

2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

PEAK INNOVATION CENTER - 0000000

SUBMITTER INFORMATION

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APPLICATION STATUS

APPLICATION STATUS: APPROVED

Application Submitted on: 03-02-2020

LINK TO MY SCHOOL INFO

[My School Info](#)

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SECTION 1: INNOVATION PLANS

Narrative Description of the Innovation Plan

There is an urgent need to expand career pathway opportunities within Fort Smith Public Schools. Of the nearly 2,093 juniors and seniors enrolled in FSPS during the 2017-2018 school year, only 155 (7.3%) participated in specialized training leading to industry-recognized certifications in the areas of manufacturing, health services, and information technology; these three industries are the primary contributors to the GDP of our area.

As a result, hundreds of high-demand entry-level jobs in the manufacturing, medical, and information technology sectors remain unfilled due to a lack of qualified applicants. A chronic shortage of qualified workers discourages area business from expanding their operations in Fort Smith. These conditions also place existing jobs at risk as employers feel compelled to consider relocating to communities with labor markets that may meet their needs more effectively. The fact that over 71% of our students qualify for free or reduced-priced meals highlights the importance of creating a pipeline of local talent to fill existing jobs and support further economic growth in our community.

The opening of our planned PEAK Innovation Center (new name, approved by Board of Education on Feb 24, 2020) will be an important step toward addressing these needs. We project that PEAK will more than double the number of career-ready graduates available to area employers by 2023. The Fort Smith Public Schools PEAK Innovation Center will contribute to the improvement of the labor market in our area. Its programs will equip students with the industry certifications and other credentials needed to walk across the stage at graduation prepared to secure high-paying jobs and/or pursue higher learning in their chosen fields. It will also be utilized to meet the retraining needs of incumbent workers through our partnerships with Fort Smith Adult Education and the University of Arkansas Fort Smith. Students within Fort Smith Public Schools and from the surrounding area will benefit from PEAK by having access to cutting-edge programming and equipment.

Opening in Fall, 2021, The PEAK Innovation Center will provide concurrent credit enrollment and industry credentialed programming that will allow students from the region to earn certifications and work towards Associates degrees in the areas of Advanced Manufacturing, Information Technology, and Healthcare Sciences. Additional focus areas will be added in future phases.

Students served by the career and technology center will also be served by their home schools and districts, so most of the requirements of traditional schools are being met there. We anticipate students spending half days at their home schools, half days at the center. For grades 10-12, Peak will act as a secondary career and technical center.

Using an advisory board made of up business, industry, K-12, higher education representatives and

community members, Peak will hold quarterly meetings along with additional subcommittee groups representing each of the industry sectors. In addition, a needs assessment survey will be conducted every two years, gathering input from parents/ students, business/ industry, and school staff. In the Fort Smith Public Schools, students will begin in the 6th grade with a 9-week "Career Connections" wheel, allowing them to explore all of the career clusters with hands on activities. This will continue in 7th grade with a full semester of Career Connections, and in 8th grade with a full year. This will allow students to be exposed to a number of options before working on their 4-year plans and student success plans. In 9th/ 10th grades, students will have the opportunity to take Principles/ Foundations classes in areas that lead directly to Peak, including Healthcare Sciences, Information Technology, and Advanced Manufacturing. The Peak Innovation Center will offer technical classes to 10th, 11th, and 12th graders who fall in the UAFS WATC service area. For the first year, we expect to serve 300 students per day, with a split AM/PM schedule (150 in AM, 150 in PM). Transportation will be provided by each individual school district. The pathways we plan to offer include three programs in Advanced Manufacturing: Computer Integrated Machining, Robotics/ Automation, and Industrial Maintenance. In the Information Technology pathway, we plan to offer Unmanned Aerial Systems and Networking/ Cyber Security pathways. In Healthcare Sciences, we plan to offer CNA, LPN, Sports Medicine, and Responsive Medicine pathways. Students will be able to earn industry recognized credentials including NIMS, CompTIA, CNA, LPN, technical certificates, and certificates of proficiency, as well as college credit. In addition to those programs, we will also offer several fine arts classes, and we are looking at the possibility of adding our construction technology program. In the spirit of "deschoolifying" the center, the technical center will have a professional atmosphere, without a bell system, to encourage students to take responsibility for their learning and schedules. The student handbook will be more like an "employee manual", students will interview for leadership positions, and Professional Skills will be embedded in all classes at Peak, with emphasis on essential employability skills and the personal attributes that area employers are seeking. Peak students, staff and advisory members will develop an agreed upon set of professional skills that will be posted in all classrooms and hallways, and will be embedded in all classes. The skills posters will be in the form of rubrics, listing traits that show attempting, developing, meeting, and exceeding expectations in the areas of Personal Management, Communication, Accountability and Productivity, and Collaboration. We are considering professional uniforms to be made available in each of the areas, just as the health science students will wear scrubs in the LPN classes. To centralize counseling services and create dialog between a student's home school and Peak, our Career Development Facilitator and all high schools and middle schools will use Naviance as a platform for student success planning and scheduling. We currently use it in our district, and are incorporating it into our middle school Career Connections classes, making it familiar to staff and students. We will also work with UAFS academic counselors onsite to ensure a smooth transition to additional postsecondary training and concurrent credit coursework. To ensure equitable practices at Peak for students who might fall below reading level, have 504 or IEP, or need other accommodations, our counselor will work with a student's home school counselor and special education staff, as well as Arkansas Rehabilitation Services, to ensure that student needs are met and appropriate accommodations are provided, including modified scheduling, writing assistance, assistive devices, accessibility, social-emotional needs, and other needed services. At Peak, students will have unique opportunities not only in technical training, but they will also participate in student led organizations and competitions, and in creative ventures/ enterprises that will be

