

# 2020-21 APPLICATION FOR SCHOOLS OF INNOVATION

SONORA ELEMENTARY SCHOOL - 7207068



**APPLICATION STATUS**

**APPROVED**

Application Approval Date: 6/10/21

SUBMITTER	PRINCIPAL	SUPERINTENDENT
<a href="#">REGINA STEWMAN</a>	<a href="#">REGINA STEWMAN</a>	<a href="#">JARED CLEVELAND</a>
4797508820	479-750-8820	479-750-8800
<a href="mailto:rstewman@sdale.org">rstewman@sdale.org</a>	<a href="mailto:rstewman@sdale.org">rstewman@sdale.org</a>	<a href="mailto:jcleland@sdale.org">jcleland@sdale.org</a>



**DIVISION OF ELEMENTARY & SECONDARY EDUCATION**

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

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# SECTION 1: NARRATIVE DESCRIPTION OF THE INNOVATION PLAN

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## DESCRIPTION OF THE INNOVATION PLAN

### School Demographics

Sonora Elementary School (SES), a PK-5th grade Title I School-Wide school, resides in the community of Sonora, a township that is located east of Springdale, Arkansas. We are part of a rural community that has a wide range of socioeconomic status and cultures. SES has one of the largest boundaries in the district, covering over 66 square miles, with the majority of our families living at rural and county addresses. About two-thirds of the families we serve do not have the transportation or funding to supplement their child's education with enriching activities outside of the school.

Sonora Elementary School (SES) serves approximately 550 students. Our student population consists of: 27% Limited English speaking students, 12% students with disabilities, 6% Gifted and Talented (2nd-5th), and 76% of our students participate in the free/reduced lunch program. Our racial makeup of our school is: 54% White, 33% Hispanic, 10% Pacific Islanders, 1% Asian and 2% Black, creating a very diverse student population at our school. A majority of our students do not have internet access or books in the home. Approximately 15% of our students come to Sonora Elementary School with adverse childhood experiences.

Sonora opened in fall of 2011. Currently we have 12 (33.3%) staff members from our original staff. 11 (30.6%) additional staff members have served at Sonora 5 or more years. Of the 36 certified staff members, 55.6% achieved a Bachelors Degree, 38.9% achieved a Masters Degree, and 5.6% earned a Doctorate. Of our 41 certified staff 80% are currently ESL endorsed/certified. All staff members have more than 3 years experience with an overall average of 11 years. 70% of the staff has over 10 years of experience.

Sonora has one community partner: Nob Hill Fire Department, which is located in Sonora Township. The majority of support they provide us regard suggestions on safety, support and training for fire/tornado drills, and other small event support. For the 2019-2020 school year, Sonora Elementary added a partnership with Amazeum, which is a hands-on, interactive museum for children and families. Sonora was a member of the 4th cohort of Making Spaces: Expanding Maker Education Across the Nation. Making Spaces is a national program supported by Google, that uses an innovative model to assist schools in sustainably integrating making and tinkering into the classroom.

## Learning Data Trends

Trend data from ACT Aspire Spring 2018 and 2019 ESSA School Index Reports shows a decline in scores. Even though our 2018 Overall ESSA Index Score (72.17) was above the statewide average it was lower than our performance the previous year (76.09). In addition, our weighted achievement showed a three year decline from 2017-2019, dropping below the state average in 2019 (2%) as well as below previous 2018 year performance (8%), with 62% of students close or in need of support in reading and 38% in math. All sub-populations fell in the quadrant of high growth and low achievement except for students with disabilities (low growth/low achievement). The Value-Added Growth index also shows a decline (3%) from 2018-2019.

The % of students reading at grade level also decreased from 42.12 (2018) to 35.93 (2019). This percentage of students not reading on grade level by sub-populations is: 71% of Hispanic students, 75% of English Language Learners, and 71% of Economically Disadvantaged students. The biggest gaps in reading achievement are between Caucasian students (41.61) and Economically Disadvantaged (29.56)/Hispanic Latino (29.03). Data from 2019 ESSA shows 36% of 3rd - 5th grade students did not score ready or exceeding for spring 2018.

For the 2020-2021 school year we are data poor with high stakes testing since students did not take the ACT Aspire in Spring 2020. We are currently taking the NWEA Map Assessments for Winter 2021. We will be comparing that data along with informal classroom assessments, Lexia Data and ACT Aspire Interims by the first of February. Teachers are currently analyzing Fall Map 2020 to compare to Winter 2021, Benchmark Assessment System (BAS), Lexia Core5 Results.

For the school year 2020-2021, Lexia Core5 data shows growth from 13% of students on grade level based on initial placement in August to 45% in January 2021. On NWEA Map Growth Data, the Fall Projected Proficiency Report shows 29.1% of students are projected to achieve ACT Aspire proficiency in literacy. In math, the report shows 49.5% of students are projected to achieve proficiency or above on ACT Aspire by spring 2021.

