

2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

SOUTHSIDE HIGH SCHOOL - 6601025

SUBMITTER INFORMATION

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APPLICATION STATUS



APPLICATION STATUS: APPROVED

Application Submitted on: 03-01-2020

LINK TO MY SCHOOL INFO

[My School Info](#)

SECTION 1: INNOVATION PLANS

Narrative Description of the Innovation Plan

Southside High Schools, one of the two high schools in the Fort Smith Public Schools, serves 1325 students in grades 10-12. We are currently going through reconfiguration; therefore Southside will serve grades 9-12 beginning in school year 2021-2022. Our student population has become more diverse over the last ten years, both in ethnicity and financial resources. During the 2018-2019 school year, we operated as a targeted Title I school, and this year we are in our first year of a schoolwide Title I program, with 42.4% of our students qualifying for free or reduced lunches. We have an exemplary AP program, with 62% of our students achieving qualifying scores on AP exams, exceeding the state, national and global averages. However, we are continuing to see declines in student scores on ESSA reports, and large numbers of students who are not mastering content at Southside. In addition, we are losing enrollment from our attendance zones to other options in Fort Smith. COVID-19 has added additional challenges for our students, just as it has for students globally. We are greatly concerned for our students who are medically fragile, have at-risk family members or are otherwise concerned about returning to the traditional school environment.

We have determined a need for systems of support to enable students to master curriculum while enrolled in a course. Providing support systems will result in a decreased need for credit recovery, and an increase in the number of students considered "on-time" for graduation. Based on grades issued for the first quarter of the 19-20 school year, 251 of 1325 students had at least one failing grade, 19% of our student population. Currently, 100% of our student population are enrolled in traditional coursework that sets the time, pace and place of skills attainment. As the data shows, this traditional programming meets the needs of a segment of the population, but does not ensure learning for all.

Southside High School has seen a decrease in academic achievement over the last three years. In addition, we did not meet the 80% growth target in 2019, with an ESSA growth score of 78.5%. Our second identified need is for student performance on the ACT Aspire Summative assessment to show marked growth. We believe that this goal will be best met by creating a learning environment that emphasizes mastery of core content areas. We believe that providing opportunities to experience flexible, self directed, blended and/or virtual learning environments tied to mastery of standards will provide options for students who have needs that are not addressed by the traditional classroom.

An additional need is to increase enrollment at Southside High School. We have seen our enrollment drop year over year for the past five years, from a five year high of 1,576 students in 2015 to our current enrollment today of 1,305. Our district has multiple opportunities for students including public, private, charter, virtual schools and homeschool environments. We have been losing students from our attendance zone for the past five years to these options within Fort Smith. By providing innovative options that meet the needs of students through personalization, mastery

and flexibility, we hope to retain students within our zone, and become an attractive option for students through school choice.

Our school of innovation plan is to create three flexible pathways for students to engage with teachers, content and curriculum. Students will elect into to both the full virtual learning pathway and the STAR Academy of Innovation. There are no prerequisites or barriers to application. All students who do not elect either full virtual or the STAR academy will participate in blended learning opportunities. All students will be provided with a district issued Chromebook to facilitate virtual learning environments. Fort Smith Public schools will provide enhanced wireless services at each of its 26 campuses to allow students who do not have wireless access the ability to access wifi from "park and learn" stations within community schools. In addition, wireless hotspots are available for student checkout on a limited basis. The district remains committed to providing expanded wireless capacity to students who do not have access in their homes and is exploring ways to use Federal Cares funds for this purpose.

The first pathway would be a school within a school. This program would offer a full virtual environment, using a third party curriculum hosted on the providers learning management system. Students would have control over time, pace and place. This pathway is innovative learning, as students are not bound by the constraints of the traditional school calendar or tied to a brick and mortar school environment. They are able to move through the curriculum of courses of their choosing at a pace and time that meets their specific learning needs. Teachers will facilitate the students through the learning, with one on one meetings to assist students in area of difficulty. Support services on campus will remain available for all students who participate in this pathway. Students served under an IEP, 504 or ELL accommodation plan will have access to personalized education plans as the Pearson platform allows for accommodations to the curriculum as needed to meet the needs of each individual student. Additional accommodations such as text to speech and translations are built into the platform. Students have availability to all student services including those designed to support students served under an IEP, 504 or ELL plan.

