

2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

UNIVERSITY HEIGHTS INTERMEDIATE SCHOOL -
1611043

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](#)

SECTION 1: INNOVATION PLANS

Narrative Description of the Innovation Plan

SCHOOL DEMOGRAPHICS

University Heights School of Medical Arts is located in Jonesboro, AR. With a city population of 75,866, Jonesboro is the fifth-largest city in our state and the cultural and economic center of northeastern Arkansas. We are one of three intermediate schools within the Nettleton School district. Nettleton created themed intermediate buildings in 2018 beginning with, Science, Technology, Engineering, Art, and Music (STEAM). In 2019, Fox Meadow Creative Media School (FMCMS), and our school, University Heights Schools of Medical Arts (UHSMA) opened with themes. Our district wants to provide choice to our students. Each of these themes will be continued into junior and senior high.

There are three other districts serving the Jonesboro area, Jonesboro, Valley View and Westside public schools. The Nettleton district population is 3,684. UHSMA's current enrollment is 386. Each of our intermediate schools serves third, fourth, fifth and sixth grades. Our student demographic percentages are: 44% black, 34% white, 16% Hispanic/Latino, 4% two or more races, 2% Asian. We have two students placed in ALE and one is homebound due to medical issues. 6% of our students are G/T, 21.5% are special ed and 7% have 504s. 9% of our students live in other districts, but are attending UHSMA by legal transfer or school choice; 4% are homeless/doubled up. Almost 12% are ELL. 82.72% of our students are in high poverty, but through the Healthy, Hunger Free Kids Act, our district met the Community Eligibility Provision and have been able to serve free breakfast and lunch to all district students at the junior high, three intermediates and two elementary buildings. The UHSMA staff includes: certified staff: 40; classified staff: 11; Contracted mental health on site: 3; SRO: 1; Custodial staff: 4; Food staff: 5; Administrative staff: 2.

LEARNING DATA TRENDS

In 2018-2019 UHSMA received a school rating of a D. Our three year school ESSA Index Scores revealed a downward trend: 2017-70.39, 2018-68.81 and 2019-61.79. A similar trend is noted within each subgroup, with the largest drop for 2019 was indicated as white students. This is not reflective of typical learning expectations for our student population. After specifically analyzing

literacy data, we discovered 67% of our student population was "Close" or In Need of Support . " According to ESSA, only 33% of our school is reading at grade level. 30.49% of ESSA points were earned for reading at grade level for 2019, dropping from 41.78% in 2018. Our special education subgroup's overall ESSA school index is the lowest of all subgroups with 47.89. We also analyzed our internal data. Our school uses STAR Reading, Dibels, DRA and Words their Way. Through analysis of this data, we learned that many of our students are showing growth, but still not meeting the long-term goal of 80% growth rate each year for achieving readiness; therefore, despite growth, many are still below grade level in both literacy and math.

Analysis of ESSAs Progress Toward Long-term Goal for Academic Achievement report, reveals that our subgroups are not making adequate progress toward meeting long-term goals in achieving readiness for English language arts and Mathematics. The data indicates a need to develop a stronger, more comprehensive, rigorous, and coherent curriculum. Innovative strategies need to be involved in helping the students, parents, and community become one team.

Section 1 Narrative Need for Innovation--WHY

We need to creatively innovate on all levels-classroom instruction, data analysis, flexible scheduling, professional development, cultivating a true sense of community and deepening our learning culture, in order to produce equitable outcomes for all UHSMA students. We want to create a space where young people go to grow and thrive. So many of our students have great potential for success, but are simply not engaged in their own learning, nor do they recognize the value of education in regards to their future. We have to ask ourselves the questions: Is UHSMA data showing trends that our students are on the path to achieving academic success? Will our students be college or career ready upon graduation? Unfortunately, according to current data, the answer for many is no. Having investigated the School of Innovation process, we feel confident this is the direction we should move. The keys to our success will be the five expectations for Arkansas Schools of Innovation:

Collaboration with all stakeholders

Student focused learning

Mindset of inquiry

Radically impact teaching and learning

Grounded in research and outcomes

Our very first meeting with the SOI Council was very eye-opening for staff, students and parents. We have always had a small core of involved parents, but their role has generally been to help with events and offer general suggestions for fundraisers, etc. This meeting was very different. Putting actual student/school data in their hands and explaining the significance of the results was very empowering. As a group, we created a list of Needs, Current State, and Desired State of our school. The items from this list will become a part of our goals and Theory of Action. We understand there will be challenges along the way, but even the definition of SOI provides the drive to push our efforts- A community of courageous minds, willing to explore, take risks, and commit to the success of ALL learners. Our WHY: Student success is the core reason for change!

