2020-21 APPLICATION FOR SCHOOLS OF INNOVATION

CLARENDON ELEMENTARY SCHOOL - 4802008

APPLICATION STATUS

APPROVED

Application Approval Date: 6/15/21

SUBMITTER	PRINCIPAL	SUPERINTENDENT
LISA STEELAND	STACEY CALDWELL-PEARSON	LEE VENT
8707473383	870-747-3383	870-747-3351
steelandl@lions.grsc.k12.ar.us	caldwells@lions.grsc.k12.ar.us	ventl@lions.grsc.k12.ar.us

Arkansas Department of Education
Division of Elementary and Secondary Education
Learning Services
Four Capitol Mall
Little Rock, AR 72201
Phone: 501-682-7442

Table Of Contents

SECTION 1: NARRATIVE DESCRIPTION OF THE INNOVATION PLAN

DESCRIPTION OF THE INNOVATION PLAN

SCHOOL DEMOGRAPHICS

Clarendon Elementary School is a small, rural, Title I school situated in Monroe County, one of the poorest counties in the state of Arkansas. The median income in Clarendon is $25,367, well below the average of $45,869 for the state of Arkansas. Covering the southern two thirds of Monroe County, the Clarendon School District serves students from Clarendon, Holly Grove, Ragtown, Pine City, Monroe, Blackton, Roe, and several other rural communities.

The elementary school population includes 50.8% of students identifying as Black/African American, 31.2% of students identifying as White, 9.6% of students identifying as Hispanic/Latino, and 9.4% of students identifying as Two or More Races. In a school population of 234 learners, 94% are identified as low income, 22% are students with disabilities, and we have a high number of highly mobile students.

LEARNING DATA TRENDS

In 2018-19 CES received a school rating of F. Our three year school ESSA Index Scores revealed a downward trend: 2017 - 68.79, 2018 - 64.83, and 2019 - 57.08. This report shows that 76% of our students are at Level 1 ELA (In Need of Support), and 45% are at Level 1 Math (In Need of Support). The subpopulations with the largest percentage of students in need of support were Economically Disadvantaged (76), and Black or African American (44). Our special education subgroups overall ESSA school index is the lowest of all subgroups with 43.98. These numbers are staggering, but what is more concerning is the number of students who are not reading at grade level in 2020-21.

Our students were given the Renaissance STAR Early Literacy (K-2) or Reading (3-6) assessment in August, 2020 and January, 2021. In August, 53% of students who took the STAR Early Literacy assessment scored below grade level, and 86% of students who took the STAR Reading assessment scored below grade level. In January, 33% of students who took STAR Early Literacy scored below grade level, and 72% of students who took STAR Reading scored below grade level. Students in grades 3-6 are also given Reading Plus formative assessments in August, 2020 and February, 2021. Only 4% of students in grades 3-6 scored at or above grade level in reading in

August and February.

NEED FOR INNOVATION

Clarendon Elementary School wants to become a school of innovation in order to creatively innovate on all levels - classroom instruction, data analysis, scheduling, professional development, and cultivating a culture of community and learning. We plan to provide multisensory, experiential language instruction, address the social-emotional needs of all students, implement a hybrid competency-based and traditional grading and reporting system, and implement a logical school-wide behavior system. This will allow teachers to accommodate and meet the academic, emotional, and social needs of every child through a personalized learning environment. We will be able to create individual pathways of success for all students. 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 regard to their future. The focus of learning will be the student, with instruction which will focus on skills and practices that enable independent problem solving. We will provide the means to break the cycle of poverty from low-income families by simultaneously challenging and supporting all students.

We have two major areas of focus for School of Innovation:

1. to create a safe, nurturing, and respectful learning environment where all students and teachers know and understand expectations, and

2. to challenge and support our students to reach or exceed individual growth expectations.

