

# 2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

LONOKE PRIMARY SCHOOL - 4301030

## SUBMITTER INFORMATION

Dean Campbell  
501-676-3839

## ADDRESS

800 LINCOLN  
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**

Lonoke School District is nestled in rural central Arkansas right off I40. 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 dont 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.

Our test data currently shows that 16% of those that identify as African American Kindergarten students show as Ready or Exceeding, 50% in 1st grade and 50% in 2nd in the same demographic show as Ready or Exceeding in Reading.

We would like to have the ability to move more fluid between grade level standards as students achieve standards.

Currently our free and reduced lunch numbers at our school are 68% because of this, we believe that our students are not exposed to enough life experiences which create better vocabulary and understanding. The majority of our student body has a very limited view of the world and have never traveled outside of a 20 mile radius. To help the flow from PreK-2 up through the high school we want to create an environment that will expose our students to more life experiences that correlate with the pathways that our high school is using for college and career readiness. We want to create posters in our school that show the pathways for our students at the high school and have specific days throughout the year where outside groups come in and have demonstrations on those specific pathways to expose our students.

This past year we ran a soft launch of our Envision Program that allowed students to receive a more individualized learning environment by creating smaller classrooms, ability to move through the standards at a personalized rate and added a STEM curriculum.

We have implemented a house system where students are able to interact with all grade levels which can help with student behavior and allows for mentorship. We would like to expand this into allowing mentorship with the upper grades since our building is just PreK-2. The house system is also an avenue we can implement a Social/Emotional piece to better serve our students to be able to handle certain situations that occur on a day to day basis.

#### Proposed Innovation:

We want to provide every student with the ability to achieve all grade level standards and beyond through creating an environment with smaller class settings and smaller skill groupings. Through providing skill level groupings we will be able to address all students levels but would really be able to focus on those groups that our data shows gaps that need to be closed. We want to give

those students the ability to move to another grades standards, or receive standards that they are lacking at their current grade level.

We also want to be able to expose our students to real world experiences through virtual, outside speakers and high school pathways visits. We want to give our students the knowledge and exposure to college and career readiness options. We also believe that through real world experiences that our students' understanding and vocabulary will increase which in turn will increase student success.

We hope to be able to do this through flexible scheduling, enrichment/STEM options, personalized learning, social/emotional stability and real world experiences.

Being able to expose our students to this style of learning and environment would allow for a smoother transition from our school to the Elementary 3-5 building which is focused on also creating an environment to prepare students for the future.

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: 02/18/20 | Data Modified Date: 06/01/20

---

## SECTION 2: GENERAL QUESTIONS

---

**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)

Other(s) - Please list:

Wilbur D Mills Co-op

---

**Link to your School Improvement Plan:**

file:///home/chronos/u-dbf91b7fdb99e2d9342cf811ef687981f08c2306/MyFiles/Downloads/Lonoke%20Primary%20School\_SIP.pdf

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
05/21/2020 - 05/21/2020	Purpose was to Visit what our school of innovation needs to look like for our school, district and community. We discussed the building vote, classroom setup and took any questions and/or ideas from council members.	Community Member (Number Attended: 15)	All council members agreed that our school needed to continue to move forward with our application.
02/24/2020 - 02/24/2020	SOI Workday	Certified Staff (Number Attended: 4)	To work on the application process and have a clear understanding of where we are for the final application.
02/21/2020 - 02/21/2020	District Team Meeting aligning SOI for our district.	School Administrator (Number Attended: 7)	To make sure that each building is aligned with the SOI focus. Prepare principals for the upcoming SOI meeting at Arch Ford.
02/17/2020 - 02/17/2020	Staff Meeting	Teacher (Number Attended: More than 25)	Discuss SOI for our district and our building. To discuss changes we need to make to our current soft launch Envision program within our building.
02/03/2020 - 02/03/2020	Coffeyville Kansas School visit for SEL	Principal (Number Attended: 1)	To visit a school that has a district wide Social/Emotional Learning component within their buildings. To see the curriculum implemented within the classroom. Next step is to see if this would fit within our schools.
10/24/2019 - 10/24/2019	SOI Workday	Certified Staff (Number Attended: 3)	Regional SOI meeting to learn about SOI, app process and timeline.
09/24/2019 -	SOI Summit in Hot	Certified Staff	To hear from other schools that are going through