We have three areas of focus for School of Innovation:

1. to challenge and support our students to achieve a high standard of literacy academic performance and growth
2. to create a safe, nurturing, and respectful learning environment that will support the whole child by fostering social, emotional and academic skills
3. to engage students in productive and innovative 21st century learning experiences through project-based learning

Goal 1: Literacy Growth

In order to address what is going on with our students learning in literacy, we will research and implement a comprehensive reading program to meet the needs of students scoring in the lowest quartile on the ACT Aspire state reading assessment. Then, as we work to improve practice and develop a collective growth mindset, we will establish a literacy demonstration classroom with a teacher leader who can provide classroom instruction demonstrations and modeling for peers. Within this structure, the grade level teams will work together to identify educational targets and develop strategies to meet them. The teacher leader will guide weekly professional learning communities (PLCs) based on individual teacher and student needs, field test strategies with groups of students, and coach colleagues with implementation of the

strategies that have been proven effective to move every student forward with learning.

We will develop a Literacy Content Focus Class (Walk to Read) which will be a semester-long class taken by every 3rd and 4th grade student, in addition to their Core Literacy Class (Core). With this additional class, students will spend 50% more time (approximately 45 additional hours per year) learning and mastering grade-level, standards-based literacy skills. This structure will be achieved by utilizing our current certified intervention teachers, SPED teachers, along with each grade level teaching team. Within the first few weeks of school, teachers will administer various assessments to determine specific skill deficiencies. Students will be placed into homogeneous groups according to similar skill sets and receive systematic instruction to meet the specified deficiencies. Each teacher will address these specific skills during Walk to Read, which will allow for more in-depth learning of foundational literacy concepts during the Core classes. Core and Walk to Read teachers collaborate consistently throughout the year, leveraging data to determine additional literacy topics to be addressed via a mini lesson. For students who are advancing through grade-level literacy content, we will offer a Walk to Read class, where the teacher embeds advanced literacy skills to front load students for the next year. Teams will meet regularly to ensure and plan for differentiation of instruction and to review the progress toward mastery of skills.

Focus classes will run for 45 minutes and will be comprised of three parts:

A five-minute Do Now, targeting a skill, standard, or fluency exercise. A 20-minute mini lesson, including targeted whole group instruction, partner and individual practice (with rapid feedback), and a short exit ticket Individual practice for the remainder of class, working on self-directed, self-paced online practice via playlists.

We will expand our Co-Teaching program to increase literacy growth in our Special Education (SPED) students. We are currently using the Boundless Learning Co-Teaching program supported by Johns Hopkins University and Arkansas Department of Education. We only have one pair co-teaching right now. In order to grow this program we will need to develop a flexible schedule and possibly hire another certified SPED teacher.

Goal 2: Emotional Health

At University Heights School of Medical Arts (UHSMA), we want to provide our scholars with an opportunity for a high level of learning along with the ability to create deeper thinkers. It is also equally important that we build a community of learners who look forward to coming to school each day. We strive to create a positive learning environment but also a sense of community where students encourage and challenge each other to be better scholars. Our goal at UHSMA is to promote integrity, emotional health and a sense of responsibility while becoming 21st-century learners. In an effort to do this, we created a house system where every student has a place and a family to belong. Several of our teachers researched the Ron Clark House System and attended several training sessions. Our mantra for this year is "Six Houses, One

Heartbeat." Each of our houses was named based on a specific character trait: Amici-Integrity, Valiente-Courage, Kuleana-Responsibility, Quantum-Respect, Kujali-Compassion and Manuwanui-Perservance. Our inaugural year was an amazing success. Our scholars created cheers, chose house symbols and mascots, as well as designed house crests, which created the foundation that will be a part of their houses for life. Not to mention, they were able to form meaningful friendships with students across grade levels. In a recent survey, one scholar stated that the house system has helped her form better connections with different teachers and students while another stated that the house system helps create a sense of family and belonging to a group. Each week, houses meet to give shout-outs, have team building activities and also meet together in small accountability groups. We celebrate each other and it helps me want to do better, two UHSMA scholars commented. Another scholar stated, I like how they are teaching students to be better and stand up for what is right. The house system brings the whole school closer together, stated one 6th grader. Thanks to the generous donations of local businesses, last year each scholar was given a t-shirt to represent their house. By giving house shirts to all students at the beginning of the year, it immediately created a sense of belonging to a group. It also helped bring students together because students wore their shirts every Friday for house meeting day, as well as, during house tournaments. We had such an overwhelming request from students to complete our house tournaments after COVID closure that we created a virtual tournament that was held the first week of May. Our technology coach created tutorials for students and parents on how to use the FlipGrid app to create and upload their own videos. Student videos were reviewed by our House Leaders and were then prepared to be a part of our live online tournament. Students had to post six videos or pictures of themselves modeling our six House character traits. They received points for their house for each submission. The response was great! These friendly competition tournaments created a great bond between houses as they all cheered each other on. There will be a sorting ceremony at the beginning of the year where all upcoming third graders and new students to our school, will learn what house in which they will belong.