All kindergarten through 5th grade students have access to an iPad (K/1) or a Chromebook (2nd - 5th). The technology access allows for intervention tools (i.e. Lexia Core 5 and ST Math). The devices are also used for independent research and access for students who are quarantined or isolated due to Covid-19 for anywhere, anytime learning.

Based on the Parent Engagement Survey, no specific concerns or needs are addressed. Yet, in informal conversations, a few parents have expressed an interest for increased enrichment opportunities for students that are achieving at high levels. The flip side of this, for those students who are not on grade level, parents request additional opportunities for tutoring or intervention.

## Rationale for School of Innovation

When Sonora Elementary opened in the fall of 2011 we were living our vision to innovate to educate. We were the first elementary school in Springdale to provide 1:1 technology for kindergarten through 5th grade students, offer Education Accelerated by Service and Technology

(EAST), and purchase trade books for our reading instruction, instead of basal texts. Yet, ten years later, we are no longer living our vision/mission. It is time to revisit our vision/mission and embrace innovation in a way that we haven't imagined - yet. The School of Innovation Application provides the support and direction for us to move forward to better serve ALL students for their future that we haven't yet seen as we remove barriers to student engagement at the highest level.

Social emotional learning and increased student agency will be critical as we move forward to support all learners. Over the last year our children have been faced with school closing, isolation, wearing masks, and loss of learning opportunities. To ensure each child succeeds we must provide the social emotional support to provide students with the strategies to effectively build and use their executive skills.

Sonora Elementary's innovation plan will address the barriers that impede student access to academically embedded extension opportunities identified through: the demographic population served with increased at-risk factors (including adverse childhood experiences); rural setting outside of city limits decreasing the likelihood of students participating in after school extension activities; proximity and lack for community-based programs; academic need as measured by summative assessments, and parent/community/student stakeholder input.

A School of Innovation Status and the flexibility of necessary waivers will provide Sonora Elementary the support and flexibility to successfully fulfill our vision and mission to serve ALL children as we Innovate to Educate! With this designation we will continue to provide transparency and support to expand our role within the district and region to build innovative practices needed to create conditions for ALL children to grow, prosper, and contribute as citizens in our world.

In order to live our mission statement, to provide a safe community where high levels of learning are ensured for ALL, we must capitalize on our resources, specifically time and personnel. Our innovation plan will focus on the top influences based on the highest effect sizes from the Visible Learning Research:

- Student Efficacy & Expectations
- Teacher Collective Efficacy
- Response to Intervention
- Teacher Student Relationships

## Proposed Innovations

As a School of Innovation we will provide a more personalized learning environment for the

students by creating a flexible schedule to harness the power of a Professional Learning Community. Creating a flexible learning environment will require a purposeful intent on coordinating services such as special education, gifted and talented, EAST as well as other intervention and extension opportunities to decrease pull outs and ensure Tier 1 Instruction for ALL. In addition we will increase the effective use of human capital to assist in Tier 1 and extension activities. Our schedule will ensure that each grade level will have a time daily for extension and intervention/remediation based on the fluid needs of students which will be called Our Way of Learning (OWL) Time. Overall, we will capitalize on time as a variable that can impact student achievement. Our scheduling structure will allow us to provide daily Tier 2 Intervention/Extension, increased use of human capital, decreased fragmentation of the school day, and opportunities for flexible grouping to create personalized pacing and individual learning paths.

In order to provide a guaranteed, viable curriculum we will partner with the K-2 Literacy Specialist at the Northwest Arkansas Educational Cooperative to continue Science of Reading Training to build teacher collective efficacy. We also plan to create a Literacy Lab filled with multi-sensory materials for teachers to check out for small group or individual intervention/remediation.

An increased focus on social emotional learning (SEL) will provide a foundation for a safe and positive learning environment that enhances students' ability to succeed in school, careers, and life. We will use tools (i.e. learning pit, executive skills) to explicitly teach students skills that will allow them to persevere - even when the learning is hard. We also plan to create a calm down/sensory room to add additional support for students with sensory disorders and on-going trauma or traumatic experiences. Both of these models are proven to reduce stress and allow the student to successfully get back to learning. The classroom safe places and calm down rooms have proven to improve student learning and in some schools showed standardized test improvement when a calm down room was added in their buildings.

To be successful in the 21st century learners are required to have adaptive expertise to be innovative, flexible, and creative in a variety of contexts. Increasing student agency will help us support an innovative mindset for each student. Sonora already has student involved (K-2) and student led (3-5th) conferences. The work of setting goals in their daily work will be the foundation for the conferences. This work will include student goal setting, student feedback, the learning pit, and learning targets. We plan to investigate learner qualities and graduate profiles for goal setting as we dig deeper into how to increase student efficacy/agency.

