

2019-20 APPLICATION FOR SCHOOLS OF INNOVATION

WILLIAM O. DARBY JR. HIGH SCH. - 6601021

SUBMITTER INFORMATION

Katie Kreimer-Hall
479-783-4159

ADDRESS

616 NORTH 14TH ST.
FORT SMITH
AR
72901

APPLICATION STATUS



APPLICATION STATUS: APPROVED

Application Submitted on: 05-29-2020

LINK TO MY SCHOOL INFO

[My School Info](#)

SECTION 1: INNOVATION PLANS

Narrative Description of the Innovation Plan

Overview

In the fall of 2017, the Fort Smith School District began work with the community on identifying a common vision. This nearly year long process included multiple stakeholder groups of students, parents, staff, business members, community members and higher education representatives to review and discuss multiple sources of data. Data was gathered from surveys, interviews, academic reports, needs assessments, and future projections related to economic development and careers. From this work, VISION 2023 was presented to school board members for approval. Furthermore, voters supported this effort by passing a school millage. Campus leaders looked at system needs to ensure that students were prepared to meet community expectations. Student needs and preparation for the future opportunities in career and post secondary became a focus. Campus leaders identified, through tools such as You Science and Naviance, that many students had aptitude but did not have interest in the Health Science career cluster where VISION 2023 data supported a projection of high demand careers. After the review of data, Darby Principal, Dr. Kreimer-Hall was approached to consider opportunities for students to create a high interest and academic rigor in health sciences. After researching surrounding states and area districts, Dr. Kreimer-Hall approached the Darby staff with an academy approach. The Darby campus has the physical space to accommodate this type of personalized, innovative, and high interest approach to learning. The academy would allow students to explore learning through the lens of Health Sciences.

The Health Sciences Academy - A School within a School at Darby Jr. High will be designed to accelerate academics in the areas of math and science as well as expose students to occupations within the healthcare industry. In addition to rigorous academic preparation, this academy will help students develop proper workplace skills, terminology, ethics, and procedures for the ever changing medical field. Through the academy experience, students will also receive opportunities for clinical site work, job shadowing, and mentoring in the local healthcare industry. The inaugural class of the HSA would serve 6th grade in the fall of 2020. An additional cohort of students will be added each year until a maximum of 150 students in grades 6th-8th are participating in the academy during the 2022-2023 school year.

Application Process

Any current fifth-grade student with satisfactory attendance (95% or better) and behavior is eligible

to apply for the program. If a student does not meet the attendance and behavior criteria, individual consideration may be made if the student demonstrates to be a good candidate otherwise. However, once a student is officially accepted into the program and is taking up an enrollment "spot", satisfactory attendance must be maintained except under extreme circumstances which will be determined by the principal. Applicants should also demonstrate an interest for health sciences. There will be an application window open every year in the spring. Information about the HAS will be distributed to all elementary campuses as well as through all district communication portals (website, social media, ParentLink). In addition, there will be information nights held at the local medical partners to give parents and students more information and have any questions answered. Students will complete the HAS application and then be interviewed by a HSA application board. If the student meets all the initial application criteria their name will then be put into a lottery. Student names will be drawn until all the HSA seats are filled (50 per cohort). Consideration has been given for students to be able to enter or exit the program based on their individual needs. When students are first accepted they will have the opportunity to remain in the program for three years. If for some reason a student leaves the program, their place within the cohort will be given to another student within the lottery who is still interested.

Accelerated Coursework and Certifications

Students will be taught and learn all grade level Arkansas standards through the lens of healthcare. Students with disabilities as well as English Language Learners will be able to access the program and be provided the support necessary for them to be successful. The Health Sciences Academy teacher will have collaboration time with special education teachers as well as ELL teachers at Darby and our district offices to gain resources. When working with healthcare professionals, the core teacher will communicate student academic needs and provide accommodations/modifications to ensure all students are able to learn what is being presented. Upon completion of the program, these students will have the opportunity to have acquired high school graduation credits. As the academy rolls into full implementation, students will have an opportunity to certify in emergency medical responder, safety, first aid, AED and CPR, as required by the American Heart Association and join Health Occupation Skills of America (HOSA), which will help provide leadership opportunities in the community.

Proposed Partners

The Health Sciences Academy will partner with community healthcare industries. Professionals from these organizations will collaborate closely with administration and teachers to ensure healthcare is the lens for coursework and curriculum. Medical professionals will also spend time with students in their specifically-designed, state-of-the-art facilities to provide classroom activities and problem-based learning. Students will have access to these community partners to gain real life experience in the healthcare industry.