We want to add a stronger mentoring/accountability component to our House System for next year. Emotional Health is broadly defined in literature as encompassing individuals abilities to realize their potential, cope with stress, relate positively with others, make healthy decisions, and contribute to the community. We are researching the Choose Love for Schools Program that was founded by Scarlett Lewis after she lost a child in the Sandy Hook school shooting. The lessons are designed to teach students to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. All of these areas go hand-in-hand with the foundation on which our House System has been established. Emotional health has significant positive effects on two early warning indicators that a student may be falling off-track: Excessive absenteeism (greater than 10% absences) and reoccurring behavior problems. Our mentoring program, embedded within our House System, will strengthen the emotional health of our learning community and will be monitored through records of absenteeism and tracking of behavior issues.

Goal 3: Increasing Student Engagement

Like Emotional Health, the term student engagement is also a complex term that needs a commonly understood definition. For UHSMA, student engagement is the energy and effort that students display within their learning community, observable through a number of indicators and is often difficult to measure. We considered several student engagement indicators: Participation, achievement, positive interaction with teachers and peers, enjoyment, self-regulation, attitude, etc. We also considered several disengagement indicators such as: unwillingness and avoidance, absences (attendance rate 92.67%), poor conduct and inattention. The student engagement ESSA score overall score is 45.38, with the students' with disabilities subgroup being the lowest at 38.68. This was a significant drop from 61.80 in 2018. One method UHSMA teachers utilize to document lack of engagement is Educators Handbook, an online behavior documentation system for our district. Data reveals that for the 2019-20 school year, 785 Office Discipline Referrals (ODR) and 2001 Minor Incidents were written. We selected top five offenses related to engagement/disengagement to review: Defiance (85 ODR, 404 minors), Disrespect (58 ODR, 244 minors), fighting (61 ODR, 15 minors), Inappropriate physical contact (50 ODR, 41 minors) and Physical Aggression (47 ODR, 36 minors). We know the research proves that student engagement has been linked to improved achievement, persistence and retention, while disengagement has a profound effect on student learning outcomes and cognitive development. For our administration and staff, even though the above numbers have decreased significantly from the previous year, they are still unacceptable. We are continually working to keep our students engaged by building relationships, providing more engaging learning activities, offering choice to students and promoting strong mental health through wrap-around services. Our on-site mental health partners currently have a working caseload of 65 students. Our full time counselor and part-time social worker meet on a regular basis with students based upon individual needs.

We began implementation this year of several innovations to address student-learning needs. Our district decided to transform our three intermediate buildings to themed schools. This process was researched and discussed for over a year. The decision to adopt our theme of Medical Arts was a very deliberate decision after learning, according to the Bureau of Labor Statistics, that health care jobs are projected to grow 3 times faster than other professions. We feel like we are giving students opportunities for their future. There are only a few medical themed schools in our state--we hope to trail blaze in this area of teaching the standards through the lens of medical arts. Our teachers have been trained in Project Lead the Way to provide lessons on genetics, brain and infection detection. Teachers have also received training from PBL World (Buck Institute) to develop project based learning units focused on our theme. We propose to continue with embedding these medical based lessons into our day-to-day curriculum and standards through cross-curricular units, grade level teams and professional learning communities (PLCs). Our medical arts instructional facilitator has worked throughout the year creating a working medical lab for student instruction and establishing partnerships with St. Bernards Regional Medical Center, NYIT College of Osteopathic Medicine on the Jonesboro campus of Arkansas State University, Higginbotham Family Dental Clinic, Delta Care-A-Van, Helping Paws Training Academy, local First Responders, Yoga, Occupational Therapist (Connex) and several others. We were able to provide free health screenings for our community during our last parent/teacher conference. We now have a licensed therapy dog (Abby) and trainer two days each week to work with students. The response from students to

Abby has been tremendous. Our UHSMA Medical Arts theme Big Ideas are:

Expose scholars to the medical field so that when they graduate they know the type of medical job they would like to have. Provide health education to kids and families by providing real-life medical experiences for our scholars

Robert Marzano's research has taught us that "student choice" has been linked to increases in student effort, task performance and subsequent learning. We are providing the opportunity of choice for our students and teachers by offering elective classes. We feel that these classes are just as vital as the core content classes when developed properly. We began by engaging our teachers--they each chose a topic that they wanted to teach, something they were passionate about--from gardening, running a 5K, harp, nutrition, first aid, maker-space; the list goes on and on. We offered over 30 options for students to choose from. Classes were held two days a week for each nine weeks. At the end of the nine weeks, new classes were selected. Our elective classes are not just about differentiating students, but differentiating teachers as well. Classes reflected the interests of teachers, and student choice automatically created a self-selected connection to the teachers. Our plan this year is to have our electives support our literacy growth in three ways. Elective teachers will: 1)Encourage annotation/note-taking when students read texts related to the elective topic, 2)use pre/post assessments to show growth in related informational reading, and 3)include written or oral presentations to help students communicate the elective's content.