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## SECTION 2: GENERAL QUESTIONS

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### 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://drive.google.com/file/d/1hkkMSRAnTdI29m\\_p22Ht8ggrAHHU2JjN/view?usp=sharing](https://drive.google.com/file/d/1hkkMSRAnTdI29m_p22Ht8ggrAHHU2JjN/view?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
04/07/2021	To revisit the 2nd pillar of PLCs (Vision)	School Administrator (2) Classified Staff (4) Certified Staff (More than 20)	We created a padlet representing all the combined ideas of the staff. The leadership team and guiding coalition with try to combine the ideas to share with staff for a final vote of agreement.
04/02/2021	Mind the Gaps: How to Systematically Close Learning Gaps and Ensure High Levels of Learning for ALL Webinar	Principal (1) Teacher (5) GT Facilitator & Instructional Facilitator (2)	As part of our SOI, we are planning to provide a guaranteed and viable curriculum with intervention and remediation for all who need help. This webinar provided structures for setting up schedule with Tier1, 2, & 3 provided for each child.
04/02/2021	Meeting with Easter Seals Team to develop Tier 2 and 3 Executive Function RTI.	District Administrator (1) School Administrator (1) Rebecca Walker, Easter Seals, as well as 4 other representatives, OT, TOSA, Vision Therapist, 3 SLPs, School Psychologist (15)	Developed a plan of action to implement a executive function curriculum to address Tier 2.
04/01/2021	March 11th and April 1st 8 staff members participated in Solution Tree Webinars on Professional Learning Communities to provide professional learning and support with the	School Administrator (2) Certified Staff (10) GT Facilitator (1)	This work is supporting our goals in SOI to provide enrichment and intervention for each child in a responsive learning environment.



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	<p>successful implementation of PLCs in an effort to improve achievement and learning experiences for all students.</p> <p>On April 2nd the principal, 2 teachers, and the GT Facilitator will participated in a Solution Tree Webinar with Mike Mattos: Foundations of Scheduling and Building Structures for Systemic Interventions for Elementary Schools.</p>		
03/29/2021	Meeting with Panoramic Representatives to discuss the alignment with our School of Innovation Plan.	School Administrator (2) Certified Staff (1)	Alignment was confirmed. We discussed a plan for baseline intervention in April 2021 for 2nd-4th. We will receive a Sole Source letter, with plans to purchase for the fall. The assessment will occur 3rd-5th grade beginning the 2021-2022 school year and beyond.
03/18/2021	Meeting of the SOI Council to give the most recent updates and report current progress.	School Administrator (1) Classified Staff (1) Certified Staff (7) Parent (1)	Agenda uploaded.  Next meeting will be April 15th at 5:30 p.m. Exit tickets all show support of all goals.
03/10/2021	Review goals pertaining to areas of RTI and Student Agency.	Certified Staff (14) Parent (2)	<p>Student Agency &amp; RTI committees met.</p> <p>The Student Agency Committee reviewed Goal #2. They determined the next steps for developing a rubric (student/teacher) for student agency. At the next meeting they are going to delve into the theories of action.</p> <p>The RTI/Schedule Committee reviewed the 3 goals, discussed theories of actions for goal 1 and identified the next steps.</p>

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03/10/2021	Demco Representative met with a student group to talk about a redesign of the area in front of and across from the library.	Principal (1) Student (6) Margaret Sylvester, Business Development Representative (1)	Mrs. Sylvester, presenting for the first time to students, had created a presentation for them. Students first shared the area and their vision for the space. Margaret gave the students multiple options. They are supposed to send a picture of the area as well as a prioritized list of items.
03/05/2021	1st meeting of SOI Council by Zoom	School Administrator (2) Classified Staff (1) Certified Staff (8) Parent (7)	Minutes and presentation were sent to everyone on council as well as an exit ticket to give feedback on the current plan. Results are returning with 100% support.
02/25/2021	Guided students through a what are we doing well, what could we do better, what do we need to start doing.  Met with another group of 5th grade students, asking them to help develop a common area to create an anywhere, anytime learning environment. They were given a budget, etc.	Student (4)	Students gave several ideas. Amazing that they were describing examples of student agency. The students took the document to keep adding and discuss with peers. We meet regularly on Thursdays.  The design group created a survey to get in put from other students. They spend a portion of each day in the Parliament. They are preparing to present their plan and ideas on March 5th to a team of teachers/parents.
02/25/2021	Met with a group of 5th grade students to discuss creating learning spaces throughout the building. They have taken on a project to budget, design and purchase for these spaces.	Principal (1) Certified Staff (3) Student (5)	The goal is to present to a group of teachers on 3/5/20.
02/18/2021	A joint committee meeting of SEL and student agency occurred to discuss uniting forces with both teams in the early stages of our research and planning to assure alignment of language.	Principal (1) Teacher (10) Parent (3)	It was determined that the groups would have joint meetings for now. Also, several shared professional development, podcasts, and websites about student agency that they had seen since the last meeting. Goals for Year 1 were discussed as well as an agenda for the next meeting.
02/16/2021	Meeting of K-2	District Administrator	Much discussion about the purpose and vision.

