

2021-22 APPLICATION FOR SCHOOLS OF INNOVATION

WYNNE HIGH SCHOOL - 1905017



APPLICATION STATUS

APPROVED

Application Approval Date: 7/15/22

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SECTION 1: NARRATIVE DESCRIPTION OF THE INNOVATION PLAN

DESCRIPTION OF THE INNOVATION PLAN

Wynne High School, grades nine through twelve, is one of four schools in the Wynne School District located in Cross County of Northeast Arkansas. Wynne is a rural agricultural community nestled between the Arkansas Delta and Crowley's Ridge. Wynne High School currently serves students from Wynne, Parkin, Fair Oaks, Vandale, Colt, Forrest City, and several other rural communities. Our student population has become more diverse over the last ten years, both in ethnicity and financial resources. Of the 765 students enrolled in the high school, 46% percent of the students qualify to receive free and reduced lunch. We have seen our enrollment drop over the last five years, from a five year high of 813 students in 2017 to our current enrollment today of 765. Our district has multiple opportunities for students including public, private, charter, virtual schools and homeschool environments. We have been losing students from our attendance zone for the past five years to these options within Cross County and the surrounding area. By providing innovative options that meet the needs of students through personalization, mastery and flexibility, we hope to attract students to our school and help retain the ones we have.

Many of our students enter high school with educational gaps that are virtually impossible to close because differentiated instruction for each student is limited by the amount of time and resources available. Currently, only 48% of Freshmen, 32% of Sophomores, 31% of Juniors, and 29% of 8th graders were reading on grade level based on the results of the 2021 ACT Aspire. Overall, 25% of our Economically Disadvantaged students and only 21% of our African American students are reading at grade level. However, we also have students who are not sufficiently challenged or able to accelerate according to their academic ability because of these same educational constraints.

In a survey given to our students in September of 2021, 94% planned on attending a post secondary institution as part of their future plans. The breakdown was 45% planned on attending a four year, 15% two year university, and 8% vocational or trade school. To prepare our students for success we must increase student achievement and workforce readiness to prepare our students to become productive citizens. With today's changing society and the breakdown of families, many of our students lack life skills such as strong communication, organization, and time management. To compensate for this we want to teach our students personal competencies or "soft skills," so they are receiving a more meaningful and relevant education and will be prepared for life after high school whether they are going on to a post-secondary institution or entering the workforce.

Students must have the flexibility to learn outside of systemic barriers and must be able to apply knowledge and skills outside of the classroom setting. Becoming a School of Innovation 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. The focus of learning will be the student, not the instruction nor the

teacher. Students will be involved in decision-making, and instruction will focus on skills and practices that enable independent problem-solving. We will provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. These strategies include virtual and blended learning, dual enrollment and early college high schools, and community-based learning. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs.

We plan to implement a flexible schedule with independent learning time for all students in the 2022-23 school year. This will allow for point-in-time interventions for struggling learners and time to explore career options and to participate in extended learning opportunities. During the 2021-22 school year we implemented an Advisory Program, which is the heart of our entire innovation plan. This program offers all students the opportunity to review academic progress, learn personal competencies, promote school spirit, and encourage community service. Each student is assigned an advisory teacher whom they meet with daily and loop with annually. Advisors are the liaison between school and home. They are responsible for tracking each student's progress in their courses, scheduling interventions or extensions, facilitating student-led parent teacher conferences, assisting students' with post-secondary planning and goal-setting, and coaching them in completing their Graduate Profile, which will be a combination of the Student Success Plan and all the things we feel a diploma from Wynne Public Schools is worth besides just meeting the requirements for graduation. Our goal is to graduate a complete graduate that is ready for the real world no matter what path they choose.

As part of our plan we would like to create three flexible pathways to provide students a truly personalized learning environment. Depending on needs, students will be able to choose an instructional model that best suits their needs academically, socially, and emotionally. Students will have the choice of either attending school as a traditional student, or a full time student in our blended learning environment, with the option to take traditional classes, or become a full-time virtual student taking all of his or her classes online. Students would be able to move through the curriculum of courses of their choosing at a pace, place, and time that meets their specific learning needs. This will allow us to meet the needs of each individual student by allowing students the opportunity to receive concurrent credits, participate in internships and externships, and gain College and Career Readiness Skills. By allowing flexibility, individualized learning opportunities, and increasing access and readiness to college and career opportunities Wynne High School will increase student motivation, encourage students to take ownership of their learning, and ultimately better spend our time serving all of our students' unique needs.