All of this has been done in order to provide Real-World Projects and learning opportunities for our students that will increase student engagement and cultivate intrinsic motivation. We plan to continue working to meet these Big Ideas, as well as, expand our community partnerships for next year.

SECTION 2: GENERAL QUESTIONS

Special Conditions ESSA (Check all that apply)

Additional Targeted Support and Improvement

Supports and service organizations assisting your school.

Arkansas Public Resource Center (APSRC)

Education Renewal Zone (ERZ)

Office of Innovation for Education (OIE)

Link to your School Improvement Plan:

<https://drive.google.com/file/d/1HdYgK3N1w40aRkPYmz13iJXPHNYC08yS/view>

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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
07/21/2020 - 07/21/2020	Coaching Call for Re-entering school with innovation-with the OIE/2Rev (Ben Rayer)	Certified Staff (Number Attended: 10)	We discussed what is going well and what it proving to be a challenge. We prioritized a list of areas of need. Mr. Rayer will send us resources for teacher PD for parent communication and blended learning. We will have the opportunity to participate in another call once we have received and reviewed resources.
07/21/2020 - 07/21/2020	Phone conference with Marsha Hash to discuss proposed waivers.	School Administrator (Number Attended: 2)	We discussed the three waivers and determined that 2 of those were no longer needed. The third waiver was investigated and Marsha found that we needed to change it to a Teacher Licensure Waiver: Ark. Code 6-15-1004, 6-17-309, 6-17-902, and 6-17-919 Standards 4-D.1, and Rules governing Educator Licensure Section 7.00.
05/11/2020 - 05/11/2020	Due to COVID closure and regulations, our committee was unable to physically meet. The application has been sent to all committee members through email for any feedback, concerns or questions.	Other (Number Attended: 21)	Once I receive feedback and corrections have been addressed, the application will go before the Nettleton School Board for approval. Upon board approval, application will be submitted to the SOI site.
04/27/2020 - 04/27/2020	Zoom staff meeting--focus to address the gap caused by COVID closures-	Teacher (Number Attended: More than 25)	Review current essential standards/skills Document those you were unable to complete due to early school closure Send google doc to next grade level

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
			<p>revise pacing guides to include missing standards/skills</p> <p>determine which assessments will be used to analyze student progress once school begins</p> <p>first 9 weeks will be focusing on "catch up" instruction in addition to reg curriculum-electives will begin second 9 weeks</p>
03/31/2020 - 03/31/2020	ZOOM with OIE check-in and Summer Learning Opportunities	Other (Number Attended: 18)	I'm not sure exactly how many attended this ZOOM, but we shared a lot of great information about possible learning opportunities for our students to bridge the gap in our unusual school year closing due to COVID. We left the meeting with a shared list of ideas. I passed this info on to my team to add their own ideas. Two other members of our committee also attended this ZOOM, Drs. Steve and Natalie Leslie, from ASU.
03/02/2020 - 03/02/2020	SOI Training at Lonoke location provided by Office of Innovation	Other (Number Attended: 4)	Teachers learned more about the process--lots of brainstorming greatest needs of students
03/02/2020 - 03/02/2020	SOI Training at Arch Ford location provided by Office of Innovation	Other (Number Attended: 4)	First time for District Admin to attend an informational meeting
02/20/2020 - 02/20/2020	Meeting with the School of Innovation Council to share school data and overview of the process	Other (Number Attended: 20)	Staff, parents, and students reviewed school data and each contributed to an activity identifying greatest needs of UHSMA
10/24/2019 - 10/24/2019	Information meeting by SOI	School Administrator (Number Attended: 1)	Begin to share information with District Admin
10/23/2019 - 10/23/2019	Focused Study Tour provided by Office of Innovation	School Administrator (Number Attended: 1)	Gathered multiple ideas
09/23/2019 - 09/24/2019	Education Innovation Summit to explore innovative ideas.	School Administrator (Number Attended: 1)	Decision to pursue SOI journey
08/08/2019 - 08/08/2019	Back to school faculty meeting-provided an	Other (Number	Teachers now have an understanding of the process

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
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	overview of the SOI process to build awareness	Attended: More than 25)	
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Data Entry Date: 07/22/20 | Data Modified Date: 07/22/20

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: 18.18%

Name of council member	Representative group	Council Position	Minority	Date Elected
Rebecca Camarata	Teacher	member	No	02/20/2020
Donnie Hauge	School Board Member	advisor	No	02/20/2020
Erica Smith	Parent	member	No	02/20/2020
Matt Smith	Parent	member	No	02/20/2020
Natalie Johnson-Leslie	Community Member	member	Yes	02/20/2020
Steve Leslie	Parent	member	Yes	02/20/2020
Alison Hernandez	Parent	member	Yes	02/20/2020
Caleb Clay-Griffin	Student	member	Yes	02/20/2020
Paul Davis	Student	member	No	02/20/2020
Zoie Bonner	Student	member	No	02/20/2020
Julie Barker	Certified Staff	member	No	02/18/2020
Mona Baker	Classified Staff	member	No	02/18/2020
Cheryl Russell	Certified Staff	member	No	02/18/2020
Cheryl Lenards	Certified Staff	member	No	02/18/2020
Ellen Deaton	Certified Staff	member	No	02/18/2020
Cindy Bell	Certified Staff	member	No	02/18/2020
Alicia Walton	Certified Staff	secretary	No	02/18/2020
Hailey Mendell	Certified Staff	member	No	02/18/2020

