

2020-21 APPLICATION FOR SCHOOLS OF INNOVATION

S.C. TUCKER ELEMENTARY SCHOOL - 7503005



APPLICATION STATUS

APPROVED

Application Approval Date: 6/10/21

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|--|--|--|
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SECTION 1: NARRATIVE DESCRIPTION OF THE INNOVATION PLAN

DESCRIPTION OF THE INNOVATION PLAN

S.C. Tucker Elementary is the only elementary school in the rural Danville School District. Current enrollment is 291 students in grade K-4. Of this population, 84% of students qualify for free and reduced lunches. Of our population 100 of our students live in a single family home either with either one parent or a grandparent. The elementary school population included 53.1% of students identified as Hispanic/Latino, 42.6% identified as White/Caucasian, and 4.2% other.

According to attendance data only 72.6% of students are meeting the 95% attendance rate threshold. Students are less engaged in attending classes consistently. In surveys and class meeting type discussions with upper grade students, high reliability teachers have found that students feel they have no voice and choice in their daily learning and have suggestions for more ways to involve them in their learning. Students have shown an increase in the intensity of behavioral office referrals this year that include bullying, technology use violations, terroristic threats, physical attack/harm on other students, and acting out more physically and verbally.

Indications from K-4 NWEA, ELPA 21, and ACT Aspire Interim data for the current school year show students at S.C. Tucker Elementary, reading achievement goals are below proficiency. Our school reading goal was set at 70% meeting benchmark or scoring proficient on state reading tests. Our current data reveals only 35.5% of students currently meet the benchmark standard on the ACT Aspire. Our ELPA21 data shows that 53.1% of students scored proficient. Our school reading goals for K-2 NWEA Map Assessments were set at 75% to meet benchmark standard. Current data indicates, however, that only 65.7% of students meet that goal. NWEA results identified 36% of third-graders were proficient in literacy. Simultaneously, the ACT Aspire Fall Interim showed only 24% of students were on track in reading. Due to COVID, students could not take the ACT Aspire summative last year, so there are no comparisons of data. The ACT Aspire interim testing indicates the same large percentage of students in 3rd grade are not on track to be successful on the summative test. Our focus previously has been on mainly growth in specific subpopulations but now our focus will include growth of all students. Also due to COVID and the adoption of a different platform for state data, we currently do not have trend data to show. Our innovation plan is to collect and track trend data beginning with the 2021-2022 kindergarten class.

To address our concern with students performing below grade level, our goal is to improve literacy

achievement through innovative learning strategies to address the significant number of students who need support. Our master schedule will protect essential standard teaching time without interruptions. Through continual research, our curriculum will continue to implement best practices found within the components of the Science of Reading, rigor through the use of higher-level questioning, implementation of WIN groups, and remediation/enrichment blocks.

In this plan, as a school of innovation, we will seek and explore creative solutions by using innovative strategies that will benefit all our school community patrons. Strategies to be implemented include: using the protocols of Understanding by Design, Marzano's proficiency scales, standards-based grading scales; student discussion and reflection time to increase engagement and ownership of student learning,

We plan to provide students with diverse learning opportunities to incorporate student voice and choice to prepare our students to take on tomorrow's world with instruction designed around each learner's readiness and strengths, needs, and interests. We want our learners to be active participants in setting goals, tracking progress, and determining demonstration of student learning. Using a blended model focusing on station-rotation during literacy instruction, our students will develop self agency while receiving personalized learning support. Our students will have the opportunity to show what they know through competency-based assessments rather than tests. Introducing our student body to current, relevant, and interesting concepts will allow teachers to connect with and appreciate our students.

Because of changes forced upon education and educators due to the Covid-19 pandemic, we find the need for our teachers to connect with our students not only on an academic level but also on a social and emotional level. We have seen an increase in the intensity in the type of office/council referrals, lack of engagement, and peer-to-peer conflict. According to our daily check-in with students, we witnessed an increase in worry, concern for the future, and sadness. Our class dojo communication with parents showed the parent's concern for safety and an overall sense of panic. Based on Maslow's theories, self-actualization projects create conditions that provide an environment for our community to feel a sense of belonging, which will increase student morale and self-confidence. We will utilize Morning Meets (Responsive Classroom-student centered social emotional learning approach) and the GUIDE for Life curriculum to aid our students in their social and emotional growth.