specific to their area of study. Organizations include HOSA, Skills USA, FBLA, and others. Creative ventures are being discussed, but include working with local industry to supply a needed part, allowing advanced manufacturing students to create and produce actual parts for industry, giving them fuller exposure to quality control, workplace skills, business practices, and additional professional skills. School of Innovation status will allow Peak Innovation Center to focus on career and technical training, with many of the traditional/ required school services being offered at students home schools, through the K-8 Virtual Academy, or in creative ways at Peak. Beginning in elementary school, students will develop career awareness about the world of work, with a move into career exploration in middle school. Using YouScience assessment, students will learn about their interests and aptitudes in middle school, allowing targeted exposure to the career clusters and hands-on learning specifically in the areas of Advanced Manufacturing, Information Technology, and Healthcare Sciences, creating a pipeline of talent into the technical training offered at Peak. School counselors and parents will have access to YouScience data and Naviance, helping ensure that students can choose the pathway that best fits their interest and aptitude. We have an articulation agreement with UAFS in place currently for concurrent credit, and will pay particular attention to course code alignment with CTE needs as programs are started. In addition to the community and stakeholder input we have received over the past two years, we are working with UAFS to form program-specific advisory groups to help drive curriculum and programming. Peak Innovation Center will be open to all students, including students with disabilities. Recruitment of these students begins at the home school, where we are using Naviance to help guide conversations between counselors, teachers, and students about student success planning and pathways at Peak. Students are also accessing interest and aptitude information through the YouScience assessment, taken by all students in middle school. In addition, we plan to attend PTA meetings, parent/ teacher conference nights, and other opportunities to share the opportunities at Peak with parents, teachers, and students. We are currently developing a recruitment plan that begins this fall, allowing students to register for career and technology classes at Peak as early as December 2020 for the Fall 2021 semester. Our plan will address recruitment of individuals with disabilities, and includes in-person and virtual methods of sharing information about Peak. We will also have a counselor/ career development facilitator onsite at Peak to work with students individually and act as the communication link to the counselor and special education service providers at the students' home school. The Peak CDF would establish a contact at each of the high schools serving Peak, and set up the needed coordination plan to help ensure that students will not be excluded. We will be able to offer flexible scheduling for students based on individual student needs.

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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)

Link to your School Improvement Plan:

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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
04/21/2020 - 04/21/2020	The Workforce Development Group meets monthly to align business and industry needs with K-12 and higher education. Group includes Chamber of Commerce Vice President of Workforce Development, local industry leaders, FSPS Superintendent, UAFS Chancellor, FSPS CTE Director, and UAFS Dean of College of Applied Science and Technology.	Community Member (Number Attended: 10)	We finalized operating MOU status for Peak between FSPS and UAFS. We discussed RFPs for Advanced Manufacturing Equipment purchases for Peak and next steps. Other next steps include: Instructors- recruiting, ads, timeline, researching additional grant opportunities.
03/11/2020 - 03/12/2020	Review the draft mission statement and tagline for CTE Review the description of the CTE Center and give input Review the description of the Advisory Board and Committees and give input Discuss next steps	Community Member (Number Attended: More than 25)	Share proposals with additional staff members including all secondary administrators and gather input Discuss marketing CTE and career awareness with large staff group including elementary administrators and teachers Develop a K-12 plan for early awareness of careers and CTE