To successfully implement our plan we need to create community partnerships. We will do this by increasing communication with all stakeholders through our various forms of social media and our broadcasting students. We hope to encourage and increase stakeholder participation in open house, parent-teacher conferences, and academic nights, as well as opening our doors to members of the community to come in and explore what we are doing. We are making efforts to create more learning experiences outside of the classroom and into the community, as well as asking parents and community members to serve on our various committees. Ultimately we plan to establish a community of learning in hopes of fostering a shared accountability of student learning with all stakeholders, increasing stakeholder ownership, enriching learning experiences, and creating an

atmosphere of communication, conversation, and collaboration.

The plan to make Wynne High School a School of Innovation is laid out in five years. We know change doesn't happen overnight, so we want to take our time and focus on doing a few things very well instead of trying to do many things with mediocrity. In Year 1, we will implement a flexible schedule, continue to expand our advisory period, embed courses, and add additional concurrent courses and CTE pathways. Over the next four years we will continue to build relationships through advisory, increase student voice and choice, improve blended and virtual learning opportunities for students, and continue to grow our community partnerships. We will begin the process of creating and implementing pathways for learning through Career and College Academies and create a Graduate Profile, which will include a capstone community service project for all graduates. By the end of the five year implementation period, we expect to have assessments fully aligned with our curriculum with competency based assessments in place in all curriculum areas. While parts of our long term school plan can be implemented without the School of Innovation designation, being a School of Innovation will provide us the support and flexibility to better address the needs of our students. With these innovative changes, we will make Wynne High School the Diamond of the Delta and every student will graduate with the academic and personal skills needed to confidently face challenges in an ever-changing, competitive global society.

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://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1521558/2021-2022_Wynne_High_School-Improvement_Plan.pdf

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)

Digital Learning Unit

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.

Each school must have a Council of Innovation whose purpose is to

- generate innovative ideas and proposals
- request innovative ideas from any and all stakeholders
- consider how those ideas might be included in the school's plan of innovation.

The Council of Innovation should be an integral part of the exploring and learning process for the school.

Examples of exploring and learning might include stakeholder meetings to explore innovative ideas, book studies, school site visits, conferences, research, etc. Complete the following table that details the Exploring and Learning journey.

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
4/18/22	Take SOI plan to the school board for approval		Board president and superintendent signed the resolution.
4/18/22	Presented SOI plan to faculty and staff. Staff voted on SOI plan		Staff voted on Innovation plan
4/6/22	Council met to finalize SOI application draft.	Principal (1) Teacher (5) Community Member (1) Student (9) Parent (2)	Presented finished plan to COI and discussed next steps
3/29/22	Met with OIE staff to review goals and actions.	Principal (1)	Discussed SOI goal updates and suggestions for actions.
		Principal (1)	

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
3/14/22	Met with OIE staff to review SOI narrative and goals		Discussed SOI goals and outcomes and planned next steps.
3/9/22	Review SOI Goals, Actions, and Innovations	Principal (1) Teacher (3) Parent (1)	Committee finalized SOI goals, innovations, and actions
3/2/22	Presented innovations, next steps to the council and created a communication plan.	Principal (1) Teacher (5) Licensed Staff (1) Community Member (3) Student (7) Parent (1)	Presented innovations to council and created a communication plan to create a common message about the innovation plan.
2/23/22	Discussed Innovation Plan with COI	Principal (1) Teacher (7) Classified Staff (1) Licensed Staff (1) Community Member (2) Student (7) Parent (2)	Participants will review work done with OIE, goals, and innovations to prioritize the actions for our SOI plan
2/17/22	Meeting with OIE staff and members of DESE at Arch Ford Co-op to evaluate progress and help with completion of application.	Principal (1) Teacher (3)	OIE Goals, Innovation Plan, Waivers, Completing the Application
2/16/22	Align goals with set innovations and identify possible barriers and how to remove barriers to create a workable plan.	Principal (1) Teacher (3) Classified Staff (1) Licensed Staff (1) Community Member (3) Student (12) Parent (2)	SOI council analyzed the Gap Analysis and worked on the how. Members evaluated what we needed to implement these strategies (Training / Time / Money / Programs / People and how to remove possible barriers.
2/10/22	Prioritized goals and create ways/ideas to meet goals	Principal (1) Teacher (6) Licensed Staff (1) Community Member (4) Student (10) Parent (3)	SOI council reviewed the final draft of the core beliefs, vision, and mission statement. Members created a plan of action for our SOI plan using a Gap Analysis to narrow down the goals to 4 and began to plan how to meet goals.