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	representatives and District ESL Team to identify ways to embed and integrate ELD Curriculum so there is less fragmentation to the school day for all students.	(1) Principal (1) Certified Staff (3) Parent (2)	The goal is that all identified ELLs would receive daily ELD instruction. We came up with several ideas to continue processing. We will also be getting classified staff trained to help provide these interventions.
02/15/2021	While on a Remote Teaching and Learning Day, the SEL, Student Agency, and Schedule Committees met to do some work for the School of Innovation Plan.	School Administrator (2) Certified Staff (More than 20)	We identified partners that we need support from regarding the schedule. Future meetings have been set up to garner input/support. It was determined that the SEL and student agency team might combine due to the overlapping components. Next meetings were set up.
02/11/2021	Follow up meeting with schedule committee to review 3 schedule options.	School Administrator (2) Certified Staff (6)	Determined that it would be best to do a hybrid schedule with intervention and enrichment protected times, less fragmented school day, and parallel scheduling at K (possibly K/1).
02/10/2021	Book study on schedule options.	School Administrator (2) Certified Staff (7)	Book discussion with identification of several schedules to meet the needs of our students through the lens of our vision and mission. Teachers took several templates to try to determine what would work best. We plan to meet the next day to review the schedules.
02/09/2021	Congratulate student representatives of SOI Council.	Principal (1) Student (3)	Welcome students to the council after determining if they had a interest to serve. Discuss SOI, Council and begin input. We also set up bi-monthly meetings.
02/09/2021	2nd grade PLC training on Sound Walls.	Principal (1) Certified Staff (4) Cindy Love, K-2 Literacy Specialist (NWAESC) ()	Determined how this would best serve students with our SOI goal. Discussed plans for a partnership and job-embedded PD for the next few years.
02/03/2021	Faculty meeting to review progress toward SOI application. Classified members were invited, but none were able to attend.	School Administrator (2) Certified Staff (More than 20) Parent (6)	Examined our concerns, current reality, and desired results in regards to SOI application. We did these activities by looking through the lens of our vision and mission. We did a soft poll with 100% of staff in attendance saying they would vote for the plan. Staff signed up for committees & research groups of interest.

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02/01/2021	We scheduled a meeting with our Staff Developer from Teachers College and other district support personnel regarding our literacy goals.	Principal (1) Certified Staff (1) Brooke Gellar, TC Staff Developer; Charlene Hornor, District Literacy Coach (2)	Discussed goal setting and theory of action for literacy goals as well as the support provided for job-embedded PD as well as the appropriate tools for monitoring progress toward goal. We also discussed how to work within this model to increase student agency.
01/29/2021	Newsletter sent out to Sonora Families and Community to give outline and purpose of School of Innovation.	School Board Member (1) Classified Staff (6) Certified Staff (More than 20) Community Member (More than 20)	Sent out a Smore newsletter to community members and staff to make them aware of our application. We also invited all to one of two virtual meetings to be held on January 27th at 2:00 or 5:00 p.m. Parents registered to attend. An email was sent out a few days before the meeting with the Zoom link.
01/28/2021	For those who were unable to attend the information meeting, a video was made of he Prezi to share across the school community.	School Administrator (2) Classified Staff (More than 20) Certified Staff (More than 20) Community Member (More than 20)	Parents were encouraged to call or email with questions or suggestions. I have had a few reach out about serving on the council. Others have shared their excitement about the ideas shared.
01/28/2021	Scheduled meeting with SOI	Principal (1) Certified Staff (2)	Gained insight and guidance into completion of section 6 and 7.
01/27/2021	Recruitment of Marshallese Families for SOI Council.	Parent (2)	I spoke to each parent in the car rider line to ask if he would be interested in serving on our council. I followed up with the link to the two information meetings being held today. One of the parents set up an email just to be able to participate.
01/27/2021	Meeting with LEA to request support for parallel scheduling and service to SPED students.	School Administrator (1) Andee Ingram, Local Education Agency ()	Shared information about parallel schedule for her to research and help support within the special education setting.
01/26/2021	Narrative shared with community for input.	School Administrator (2) School Board Member (1) Classified Staff (10)	Sharing first draft of School of Innovation plan as well as the Prezi presentation prepared for parent/community meeting. The plan will be open to their suggestions and comments.