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
09/24/2019	Springs	(Number Attended: 6)	the SOI process and to display programs their students are succeeding within their school.
07/30/2019 - 07/31/2019	District Admin Retreat	School Administrator (Number Attended: 15)	To discuss the district vision of innovation for our district and what it could look like in each building.
04/26/2019 - 04/26/2019	Visited Pea Ridge Primary and Elementary	Certified Staff (Number Attended: 12)	To take another group to see their personalized learning program.
04/24/2019 - 04/24/2019	SOI informational night with 1st and 2nd grade to be parents.	Parent (Number Attended: More than 25)	To inform parents of the possible option of our districts Envision program.
04/15/2019 - 04/15/2019	SOI informational night with Kindergarten to be parents	Parent (Number Attended: More than 25)	To inform parents of the possible option of our districts Envision program.
04/03/2019 - 04/03/2019	SOI Workday	Certified Staff (Number Attended: 3)	Regional SOI meeting to learn about SOI, app process and timeline.
03/28/2019 - 03/28/2019	Visited Pea Ridge Primary and Elementary	Certified Staff (Number Attended: 12)	Visited to see their personalized learning program that they have in place. Allowed our teachers to see innovation in a school wide setting.
12/12/2018 - 12/12/2018	Visited Weiner Elementary	Certified Staff (Number Attended: 9)	Visited to see if SOI would be a good fit and to see an example of SOI.

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: 26.67%**

Name of council member	Representative group	Council Position	Minority	Date Elected
Laynie Miller	Student	Member	No	02/17/2020
Sophia Coronado	Student	Member	Yes	02/17/2020
Dawson Eagle	Student	member	No	02/17/2020
Bonnie Sedgebeer	Parent	Member	No	02/17/2020
Alyssa Miller	Parent	Member	No	02/17/2020
Tanya Giles	Parent	Member	Yes	02/17/2020
Brittney Ellis	Parent	Member	No	02/17/2020
Stephanie Hamilton	Classified Staff	Member	No	02/17/2020
Sandy Cloninger	Certified Staff	Member	No	02/17/2020
Kristina Turner	Teacher	Memeber	No	02/17/2020
Maghan Evans	Teacher	Member	No	02/17/2020
Alisha Inman	Teacher	Member	No	02/17/2020
Kenya Burl	Teacher	Member	Yes	02/17/2020
Lucia Mendoza	Classified Staff	Member	Yes	02/17/2020
Dean Campbell	Principal	Member	No	02/17/2020

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



---

## SECTION 5: VISION AND MISSION

---

### **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:**

New

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

# 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:

Literacy- We want to be able to improve literacy through increasing vocabulary and understanding by providing real world experiences in and out of the classroom. This will be measured through RTI numbers that are in Tier 2 and 3. We want to be able to decrease those percentages by 5% in each of those tiers.

### Goal 2:

Close the achievement gap among our African American males through integrated units and accelerating learning experiences while still providing a rigorous and challenging curriculum.

### Goal 3:

Implement a Social/Emotional curriculum that gives students a better understanding of their feelings and their peers' feeling all while creating conflict resolutions with guidance from their teachers. We will do this through a school and district wide initiative G.U.I.D.E. for Life, State Playbook support program. We will measure this goal through discipline issue reports, office referral reports, student and staff attendance reports.

Data Entry Date: 03/01/20 | Data Modified Date: 07/16/20

# 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 | Literacy-** We want to be able to improve literacy through increasing vocabulary and understanding by providing real world experiences in and out of the classroom. This will be measured through RTI numbers that are in Tier 2 and 3. We want to be able to decrease those percentages by 5% in each of those tiers.

Output/Actions (innovation strategy)	We would like to use a 4-1 week where we do our curriculum focused work 4 days and 1 day of building wide RTI and real world experiences whether it is a guest speaker, virtual or off campus visit.
Expected Short Term Outcome	We believe that through real world experiences that our students vocabulary and understanding will increase.
Interim Performance Target with expected change	With increased vocabulary and understanding students will be able to know and comprehend what they are reading which will improve Literacy scores.
Data/Instrument	which will be measured by the use of classroom assessments and iReady scores.
Date (by when)	12/18/2020
Materials/Resources needed	What will be needed is a true understanding of our High Schools pathways for college and career readiness program. Teachers will need to be able to tie in speakers, virtual tours and off campus visits to those areas that are the focus.
Waiver Needed?	Yes

Data Entry Date: 03/02/20 | Data Modified Date: 05/21/20

**Goal 2 |** Close the achievement gap among our African American males through integrated units and accelerating learning experiences while still providing a rigorous and challenging curriculum.