Clarendon Elementary is a very traditional school which prides itself on its family-like atmosphere. The majority of our staff is well educated in the field of education, several staff members holding Masters degrees and/or National Board certification, but we have a large number of first year teachers and/or non-traditional teachers enrolled in the APPEL program. We also have experienced a high teacher turnover rate in recent years (2019-20, 26% turnover, and in 2020-21 we are anticipating another large turnover). In a survey of our staff, we found that our teachers love children and a passion for teaching is what keeps them in the field of education, but the lack of communication, mentorship, teacher support, and inconsistency in the way discipline is handled are areas of concern. In an effort to transform our school climate for both our students and staff, we are working to provide social/emotional learning for our students and provide training in emotional intelligence to staff. A diverse committee is developing our own personalized behavior matrix using a PBIS model as well as logical consequence and intervention protocol to ensure that all stakeholders know and understand expectations. From September, 2020 to April, 2021, CES had a total of 102 office referrals. Due to health and safety concerns involving Covid19 and winter weather, we pivoted to virtual instruction as necessary. Since we were utilizing virtual instruction

more heavily during the winter months, the majority of our office referrals took place between March and April. The bulk of our referrals were for fighting, classroom disruptions, and refusal to comply with teacher instructions. We will take measures to ensure that all students and staff are treated fairly and successes are frequently celebrated, and have high expectations for their learning. Before school starts in the Fall, families will be invited to attend our Open House where our new behavior matrix will be communicated and explained. Finally, CES will continue its partnership with Monroe County Children in Trust (MCCIT), a coalition of community partners that implements interventions to support families in need. This partnership has been critical in building a strong relationship between families, community members and the school.

At Clarendon Elementary, we know that for maximum academic gains, instruction must be systematic, explicit, and engaging. With 76% of our students at Level 1 ELA (In Need of Support), we needed to take a close look at what and how we are teaching our students. With 22% of our students receiving special education services, strengthening our RTI system is a huge area of concern for us. For the upcoming school year, CES will employ a Dyslexia Specialist/Learning Loss Facilitator who will work with special services, teachers, and students to develop a tiered plan to support students who are struggling to make progress (see RTI Plan attached).   In January of the 2020-21 school year, we began implementing the K-2 Phonics First curriculum to offer specific scope and sequences for each skill, guide our novice teachers in facilitating engaging activities, and provide clear and concise instruction to students. We are already seeing growth in these classrooms. The 2021-2022 school year will bring further growth as we strengthen Phonics First implementation in K-2, and begin implementation in 3rd grade. We will also implement Bridge the Gap and Wilson Just Words in grades 4-6 to strengthen instruction and support our struggling, below level readers, which is the majority of our students. Unaddressed components of English Language Arts will be taught using picture and chapter books.

Our district supports our Professional Learning Communities (PLCs) by giving us dedicated time on Wednesdays where students are dismissed early so staff can collaborate concerning curriculum, instruction, assessment, and progress monitoring to affect student growth. Our building-level leadership team will have a consistent structure and time to meet as well. As a small district with only two campuses, it may be surprising to learn that there has been a disconnect between our two schools. The railroad that runs between the two campuses, both literally and figuratively divide us. Recent collaboration with our high school staff has opened our eyes to some major gaps in instruction. This year we have begun to develop a K-6 curriculum map that will eliminate gaps at the elementary level and provide a clear guide for instruction. We plan to continue this work with 7th and 8th grade teachers so our students can make a seamless transition as they "cross the tracks" to the high school campus. Ultimately, we want to make sure that every student who completes 6th grade at CES is prepared with a strong foundation for future success.

SECTION 2: GENERAL QUESTIONS

SPECIAL CONDITIONS ESSA (CHECK ALL THAT APPLY)

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

LINK TO YOUR SCHOOL IMPROVEMENT PLAN:

https://docs.google.com/document/d/1fffFZjGNxNSzZee_NWwyJ1iWWdYf6u9aZB5YkSMB49c/edit?usp=sharing

SUPPORTS AND SERVICE ORGANIZATIONS ASSISTING YOUR SCHOOL.