Transportation Needs

Parents will be responsible for dropping students off in the morning and picking them up after school. Transportation will be needed to get students to and from off-campus classes in the middle of the day and for any work based learning experiences that are scheduled. If a student is interested in attending the HSA but does not have parent transportation the district will provide accommodations.

Community Impact

The more engaged children are in their learning the greater the impact. This academy will provide learning opportunities designed to meet each student's unique needs and aspirations. It will also engage and build partnerships from institutions of higher learning in our region to complement our current relationship with UAFS. Students will leave the academy with a viable plan and relevant skill set for their future career.

Description of Darby Demographics

Student enrollment: 661

Student numbers by grade level: 7th grade 250; 8th grade 186; 9th grade 225

Student demographics: Hispanic, 52.7%; White, 25.8%; Black/African American, 13.1%; Other, 8.4%.

Free/Reduced lunch percentages: Our free and reduced lunch rate is 93% and of these eligible students, 85% qualify for free lunches.

Achievement: We are a low achieving school. In the past we have been labeled Needs Improvement. Currently, our overall ESSA score is 66.33 and our school rating is a C. Based on 2019 ACT Aspire data: 32% of students are proficient in reading; 30% of students are proficient in math; and 33% of students are proficient in science.

Attendance: 94% building wide for the 2018-2019 school year

Rationale of Why

The idea of creating an academy with a Health Science focus was derived through multiple sources of information and over time. The Fort Smith community students at the middle level are not only exploring the possibilities of careers but they are learning who they want to become in the future. The health academy experience will provide innovative academic learning through a healthcare lens by using project-based and hands-on learning. Students will see the relevance of their

classwork come to life in the hospital setting and will implement projects to impact the positive health of our community. By using a unique and accelerated curriculum students will become college and career ready at an early age. In addition, according to the Health Resources and Services Administration data for Sebastian County, Arkansas shows shortages in healthcare professions. Employee search engines show immediate openings in multiple healthcare areas including over 60 in nursing alone. Sparking the interest of students to become healthcare professionals in our area will increase our community's healthcare options.

Description for Proposed Innovations and Improved Student Outcomes

In the future, when the program is in full implementation, student participants of the Health Science Academy at Darby Jr. High will attend their 7th and 8th grade school day at one of our local healthcare providers campuses. They will receive all of their core content learning in a Healthcare replicated type of learning environment by certified teachers provided by our district. The local healthcare industry representatives will assist teachers to plan and provide all curriculum through a healthcare lens. Healthcare industry staff will provide opportunities for students to participate in unique and hands on learning projects. Students will be transported within the community to fully immerse in healthcare projects. At the end of the day, students will participate in one elective class and/or all after school activities. The Health Science Academy will increase Darby's student enrollment as students will be able to apply to participate from any elementary within the FSPS district. In addition, this program will improve student achievement scores as students will be highly engaged and have a stronger understanding of why their learning is important.

Job Description Health Sciences Academy Instructors

SKILLS REQUIRED: Comprehensive knowledge of the Health Sciences. Must be an enthusiastic advocate

for students and for the Academy, have strong interpersonal and communication skills with students,

parents, teachers, Academy partners, and the community. Must possess strong skills in planning, organization, and management, and be willing to make presentations and interact with the Academy

partners and public groups. Required to develop or exhibit extensive knowledge of health careers and

educational requirements. Must be competent in the use of computer programs including, but not limited to Microsoft Word, Excel, etc.

EDUCATION/EXPERIENCE REQUIRED: Preferred Masters level training in appropriate education or health

professional field preferred. Middle Level Licensed or meeting licensing eligibility by the Arkansas

Department of Elementary and Secondary Education. Preference will be given to applicants with experience in the healthcare field.

DUTIES/RESPONSIBILITIES:

1. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students
2. Communicate with students and parents on a regular basis or in a timely manner.
3. Collaborates with administration, teachers, and Health Sciences Academy partners.
4. Develops, coordinates, facilitates, and evaluates Academy curriculum, activities and experiences.
5. Provides rigorous instruction, educational experiences and opportunities through the lens of health sciences.
6. Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students
7. Meet with students and parents to discuss career planning and high school education opportunities.
8. Assists the principal in carrying out the goals and objectives of the Academy program, including collecting, analyzing, and evaluating student data.
9. Actively recruits Academy participants and promotes retention of students.
10. Maintains current professional competence.