The second pathway would be a school within a school, the STAR Academy of Innovation. This program would offer blended learning opportunities for the 16 core competencies for students using teacher created curriculum hosted on our school's learning management system, Schoology. Teacher mentors will be in classrooms working to mentor students through learning activities aimed at facilitating the blended curriculum. Working at their own pace, students would have the ability to accelerate through the curriculum, providing opportunities for broadened learning experiences, such as concurrent classes, apprenticeships, internships and more. In addition, they will participate in elective, AP and concurrent credit classes with traditional students, in a blended format mentioned below. Students would have control over time, pace and blended place. This innovative experience allows students the opportunity to be working on curriculum online, but still have daily one on one interactions with teachers in the classroom. Teachers will focus their efforts on mentoring students one on one in areas of individual deficiency, with the option to hold mini lessons for the entire group of students if assessments show a common area of misunderstanding or lack of mastery. The goal is for all students to complete their core subjects at their own pace, with the ability to accelerate at a minimum of 70% proficiency. Support services on campus will remain

available for all students who participate in this pathway. Students served under an IEP, 504 or ELL accommodation plan will have access to personalized education plans as the individual teacher make accommodations to the curriculum as needed to meet the needs of each individual student. In addition, students who are not showing mastery on formative assessments will receive one to one mentoring sessions, allowing for individualized interventions. Additional accommodations such as text to speech and translations are built into the learning platform. Students have availability to all student services including those designed to support students served under an IEP, 504 or ELL plan.

The third pathway would be for all students who do not choose the STAR academy or full virtual environment. This pathway would offer blended learning opportunities in the traditional classroom setting or virtually at home. This offers students the opportunity to move in and out of the classroom setting as circumstances permit. Curriculum will be teacher created and hosted on our school's learning management system, Schoology. The same daily learning experiences and assessments offered in the classroom will be offered digitally. Students will have control over time and blended place, but not pace, as students will have the same daily learning expectations as those in the classroom. This allows all students at Southside High School the ability to maintain a consistent level of learning during times of illness, shutdown, or any other times that an alternate placement may be necessary. This innovative approach to learning truly transforms Southside High School to a school without walls, which provides opportunities for consistency and learning in chaotic times. Students have availability to all student services including those designed to support students served under an IEP, 504 or ELL plan.

Data Entry Date: 02/24/20 | Data Modified Date: 08/05/20

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)

Education Renewal Zone (ERZ)

Office of Innovation for Education (OIE)

ADE Team Digital

Other(s) - Please list:

AIMS (Advanced Initiative for Math and Science)

District support by ADE Team Digital

Link to your School Improvement Plan:

<https://docs.google.com/document/d/1XWpvn5d9dkLqSp6-76RbswB4-VnzEuxGfdHN3Hs4zDY/edit?usp=sharing>

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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.

05/29/2020 - 05/29/2020	Meeting with third party virtual providers to consider the use of a third party virtual curriculum for one pathway of SHS students	School Administrator (Number Attended: 1)	Work through demo of platform, including other members of SOI committee.
05/25/2020 - 05/25/2020	Survey regarding blended learning tools to prepare for summer PD	Certified Staff (Number Attended: More than 25)	Working of series of Virtual professional development sessions on virtual/blended learning, including flipped classroom, project based learning and more.
03/16/2020 - 05/29/2020	Series of departmental meetings focused on transition to virtual learning environments due to shutdown for COVID - 19.		

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: 18.18%

Name of council member	Representative group	Council Position	Minority	Date Elected
Jeff Mosby	Other	Technology Support	No	07/06/2020
Juan Zermeno	Teacher	Member	Yes	07/06/2020
Jeff Meares	Community Member	Member	No	07/06/2020
Caitlyn Elliott	Student	Member	No	02/12/2020
Kate Bautista	Student	Member	Yes	02/12/2020
Xavier Vann	Student	Member	Yes	02/12/2020
Yesinia Ocampo	Student	Member	Yes	02/12/2020
Lisa Atwell	Classified Staff	Member	No	02/12/2020
Bill Hanesworth	School Board Member	Member - Parent and School Board Member	No	02/12/2020
Samantha Hall	Parent	Member	No	02/12/2020
Meagan Olson	Teacher	Member	No	02/12/2020
Camille Guyton	Teacher	Member	No	02/12/2020
Heather Baumgartner	Teacher	Member	No	02/12/2020
Savannah Smith	Certified Staff	Member	No	02/12/2020
Justin Key	Teacher	Member	No	02/12/2020
Laura Smith	Teacher	Member	No	02/12/2020
Walter Woodie	Teacher	Member	No	02/12/2020