We will implement a mentoring friend program that pairs adults within the school and community to develop personal connections to help students build positive and rewarding social experiences with peers, staff, and community members. The need for educators and the community to serve as mentors is needed now more than ever. Mentors are vital to help students progress toward rigorous but attainable social relationships. Relationships help students learn to create social networks of people they can use to achieve success throughout their lives. Mentors will create an environment of belonging to model and scaffold learners by meeting once a week for ten to fifteen minutes to

listen, teach necessary skills of organization and find a balance between work and play. Mentoring can recapture a sense of consistency and community.

As you can see, our plan is to best meet the needs of all of our stakeholders, but with a primary focus on our student body. This innovative plan helps to achieve our ultimate goal of meeting our students where they are, both academically and social/emotionally, while providing a personalized experience for ALL children to dive deeper into their potential, while at the same time learning to build and maintain authentic relationships with others.

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/1IWXBnjb0GAmCORkxSWt4tl2rhDJ4OqTQr3QvVgJhsTI/edit>

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 |
|--------------|--|--|---|
| 03/31/2021 | Meeting with council to continue work on SOI application and make final adjustments before submitting for final review as well as review results of schoolwide vote for council members. | Principal (1) Classified Staff (11) Certified Staff (More than 20) | Decision was made to adopt new council members as well as submit application for final review before final submission on May 1. |
| 02/25/2021 | Meeting with SOI to discuss application process. | Principal (1) | Decision was made to continue application process. |
| 02/24/2021 | Schoolwide vote on council members. | Principal (1) Classified Staff (11) Certified Staff (More than 20) | Decision was made to review results of vote at next council meeting. |
| 01/28/2021 | Meeting with SOI to discuss application. | Principal (1) | Decision was made to continue working on application. Meeting scheduled for 2/25 with SOI |
| 01/27/2021 | Meeting with council members to adopt new vision and mission statements | Principal (1) Classified Staff (1) Certified Staff (5) | Vision and mission statements were adopted. |
| 01/05/2021 | Meeting was held to review results of schoolwide vision and missionsurvey. | District Administrator (1) Principal (1) Classified Staff (1) Certified Staff (5) | Survey results were reviewed and a meeting was scheduled for 1/27/2021 to adopt results. |

| MEETING DATE | MEETING PURPOSE | FOCUS AUDIENCE & NUMBER ATTENDED | MEETING OUTCOME/ PLANNED NEXT STEPS |
|--------------|--|---|--|
| 12/18/2020 | Meeting with Lisa Russell from Team Digital to review the new changes to the mission and vision statement. | Principal (1) Classified Staff (1) Certified Staff (5) Team Digital - Lisa Russell (1) | Decision was made to continue reconvene after the holidays to make final adjustments to mission and vision statements. |
| 12/09/2020 | Zoom meeting with OIE Representatives to discuss the application process. | Principal (1) Classified Staff (1) Certified Staff (5) OIE Representatives - Marsha Hash & Carolyn Farrell (2) | Decision was made to continue working on the application process. |
| 12/08/2020 | Meeting with Lisa Russell of Team Digital to inform the Stakeholders on the process of becoming a School of Innovation. | District Administrator (1) Principal (1) School Board Member (1) Certified Staff (5) Community Member (2) Alumini (1) Student (4) Parent (1) Team Digital - Lisa Russell & Amanda Perry (2) | Decision was made to go forward with the current stakeholders. |
| 12/01/2020 | Meeting with Council members to review changes to mission and vision statement as well as vote on parent member and student members. | Principal (1) Classified Staff (1) Certified Staff (5) | Decision was made to add a parent member and student members to the innovation team. |
| 11/20/2020 | Meeting with Lisa Russell of Team Digital to explore mission and vision statement changes. | Principal (1) Classified Staff (1) Certified Staff (5) Team Digital - Lisa Russell (1) | Decision was made to continue discussing changes to mission and vision statements. |
| 11/06/2020 | Meeting with Council members to discuss needed changes to the mission and vision. | Principal (1) Certified Staff (3) | Decision was made to discuss changes with Team Digital. |