Name of council member	Representative group	Council Position	Minority	Date Elected
Shelly Murray	Certified Staff	member	No	03/18/2020
Debbie West	Certified Staff	member	No	02/18/2020
Lisa Hogan	School Administrator	member	No	02/18/2020
Debbie Bean	School Administrator	chairman	No	02/18/2020

Data Entry Date: 05/11/20 | Data Modified Date: 05/11/20

SECTION 5: VISION AND MISSION

The school's Vision statement

Whatever It Takes For Every Child...

The school's Mission statement

UHSMA School Mission

to provide an educational progressive environment that is safe, diverse and accepting for all students.

to prepare, engage and inspire our students to be their best in a quickly changing global community through:

Academic achievement

Social and physical development

College and career readiness

Technological advancement

Vision & Mission are:

Revisited without changes

Data Entry Date: 03/02/20 | Data Modified Date: 05/11/20

SECTION 5: TIMELINE OF WORK

Timeline of work:

Date	Vision & Mission Work	Stakeholders Involved
02/20/2020	Reviewed our Vision and Mission statement with SOI Council members and decided to make no changes at this time.	Reviewed our Vision and Mission statement with SOI Council members and decided to make no changes at this time.

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

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:

During the 2020-2021 school year, all students will be challenged and supported to achieve a high standard of literacy academic performance and growth through implementation of a guaranteed and viable curriculum, along with the expansion of inclusive education programs for our students with disabilities. In order to achieve this goal, teachers will continue a study of *High Reliability Schools..The Next Step in School Reform* to hone effective differentiated instructional skills and strategies.

Two more literacy co-teaching classrooms will be added to our 2020-2021 building schedule. Local assessment data, as well as, ESSA scores that will be reported June 2021 will be utilized to measure student growth. Local data, DRA and STAR assessments will be collected three times each year for interim monitoring of progress. We will achieve a 10% increase in the number of students scoring on grade level or above on the ACT Aspire state assessment (43.1%) by the end of the 2021 school year.

Goal 2:

During the 2020-2021 school year, all staff will create a safe, nurturing, and respectful learning environment resulting in an educational experience that supports the whole child by fostering social and emotional skill development for all students. In order to achieve this goal, a mentoring program will be incorporated into our current House System to establish a culture of belonging and relationship building. A district wide parent survey was recently posted (May 2020) for parents. 95.2% of parents who responded reported our district is a safe and welcoming school environment. Even with us being closed for COVID, on a separate survey focusing on our House System, 63 out of 392 students responded overwhelmingly positive; 100% liked our Houses. House survey for 2020-2021 will be completed during school hours, therefore, we will have 100% respondents. Intermittent student and teacher surveys, along with House Student Council meeting minutes, will be utilized for monitoring our progress toward this goal. Percentage of respondents completing end of year school parent surveys in 2021 will increase by 5% from the 2019-2020 school year with at least 95% in agreement that UHSMA is a safe and welcoming school.

Goal 3:

During the 2020-2021 school year, 100% of UHSMA teachers will engage students in productive and innovative 21st century learning experiences. In order to achieve this goal, teachers will work through the context of all core academic subjects to include project-based learning, inquiry-based, experiential,

real-world events and effectively address current problems or challenges that require well-reasoned critical thinking of students. Our embedded medical arts theme will provide real-life exposure to the field of medical arts and future job opportunities for students, as they become adults. Teacher PLCs will meet monthly to monitor progress and discuss current student engagement. Engaged students take ownership of their own learning and behavior. The administrators will monitor daily attendance records and disciplinary referrals weekly. Average Daily Attendance will increase 5%. Office Disciplinary Referrals and minors will decrease 15% by the end of 2020-2021 school year.

Data Entry Date: 03/02/20 | Data Modified Date: 05/07/20

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 | During the 2020-2021 school year, all students will be challenged and supported to achieve a high standard of literacy academic performance and growth through implementation of a guaranteed and viable curriculum, along with the expansion of inclusive education programs for our students with disabilities. In order to achieve this goal, teachers will continue a study of High Reliability Schools..The Next Step in School Reform to hone effective differentiated instructional skills and strategies.Two more literacy co-teaching classrooms will be added to our 2020-2021 building schedule. Local assessment data, as well as, ESSA scores that will be reported June 2021 will be utilized to measure student growth. Local data, DRA and STAR assessments will be collected three times each year for interim monitoring of progress. We will achieve a 10% increase in the number of students scoring on grade level or above on the ACT Aspire state assessment (43.1%) by the end of the 2021 school year.