Arkansas Division of Elementary and Secondary Education (DESE)

Arkansas Public Resource Center (APSRC)

Education Renewal Zone (ERZ)

Office of Innovation for Education (OIE)

ADE Team Digital

Other(s) - Please list:

SECTION 3: EXPLORING AND LEARNING

WHAT ACTIVITIES HAVE ENGAGED STAFF AND OTHER STAKEHOLDERS IN ORDER TO BUILD CAPACITY FOR PROPOSED INNOVATIONS?

We encourage you to work in this section before finalizing the School of Innovation Plan and Goals. The primary purpose of Exploring and Learning is to build stakeholders' capacity for the work of innovation up to the submission of the application. Complete the following table that details the Exploring and Learning journey.

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
05/21/2021	Zoom with OIE staff to review application feedback from committee.	Principal (1) Teacher (1) Certified Staff (1) OIE staff (2)	Reviewed feedback from SOI committee to help make additions and edits to the application as per recommendation conditions.
05/21/2021	Behavior Team met to continue work on a schoolwide behavior matrix.	Teacher (9) Certified Staff (2) MCCIT Social Worker (1)	The team reviewed the draft plan, made revisions and created a flow chart and referral form. This week the team talked about adult behaviors and expectations and possible student choice incentives.
05/14/2021	Behavior Team met to explore options, including PBIS models, and develop a draft matrix.	Teacher (7) Certified Staff (2) MCCIT Social Worker (1)	All staff submitted behavior plans, noting what they liked/disliked. The team reviewed all of the suggestions and drafted a plan that includes expected behaviors for all areas of the school, and a list of common behavior issues that are divided into minor and major offenses. This information was written into a draft that the team will continue working on.
04/23/2021	Core Team met with OIE staff (Marsha & Carolyn) to receive feedback and discuss next steps before submitting application.	Principal (1) Teacher (5) OIE staff (2)	Looked at goals and benchmark data, discussed how we could rephrase goals. Looked at application section by section and noted areas that can be improved. Next steps: Review feedback and make necessary changes. Lisa will email Carolyn to review narrative and theory of action next week.
04/22/2021	Council of Innovation informational meeting	Principal (1) Teacher (4) Classified Staff (2) Community Member (2)	Introduced our plan to the council and asked for feedback. Next steps will be to incorporate feedback into action plan.

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
		Student (2) Parent (1)	
04/16/2021	Core Team met in library to discuss next steps and to review feedback. Content area teams worked together on curriculum mapping/pacing. Facilities team looked at needs and drafted an ideal state document.	Teacher () Classified Staff (9)	Power outage - meeting time was cut short. Teams will share work next week.
04/09/2021	Work on SOI goals, SEL, and curriculum map	Principal (1) Teacher (More than 20) Classified Staff (6)	During PLC, we looked at our goals, broke out into groups to attach actions to goals, narrowed down actions as a group. K. Dancer and B. Bones will research SEL curriculum. Afternoon was spent back in content area teams for curriculum mapping/pacing.
04/02/2021	PLC - curriculum mapping	Principal (1) Teacher (More than 20) Classified Staff (6)	Staff divided into content area teams to begin curriculum mapping/pacing.
03/19/2021	Core Team Zoom with OIE (Marsha & Carolyn) to get feedback and next directions on application.	Principal (1) Teacher (4) OIE staff (2)	Chad Simpson will look at our literacy data and help us develop a benchmark. Look at goals and revise. Meet with staff to assign actions to each goal.
03/12/2021	Discuss and get staff feedback on RTI and behavior matrix work, curriculum mapping project, and SOI next steps.	Principal (1) Classified Staff (4) Certified Staff (16)	Staff will review textbooks and look at science/ss bundles for mapping project.
3/5/2021	Train staff on use of RenaissanceU, MyOn, and launch spring	Principal () Classified Staff (6) Certified Staff (15)	Letters will go home with students at conferences to get parents involved in spring reading push. Teachers will use the MyOn digital library and