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		Certified Staff (More than 20) Parent (6)	
01/19/2021	Meeting to seek support from district maintenance for setting up a sensory room.	School Administrator (1) Certified Staff (1) Alan Athey, Maintenance Supervisor (0)	Discussed the implementation of a sensory room with an addition of a swing and other items. Maintenance agreed to install the swing equipment and lighting changes. He also supported the items for a sensory wall. We will also be creating a floor design to encourage a sensory walk.
01/19/2021	Email sent to staff for student, staff, parent and community nominations to serve on our SOI council.	School Administrator (2) School Board Member (1) Classified Staff (6) Certified Staff (More than 20) Parent (11)	We currently have a full council, meeting all guidelines for SOI Council.
01/19/2021	Meeting to share plan with District GT Coordinator, asking what support could be provided for enrichment.	Principal (1) Tim Smithey, Springdale GT Coordinator (0)	Discussed our plan to apply for SOI, especially around the goals of parallel scheduling and protected intervention/enrichment. To really build teacher efficacy in enrichment we need ongoing training and someone to help build the system. Approved to have one GT teacher on site 5 days a week beginning 2021-2022 school year.
01/19/2021	Requested meeting to seek additional support and suggestions for sensory room.	School Administrator (1) Natalie Snow, District Occupational Therapist (1)	Discussed the plan for a sensory room and possible items to be placed in the room to support the sensory diet for students. She sent an email of possible items. She is building a table for the room with removable tubs.
01/19/2021	A general meeting of staff to give updates on the current progress.	School Administrator (2) Classified Staff (10) Certified Staff (More than 20) Community Member (4)	Met with staff after a ACT Aspire Training. Encouraged them to serve on the council. Began the creation of folders with articles on the top areas of focus. Shared the folder on Google Docs asking the staff, whether serving on council or not, to read and contribute to the articles.
01/18/2021	We have a weekly memo, Scholarly Notes.	School Administrator (2)	Certified and Classified responded with their golden line. School Board Member agreed to

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	I try to put something in this weekly about innovation, including updates, ideas, and articles to read. This week I included an article called 10 Ways Teacher Can Inspire A Generation of Innovators by AJ Juliani. I asked them to respond to me after reading with a 'golden line' that stuck out to them. I also shared the article with a school board member in regards to seeing if she would serve on our council to apply for SOI.	School Board Member (1) Classified Staff (6) Certified Staff (More than 20) Parent (6)	support us and serve. PTA will find at least one board member to serve on the SOI Council and relay information back to the rest of the board.
01/18/2021	Email seeking support and suggestions for services for students with disabilities within a new schedule format.	School Administrator (1) Rebecca Walker, Easter Seals (1)	Shared our beginning thoughts. Mrs. Walker is continuing to support our plan and looking at how to best support our plans. When we finalize a schedule she will be able to dig deeper into the support they can provide.
01/15/2021	Sonora Designee, Lindsay Hennarichs, met with site/district psychological examiner to discuss the implementation of a sensory room.	School Administrator (1) Site/District Psychological Examiner ()	Discussed the plan for a sensory room and possible items to be placed in the room to support the sensory diet for students. She sent an email of possible items, which our counselor has begun to purchase.
01/06/2021	The purpose of the meeting was to dream about the possibilities we can provide for our students as a School of Innovation.	Classified Staff (2) Certified Staff (More than 20)	Discussed what were our biggest barriers and where we would like to be headed. Most of the topics focused on barriers created by schedules.  I asked the staff in attendance to continue dreaming and begin to research ideas. Based on the focus on scheduling I pulled out a resource I purchased, but had not read because of the confines of Covid. it is called Elementary School Scheduling. Since that time I have multiple staff members who are researching the topic of scheduling & student agency.

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01/05/2021	I sent out this message on the staff What's App messaging system, which includes all certified and classified staff."Looking for dreamers! As you know we have a team who has joined a few meetings with the School of Innovation Team. I have some dreams for our school family, but I want to hear yours. Please let me know if you are available to meet in the Parliament tomorrow at 3:30 to dream big! You stay as long as you are able, but intent of not past 4:15. What if (you fill in the blank)? Please text me individually so as not to blow up the Whats App group.After talking to Marsha, I also pulled several books. 4-5 books were borrowed by staff. Main topic brought up by the team that met was the schedule being a barrier to several creative ideas.	School Administrator (2) Classified Staff (10) Certified Staff (More than 20) Parent ( )	The meeting was scheduled for the next day. Approximately 15 staff members confirmed their attendance.
12/04/2020	SOI Meeting with SOI Staff	School Administrator (1) Principal (1) Certified Staff (6)	We have been using the notes from this meeting to assist in moving forward as well as knowing who has an interest. A follow up email was sent with notes and materials from the meeting to determine who would like to continue to support this work.
12/02/2020	Application Training Invite to entire staff through email.	Principal (1) Classified Staff (11) Certified Staff (More	Sent out an email explaining the application and possibilities. Asked staff that could attend to come be learners with me.

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
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than 20)

12/02/2020	Sent out a What's App to entire school community (certified & classified staff & parents) describing the plan to apply, ask for innovative ideas, those who want to work on the plan, and where they believe we can get more information.	School Administrator (2) Classified Staff (10) Certified Staff (More than 20) Parent (12)	Several reached out to me regarding their interest to serve on the SOI Council as well as share ideas for innovation that will help us serve students.
10/27/20	To secure district approval for Sonora's School of Innovation Application.	District Administrator (2) School Administrator (1)	Dr. Stewman discussed the intent to apply for School of Innovation on behalf of Sonora Elementary School. They agreed to share with Dr. Cleveland to secure his permission.
10/23/2020	SOI Informational Zoom	School Administrator (2)	We were able to discuss the application process as well the alignment to our vision/mission and building goals.