Name of council member	Representative group	Council Position	Minority	Date Elected
Kristi Coats	Teacher	Member	No	02/12/2020
Suzanne Martin	Teacher	Member	No	02/12/2020
Carol Bricker	Teacher	Member	No	02/12/2020
Jeff Prewitt	School Administrator	Member	No	02/12/2020
Lisa Miller	Principal	Member	No	02/12/2020

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SECTION 5: VISION AND MISSION

The school's Vision statement

The vision of Southside High School is learning for all students in an environment that ensures belonging, high achievement, and service, producing career-ready citizens.

The school's Mission statement

It is the mission
of Southside High School
to provide an educational program
that enables our students
to learn, achieve, succeed
and become proficient
in reading, writing and math.

Southside High School is dedicated
to providing quality and equitable
educational opportunities
for all students
that will help them in realizing
their academic potential,
become productive citizens,
and prepare for their futures.

Vision & Misson are:

New

Data Entry Date: 02/16/20 | Data Modified Date: 03/01/20

SECTION 5: TIMELINE OF WORK

Timeline of work:

Date	Vision & Mission Work	Stakeholders Involved
03/16/2020	Work begins to repeat the process for revising SHS mission statement	Work begins to repeat the process for revising SHS mission statement
02/17/2020	New vision statement presented to school during all school professional development	New vision statement presented to school during all school professional development
01/08/2020	Guiding coalition meets and adopts a new vision statement. Present to staffulty and students by email for feedback.	Guiding coalition meets and adopts a new vision statement. Present to staffulty and students by email for feedback.
01/08/2020	Collaborative teams meet to review the two draft vision statements and vote as a team to adopt one of them, or create a new by merging the two. Provide feedback to guiding coalition.	Collaborative teams meet to review the two draft vision statements and vote as a team to adopt one of them, or create a new by merging the two. Provide feedback to guiding coalition.
01/06/2020	Guiding coalition meets to review the draft vision statements and narrow down to two to present to collaborative teams	Guiding coalition meets to review the draft vision statements and narrow down to two to present to collaborative teams
12/11/2019	Collaborative teams meet to generate draft vision statements that encompass the school agreed upon five visionary words	Collaborative teams meet to generate draft vision statements that encompass the school agreed upon five visionary words
12/09/2019	Guiding coalition meets to review all words generated in team meetings. Work to narrow to five words, that encompass all words from individual teams	Guiding coalition meets to review all words generated in team meetings. Work to narrow to five words, that encompass all words from individual teams
12/04/2019	Collaborative team meetings focus on development of 5 ideas they would see in the ideal version of SHS 5 years in the future.	Collaborative team meetings focus on development of 5 ideas they would see in the ideal version of SHS 5 years in the future.
12/02/2019	Guiding coalition meets to develop agendas for first day of vision development in collaborative team meetings	Guiding coalition meets to develop agendas for first day of vision development in collaborative team meetings
11/20/2019	Guiding coalition meets to review and narrow values statements down to 5 that encompass all of the work of the collaborative teams	Guiding coalition meets to review and narrow values statements down to 5 that encompass all of the work of the collaborative teams
11/20/2019	Collaborative team meetings focus on development of core values.	Collaborative team meetings focus on development of core values.
11/16/2019	Guiding coalition meets to develop PLC agenda for development of values	Guiding coalition meets to develop PLC agenda for development of values
08/19/2019	Introduction to Professional Learning Communities and the importance of Vision, Mission, Values and Goals to guide the work.	Introduction to Professional Learning Communities and the importance of Vision, Mission, Values and Goals to guide the work.