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
	literacy push.		Renaissance resources to give students access to materials, whether on campus or virtually.
2/25/2021	Meet to review SOI draft application. Reviewed and revised goals and action plan.	Teacher (1) Certified Staff (1)	Went over the SOI application process then reviewed draft application. Made changes to goals and action plan. Discussed literacy plan, including RTI, Dyslexia and Phonics across curriculum and grade levels. Attendees: Kam Skinner and Lisa Steeland
02/23/2021	Informational meeting about applying for SOI status.	District Adminstrator (1) Certified Staff (1) OIE staff (2)	Meeting to get information about applying for SOI status. Attendees: Carolyn Farrell, Marsha Hash, Lisa Steeland, Dr. Ruby Ellis
02/19/2021	Meeting to discuss implementation of Renaissance programs, plan of action for 2021-22.	District Adminstrator (1) Teacher (1) Certified Staff (1) Renaissance Consultants (2)	Meeting to discuss PD, implementation, and plan of action for 2021-22. Attendees: Evelyn Chrisdalais, Janet Moe, Kam Skinner, Lisa Steeland, Dr. Ruby Ellis
02/11/2021	Meeting to Dyslexia plan, RTI plan, and literacy curriculum.	District Adminstrator (1) Teacher (1) Certified Staff (1)	Meeting (virtual) to discuss literacy plans for 2021-22. Attendees: Dr. Ruby Ellis, Kam Skinner, Lisa Steeland
09/23/2020	Innovation for Education Summit to explore innovative ideas.	Certified Staff	Decision to pursue SOI designation
02/24/2020	SOI Application Required Meeting	Certified Staff	Final application support (waivers, work day)
02/12/2020	Staff Meeting	Certified Staff	Staff meeting to discuss School of Innovation and the plan to go forward.
10/29/2019	Intent to Apply Submitted	Principal	Intent to Apply submission
10/24/2019	SOI New Application Informational Meeting	Certified Staff	Meet with OIE staff to learn about the application process.
10/23/2019	Student-Focused Study Tour - Northeast Arkansas	Certified Staff	Visited schools to take back inspirational ideas relevant to our school.
03/06/2019	Student-Focused Study	Certified Staff	Visited Horatio Elementary and Prescott School

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
	Tour - Southwest Arkansas		District to take back inspirational ideas relevant to our school.

SECTION 4: COUNCIL OF INNOVATION

DESE SOI Rule 4.01 "Each school or district applying to be a school of innovation must establish a Council of Innovation."

3.04 "School council of innovation" means a body of individuals from a current or aspiring school of innovation composed of teachers, classified employees, the building-level principal or his or her administrative designee, parents, community members, a minimum of two (2) students from the school of innovation, and other interested parties selected by the council to participate, as referred to in Section 4.00 of these rules.

3.04.1 The teacher representatives shall be elected by a majority vote of the school's licensed eligible employees.

3.04.2 The classified representatives shall be elected by a majority vote of the school's classified eligible employees.

3.04.3 The parent representatives shall be selected by a majority vote of the attendees at a meeting called for the purpose of selecting the school's parent representatives and shall have a child in the school to be eligible to serve on the council.

3.04.3.1 Schools with a ten percent (10%) or greater minority student population shall have minority representation on the council.

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.

SOI Council of Innovation suggested best practice include a School Board member on Council.

Minority populations that comprise 10% of school population (List all minorities: any minority that comprises 10% or more of the student population must be represented on the SOI Council) Council of Innovation suggested best practice is to represent all minorities on Council.

MINORITY REPRESENTATION: 56.25%

NAME OF COUNCIL MEMBER	REPRESENTATIVE GROUP	COUNCIL POSITION	MINORITY	DATE ELECTED
Bertha Bones	Other	Member	Yes	21/05/2021