Output/Actions (innovation strategy)	If we continue the expansion of our co-teaching program for students with disabilities using collaboration among gen ed and sped staff to enhance learning for students across the grade levels
Expected Short Term Outcome	all students are receiving more instruction of grade level content and spending more time with gen ed peers.
Interim Performance Target with expected change	The Boundless Learning Co-Teaching project provides research to validate student progress toward growth.
Data/Instrument	We will use data provided by ACT Aspire to determine growth along with local data assessments
Date (by when)	06/30/2021
Materials/Resources needed	Training for each co-teaching team
Waiver Needed?	Yes

Data Entry Date: 03/02/20 | Data Modified Date: 05/07/20

Goal 1 | During the 2020-2021 school year, all students will be challenged and supported to achieve a high standard of literacy academic performance and growth through implementation of a guaranteed and viable curriculum, along with the expansion of inclusive education programs for our students with disabilities. In order to achieve this goal, teachers will continue a study of High Reliability Schools..The Next Step in School Reform to hone effective differentiated instructional skills and strategies.Two more literacy co-teaching classrooms will be added to our 2020-2021 building schedule. Local assessment data, as well as, ESSA scores

that will be reported June 2021 will be utilized to measure student growth. Local data, DRA and STAR assessments will be collected three times each year for interim monitoring of progress. We will achieve a 10% increase in the number of students scoring on grade level or above on the ACT Aspire state assessment (43.1%) by the end of the 2021 school year.

Output/Actions (innovation strategy)	If we create a literacy demonstration classroom with a teacher leader who can provide modeling for peers
Expected Short Term Outcome	Then we will know that instructional best practice is being modeled for all teachers.
Interim Performance Target with expected change	This will ensure that students may achieve at high levels in literacy as the teachers will have analyzed student work to determine which skills are not being mastered and need extra instruction/independent work time.
Data/Instrument	PLC teams will meet to analyze mastery level of each essential literacy skill.
Date (by when)	10/19/2020
Materials/Resources needed	Professional development for teachers for data analysis. teacher leader
Waiver Needed?	No

Data Entry Date: 03/02/20 | Data Modified Date: 07/08/20

Goal 1 | During the 2020-2021 school year, all students will be challenged and supported to achieve a high standard of literacy academic performance and growth through implementation of a guaranteed and viable curriculum, along with the expansion of inclusive education programs for our students with disabilities. In order to achieve this goal, teachers will continue a study of High Reliability Schools..The Next Step in School Reform to hone effective differentiated instructional skills and strategies.Two more literacy co-teaching classrooms will be added to our 2020-2021 building schedule. Local assessment data, as well as, ESSA scores that will be reported June 2021 will be utilized to measure student growth. Local data, DRA and STAR assessments will be collected three times each year for interim monitoring of progress. We will achieve a 10% increase in the number of students scoring on grade level or above on the ACT Aspire state assessment (43.1%) by the end of the 2021 school year.

Output/Actions (innovation strategy)	If we develop a Literacy Content Focus class each semester that every student will attend in addition to their core literacy class
Expected Short Term Outcome	Then all students will spend an additional 45 hours of literacy instruction.
Interim Performance Target with expected change	This will allow data driven instruction of literacy skills identified with less than 65% mastery to be targeted during FOCUS class.
Data/Instrument	Progress will be monitored weekly with a short exit ticket.
Date (by when)	05/30/2021
Materials/Resources needed	self-paced online program targeted mini-lesson plans

Waiver Needed? Yes

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

Goal 2 | During the 2020-2021 school year, all staff will create a safe, nurturing, and respectful learning environment resulting in an educational experience that supports the whole child by fostering social and emotional skill development for all students. In order to achieve this goal, a mentoring program will be incorporated into our current House System to establish a culture of belonging and relationship building. A district wide parent survey was recently posted (May 2020) for parents. 95.2% of parents who responded reported our district is a safe and welcoming school environment. Even with us being closed for COVID, on a separate survey focusing on our House System, 63 out of 392 students responded overwhelmingly positive; 100% liked our Houses. House survey for 2020-2021 will be completed during school hours, therefore, we will have 100% respondents. Intermittent student and teacher surveys, along with House Student Council meeting minutes, will be utilized for monitoring our progress toward this goal. Percentage of respondents completing end of year school parent surveys in 2021 will increase by 5% from the 2019-2020 school year with at least 95% in agreement that UHSMA is a safe and welcoming school.