# 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: 22.58%

NAME OF COUNCIL MEMBER	REPRESENTATIVE GROUP	COUNCIL POSITION	MINORITY	DATE ELECTED
Mindy Porter	Community Member	Member	No	19/05/2021

NAME OF COUNCIL MEMBER	REPRESENTATIVE GROUP	COUNCIL POSITION	MINORITY	DATE ELECTED
Jacky Araujo	Student	5th Grade Student (Alumni 2021-2022)	Yes	02/08/2021
Malena Walker	Student	4th Grade Student	Yes	02/08/2021
Wyatt Blasche	Student	3rd Grade Student	No	02/08/2021
Case Pennington	Student	3rd Grade Student	No	02/08/2021
Cointa Pineda	Parent	Parent	Yes	02/03/2021
Michelle Cook	School Board Member	Member	No	02/03/2021
Brandi Clifford	Parent	Teacher in district	No	02/03/2021
Bobby Anthony	Parent	Member	Yes	02/03/2021
Victoria Joab	Parent	Member	Yes	02/03/2021
Kristen Hallmark	Parent	PTA Representative	No	02/03/2021
Rochelle Goff	Classified Staff	Cafeteria Manager	No	02/03/2021
Keli Gill	Certified Staff	Registrar	No	02/03/2021
Yazmin Soto	Classified Staff	Secretary/Parent	Yes	02/03/2021
Carlye Parkes	Classified Staff	Library Instructional Assistant/Parent	No	02/03/2021
Hope Jones	Certified Staff	SLP	No	02/03/2021
Jennifer Worthy	Certified Staff	5th Grade Teacher	No	02/03/2021
Kari Spurlock	Certified Staff	4th Grade Teacher	No	02/03/2021
Carli McCartney	Certified Staff	Member	No	02/03/2021
Deidre Coffman	Certified Staff	Third Grade Teacher	No	02/03/2021
Jessica Breshears	Certified Staff	Third Grade Teacher	No	02/03/2021
Ashley Luper	Certified Staff	Second Grade Teacher/Parent	No	02/03/2021
Monica Nelson	Certified Staff	First Grade Teacher/Parent	Yes	02/03/2021
Candy Reed	Certified Staff	First Grade Teacher	No	02/03/2021
Megan Spaulding	Certified Staff	Kindergarten Teacher/Parent	No	02/03/2021
Sarah Whittle	Certified Staff	Library Media Specilalist/Parent	No	02/03/2021
Shelbi Raines	Certified Staff	GT Facilitator	No	02/03/2021
Josh Worthy	Certified Staff	EAST Facilitator/Parent	No	02/03/2021

NAME OF COUNCIL MEMBER	REPRESENTATIVE GROUP	COUNCIL POSITION	MINORITY	DATE ELECTED
Janelle Harp	Certified Staff	Counselor	No	02/03/2021
Lindsay Hennarichs	School Administrator	Member	No	02/03/2021
Dr. Regina R. Stewman	Principal	Member	No	02/03/2021

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## SECTION 5: VISION AND MISSION

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**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

April 15, 2021 Vision Statement Revised:

The vision of Sonora Elementary School is to provide a future of opportunities in a rapidly changing world through an inclusive environment that: ensures children learn essential standards, encourages ALL to persevere when faced with challenges, and empowers students through choice and voice. To live this reality we believe that the most promising strategy is to develop our capacity to be a professional learning community. We envision a school in which staff:

- Unite to achieve a common purpose.
- Work interdependently in collaborative teams.
- Demonstrate a personal commitment to the academic success and general well-being of each student.

### THE SCHOOL'S MISSION STATEMENT

April 1, 2021 Mission Statement Revised:

Sonora Elementary's mission is to provide a safe community where high levels of learning are ensured for ALL.