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
02/11/2020 - 02/11/2020	<p>UAFS Chancellor, FSPS CTE Director and Superintendent presented plan for Peak Innovation Center to regional superintendents who will be able to send students from participating school districts. We solicited input, questions, and encouraged them to participate. The success of a regional program like Peak is dependent on these districts to participate.</p>	<p>School Administrator (Number Attended: More than 25)</p>	<p>Superintendent will continue to attend these monthly meetings to build capacity for Peak programs in other school districts. Updates will be shared with regional superintendents on progress and programs at Peak.</p>
12/16/2019 - 12/16/2019	<p>Discuss system level actions, support and expectations and program level actions, support, and expectations</p> <p>Discuss how business and industry partners can be involved in ways other than the Advisory Board or committee</p> <p>Discuss CTSOs, identify what is available, and develop expectation for each program</p> <p>Discuss student-run enterprises, what is appropriate, and develop expectations</p> <p>Discuss Industry Based Certifications and identify criteria to make decisions about what to offer</p>	<p>Teacher (Number Attended: More than 25)</p>	<p>Finalized offerings at CTC, roles of CTSOs, industry certifications</p>

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
	<p>Discuss our commitment that we are offering programs for ALL students and identify how we can communicate in that way</p>		
<p>11/20/2019 - 11/21/2019</p>	<p>Discuss current plans for phase 1 and phase 2 of the work</p> <p>Discuss work done with K-12 plan and create some plans</p> <p>Preparing students for the opening of the CTC</p> <p>Finalizing the purpose and distribution of the career cards</p> <p>Finalizing plans for summer camps</p> <p>Finalizing transition for advisory board and committees</p>	<p>School Administrator (Number Attended: More than 25)</p>	<p>Assign summer opportunities, advisory board</p>
<p>10/09/2019 - 10/09/2019</p>	<p>Branding workshop</p>	<p>Community Member (Number Attended: More than 25)</p>	<p>Workshopped branding ideas for CTC, developed focus for marketing</p>
<p>09/03/2019 - 09/04/2019</p>	<p>Finalize vision, tagline, mission statements, description of CTC. Discuss and recommend advisory committees, summer camp options</p>	<p>Teacher (Number Attended: More than 25)</p>	<p>Next steps: Branding work, building layout</p>

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
04/02/2019 - 04/03/2019	K-12 Career Awareness, Research and Develop Relevant, Rigorous and Engaging Student Learning Experiences for ES, MS, HS	Teacher (Number Attended: More than 25)	<p>Create a comprehensive K-12 career pathways program with specific grade-level requirements that includes:</p> <ul style="list-style-type: none"> Early exposure to education and career planning Resources and guidance to prepare them with the skills and knowledge they need Education so that each student graduates with a viable plan and relevant skill set for his or her future
01/22/2019 - 01/23/2019	Share observations of CTE tours, gather info from business and industry on needed knowledge, skills, character traits, certifications, industry standards and equipment	Community Member (Number Attended: More than 25)	<p>Researched/site visits to outstanding CTE programs</p> <p>Identified what we thought should be included in the CTE program in Fort Smith</p> <p>Developed a draft CTE vision statement, mission statement; developing a tagline and hashtag</p> <p>Recommended revisions to FSPS High School Course Catalog</p> <p>Developing postcards for each of the career clusters</p> <p>Created the Description of the CTE Center</p> <p>Developed structure and recommendations for the CTE Advisory Board, Career Cluster Advisory Committees and Community Involvement</p>
11/01/2018 - 11/02/2018	Reviewed flyers created at our last meeting. Made recommendations	Teacher (Number Attended: More than 25)	<p>Planned visits of CTE centers around state, out of state</p> <p>Begin discussion of CTE program guide for teachers</p>
06/19/2018 -	Work to create course	Teacher	Designed CTE program plans, flyers, set up

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
06/20/2018	alignment that is clear to students and meets community needs for student success and economic development.	(Number Attended: More than 25)	business panel

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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: 12.5%

Name of council member	Representative group	Council Position	Minority	Date Elected
Steven Lamm	Community Member	Chamber Rep	No	02/28/2020
Bryan Brown	Community Member	Industry Rep	No	02/28/2020
Sherry Simms	Community Member	Industry Rep	No	02/28/2020
Jason Green	Community Member	Industry Rep	No	02/28/2020
Walter Woodie	Parent	Parent	No	02/28/2020
Gabrielle Woodie	Student	Student	No	02/28/2020
Nadia Facio	Student	Student	Yes	02/28/2020
Lorena Facio	Parent	Parent	Yes	02/28/2020
Wade Gilkey	School Board Member	Board Member	No	02/28/2020
Amy Fisher	Certified Staff	Staff	No	02/28/2020
Jason Meharg	Certified Staff	Staff	No	02/28/2020
Joni Wilbanks	Certified Staff	Staff	No	02/28/2020
Leigh Ann Hasley	Certified Staff	Staff	No	02/28/2020
Amye Chambers	Certified Staff	Staff	No	02/28/2020
Stephanie Freeman	Certified Staff	Staff	No	02/28/2020
Gary Udouj	School Administrator	Chair	No	02/28/2020

Data Entry Date: 02/28/20 | Data Modified Date: 02/28/20

Name of
council member

Representative
group

Council
Position

Minority

Date
Elected

SECTION 5: VISION AND MISSION

The school's Vision statement

Igniting student ambitions to lead global innovation.