11. Markets and promotes the Academy to its target audience (students, parents, educators, and the general public).

12. Works closely with the counselors at FSPS high schools to assist students with gaining information on their programs, opportunities, and enrollment opportunities in AP, CTE, and concurrent credits.

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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)

Arkansas Public Resource Center (APSRC)

Education Renewal Zone (ERZ)

Office of Innovation for Education (OIE)

ADE Team Digital

Other(s) - Please list:

ADESE PLC Cohort 3 (1st year) District Support from ADE Team Digital

Link to your School Improvement Plan:

<https://www.fortsmithschools.org/Page/737>

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

SECTION 3: EXPLORING AND LEARNING

Exploring and Learning

We encourage you to work in this section before completing the School of Innovation Plan and Goals. The primary purpose of Exploring and Learning is to build the capacity of stakeholders for the work of innovation up to the submission of the application on April 23, 2019.

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
02/24/2020 - 02/24/2020	School of Innovation Application Support Meeting	Principal (Number Attended: 2)	Finalized draft of application. Received feedback from ADESE staff
02/17/2020 - 02/17/2020	Present current plan and vote for the Council of Innovation representatives.	Teacher (Number Attended: More than 25)	Darby teachers voted on certified staff to represent them on the council. Questions were answered regarding the purpose of the program and how it would help meet student needs.
02/12/2020 - 02/12/2020	Establish a purpose and process for School of Innovation at Darby. Understanding the why and the next steps	Teacher (Number Attended: 10)	Meet with Faculty
12/11/2019 - 12/11/2019	Understand local industry needs and possible pathway options, benefits to students, benefit to community, understand organizational structure, and identify needs.	Other (Number Attended: 13)	Identified community needs and logistics.
11/19/2019 - 11/19/2019	Meet with District administrators, Industry, and community to discuss possibilities and experiences for students. Determine a target grade and establish desired outcomes.	Other (Number Attended: 8)	Meet with Health Systems at the health system campus representatives to assess needs and potential students experiences. Determine educational goals, constraints, needs, and supports.
10/11/2019 - 10/11/2019	Discuss steps, needs, and options for student learning through health	District Administrator (Number Attended: 1)	Review DESE rules, requirements, location possibilities, programs, structure, and campus needs.

Meeting Date	Meeting Purpose	Focus Audience & Number Attended	Meeting Outcome/Planned Next Steps
	science lens.	Attended: 5)	
10/04/2019 - 10/04/2019	Visited Healthcare Academy in Springfield MO to gain new ideas for the program.	Principal (Number Attended: 4)	Reviewed courses, curriculum, schedule, application process, classrooms of Springfield Health Academy. This information was brought back and presented to district leadership. Next step was determined to be to meet with local healthcare agencies to measure interest in partnership.
03/11/2019 - 03/12/2019	FSPS CTE Curriculum Team and Business Reps	Other (Number Attended: More than 25)	Engaged with Business and industry representatives to clearly understand desired expectations and outcomes for future and current students/employees.
01/22/2019 - 01/24/2019	FSPS CTE Curriculum Team to define, understand, explore needed pathways, experiences, and course sequences.	Other (Number Attended: More than 25)	Explored needed courses to add, sequence, descriptions, age, marketing, recruitment, and community engagement.
11/02/2018 - 11/02/2018	Participated in FSPS CTE Curriculum Team to explore school and community needs and experiences for students	Other (Number Attended: 8)	Decision to proceed with aligning K-12 curriculum with activities to lead students to explore, develop, and define career and post secondary opportunities. Understanding workforce needs and systemic current reality.

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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: 23.53%

Name of council member	Representative group	Council Position	Minority	Date Elected
Cindy Mitchell	Designee	District Lead Certified Nurse	No	07/09/2020
Jennifer Thomas	Community Member	Nurse	No	07/09/2020
Katie Kreimer Hall	Principal	Principal	No	02/17/2020
Talicia Richardson	Community Member	School board member	Yes	05/26/2020
Rebecca Whitson	Parent	Mental Health Provider, Parent, Community Member	No	05/26/2020
Angela Holwick	Teacher	HSA Teacher, Retired Nurse, College Professor of Nursing at UAFS	No	05/26/2020
Alexandria Arnold	Student	Student Representative	No	02/25/2020
Abigail Funes	Student	Student Representative	Yes	02/25/2020
Magdalena Serrano	Classified Staff	Classified Staff Representative	Yes	02/21/2020
Kennett Girdley	Teacher	Member	No	02/17/2020
Catrina Curry	Teacher	Member	Yes	02/17/2020
Karen Arthur	Teacher	Member	No	02/17/2020