Output/Actions (innovation strategy)	If we include a mentoring program with our House System
Expected Short Term Outcome	then we can create a deeper sense of community for our students.
Interim Performance Target with expected change	which is tied to our overall goal to ensure our students are emotionally healthy.
Data/Instrument	which can be measured by student surveys, mental health and discipline referrals.
Date (by when)	05/25/2020
Materials/Resources needed	Professional development for mentoring program. Time for implementation.
Waiver Needed?	No

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

Goal 3 | During the 2020-2021 school year, 100% of UHSMA teachers will engage students in productive and innovative 21st century learning experiences. In order to achieve this goal, teachers will work through the context of all core academic subjects to include project-based learning, inquiry-based, experiential, real-world events and effectively address current problems or challenges that require well-reasoned critical thinking of students. Our embedded medical arts theme will provide real-life exposure to the field of medical arts and future job opportunities for students, as they become adults. Teacher PLCs will meet monthly to monitor progress and discuss current student engagement. Engaged students take ownership of their own learning and behavior. The administrators will monitor daily attendance records and disciplinary referrals weekly. Average Daily Attendance will increase 5%. Office Disciplinary Referrals and minors will decrease 15% by the end of 2020-2021 school year.

Output/Actions (innovation strategy)	If we continue to embed our medical arts PBLs and PLTW activities into our daily curriculum
Expected Short Term Outcome	then we will see more engaged students. We want students to have more ownership in the work they are doing. In addition to having more engaged students we will see

	a rise in attendance because students will want to attend school daily,
Interim Performance Target with expected change	which is tied to our overall goal of creating cross curriculum experiences that increase student engagement and excitement in the learning process to maximize the potential of every student.
Data/Instrument	which can be measured by looking at the amount of teachers that were PBL and PLTW certified in 2018-2019 school year versus the amount of teacher certified currently. We also plan to look at attendance in the year of 2018-2019 before our teachers were trained in PBL and PLTW. Student engagement ESSA overall score of 45.38 will increase by 10% after one year. Student attendance will increase by 5%.
Date (by when)	05/25/2021
Materials/Resources needed	Teachers need planning time to plan the PBL and PLTW Units.
Waiver Needed?	No
Data Entry Date: 03/02/20 Data Modified Date: 07/08/20	

Goal 3 | During the 2020-2021 school year, 100% of UHSMA teachers will engage students in productive and innovative 21st century learning experiences. In order to achieve this goal, teachers will work through the context of all core academic subjects to include project-based learning, inquiry-based, experiential, real-world events and effectively address current problems or challenges that require well-reasoned critical thinking of students. Our embedded medical arts theme will provide real-life exposure to the field of medical arts and future job opportunities for students, as they become adults. Teacher PLCs will meet monthly to monitor progress and discuss current student engagement. Engaged students take ownership of their own learning and behavior. The administrators will monitor daily attendance records and disciplinary referrals weekly. Average Daily Attendance will increase 5%. Office Disciplinary Referrals and minors will decrease 15% by the end of 2020-2021 school year.

Output/Actions (innovation strategy)	If we utilize our Elective Classes to provide choice for students and teachers
Expected Short Term Outcome	then we can not only increase student engagement, but build stronger connections between teachers and students, while at the same time, supporting literacy growth
Interim Performance Target with expected change	which is tied to our goal of increasing student engagement ESSA overall score and improving literacy skills.
Data/Instrument	This can be measured in several ways, one of which is discipline reports and by student surveys and local data analysis.
Date (by when)	05/18/2021
Materials/Resources needed	professional development for strategies that will support literacy development within elective classes
Waiver Needed?	No
Data Entry Date: 05/20/20 Data Modified Date: 07/08/20	

SECTION 7: WAIVERS

Waivers needed to Achieve Proposed Innovations

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

Goal 1 | During the 2020-2021 school year, all students will be challenged and supported to achieve a high standard of literacy academic performance and growth through implementation of a guaranteed and viable curriculum, along with the expansion of inclusive education programs for our students with disabilities. In order to achieve this goal, teachers will continue a study of High Reliability Schools..The Next Step in School Reform to hone effective differentiated instructional skills and strategies.Two more literacy co-teaching classrooms will be added to our 2020-2021 building schedule. Local assessment data, as well as, ESSA scores that will be reported June 2021 will be utilized to measure student growth. Local data, DRA and STAR assessments will be collected three times each year for interim monitoring of progress. We will achieve a 10% increase in the number of students scoring on grade level or above on the ACT Aspire state assessment (43.1%) by the end of the 2021 school year.

Waiver Sought	Teacher Licensure Waiver: Ark. Code 6-15-1004, 6-17-309, 6-17-401,6-17-902, and 6-17-919Standards 4-D.1, and Rules governing Educator Licensure Section 7.00DESE Rules 7.10.1 Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools
Rationale	We would like to ask for flexibility in the delivery of one of our physical education classes each week. Due to other assignments, our PE certified teacher is not in our building after 1:30 each afternoon. We have a PE paraprofessional who could provide instruction for this time slot at the direction of the certified PE teacher, following his written lesson plans.
Explanation	The flexible schedule will allow for the scheduling of our Literacy Content Focus class in the mornings. It would also provide increased collaboration time for teachers. Lastly, by moving all block classes (music, art, PE, technology, library) to the afternoon instead of the morning, we will allow for a longer period of uninterrupted time for the teachers and students in the morning.