NAME OF COUNCIL MEMBER	REPRESENTATIVE GROUP	COUNCIL POSITION	MINORITY	DATE ELECTED
Ahtziri Guzman	Student	Member	Yes	21/05/2021
Patricia Espinoza	Parent	Member	Yes	21/05/2021
Brayden Bones	Student	Member	Yes	24/02/2021
Gabrielle Hunter	Parent	Member	Yes	24/02/2021
Coty Bones	Classified Staff	Member	Yes	24/02/2021
Britney Stringfellow	Classified Staff	Member	No	24/02/2021
Eli Cohen	Student	Member	Yes	24/02/2021
Chad Simpson	Teacher	Member	No	24/02/2021
Collyn George	Community Member	Member	No	24/02/2021
Dr. Ruby Ellis	District Adminstrator	Member	No	24/02/2021
Becky Broadnax	Community Member	Member	Yes	15/02/2021
Kamden Skinner	Teacher	Member	No	12/02/2021
D'Andre Daniels	Community Member	Member	Yes	24/02/2021
Lisa Steeland	Teacher	Member	No	12/02/2021
Stacey Caldwell-Pearson	Principal	Member	No	12/02/2021

SECTION 5: VISION AND MISSION

Why? Vision and Mission provides a common purpose and clear direction connected to the innovation goals for all stakeholders and inspires the learning community to unite toward a future of learning that motivates EVERYONE to achieve at their fullest potential.

What? The school's Vision and Mission will align to the school goals and innovation plan.

How? Timeline of work

Please indicate if your vision and mission are: <u>Revisited without changes</u>

THE SCHOOL'S VISION STATEMENT

Clarendon Elementary School will create an environment that is safe and secure for all staff and students. CES encourages parents to participate in the education of their students.

THE SCHOOL'S MISSION STATEMENT

At CES, we believe teaching and learning are lifelong educational processes that start at home and continue throughout adulthood. We will excel by working hard and showing pride in all we do.

SECTION 5: TIMELINE OF WORK

DATE	VISION & MISSION WORK	STAKEHOLDERS INVOLVED
10/04/2021	Staff revisited the school vision and mission statements and decided that these statements should be more closely tied to our goals. Each staff member will bring back words, phrases, or statements that they believe represent the school we envision.	Core team, all staff members, students.
26/04/2021	Keep Vision and Mission "as is" for now. Will look at this again in the Fall with new staff and revise if needed.	Core Team

SECTION 6: GOALS AND ANTICIPATED OUTCOMES

GOALS AND PERFORMANCE TARGETS

Goal 1

Develop core competencies of social emotional learning with a focus on self awareness and self-regulation to impact student and staff social emotional growth. For the 2020-2021 school year, CES had a total of 102 office referrals from September - March. We aim to see a decrease in office referrals by at least 20% each year which will result in an environment conducive to a reduction in staff and student absences. This goal will utilize the use of the G.U.I.D.E. for Life program and the Compassion Resilience Toolkit.

Goal 2

Increase the percentage of students reaching or exceeding individual growth expectations in literacy from the beginning of the year to the end of the year by 20% at the end of four years utilizing summative assessment ACT Aspire (3-6) and Renaissance STAR (K-2). This will lead to the closing of the achievement gap between emerging readers and proficient readers resulting in a reduction of students needing interventions while also ensuring that all students are being challenged to achieve to the highest expected level even if they do not need interventions.

SECTION 7.A: THEORY OF ACTION

THEORY OF ACTION TO ACHIEVE INNOVATION GOALS: INNOVATION PLAN

Please connect the theory of action to SOI goals and performance targets and waivers needed for implementation. The theory of action may align with more than one goal. It is essential to focus on a few key strategies that your school is committed to implementing to improve student learning outcomes.

Goal 1	
Output/Actions (innovation strategy)	A committee of students, parents, and teachers will create a matrix of student expectations, consequences, and positive behavior supports (Tier 1, 2, 3) to promote total student wellness.
Expected Short Term Outcome	A committee of staff, students, and parents will create a schoolwide behavior matrix which will set common expectations for all students and provide logical consequences when expectations are not met as well as positive behavior supports with an emphasis on the social-emotional skills outlined in the GUIDE for Life (growth, understanding, interactions, decisions, and empathy).
Interim Performance Target with expected change	Provide staff, students, and parents with a common standard of school behavior expectations promoting the GUIDE for Life skills of growth, understanding, interactions, decisions, and empathy, as well as clear guidelines for positive behavior supports and logical consequences. Having a schoolwide plan that was developed by stakeholders will lead to a reduction in office referrals by 20% per year for four years.
Data/Instrument	Office referrals

