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/07/2020	OnFire platform training	To ensure all teachers are experts in the software in order to best guide and assist students throughout the school year. This will allow students to move at their own pace more independently if they are familiar with the program.	All teachers (with COVID, we will be using this platform in a myriad of ways)

Innovation Strategy: EduGuide SEL program. All teachers will be trained in the EduGuide curriculum before the school year in order to ensure a solid understanding of implementation before students begin. This program will allow for necessary discussions to take place between teachers and students of difficult emotions and topics.

Goals: Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/06/2020	Teachers will receive training in the EduGuide program.	This will allow our teachers to be comfortable with the SEL curriculum in order to ensure a solid understand of implementation before students begin. This will allow necessary discussion pertaining to SEL to take place.	All teachers and staff

Innovation Strategy: Google Classroom training will be provided for all teachers. Throughout Covid-19, our teachers had to begin using a lot of online resources they were not familiar with or prepared to use. This training will prepare them to move our school and students to more digital learning.

Goals: Goal 1, Goal 2, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/02/2020	Google PD as a whole will be provided to teachers	This will ensure teachers are prepared to use Google digital resources in order to be able to use blended learning this school year.	All teachers and staff

Innovation Strategy: Science of Reading PD will ensure all teachers of all contents will have a basic understanding of foundational reading skills in order to best help students.

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/06/2020	Science of Reading PD	This will ensure all teachers of all contents will have a basic understanding of foundational reading skills.	All teachers and staff

Innovation Strategy: iReady will be used as our progress monitoring tool. All staff will receive training on iReady to ensure understanding of the program so they can assist students in using the program.

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/07/2020	iReady progress monitoring software	This will ensure teachers have an understanding of how to administer progress monitoring/diagnostic assessments and use the data effectively.	All content teachers