Date	Vision & Mission Work	Stakeholders Involved
	Created timeline for the work.	Created timeline for the work.
03/15/2019	Staff professional development "Creating a Vision and Mission" Introduction to difference between vision, mission, values and collective commitments.	Staff professional development "Creating a Vision and Mission" Introduction to difference between vision, mission, values and collective commitments.
08/10/2018	Professional development session "What do we believe" focused on the golden circle, finding our "why"	Professional development session "What do we believe" focused on the golden circle, finding our "why"

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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:

At the end of the first semester of the 2019-2020 school year, 96 students had at least one failing grade, for a total of 225 total failing grades. Southside High School will calculate the number of failing grades among sophomores for the 2nd semester and compile the year end data. We will decrease the number of students failing at least one course and total number of failing grades by 20%, for the 2020-2021 school year for sophomores, our pilot student cohort for the initial year of implementation of Pathway 2 - The STAR Academy of Innovation. In addition, we will decrease the number of failing grades by an additional 20% for sophomores and juniors during the 2021-2022 school year.

Goal 2:

Southside High School has seen a decrease in academic achievement over the last three years. In addition, we did not meet the 80% growth target in 2019, with an ESSA growth score of 78.5%. Our second identified need is for student performance on the ACT Aspire Summative assessment to show marked growth. We will increase our growth score by 3% for the 2020-2021 school year for sophomores, our pilot student cohort for the initial year of implementation, and an addition 3% for the 2021-2022 school year as measured by ESSA reporting for sophomores and juniors.

Goal 3:

Increase student enrollment at Southside High School, maintaining students from our feeder schools. We will increase our sophomore enrollment for the 2020-2021 school year by 10% over current enrollment. In addition, we will increase our overall enrollment 10th - 12th grade by 10% for the 2021-2022 school year. We will collect data on subpopulation enrollment to look for trends among subpopulations. In addition, we will compare attendance rates among subpopulations (to include digital engagement as positive indicators of attendance) to evaluate at year end, and make necessary modification for the 2021-2022 school year.

Goal 4:

During the time of the shutdown for COVID-19 we have seen the need for flexibility with student learning environments in order to continue student engagement with a high quality learning experience during times of turmoil. Southside High School will see a 25% increase in student engagement with curriculum in all three pathways based on our learning management system analytics, credits earned, and schoolwide grade point from the 2019-2020 school year to the 2020-2021 school year.

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

Theory of Action to Achieve Innovation Goals: Innovation Plan

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

Goal 1 | At the end of the first semester of the 2019-2020 school year, 96 students had at least one failing grade, for a total of 225 total failing grades. Southside High School will calculate the number of failing grades among sophomores for the 2nd semester and compile the year end data. We will decrease the number of students failing at least one course and total number of failing grades by 20%, for the 2020-2021 school year for sophomores, our pilot student cohort for the initial year of implementation of Pathway 2 - The STAR Academy of Innovation. In addition, we will decrease the number of failing grades by an additional 20% for sophomores and juniors during the 2021-2022 school year.

Output/Actions (innovation strategy)	If we implement a school of innovation focusing on a maximum of 150 sophomores during the pilot year of 2020-2021, and adding grade level cohorts each subsequent year, with a focus on mastery of essential standards, as measured by assessments,
Expected Short Term Outcome	then student achievement in classes will be measured strictly by skills attainment, allowing for appropriate intervention as needed for student achievement. Student grades will improve and student failures will decline,
Interim Performance Target with expected change	resulting in decreased failures at the end of the first semester of the 2020-2021 school year. Interim progress will be measured weekly by interim progress pulls and reviews by teacher teams, grade level administrator and grade level counselor.
Data/Instrument	as measured by grades recorded on student transcripts and weekly interim progress reports.
Date (by when)	12/18/2020
Materials/Resources needed	Creation of school of innovation courses for the core competencies in schoology, with a focus of 70% mastery in order to unlock the next standard. Students who do not meet the 70% mastery target will meet 1:1 with teacher mentors who will reteach the material for reassessment. Time will be allocated each day for mentoring sessions with teachers, as well as advisory periods each week.
Waiver Needed?	Yes

Data Entry Date: 03/01/20 | Data Modified Date: 07/24/20

Goal 2 | Southside High School has seen a decrease in academic achievement over the last three years. In addition, we did not meet the 80% growth target in 2019, with an ESSA growth score of 78.5%. Our second identified need is for student performance on the ACT Aspire Summative assessment to show marked growth. We will increase our growth score by 3% for the 2020-2021 school year for sophomores, our pilot student cohort for the initial year of implementation, and an addition 3% for the 2021-2022 school year as measured by

ESSA reporting for sophomores and juniors.