| MEETING DATE | MEETING PURPOSE | FOCUS AUDIENCE & NUMBER ATTENDED | MEETING OUTCOME/ PLANNED NEXT STEPS |
|--------------|---|--|---|
| 10/26/2020 | Meeting with Council members to review innovative options for reading readiness. | Principal (1) Certified Staff (3) | Decision was made to turn a third grade classroom into a reading intervention room where the teacher will specifically use small groups to improve reading proficiency. |
| 10/01/2020 | Meeting with Council members to explain innovative options for reading readiness. | Principal (1) Certified Staff (3) | Discuss information with other third grade teacher. |
| 09/24/2020 | Meeting with Lisa Russell of Team Digital to explore High Reliability Schools. | Principal (1) Certified Staff (3) Team Digital-Lisa Russell (1) | Decision was made to to pursue HRS as well as SOI. |

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: 94.44%

| NAME OF COUNCIL MEMBER | REPRESENTATIVE GROUP | COUNCIL POSITION | MINORITY | DATE ELECTED |
|------------------------|----------------------|------------------|----------|--------------|
| Andrea Fuentez | Teacher | Appointed Member | Yes | 30/03/2021 |

| NAME OF COUNCIL MEMBER | REPRESENTATIVE GROUP | COUNCIL POSITION | MINORITY | DATE ELECTED |
|-------------------------|----------------------|---------------------------------|----------|--------------|
| Konnor Langley | Student | Student Representative | Yes | 01/12/2020 |
| Jemma Mansfield | Student | Student Representative | Yes | 01/12/2020 |
| Brandon Baker | Student | Student Representative | Yes | 01/12/2020 |
| Lucero Alcocer-Martinez | Student | Student Representative | No | 01/12/2020 |
| Kendra Montgomery | Parent | Parent/Elected | Yes | 01/12/2020 |
| Daniel Morris | Community Member | Community Member | Yes | 01/12/2020 |
| Jeff Gilkey | School Board Member | School Board President | Yes | 01/12/2020 |
| Kayla Morris | Teacher | Certified Staff /Elected Member | Yes | 20/11/2020 |
| Abby Barkhimer | Teacher | Certified Staff /Elected Member | Yes | 20/11/2020 |
| Rachel Gilkey | Classified Staff | Classified /Elected Member | Yes | 20/11/2020 |
| Annie Gillespie | Designee | Certified Staff | Yes | 24/09/2020 |
| Amber Hern | Designee | Certified Staff | Yes | 24/09/2020 |
| Brittany Blankenship | Designee | Certified Staff | Yes | 24/09/2020 |
| Randee Gilkey | Other | Facilitator | Yes | 06/10/2020 |
| Jenni Phomsithi | Other | Facilitator | Yes | 06/10/2020 |
| Gregg Grant | School Administrator | School Administration | Yes | 06/11/2020 |
| Kelly Klober | Principal | Chair | Yes | 24/09/2020 |

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: Completely revised

THE SCHOOL'S VISION STATEMENT

Our vision at S.C.Tucker Elementary is to provide a student-focused education.

THE SCHOOL'S MISSION STATEMENT

Our mission is to provide effective and innovative educational practices to prepare our student body to take on tomorrow's world.

SECTION 5: TIMELINE OF WORK

| DATE | VISION & MISSION WORK | STAKEHOLDERS INVOLVED |
|------------|---|--|
| 01/27/2021 | Meeting with council members to adopt new vision and mission statements. Vision and mission statements were adopted. | 1 principal, 5 certified staff, 1 classified staff |
| 01/05/2021 | Meeting was held to review results of schoolwide vision and mission survey. Survey results were reviewed and a meeting was schedule for 1/27/2021 to adopt results. | 1 principal, 5 certified staff, 1 classified staff |
| 12/18/2020 | Meeting with Lisa Russell from Team Digital to review the new changes to the mission and vision statement. Decision was made to continue reconvene after the holidays to make final adjustments to mission and vision statements. | 1 principal, 5 certified staff, 1 classified staff |
| 12/01/2020 | Meeting with Council members to review changes to mission and vision statement as well as vote on parent member and student members. Decision was made to add a parent member and student members to the innovation team. | 1 principal, 5 certified staff, 1 classified staff |
| 11/20/2020 | Meeting with Lisa Russell of Team Digital to explore mission and vision statement changes. Decision was made to continue discussing changes to mission and vision statements. | 1 principal, 5 certified staff, 1 classified staff |
| 11/06/2020 | Meeting with Council members to discuss needed changes to the mission and vision. Decision was made to discuss changes with Team Digital. | 1 principal, 5 certified staff, 1 classified staff |

SECTION 6: GOALS AND ANTICIPATED OUTCOMES

GOALS AND PERFORMANCE TARGETS

Goal 1

S.C Tucker Elementary School students will meet or exceed one years growth in literacy as measured by NWEA RIT Scores K-4 and Grades 3-4 ACT Aspire value added growth.