Data Entry Date: 03/02/20 | Data Modified Date: 08/06/20

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	63
Number of Staff who voted	58
Number of Staff who voted for the proposed Plan	58
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: 05/08/20 | Data Modified Date: 05/11/20

SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

2020-21 Professional Development Plan for Innovation Implementation

Innovation Strategy: Literacy PD to accomplish our goal of increasing literacy scores.

Goals: Goal 1, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
08/11/2019	<p>The Arkansas Co-Teaching Project collaborates with Johns Hopkins University’s Center for Technology in Education for comprehensive professional development. Boundless Learning Co-Teaching (BLC) package is for co-teachers and administrators. It is designed to teach effective co-planning, co-instructing, and co-assessing, so that all students, including students with disabilities, reach academic and behavioral targets. It includes a face-to-face introductory session, facilitated online modules, electronic learning communities, on-site coaching visits, and pre/post implementation evaluations. We were unable to participate in this training with Johns Hopkins this year due to Covid. We will still</p>	<p>To increase student reading levels for SPED students</p>	<p>SPED Teachers and eventually their students</p>

Innovation Strategy: Literacy PD to accomplish our goal of increasing literacy scores.

Goals: Goal 1, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
	<p>increase the number of sections of co-teaching in the sixth grade so that ALL 6th grade resource students will participate in the classroom with both a gen ed and sped teacher. We plan to train additional gen ed and sped teachers over the next few years so that we may add fifth grade literacy resource co-teaching by the 21-22 school year.</p>		
09/28/2020	<p>School visit to Cross County Elementary School to observe their PLC process led by a master literacy teacher. Teachers will analyze instructional strategies and student work to determine best practice of literacy skills.</p>	<p>To train our master teachers to conduct literacy PLCs in which classroom teachers will examine student work so that decisions on how to drive instruction are made solely on the needs of our students.</p>	<p>master teachers</p>
06/01/2020	<p>Conference with Arkansas Public School Resource Center-Above and Beyond the Core</p>	<p>Schedule PD related to the ADE High Reliability Schools Initiative for guaranteed and viable quality curriculum</p>	<p>Administrator</p>

Innovation Strategy: Mentorship and Student Emotional Health

Goals: Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
09/13/2020	<p>Begin with the Choose Love Program. This is a no cost online comprehensive program created by educators for</p>	<p>Through this program, students will gain awareness of the benefits related to each Cove Value (Courage,</p>	<p>Training will be provided by our counselor for all staff members. The counselor will partner with Junior High students</p>

Innovation Strategy: Mentorship and Student Emotional Health

Goals: Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
	educators. It is aligned with the Common Core State Standards, American School Counselor Associations Mindsets and Behaviors for Student Success and CASEL's Five Core SEL Competencies.	Gratitude, Forgiveness and Compassion in Action) which encourages them to be guided by and demonstrate these traits in their thoughts and actions. We have implemented our House System to promote these skills. This training will provide teachers the tools necessary to teach these specific skills as they mentor students in their House Group.	to create instructional videos for each of the Core Value traits that will be used by teachers as discussion starters during mentoring sessions.

Innovation Strategy: Increasing Literacy scores

Goals: Goal 1

Date	What?	Purpose (Why?)	Target Audience (Who?)
09/01/2020	Continue with the Science of Reading (RISE) professional development	To strengthen teachers' understanding of the science of reading as well as an in-depth understanding of phonics and phonemic awareness to support our struggling readers and help independent readers decode multi-syllabic words and have a basis for understanding the English language.	Classroom teachers

Innovation Strategy: Increasing student engagement through embedded medical arts lessons in PBL, PLTW, etc

Goals: Goal 1, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
10/01/2020	Project based-learning (PBL) and Project Lead	Many of our teachers have already received training	Classroom teachers

Innovation Strategy: Increasing student engagement through embedded medical arts lessons in PBL, PLTW, etc

Goals: Goal 1, Goal 3

Date	What?	Purpose (Why?)	Target Audience (Who?)
	<p>the Way (PLTW) continued training-</p> <p>PBL is a student-centered pedagogy that involves a classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. PLTW are lessons that have been specifically designed to be relevant, engaging, hands-on units of study.</p>	<p>in one or both of these pedagogies. We want to provide extended training in each and offer it to all teachers. We have multiple teachers within the district who have become trainers and can provide this for our staff. A project-based approach can help teachers engage students in thinking deeply about the content, while also learning essential critical thinking, communication, and collaboration skills. This type of learning connects students to their learning in ways that traditional instruction often doesn't. We will continue to focus on the medical based themes for many of these projects as we work towards our goal of exposing students to the medical field and future job opportunities. By bringing in community members from this field, students are meeting them, face to face, and hearing their stories, and hopefully, will realize that they have potential to fill any of these jobs!</p>	