Name of council member	Representative group	Council Position	Minority	Date Elected
Angela Horton	Teacher	Member	No	02/17/2020
Gloria Schmidt	Teacher	Member	No	02/17/2020
Zachary Gramlich	Teacher	Member	No	02/17/2020
Abigail Key	Teacher	Member	No	02/17/2020
Patience Hudlow	Teacher	Member	No	02/17/2020

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SECTION 5: VISION AND MISSION

The school's Vision statement

To "Lead the Way" in student academic growth, attendance, extra curricular activities, career preparation, and community involvement in order to prepare students for a future success.

The school's Mission statement

Empowering each and every student to overcome all challenges with the mind set of a Ranger.

Vision & Misson are:

Revisited without changes

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SECTION 5: TIMELINE OF WORK

Timeline of work:

Date	Vision & Mission Work	Stakeholders Involved
10/29/2019	Guiding Coalition met with Solution Tree Leadership Coach and received feedback on how to go from "having a mission and vision on paper" to actually "living the mission and vision".	Guiding Coalition met with Solution Tree Leadership Coach and received feedback on how to go from "having a mission and vision on paper" to actually "living the mission and vision".
08/07/2019	All staff professional development to revisit our school mission and vision. Agreed as a staff to keep current statements.	All staff professional development to revisit our school mission and vision. Agreed as a staff to keep current statements.
02/17/2020	Based on feedback from our Solution Tree PLC leadership coach, we revisited the mission and vision statements of the campus to define what it looks like and sounds like to live the mission and vision.	Based on feedback from our Solution Tree PLC leadership coach, we revisited the mission and vision statements of the campus to define what it looks like and sounds like to live the mission and vision.

Data Entry Date: 02/13/20 | Data Modified Date: 02/13/20

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:

Darby Jr. Highs goal is to increase student engagement in math and science integrated curriculum options based on student interest and choice, thereby improving academic performance on the ACT Aspire assessment in literacy, math and science by 10% in each tested area. Baseline: Only 32% of our student population is meeting or exceeding in the area of Reading based on ACT Aspire assessment. Only 30% of our student population is meeting or exceeding in the area of Math on the ACT Aspire assessment. Only 29% of our student population is meeting or exceeding in the area of Science based on the ACT Aspire assessment.

Goal 2:

Darby Jr. Highs goal is to improve students college and career readiness skills in the health science field by increasing the number of students receiving certifications, credits toward graduation, and workplace readiness skills. At this time, we don't have any middle school students who are earning healthcare related certifications. When they enter middle school students don't have any documentation in Naviance of their readiness skills or career planning activities. We will use Naviance to track student growth in career planning. Their experiences and work can be documented/uploaded in that electronic system and follow them throughout their time in the academy. We will be able to see the change in their work and steps they have taken to start working towards their career goals. It will also document their completed certificates, credits towards graduation, and any aptitude assessments they take to show interests.

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 | Darby Jr. High's goal is to increase student engagement in math and science integrated curriculum options based on student interest and choice, thereby improving academic performance on the ACT Aspire assessment in literacy, math and science by 10% in each tested area. Baseline: Only 32% of our student population is meeting or exceeding in the area of Reading based on ACT Aspire assessment. Only 30% of our student population is meeting or exceeding in the area of Math on the ACT Aspire assessment. Only 29% of our student population is meeting or exceeding in the area of Science based on the ACT Aspire assessment.

Output/Actions (innovation strategy)	If we provide curriculum options which include hands on opportunities and project based learning specific to student interests
Expected Short Term Outcome	then students will see the relevance of their learning and to be autonomous and self directed when making future choices.
Interim Performance Target with expected change	Increased daily attendance, improved academic performance on ACT Aspire, certifications
Data/Instrument	which will be measured by increased applications of students wanting to participate in the program as well as the certifications students earn in the program. Survey results of students participating.
Date (by when)	12/18/2020
Materials/Resources needed	eschool attendance, ACT interim and end of year performance measures, enrollment numbers, application numbers, Student Success Plans, Achievement Scores, Surveys
Waiver Needed?	Yes
Data Entry Date: 02/24/20 Data Modified Date: 07/09/20	

Goal 2 | Darby Jr. High's goal is to improve students college and career readiness skills in the health science field by increasing the number of students receiving certifications, credits toward graduation, and workplace readiness skills. At this time, we don't have any middle school students who are earning healthcare related certifications. When they enter middle school students don't have any documentation in Naviance of their readiness skills or career planning activities. We will use Naviance to track student growth in career planning. Their experiences and work can be documented/uploaded in that electronic system and follow them throughout their time in the academy. We will be able to see the change in their work and steps they have taken to start working towards their career goals. It will also document their completed certificates, credits towards graduation, and any aptitude assessments they take to show interests.