Baseline:

2020-2021 NWEA RIT Kindergarten 59 % met or exceeded growth

2020-2021 NWEA First grade 52% met or exceeded growth

2020-2021 NWEA Second grade 55% met or exceeded growth

2020-2021 NWEA Third grade 32% met or exceeded growth

2020-2021 NWEA Fourth grade 65% met or exceeded growth

2020-2021 ACT Aspire scores pending

Goal 2

To improve the culture and climate of the school and classroom by increasing student engagement and ownership of their learning as measured by a reduction in discipline referrals by 80%, and chronic absenteeism in the months of October, December, and May by 50% and increase in proficiency levels on Personalized Learning rubric.

Baseline:

2020-2021 discipline referrals - 15(Level 2)

2020-2021 discipline referrals - 10(Level 3)

2020-2021 Chronic Absenteeism (based on the number of students who missed 5 or more days in a given month)

September - 9

October - 24

November - 14

December - 21

Goal 2

January - 14
February - 4
March - 11
April - 16
May - 28

PL Toolkit Rubric Classroom Culture / Peer Accountability: Increase proficiency levels from beginning Level to achieving Level in four years.

Goal 3

Students will improve social emotional competency of interaction (relationship building) as measured by SEL rubric on interactive/relationship skills from proficiency level occasionally exhibiting positive behavior to consistently demonstrates positive behavior-- and reduction in discipline frequency per student or location

Baseline:

2020-2021 discipline referrals frequency per student - 9

2020-2021 discipline referrals by location:

Recess - 4
Classroom - 16
Bus - 2
Library - 1
Restroom - 1
P.E. - 2
Cafeteria - 3

https://littletonpublicschools.net/sites/default/files/Assessment%20_%20Scoring%20Rubric%20%20PDF.pdf

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) | If we provide innovation solutions, such as Marzano's literacy proficiency scales, standards based grading system based on essential standards. |
| Expected Short Term Outcome | Then students as a whole will show a reading increase of 10% growth over a four year period. |
| Interim Performance Target with expected change | And this will give students ownership of their learning and increase reading growth for all students. We will look for the number of students that show an increase in their reading growth by one whole grade level each year. |
| Data/Instrument | Which will be measured by NWEA data, ACT Aspire interim data, Acadience data, and other formative and summative assessments. |
| Date (by when) | 08/24/2021 |
| Materials/Resources needed | Professional development for literacy proficiency scales, standards based grading system, and literacy essential standards. |
| Waiver Needed? | Yes |
| Goal 2 | |
| Output/Actions (innovation strategy) | If we create lessons or projects that appeal to students interest or stimulate their curiosity |
| Expected Short Term Outcome | Then students observable behaviors such as attendance, enthusiasm, curiosity, motivation, and participation will improve. |
| Interim Performance Target with expected change | And this will increase student attendance by 5% annually as well as a positive increase in soft data such as surveys and teacher reports. |

| | |
|----------------------------|---|
| Data/Instrument | Which will be measured by APSCN reports and SMART goals set by students, student led conferences, surveys and feedback from parents, students, and teachers |
| Date (by when) | 05/27/2025 |
| Materials/Resources needed | Surveys for parents, students, and teachers, rubrics measuring set expectations, professional development |
| Waiver Needed? | No |

Goal 3

| | |
|---|--|
| Output/Actions (innovation strategy) | If we have daily class meetings, utilize the G.U.I.D.E. for life curriculum, create a mentoring program, encourage passion projects, and implement a digital citizenship curriculum |
| Expected Short Term Outcome | Then students will feel that they are in a safe environment where they can grow as a person and a scholar |
| Interim Performance Target with expected change | Which is tied to our overall goal of empowering all students to achieve their potential. This will be measured annually by a decrease in the frequency and intensity of office referrals, as well as an overall positive school climate. |
| Data/Instrument | office referrals, daily check-ins, SEL rubric, and student surveys |
| Date (by when) | 05/27/2025 |
| Materials/Resources needed | Professional development on mentoring program, passion projects, class meetings, curriculum for passion projects and digital citizenship curriculum. |
| Waiver Needed? | No |