Output/Actions (innovation strategy)	We would like to use a 4-1 week where we do our curriculum focused work 4 days and 1 day of building wide RTI and real world experiences whether it is a guest speaker, virtual or off campus visit. We would like to incorporate small groups targeted at this specific population on the RTI Day.
Expected Short Term Outcome	We believe that through real world experiences and targeted RTI instruction, that this group of students vocabulary and understanding will increase.
Interim Performance Target with expected change	With increased vocabulary and understanding combined with extra small-group time, students will be able to know and comprehend what they are reading, which will improve Literacy scores. With this improvement we will access what the discipline referral data looks like compared to the previous year.

Data/Instrument	Which will be measured by the use of classroom assessments, iReady scores and discipline data.
Date (by when)	12/18/2020
Materials/Resources needed	We will need scheduled time during the RTI Day to target this population and incorporate small groups. Teachers will use data and research to plan for this targeted instruction. Teachers will need to be able to tie in speakers, virtual tours and off campus visits to those areas that are the focus. Teachers may also need additional professional development training to increase knowledge on the targeted population.
Waiver Needed?	Yes

Data Entry Date: 06/01/20 | Data Modified Date: 07/30/20

**Goal 3 | Implement a Social/Emotional curriculum that gives students a better understanding of their feelings and their peers' feeling all while creating conflict resolutions with guidance from their teachers. We will do this through a school and district wide initiative G.U.I.D.E. for Life, State Playbook support program. We will measure this goal through discipline issue reports, office referral reports, student and staff attendance reports.**

Output/Actions (innovation strategy)	We would like to use a 4-1 week to provide time for a social and emotional curriculum to be implemented. We would like to implement a social and emotional curriculum for students to understand and identify feelings and implement coping strategies for strong feelings.
Expected Short Term Outcome	Students will be able to understand and identify strong feelings and develop the skills needed to implement coping strategies for the strong feelings at a developmental appropriate skill level.
Interim Performance Target with expected change	With increased vocabulary and understanding students will be able to identify 2 coping strategies to be used when experiencing strong feelings.
Data/Instrument	Classroom Pre Test and Post Test identifying feelings and coping strategies.  Mr. Campbells Discipline Data for 2019-2020 School Year compared to 2020-2021 School Year. Discipline data from the 2019-2020 school year that can be used to set a baseline.  Or 1st nine weeks compared to 2nd nine weeks of the school year.
Date (by when)	12/18/2020
Materials/Resources needed	We will need a scheduled time for teachers to implement the Social and Emotional Curriculum. We will need initial and ongoing Conscious Discipline training for all of LPS Staff. We will need technology to use the Emotional ABCs Online Program or the Sanford Harmony Online Program in each classroom.
Waiver Needed?	Yes

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

# SECTION 7: WAIVERS

## Waivers needed to Achieve Proposed Innovations

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

Goal 2 | Close the achievement gap among our African American males through integrated units and accelerating learning experiences while still providing a rigorous and challenging curriculum.

Waiver Sought	1-A.5 Rules governing standards for 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, project-based learning activities and integrated units. 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	Waiver needed for Goals 1-2.

Data Entry Date: 07/24/20 | Data Modified Date: 08/12/20

---

## 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	52
---	----

Number of Staff who voted	47
---------------------------	----

Number of Staff who voted for the proposed Plan	45
---	----

Number of Staff who voted against the proposed plan	2
---	---

Percentage of staff voting in favor of the proposed plan of innovation	
--	--

Data Entry Date: 03/01/20   Data Modified Date: 03/02/20	
--	--

## SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

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

**Innovation Strategy:** Technology Training

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

Date	What?	Purpose (Why?)	Target Audience (Who?)
spring 2020	Google Classroom	Blended Learning and personalized learning	staff

**Innovation Strategy:** Improved Literacy through Vocabulary

**Goals:** Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
Summer 2020	Learning Gap Analysis	To identify standards that were not covered that students are lacking for teachers to understand what real world events that need to be targeted to close that gap.	staff

**Innovation Strategy:** Social Emotional Learning

**Goals:** Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
Fall 2020	Social Emotional Curriculum - G.U.I.D.E. for Life	To implement a program that enhances self-management and self-awareness skills to achieve school and life success.	staff

**Innovation Strategy:** Closing Achievement Gaps with Black Males

**Goals:** Goal 2, Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
Fall 2020	Race Training	Understanding the differences between white and black students and	staff



## **Innovation Strategy:** Closing Achievement Gaps with Black Males

**Goals:** Goal 2, Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
		how they learn	

## **Innovation Strategy:** Literacy Program

**Goals:** Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
Fall 2020	Implementation of a new Literacy Program Wit & Wisdom	To create a better understanding of teaching literacy and vocabulary	staff