Output/Actions (innovation strategy)	If we implement a school of innovation creating three pathways, with a schoolwide focus on pathways 1 & 3, and a focus on sophomores during the pilot year and adding grade level cohorts each subsequent year for pathway 2, with a focus on mastery of essential standards at a 70% threshold,
Expected Short Term Outcome	then, students will master skills necessary for growth,
Interim Performance Target with expected change	resulting in higher student performance and growth scores
Data/Instrument	as measured by ACT aspire year end summative assessments and the ESSA performance and growth indexes. Interim progress reports will be based on NWEA quarterly assessments.
Date (by when)	05/31/2021
Materials/Resources needed	Adoption of a third party virtual curriculum for pathway 1. Creation of courses in Schoology for the 16 core competencies with a 70% threshold for mastery for pathway 2. Creating of a blended curriculum in schoology for all courses in pathway 3.
Waiver Needed?	Yes

Data Entry Date: 03/01/20 | Data Modified Date: 06/01/20

Goal 3 | Increase student enrollment at Southside High School, maintaining students from our feeder schools. We will increase our sophomore enrollment for the 2020-2021 school year by 10% over current enrollment. In addition, we will increase our overall enrollment 10th - 12th grade by 10% for the 2021-2022 school year. We will collect data on subpopulation enrollment to look for trends among subpopulations. In addition, we will compare attendance rates among subpopulations (to include digital engagement as positive indicators of attendance) to evaluate at year end, and make necessary modification for the 2021-2022 school year.

Output/Actions (innovation strategy)	If we create a school of innovation that allows for students to have multiple, flexible pathways for learning, including a full virtual option, a blended option that allows for progress more quickly through credit attainment, showing mastery of skills and higher levels of academic achievement, and a traditional school environment blended with digital learning to provide consistency and 21st century learning skills. CTE classes will be available in all three pathways, either through engagement in traditional, blended or virtual classes at school, or at the technology center.
Expected Short Term Outcome	then students will have greater opportunities for educational experiences such as concurrent credit courses in academics as well as career and technical courses, with the potential of earning an associates degree or technical certificate while in high school. Students will be able to take classes that award college credit at the PEAK innovation center in the areas of health care, information technology and advanced manufacturing.
Interim Performance Target with expected change	Creating these opportunities will result in increased enrollment at Southside

Data/Instrument	which will be measured by student achievement on year end assessments and state accountability reports that document college hours, graduation rate and engagement in CTE classes.
Date (by when)	10/01/2020
Materials/Resources needed	Adoption of a third party virtual curriculum for pathway 1. Creation of courses in Schoology for the 16 core competencies with a 70% threshold for mastery for pathway 2. Creating of a blended curriculum in schoology for all courses in pathway 3.
Waiver Needed?	Yes

Data Entry Date: 03/01/20 | Data Modified Date: 07/24/20

Goal 4 | During the time of the shutdown for COVID-19 we have seen the need for flexibility with student learning environments in order to continue student engagement with a high quality learning experience during times of turmoil. Southside High School will see a 25% increase in student engagement with curriculum in all three pathways based on our learning management system analytics, credits earned, and schoolwide grade point from the 2019-2020 school year to the 2020-2021 school year.

Output/Actions (innovation strategy)	Create flexible learning environments including a blended/virtual digital component
Expected Short Term Outcome	students will participate with the curriculum at a deeper level, concentrating on areas of weakness academically
Interim Performance Target with expected change	result in an increase of 25% in student engagement year over year
Data/Instrument	A weighted average engagement score comprised of learning management data analytics, grade point averages, credits earned and pre and post student engagement survey results and student success plans. Interim progress will be measured quarterly using data analytics and interim progress reports.
Date (by when)	05/28/2021
Materials/Resources needed	Data analytics, survey results, Eschool grade reports and interim progress reports.
Waiver Needed?	Yes

Data Entry Date: 06/01/20 | Data Modified Date: 07/24/20

SECTION 7: WAIVERS

Waivers needed to Achieve Proposed Innovations

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

Goal 1 | At the end of the first semester of the 2019-2020 school year, 96 students had at least one failing grade, for a total of 225 total failing grades. Southside High School will calculate the number of failing grades among sophomores for the 2nd semester and compile the year end data. We will decrease the number of students failing at least one course and total number of failing grades by 20%, for the 2020-2021 school year for sophomores, our pilot student cohort for the initial year of implementation of Pathway 2 - The STAR Academy of Innovation. In addition, we will decrease the number of failing grades by an additional 20% for sophomores and juniors during the 2021-2022 school year.