Goal 1, Goal 2, Go

| | |
|---|--|
| Output/Actions (innovation strategy) | If we implement a station rotation model and students set goals and track their progress |
| Expected Short Term Outcome | this will give students ownership of their learning and increase reading growth for all students. We will look for the number of students that show an increase in their reading growth by one whole grade level each year as well as attendance data and social emotional competencies. |
| Interim Performance Target with expected change | And this will increase student attendance by 5% annually as well as a positive increase in soft data such as surveys and teacher reports. |

| | |
|----------------------------|---|
| Data/Instrument | which will be measured by NWEA data, ACT Aspire interim data, Acadience data, other formative and summative assessments, and attendance data. |
| Date (by when) | 05/27/2025 |
| Materials/Resources needed | Surveys for parents, students, and teachers, rubrics measuring set expectations, professional development |
| Waiver Needed? | No |

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

WAIVERS SOUGHT

No Data Entered

SECTION 8: ELECTION RESULTS

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

ELECTION RESULTS

| | |
|---|---------------------|
| Number of Licensed and Classified Staff | 46 |
| Number of Staff who voted | 40 (86.96%) |
| Number of Staff who voted for the proposed Plan | 29 (63.04%) |
| Number of Staff who voted against the proposed plan | 12 (26.09%) |

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: 2021-22 | | | | |
|--|--------------------|--|-------------------------------|--|
| Goals Supported by Strategy: Goal 1 | | | | |
| Innovation Strategy: Marzano's Literacy Proficiency Scales | | | | |
| DATE | WHAT | PURPOSE (Why?) | TARGET AUDIENCE (Who?) | |
| 07/30/2021 | Proficiency Scales | For a student to take ownership of their learning, the student must understand the learning progression. Teachers must articulate these learning progressions to plan lessons and assessments. | Language Arts Teachers K-4 | |

| Year: 2021-22 | | | | |
|--|---|----------------------------------|--|--|
| Goals Supported by Strategy: Goal 1, Goal 2 | | | | |
| Innovation Strategy: Blended Learning | | | | |
| DATE | WHAT | PURPOSE (Why?) | TARGET AUDIENCE (Who?) | |
| 06/30/2021 | Research & Book Study on Blended Learning Visit other schools using Blended Learning | To better understand the process | Council of Innovation Pod Team/Leadership Team | |

Year: 2021-22

Goals Supported by Strategy: Goal 3

Innovation Strategy:

Creating a mentoring program

| DATE | WHAT | PURPOSE (Why?) | TARGET AUDIENCE (Who?) |
|------------|------------------|--|-------------------------------|
| 08/13/2021 | A mentor program | A program designed to assign any invisible student found a teacher's roster. | Staff with flexible schedules |

Year: 2021-22

Goals Supported by Strategy: Goal 1

Innovation Strategy:

Understanding by design

| DATE | WHAT | PURPOSE (Why?) | TARGET AUDIENCE (Who?) |
|------------|--|---|---------------------------|
| 06/28/2021 | Workshop to identify essential standards | Focusing what students are to learn and how to preplan assessment and higher level questions. | Language Arts Teachers |

Year: 2021-22

Goals Supported by Strategy: Goal 2

Innovation Strategy:

School Community Surveys

| DATE | WHAT | PURPOSE (Why?) | TARGET AUDIENCE (Who?) |
|------------|------------------|---|--|
| 12/13/2021 | Types of Surveys | To gain feedback from our community of school patrons | Leadership Team, Council of Innovation Team, Vertical Teams, Content Grade Level Teams |

Year: 2021-22

Goals Supported by Strategy: Goal 3

Innovation Strategy:

Passion Projects

| DATE | WHAT | PURPOSE (Why?) | TARGET AUDIENCE (Who?) |
|------------|------------------|--|-----------------------------|
| 08/10/2021 | Passion Projects | How to develop passion projects which integrate content areas and student interests and choice | K-4 certified staff members |