Student Progress Monitoring

Eschool discipline reports

Surveys |
| Date (by when) | Ongoing throughout |
| Materials/Resources needed | Examples of behavior matrix documents

Professional development for classroom management strategies and positive behavior interventions |

	Professional development for classroom management strategies
	Social-Emotional Learning curriculum and staff
Waiver Needed?	No

Goal 2	
Output/Actions (innovation strategy)	Multisensory, experiential language instruction will be integral to core, Tier 1 instruction in all classrooms.
Expected Short Term Outcome	Curriculum will reflect multisensory, experiential language instruction activities.
Interim Performance Target with expected change	Student growth percentiles will demonstrate typical (35-65) or high (66-99) growth.
Data/Instrument	Curriculum Map, ACT Aspire, STAR, Reading Plus, MyOn usage data, Accelerated Reader data
Date (by when)	Ongoing throughout
Materials/Resources needed	Curriculum map, Professional development/instructional coaching, Curriculum and assessments, Academic Calendar, and Test data
Waiver Needed?	No

Goal 2	
Output/Actions (innovation strategy)	Develop and implement a system of student goal setting/tracking and teach students to lead their own conferences.
Expected Short Term Outcome	A committee of teachers will research examples of student goal setting and will develop a system to fit our needs at CES.
Interim Performance Target with expected change	Students will track their progress toward goals and lead progress conferences which will give them a sense of pride and responsibility for their work.
Data/Instrument	Hybrid Competency-based/Traditional grading system, Parent Teacher Conference attendance data, ACT Aspire and STAR test data, Reading Plus data, MyOn usage data, Accelerated Reader data
Date (by when)	ongoing
Materials/Resources needed	Examples of hybrid grading scales, examples of student goal setting/data notebooks
Waiver Needed?	Yes

Goal 2	
Output/Actions	We will provide a multi-tier system of support to struggling students.

(innovation strategy)	
Expected Short Term Outcome	Students "at risk" or "at some risk" will be identified.
Interim Performance Target with expected change	Students who are "at risk" or "at some risk" will show academic growth.
Data/Instrument	RTI plan and records, test data, special services data
Date (by when)	ongoing
Materials/Resources needed	RTI plan, Dyslexia Plan,Behavior matrix, Special Education program/documentation, Special services office and supplies
Waiver Needed?	Yes

Goal 1	
Output/Actions (innovation strategy)	Implement a SEL curriculum, integrate SEL in content areas, partner with Excel by 8, and continue counselor classes and Monroe County Children In Trust (MCCIT) partnership.
Expected Short Term Outcome	Students will master skills needed to thrive at home, school, on the job, and in the community.
Interim Performance Target with expected change	Our focus areas will be self awareness and self regulation. These skills will enable our students to better cope with stressful situations at school or in their personal lives and will have a positive impact on student and staff social emotional growth.
Data/Instrument	Office referrals, counselor referrals, SEL rubric
Date (by when)	ongoing
Materials/Resources needed	Create SEL rubric, eSchool data, G.U.I.D.E. for Life, Compassion Resilience Toolkit
Waiver Needed?	No

Goal 1	
Output/Actions (innovation strategy)	Take action to make facilities look and feel welcoming and inviting to students, staff, families, and community members.
Expected Short Term Outcome	Survey stakeholders to get impressions of how the facilities at CES make them feel, and what actions can be taken to make our campus more appealing and inviting.
Interim Performance Target with expected change	Students will take pride in their school and families will feel positive and welcomed when they visit.