The school's Mission statement

Fort Smith Public Schools Career and Technical Education is dedicated to providing all students with innovative, career-specific learning experiences through partnerships with business and industry leaders, equipping students with relevant skills for future success in their chosen profession.

Vision & Misson are:

New

Data Entry Date: 04/28/20 | Data Modified Date: 04/28/20

SECTION 5: TIMELINE OF WORK

Timeline of work:

Date	Vision & Mission Work	Stakeholders Involved
1/6/2020	Branding meeting- final drafts of name, tagline, marketing messaging were presented	Branding meeting- final drafts of name, tagline, marketing messaging were presented
11/15/2019	Naming recommendations and messaging workshop/ presentation- narrowed list of possibilities, gathered additional input	Naming recommendations and messaging workshop/ presentation- narrowed list of possibilities, gathered additional input
10/9/2019	Worked with branding company to help develop Peak name, tagline, marketing message. This full day meeting laid the ground work for future work. Smaller versions of this group met multiple times to narrow down name options and refine messaging.	Worked with branding company to help develop Peak name, tagline, marketing message. This full day meeting laid the ground work for future work. Smaller versions of this group met multiple times to narrow down name options and refine messaging.
09/03/2019	Finalize vision, tagline, mission statements, description of CTC	Finalize vision, tagline, mission statements, description of CTC
03/11/2019	Review the draft mission statement and tagline for CTE Review the description of the CTE Center and give input Review the description of the Advisory Board and Committees and give input Discuss next steps	Review the draft mission statement and tagline for CTE Review the description of the CTE Center and give input Review the description of the Advisory Board and Committees and give input Discuss next steps
01/22/2019	Worked with CTE Curriculum committee and industry stakeholders to develop description, mission, vision statements	Worked with CTE Curriculum committee and industry stakeholders to develop description, mission, vision statements

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

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:

In our first year of operation, we anticipate up to 300 students to participate in secondary and/ or concurrent career and technical classes at Peak. The target goal for students completing industry recognized certifications in advanced manufacturing, information technology, and healthcare sciences in the first year is 80%, with a baseline of 70%. The target for students earning concurrent credit hours is 80%, also with a baseline of 70% in the first year.

We are currently participating in regular Superintendent meetings at the Guy Fenter Coop, and have been asking for their input on how to best include their students. We are planning a fall PD for counselors from those districts to discuss recruitment, the application process, equity, access, and get their input on how to best ensure that their students are receiving all appropriate services. For process, we will develop points of contact at each participating school to ensure regular communication.

For funding, UAFS will act as the fiscal agent with each district participating in Peak. UAFS will have an two MOUs with each district- one for transportation costs, and one addressing tuition for concurrent credit classes, both of which have been approved by the Superintendents of the Guy Fenter Educational Cooperative.

Goal 2:

With a goal of increasing the number of students entering into technical education, the target goal for career ready graduates from Peak will tie to the percentage of students earning certifications and taking part in work-based learning opportunities. The target goal is 70% of students at Peak will take part in work-based learning, internship/ industry partnerships prior to graduation, with a baseline of 60% the first year of operation. Work-based learning under Perkins V is "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. We plan to have a full-time certified Career Development Facilitator to help with scheduling/counseling and oversee work-based learning opportunities. The CDF will be also working with counselors and/or instructors at the student's home campus to ensure oversight.

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 | In our first year of operation, we anticipate up to 300 students to participate in secondary and/ or concurrent career and technical classes at Peak. The target goal for students completing industry recognized certifications in advanced manufacturing, information technology, and healthcare sciences in the first year is 80%, with a baseline of 70%. The target for students earning concurrent credit hours is 80%, also with a baseline of 70% in the first year. We are currently participating in regular Superintendent meetings at the Guy Fenter Coop, and have been asking for their input on how to best include their students. We are planning a fall PD for counselors from those districts to discuss recruitment, the application process, equity, access, and get their input on how to best ensure that their students are receiving all appropriate services. For process, we will develop points of contact at each participating school to ensure regular communication. For funding, UAFS will act as the fiscal agent with each district participating in Peak. UAFS will have an two MOUs with each district- one for transportation costs, and one addressing tuition for concurrent credit classes, both of which have been approved by the Superintendents of the Guy Fenter Educational Cooperative.