## SECTION 5: TIMELINE OF WORK

DATE	VISION & MISSION WORK	STAKEHOLDERS INVOLVED
04/15/2021	Guiding Coalition finishes incorporating all voices in the revised vision statement to approve the final revision.	Guiding Coalition
04/07/2021	Certified, Classified and parents worked together to celebrate our new shared mission statement and envision the future we can create if our mission statement is lived.	Certified Staff, Classified Staff, Parents, Administration
04/01/2021	The Guiding Coalition met to compile the mission statements from all stakeholders.	Guiding Coalition (grade level and administration representation)
03/19/2021	Over the next 2-3 weeks, grade and content level PLCs are meeting to revisit the mission of Sonora. We will follow with vision and collective commitments before June 2021.	Certified, Classified, Parents, & Students
08/22/2018	Started the school year with a revisit of vision/mission to based on the concept: 'A school without a common vision is a school without purpose.' Used the work with Teachers College and the Reading and Writing Units of Study as our foundation.	Staff, student leadership team (during the school year), 6 parents
08/11/2014	Purpose: To create a foundation to implement/monitor PLC process to ensure increased student achievement. To build our building culture. Desired Outcomes: By the end of the day, we will have: Reviewed our vision/mission. Revisited and updated our core beliefs. Determined "What is "tight" at Sonora. Come to a deeper, foundational understanding of PLCs. Developed grade level norms for PLCs	Staff, continued work with student leadership team during throughout the year, community stakeholders were invited, PTA Members
09/01/2011	In order to create and extend a kid friendly (K-5th grade) focus of the vision and mission, our staff, with the help of students, created a school mantra that is posted in the cafeteria. The entire school community cites the mantra daily on the morning announcements, at each monthly character education assemblies, and any other gathering we have at Sonora. The mantra states: I am a scholar. I will succeed today. I will make strong choices with my body and voice. I will use my imagination. I will concentrate and cooperate. I am a scholar. Since school has started, grade levels have posted pictures and student writing in the hallway displaying the student perspective of our shared vision and mission, which is discussed and posted in each classroom.	K-5th students, staff, parents
08/10/2011	After the meeting with the entire school community and stakeholders, the staff began the year with another deep dive	Certified/Classified Staff Sonora Families

DATE	VISION & MISSION WORK	STAKEHOLDERS INVOLVED
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into what we had all created together. We addressed what the vision/mission would look and sound like as well as what the children would be able to do when they left Sonora. We focused everything on branding our vision and mission, especially since we had new staff members whom had not been present when our vision was created. We gave the staff small gifts, with tags attached with our vision. At a professional development session on the integration of arts, we asked the staff and visiting parents to create tableaus, a representation of “innovate to educate” by grade level groups of staff, of our vision and mission. The leadership team also created visuals to post on tables during in-service times and in the lounge. At this time, the staff created the core beliefs based on the branding of our vision and mission. The staff worked in groups to write core beliefs by use of the snowball activity, which had small groups combine ideas with other small groups until the entire faculty had all ideas represented though a shared effort. It was intentional activities used with stakeholders modeled effective strategies I expected staff to use with the students.

05/18/2011	Sonora Elementary invited all stakeholders to come together to create the vision and mission Sonora. All voices were heard through several interactive activities including an all on the wall. Documentation from this meeting was then shared on social media for Sonora and the two feeder schools for parents who could not attend to give input. We still have all photos, documents, and data from these meetings. This was the basis of our vision and mission.	Certified/Classified Staff, Parents from feeder attendance areas, Community Members, District Administration, Community Business Leaders, Students
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# SECTION 6: GOALS AND ANTICIPATED OUTCOMES

## GOALS AND PERFORMANCE TARGETS

### Goal 1

Through ongoing partnerships, job-embedded professional development, and increased student agency/goal setting, Sonora Elementary will see an increase in the percentage of K-5th grade students making or exceeding one year's growth in literacy as measured by: Lexia Core 5 and Benchmark Assessment System (BAS). Additional data will be used for ongoing progress monitoring: Phonological Awareness Screening Test (PAST), Quick Phonics Assessment (QPA). Summative data to be used will be: School Value-Added Score (ESSA), maintaining a score of 80 and above; at least 5% annual growth of 3rd-5th students reading on grade level on ACT Aspire (2019 = 38.93).

### Goal 2

Increase student agency by creating a building/classroom environment that fosters independent learners who own their learning as measured by Panorama Education on the indicators of grit, self-efficacy, and growth mindset in 3rd-5th grades. Baseline data from 2nd-5th grade students May 2021 shows: 48% scored favorably in grit; 46% scored favorably in social awareness; and 60% scored favorably in growth mindset. Compared to other elementary schools with more than 70th percentile in the Panoramic National Database, grit and social awareness both fall below the 10th percentile, while growth mindset falls at the 50th percentile of elementary schools.

### Goal 3

Transform Sonora's culture and climate through the use of a trauma-informed SEL approach to fostering youths social-emotional development that will lead to transformative teaching and learning as measured by Panorama Education on indicators of social awareness & self-management in 3rd-5th grades. Baseline data from May 2021 shows: 58% of students scored favorably in self-management, which is below the 10th percentile of national average; 60% of students score favorable in social awareness, which is in the 10th percentile of schools in the Panoramic national database as compared with other elementary schools with more than 70% free/reduced lunch.