Output/Actions	If we expose students to career options in a true work like setting
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(innovation strategy)	
Expected Short Term Outcome	then they will gain skills and experiences at an early age
Interim Performance Target with expected change	and this will lead to students being college and career ready at an early age with strong knowledge of healthcare professions
Data/Instrument	which will be measure by certificates earned by students in the program, surveys specific to career knowledge, Student Success Plan conversations, achievement scores.
Date (by when)	12/18/2020
Materials/Resources needed	Enrollment numbers, application numbers, Student Success Plans, Achievement Scores, Naviance documentation
Waiver Needed?	Yes
Data Entry Date: 02/24/20 Data Modified Date: 07/09/20	

SECTION 7: WAIVERS

Waivers needed to Achieve Proposed Innovations

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

Goal 1 | Darby Jr. High's goal is to increase student engagement in math and science integrated curriculum options based on student interest and choice, thereby improving academic performance on the ACT Aspire assessment in literacy, math and science by 10% in each tested area. Baseline: Only 32% of our student population is meeting or exceeding in the area of Reading based on ACT Aspire assessment. Only 30% of our student population is meeting or exceeding in the area of Math on the ACT Aspire assessment. Only 29% of our student population is meeting or exceeding in the area of Science based on the ACT Aspire assessment.

Waiver Sought	Ark. Code Ann. 6-16-130(a) Sections 7.01.1 through 7.01.2 of the DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools Waivers of Standard 1-A.1.2.5 and Standard 1-A.1.2.6 for art and PE.
Rationale	To implement healthcare curriculum and activities focused at each grade level students will be benefit from having a flexible schedule.
Explanation	We ask for a waiver in order to not provide art and PE. We need additional time in the instructional day to provide healthcare curriculum, CTE support, field trips and guest speakers that align with the programs goals.

Data Entry Date: 05/26/20 | Data Modified Date: 07/28/20

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	89
Number of Staff who voted	63
Number of Staff who voted for the proposed Plan	62
Number of Staff who voted against the proposed plan	1
Percentage of staff voting in favor of the proposed plan of innovation	

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

SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

2020-21 Professional Development Plan for Innovation Implementation

Innovation Strategy: Provide professional development specific to how to integrate health sciences into all subject areas.

Goals: Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
May-August	Collaboration with teachers who currently teach at a the Health Science Academy in Springfield MO.	Explore curriculum for core content areas and how to incorporate the healthcare focus into each course. Explore the service learning projects and health course offered by this program to be able to replicate.	Health Science Academy instructor (new 6th grade teacher hired for 2020-2021 school year)
May-August	Collaboration with community health partners.	Identify how local healthcare agencies can provide mentors, speakers, and resources to help support the academy.	Health Science Academy Instructor (new hire for 6th grade cohort 2020-2021), Darby principal and local healthcare leaders.
Fall 2020	Site visit to the Health Science Academy in Springfield MO	Develop vision of future possibilities for additional cohorts of students.	School of Innovation council members
July-August 2020	Book study- "Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences" by Suzie Boss with John Larmer.	<p>In this book, Suzie Boss and John Larmer explore the seven practices integral to Project Based Teaching:</p> <ul style="list-style-type: none"> • Build the Culture • Design and Plan • Align to Standards • Manage Activities • Assess Student Learning • Scaffold Student Learning • Engage and Coach <p>For each practice, the authors present a wide</p>	HSA Teacher

Innovation Strategy: Provide professional development specific to how to integrate health sciences into all subject areas.

Goals: Goal 1, Goal 2

Date	What?	Purpose (Why?)	Target Audience (Who?)
		<p>range of practical strategies and include teachers' reflections about and suggestions from their classroom experiences.</p> <p>This book and a related series of free videos provide a detailed look at what's happening in PBL classrooms from the perspective of the Project Based Teacher.</p>	
20-21 School Year	Collaboration with local healthcare professionals	<p>Collaboration with local healthcare providers will help the teacher know what is relevant and current practices that students need to know in order to be prepared for further healthcare classes. It will also create partnerships and relationships with professionals that can support knowledge and resources in the future.</p>	HSA teacher