Waiver Sought	Standards for accreditation 1-A.6 and DESE Rules governing class size and teaching load.
Rationale	Teachers in the personalized, blended learning classes will have total teaching loads of 150 students but will allow for more than 30 students per period to provide students with flexibility for additional help, more efficient work space, or teacher mentoring.
Explanation	A CLASS SIZE waiver will provide students with the option to work independently in classrooms, get needed teacher mentoring, or additional instructional support.

Data Entry Date: 03/01/20 | **Data Modified Date:** 07/24/20

Goal 4 | During the time of the shutdown for COVID-19 we have seen the need for flexibility with student learning environments in order to continue student engagement with a high quality learning experience during times of turmoil. Southside High School will see a 25% increase in student engagement with curriculum in all three pathways based on our learning management system analytics, credits earned, and schoolwide grade point from the 2019-2020 school year to the 2020-2021 school year.

Waiver Sought	Teacher Licensure 4-D.1 A.C.A 6-15-1004 A.C.A 6-17-309 A.C.A 6-17-902 A.C.A 6-17-919 Section 7 - DESE Rules Governing Educator Licensure.
Rationale	In order to create flexible learning needs, we will create a virtual learning option for

Goal 4 | During the time of the shutdown for COVID-19 we have seen the need for flexibility with student learning environments in order to continue student engagement with a high quality learning experience during times of turmoil. Southside High School will see a 25% increase in student engagement with curriculum in all three pathways based on our learning management system analytics, credits earned, and schoolwide grade point from the 2019-2020 school year to the 2020-2021 school year.

students who wish not to return to the traditional brick and mortar classrooms. We Will use the Pearson online curriculum for these classes, facilitated by Southside instructors. In some cases, student elective options may not be an exact match to teacher licensure areas, but be in a related field.

Explanation In order to provide flexible options for students, we seek a teacher licensure waiver to allow teachers to facilitate learning opportunities in related fields.

Data Entry Date: 07/24/20 | Data Modified Date: 07/29/20

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	161
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Number of Staff who voted	130
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Number of Staff who voted for the proposed Plan	129
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Number of Staff who voted against the proposed plan	1
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Percentage of staff voting in favor of the proposed plan of innovation	
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Data Entry Date: 03/09/20 | Data Modified Date: 03/09/20

SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

2020-21 Professional Development Plan for Innovation Implementation

Innovation Strategy: Digital Curriculum

Goals: Goal 1, Goal 2, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
03/02/2020	Closing the achievement gap workshop in Northwest Arkansas	To learn how to disaggregate data to be able to make data driven decisions.	School of Innovation Council
Wednesday Spring 202	Collaborative team meetings in content areas	Unpack standards, identify learning targets and create scope and sequence for 16 core competencies	Content teachers
Spring 2020 - Summer	Schoology training	To provide skills needed to create course in Schoology that provide choice of time, pace and place. Learn to build in checks for mastery,	Core teachers identified to be mentors for SHS school of innovation.
03/09/2020 - 3/10/20	Session 3 of Solution Tree PLC coaching academy	To attain skills needed to develop SHS into a high performing professional learning community	Guiding coalition and SOI council members
Summer 2020	Blended learning virtual PD.	To provide teachers with the skills to provide a flipped classroom model so that students who choose to work digitally will have access to the same high level curriculum accessible to students who attend a traditional class.	Certified staff
Summer 2020	Schoology virtual training	To provide skills to classified and certified staff on our learning management system to allow for creating of digital and blended	Certified and classified staff

Innovation Strategy: Digital Curriculum

Goals: Goal 1, Goal 2, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
		content, assessment and data analysis.	
Summer and Fall 2020	Information and learning systems for students and parents on new pathways for learning, expectation, options for parents and students available to meet personalized needs.	Provide information and skills necessary for decision making.	Parents and students in the community of Fort Smith
Summer 2020	Social/Emotional learning virtual professional development sessions	Our counselors and working on a professional development plan to assist students with the return to school after the shutdown. As we move to a virtual and blended approach, we will need to focus on outreach, relationship building and mentoring, with students that are not in our classrooms everyday.	Certified, classified and administrative staff.