Output/Actions (innovation strategy)	If we offer concurrent credit courses and industry credentialed programming to enable students to graduate with a high school diploma and industry recognized certifications
Expected Short Term Outcome	Then students will graduate with documented skills that are recognized by employers.
Interim Performance Target with expected change	and this will allow 15-20% of Peak students to earn industry recognized certifications each quarter as reported by Peak instructors, which is tied to the target goal of enabling 80% of our students to complete certifications the first year.
Data/Instrument	<p>Perkins V Accountability Measures:</p> <p>5S1: Program Quality Attained Recognized Postsecondary Credential</p> <p>Numerator: The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</p> <p>Denominator: Number of CTE concentrators who graduated from high school.</p> <p>Formula: Arkansas will report this data when verifiable data are available. At this time, verifiable data are not available in Arkansas for secondary</p>
Date	06/01/2022

(by when)	
Materials/Resources needed	Advisory board will guide recognized certifications offered. Higher Education partner will help staff school and provide opportunities for industry recognized certifications, certificates of proficiency, and technical certificates.
Waiver Needed?	Yes
Data Entry Date: 02/18/20 Data Modified Date: 04/28/20	

Goal 2 | With a goal of increasing the number of students entering into technical education, the target goal for career ready graduates from Peak will tie to the percentage of students earning certifications and taking part in work-based learning opportunities. The target goal is 70% of students at Peak will take part in work-based learning, internship/ industry partnerships prior to graduation, with a baseline of 60% the first year of operation. Work-based learning under Perkins V is "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. We plan to have a full-time certified Career Development Facilitator to help with scheduling/counseling and oversee work-based learning opportunities. The CDF will be also working with counselors and/or instructors at the student's home campus to ensure oversight.

Output/Actions (innovation strategy)	If we offer students expanded opportunities for work-based learning, internships, apprenticeships, job shadowing, etc...
Expected Short Term Outcome	Then students will be able to learn additional needed skills in real work environment
Interim Performance Target with expected change	And this will lead to enhanced career skills, valuable employment experience, opportunities to network with professionals, and in some cases financial compensation. This is connected to the overall goal of preparing students for careers. CDF will report by semester number of students in work-based learning opportunities. Employability skills will be monitored by semester reports based on CDF surveys of employers participating in work-based learning/ apprenticeships/ internships.
Data/Instrument	Collecting data on student apprentices success in securing jobs and completing certificates and degrees compared with peers not participating in apprenticeships.
Date (by when)	06/01/2022
Materials/Resources needed	Beneficial data might include high school completion data, industry-recognized certificate completion, associates degree completion, attendance tracking and post-apprenticeship employment status.
Waiver Needed?	Yes
Data Entry Date: 02/18/20 Data Modified Date: 04/28/20	

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	25
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Number of Staff who voted	20
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Number of Staff who voted for the proposed Plan	20
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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: 02/28/20 Data Modified Date: 03/02/20	
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SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

2020-21 Professional Development Plan for Innovation Implementation

Innovation Strategy: Use panel of industry experts in advanced manufacturing to determine needed certifications, provide work-based learning, and provide PD to relevant staff.

Goals: Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
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Innovation Strategy: Use panel of industry experts in healthcare sciences to determine needed certifications, provide work-based learning, and provide PD to relevant staff.

Goals: Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
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Innovation Strategy: Use panel of industry experts in information technology to determine needed certifications, provide work-based learning, and provide PD to relevant staff.

Goals: Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
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Innovation Strategy: Provide professional development to current Keystone and Career Development teachers to create Career Connections course for 8th grade, building pipeline to PEAK Innovation Center.

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
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Innovation Strategy: Provide professional development to current Keycode teachers to create Career Connections course for 7th grade, building pipeline to PEAK Innovation Center.

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
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Innovation Strategy: Provide support to industry experts in new teaching roles by holding regular professional development regarding best practices, foundations of teaching, and providing scaffolding and mentoring for new instructors. Online coursework will be used to supplement face-to-face PD.

Goals: Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
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Innovation Strategy: Partner with Fort Smith Adult Education and UAFS to offer support and mentoring to instructors and provide context-based exposure to the theory, strategies and practice of understanding, planning for and meeting the unique needs of students in a CTE educational environment and adult learners in this unique educational environment.

Goals: Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
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