Data/Instrument	Surveys
Date (by when)	ongoing
Materials/Resources needed	Research facility improvements and funding options, school visits, parent/staff volunteers.
Waiver Needed?	No

SECTION 7.B WAIVERS NEEDED TO IMPLEMENT OR SUPPORT THE PLAN OF INNOVATION

WAIVERS SOUGHT

Goal 2:	
Waiver Sought	Teacher Licensure Arkansas Code Annotated 6-15-1004, 6-17-401, 6-17-309, 6-17-902, 6-17-908, 6-17-919 Standards for Accreditation 4-D.1 Section 7 DESE Rules Governing Teacher Licensure
Rationale	Clarendon School District serves students from the lower two thirds of Monroe County, one of the poorest regions in the state. With projected teacher shortages, our district cannot compete with schools who pay higher than minimal teacher salaries. Furthermore, the rural agricultural surroundings of the district do little to attract potential faculty members. This has led to a high turnover rate. For Clarendon Elementary School to close the achievement gap and reach or exceed individual growth expectations in literacy, we need to reduce our turnover rate to provide stability for our students. To provide high quality, rigorous education at all grade levels, CES would like the flexibility to allow degreed individuals to teach and facilitate learning, specifically to address individual growth in literacy. In our community, we have degreed individuals who have expressed an interest in teaching, but lack the certification and obtaining it would cause financial hardship. Our request is to employ four year degreed individuals, working towards teacher licensure through an alternative pathway, to be employed as teachers. This request is driven by the difficulty of obtaining licensed teachers in high poverty areas and our high turnover rate. Clarendon School District is aware that all teachers must meet Arkansas Qualified Teaching Standards and that all special education teachers must be fully licensed. All educators will meet the requirements such as the completion of criminal background check, Child Maltreatment registry, and required professional development required by the Clarendon School District. Clarendon Elementary School will put the best teacher available in the classes with students, whether it is a teacher employed currently, or a four year degreed instructor who is working toward licensure.
Explanation	To meet all requirements of the ADE Rules Governing the Standards for Accreditation, the Clarendon School District must find teachers who have more than one area of licensure. Because Clarendon Elementary School is a K-6 school, we have to hire applicants who are multi-certified in grades 4-6. To provide students a quality education and to prepare students to be ready for high school, the applicant requests this waiver to allow the ability to employ knowledgeable, certified teachers to teach and facilitate learning in a core area in which they are not certified. We would also like to request that we be able to employ four-year degreed

Goal 2:	
	individuals who do not possess teaching licensure but who are working toward licensure in an approved Alternative Teaching Certification pathway. As we work toward meeting our goal of having all students on or above grade level, we will provide on-going training, modeling, and support for all teachers.

Goal 2:	
Waiver Sought	Library Media Specialist Arkansas Code Annotated: 6-25-103 Library Media ServicesProgram defined: 6-25-104, Standards for Accreditation 4-F.1, 4-F.2
Rationale	In order to use the skills of the library/media specialist to the maximum potential to serve the needs of the students, and aid students and teachers with digital learning, Clarendon Elementary School will create the position of "Digital Learning Facilitator" instead of a Library Media Specialist although many of the job responsibilities will overlap. The Digital Learning Facilitator will perform the duties of the media specialist, but will also provide onsite and digital support for students who are significantly below grade level in reading skills. The DLF will align digital support to the K-2 Phonics First curriculum, Bridge the Gap and Wilson Just Words. We feel this waiver is needed in order to provide more flexibility than is available.
Explanation	The task of scheduling digital meetings, virtual instruction and other collaborations must be well planned with no conflicts in the schedule. In order to best meet the needs of students and teachers, the Digital Learning Facilitator (DLF) will provide onsite and digital support for students who are significantly below grade level in reading skills. As we learned in the previous school year, this is a task that is very time consuming for classroom teachers. The DLF will load course content into the digital platform, maintain close contact with all virtual students, both through the digital platform and through weekly Zoom meetings. This will ensure that our virtual students do not fall through the cracks, helping CES meet its literacy goals. The DLF will continue to teach library classes and will open the library for book selection while maintaining the library inventory. Students will continue to check out books from the library as we feel this is important in the creation of students who enjoy reading books.

SECTION 8: ELECTION RESULTS

<u>At least</u> sixty percent (60%) of the eligible employees <u>must vote</u> in support of the school's <u>application to become a school of innovation</u> before the school of innovation <u>application</u> may be submitted to the school board of directors for approval.