# 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, Goal 2	
Output/Actions (innovation strategy)	If students set personal goals and track their own progress
Expected Short Term Outcome	Then students will improve their confidence and ownership in their personal learning
Interim Performance Target with expected change	this will result in better formative assessment results and student reflection which is tied to growth in literacy
Data/Instrument	Which will be measured by positive growth in NWEA Map Growth and ACT Aspire interims for each student.
Date (by when)	05/13/2022
Materials/Resources needed	Time within the schedule to collaborate  Master Schedule that allows for every student to get Tier 1, Tier 2, and Tier 3 when/if needed.  Student created learning zones.
Waiver Needed?	No

Goal 2, Goa	
Output/Actions (innovation strategy)	If we utilize a flexible schedule (with less fragmentation and a time for intervention/extension), a focus on social emotional learning, and academic personalization
Expected Short Term Outcome	then we will be able to positively impact each learners' academic and social needs



Interim Performance Target with expected change	and this will increase student engagement, student agency and student attendance
Data/Instrument	which will be measured by attendance, Phonological Awareness Skills Test (PAST), MAP scores, ACT Aspire, and Panorama Education (SEL Survey).
Date (by when)	06/05/2022
Materials/Resources needed	Schedule with flexibility, intervention/enrichment, remediation  Resources: Global PD (by Solution Tree), Learning by Doing (2016), Starting a Movement (2015), It's About Time (2014)  Partnerships: Northwest Arkansas Educational Service Cooperative (NWAESC), and Springdale Public Schools ESL Department
Waiver Needed?	No

**Goal 2**

Output/Actions (innovation strategy)	If we introduce the Learning Pit to teachers/students and explicitly teach the executive skills (planning, organizing, self-control, task initiation perseverance, flexible thinking, working memory)
Expected Short Term Outcome	then students will determine which skills they need to get out of the learning pit
Interim Performance Target with expected change	and this will increase student ownership and efficacy
Data/Instrument	which will be measured by Panoramic on the indicators of grit, self-efficacy, and growth mindset.
Date (by when)	13/05/2022
Materials/Resources needed	Panorama Education online Survey  Learning Pit (professional books for teachers) & sample lessons
Waiver Needed?	No

**Goal 1, Goal 2**

Output/Actions (innovation strategy)	If we provide multiple opportunities for extension to include student voice/choice
Expected Short Term Outcome	then students will be able to take ownership of their learning
Interim Performance Target with expected change	and this will increase student ownership and self-efficacy

Data/Instrument	which will be measured by Panoramic Education on the components of grit, growth mindset, and student self-efficacy.
Date (by when)	06/05/2022
Materials/Resources needed	Panoramic Education (Survey) Tract
Waiver Needed?	No

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

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## 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	<b>42</b> (91.3% )
Number of Staff who voted for the proposed Plan	<b>41</b> (89.13% )
Number of Staff who voted against the proposed plan	<b>1</b> (2.17%)

# 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.

<b>Year:</b> 2021-22			
<b>Goals Supported by Strategy:</b> Goal 2, Goal 3			
<b>Innovation Strategy:</b>			
If we utilize a flexible schedule (with less fragmentation and a time for intervention/enrichment, a focus on social emotional learning, and academic personalization then we will be able to positively impact each learners' academic and social needs and this will increase student engagement/agency and student attendance.			
<b>Spring 2021:</b>			
Leadership Book Study: Learning by Doing, 2016			
Solution Tree Webinars provided by DESE - teacher representatives			
PLC 4 pillars			
<b>Summer/Fall 2021:</b>			
Conscious Discipline Training (10 sessions) to begin in May and completed in September - all staff.			
Staff Book Study: Learning by Doing, 2016 (Focus on creating a true professional learning community with increased and deepened collaboration in and across grade levels)			
<b>Spring 2022:</b>			
Staff Book Study: Empower, 2017			
<b>DATE</b>	<b>WHAT</b>	<b>PURPOSE (Why?)</b>	<b>TARGET AUDIENCE (Who?)</b>

**Year:** 2021-22

**Goals Supported by Strategy:** Goal 2, Goal 3

**Innovation Strategy:**

If we introduce the Learning Pit to teachers/students and explicitly teach the executive skills (planning, organizing, self-control, task initiation, perseverance, flexible thinking, working memory

-AND-

If students set personal goals and track their own progress

Staff resources: The Learning Pit, 2021

Our counselor will be training staff, creating and co-creating lessons, and providing lessons (job-embedded) on the Learning Pit and Executive Skills.

DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
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**Year:** 2021-22

**Goals Supported by Strategy:** Goal 1, Goal 2

**Innovation Strategy:**

If we utilize a flexible schedule (with less fragmentation and a time for intervention/enrichment, a focus on social emotional learning, and academic personalization then we will be able to positively impact each learners' academic and social needs and this will increase student engagement/agency and student attendance.

This summer our 2nd grade teachers and gifted and talented specialist will participate in the 2021 STEM+C2 Summer Institute, which consists of 24 hours. 24 hours asynchronous virtual learning models provided through UA Little Rock Learning Platform. The remaining 6 hours will be face to face at Sonora. Our 2nd grade teachers will begin implementing the curriculum in Grade 2 classrooms during the 2021-22 school year.

DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
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