ELECTION RESULTS	
Number of Licensed and Classified Staff	43
Number of Staff who voted	**39** (90.7%)
Number of Staff who voted for the proposed Plan	**37** (86.05%)
Number of Staff who voted against the proposed plan	**2** (4.65%)

SECTION 9: PROFESSIONAL DEVELOPMENT SCOPE

PROFESSIONAL DEVELOPMENT PLAN FOR INNOVATION IMPLEMENTATION

The purpose of the proposed professional development planning is to ensure staff has the capacity for the changes proposed in the innovation plan. Complete the following chart that outlines and describes specific professional development strategies used to prepare faculty and staff for the proposed innovation. Enter the school year for your proposed professional development.

Year: 2021-2022

Goals Supported by Strategy: Goal 1

Innovation Strategy: Create a behavior matrix for student expectations and consequences in Tiers 1,2, and 3.

DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
04/30/2021	CES Staff met in PLCs to research behavior matrix examples.	Staff will give input as to what specific problematic behaviors need to be addressed, their classroom and schoolwide expectations, and logical consequences for not meeting expectations.	CES K-6 certified and classified staff
08/19/2021	The CES Behavior Team (certified and classified staff, MCCIT social worker) will provide training to parents and guardians to ensure that they have an understanding of behavior expectations, positive rewards, and consequences.	A new behavior matrix was developed since the previous year. We want all stakeholders (staff members, parents, and students) to understand school behavior expectations, our positive reward system, and consequences for misbehavior.	Parents and guardians, family members, students, staff
TBD	Council will meet to discuss and create a behavior matrix.	To provide teachers, students, and parents a common standard of school behavior expectations and consequences for noncompliance.	Teachers, Students, and Parents

DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
TBD	Provide training to all certified and classified staff on how to use CES Behavior Matrix, for classroom management strategies, and positive behavior interventions.	To reduce the number of disciplinary referrals.	Certified and Classified Staff

Year: 2021-2022

Goals Supported by Strategy: Goal 1

Innovation Strategy: Implement a social emotional curriculum.

DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
TBD	Council will meet to explore social/emotional curriculum.	To implement a school-wide initiative for social/emotional learning.	Council of Innovation
TBD	Provide professional development for certified classroom teachers in social/emotional learning.	To support a school-wide social/emotional curriculum.	Classroom teachers

Year: 2021-22

Goals Supported by Strategy: Goal 2

Innovation Strategy:

Professional development and instructional coaching with CES Literacy/Dyslexia Specialist to develop multisensory, experiential language instruction in all classrooms.

DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
Ongoing	Literacy/Dyslexia Specialist will work with K-3 ELA teachers in Phonics First instruction and practices.	To develop a strong foundational reading program.	CES K-3 ELA teachers
TBD	We're ALL Reading Teachers	Literacy/Dyslexia Specialist will train teachers in interdisciplinary reading instruction.	All certified staff and instructional paraprofessionals
TBD	Special Services Team	These guidelines will lay	RTI Team, Special

	(Principal, Dyslexia Specialist/Learning Loss Facilitator, Counselor and/or Social Worker, special education teachers, general education teachers, classified staff and parents) will meet to create guidelines for RTI, Dyslexia, ALE and other services.	a foundation of support for administration, teachers, and other staff so that services are provided strategically, logically, consistently, and equitably.	Education Designee, Special Education Services Director, ALE Teacher, Social Worker/Counselor, Special Education teachers, General Education teachers, Classified staff, Parents, Other Specialists
TBD	Provide RTI training to staff, specifically interventionists	We have a large percentage of students who are receiving special services. We have had a high staff turnover rate, with many new and nontraditional teachers, who may not understand how the RTI tiered levels of support should be implemented. All instructional staff will be trained to understand our RTI plan and receive training specifically in the programs/therapies they will be working with.	Special Services Team, Interventionists, General Education teachers, Special Education teachers, classified staff