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
2/9/22	Master Schedule Zoom Meeting with Greenbrier High School	Principal (1) Counselor (1)	To learn about master schedules and how they incorporate student choice and bi-weekly intervention time known as "Panther Plus."
2/1/22	Continuation of discussion to create core beliefs, vision, and mission	Principal (1) Teacher (5) Licensed Staff (1) Community Member (4) Student (7) Parent (3)	Drafted SOI Mission Statement. Members also reviewed the Strengths/Weaknesses/Wants/Needs Chart to create possible goals.
1/31/22	Zoom with Lonoke High School principal Kenneth Miller	Principal (1)	To discuss their modified block schedule, Business Academy model, and Envision Academy.
1/28/22	Zoom with Kari Rathburn, Claire McClure, and Jared Meyers of Fort Smith Northside High School	Principal (1) Licensed Staff (1)	To discuss their WIN time.
1/28/22	Email communication with Robinson High School staff member Kari Owens	Principal (1)	To discuss DRIVEN school within a school model, enrichment Wednesdays, Flex Days, and their daily schedule.
1/26/22	Council of Innovation meeting to establish core beliefs, vision, and mission, and goals	Principal (1) Teacher (4) Classified Staff (1) Licensed Staff (1) Community Member (4) Student (8) Parent (4)	Members using the survey data drafted core beliefs using an All on the Wall activity and then created a vision statement using a consensus placemat activity.
1/19/22	Zoom with Sue Ann Whisker and Nicole Gatewood of Cabot High School.	Principal (1) Teacher (1) Licensed Staff (1)	Zoom to discuss how Zero Period worked. Pros/Cons, implementation
1/19/22	Zoom with Mary Beth Russell of Mountain Home High School	Principal (1) Teacher (1) Licensed Staff (1)	To discuss schedule to include staff PD and student interventions and advisory and mentoring, internship/externship program, and their academies.
1/19/22	What is Your Why? Creating Core Beliefs	Principal (1) Teacher (7) Licensed Staff (1) Community Member (2)	Council members discussed Sinek's Why diagram and then participated in a Plus, Minus, Delta activity to address WHS's current state and what needs to be considered in creating an innovation

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
		Student (5) Parent (2)	plan.
1/11/22	Communicate with Leadership Team the progress of SOI	Principal (1) Teacher (10) Licensed Staff (3)	Updated the Leadership Team on the progress of the Council and asked for feedback.
1/10/22	Meeting with parents and community stakeholders.	Principal (1) Teacher (3) Licensed Staff (1) Community Member (6) Parent (5)	To inform stakeholders about SOI and secure participants for the SOI Council
1/5/22	Meet with COI staff and student members to plan for parent and community stakeholder meeting.	Principal (1) Teacher (8) Licensed Staff (1) Student (4)	Creation of powerpoint and agenda for upcoming community stakeholder meeting.
12/8/21	Meet with staff to discuss concurrent credit possibilities during the 2022-23 school year	District Administrator (1) Principal (1) Teacher (8)	Discussed the possibility of staff members with masters degrees or higher teaching concurrent credit courses.
12/8/21	Meet with student COI members to discuss students' role and review student survey data.	Principal (1) Teacher (7) Classified Staff (1) Certified Staff (3) Student (12)	Discuss the students responsibilities as part of the SOI Council, present student survey data, and create a list of possible schools to contact and/or visit to gather idea
12/1/21	Responsibilities of a COI with faculty committee and plan next steps	Principal (1) Teacher (7) Classified Staff (1) Certified Staff (3)	Discuss the responsibilities of the SOI Council and our next steps in creating a SOI Council. Review student survey data to brainstorm possible ideas to explore in the innovation plan.
11/30/21	Met with Robert Summers of EACC	District Administrator (1) Principal (1)	Discussed expanded concurrent and CTE options.
11/17/21	WHS leadership meeting to discuss what is a school of innovation	Principal (1) Teacher (14)	Discussion centered around becoming a school of innovation, what is a school of innovation?, What are the benefits to our students?, Why?
11/15/21	PLC to inform staff members about the	Teacher (More than 20)	Meeting to elect SOI Council members and to discuss ideas for School of Innovation and SOI

MEETING DATE	MEETING PURPOSE	FOCUS AUDIENCE & NUMBER ATTENDED	MEETING OUTCOME/ PLANNED NEXT STEPS
	School of Innovation process.		Timeline.
11/12/21	Students will create their Perfect School.	Student (More than 20)	During advisory students completed the perfect school activity and learn what is a School of Innovation
11/11/21	Students will have an understanding of what a School of Innovation is and their role in the creation process.	Student (More than 20)	Students were surveyed and based on their wants and needs we began planning.
11/9/21	School of Innovation Information Meeting at Plumerville	District Administrator (1) Principal (1) Teacher (3) Certified Staff (1)	Meet with members of the Office of Innovation to learn about the application process.
11/1/21	Submitted Intent to Apply Form	Principal (1)	Submitted intent to apply form to the Office of Innovation.
10/13/21	Attend SOI Application Informational Zoom Meeting	Principal (1) Teacher (3)	Submitted intent to apply form to the Office of Innovation
09/23/2021	Information session for prospective SOI schools on second day of rally	Principal (1)	Learn more about the process of becoming a School of Innovation
09/22/2021	Fall Innovation Rally	Principal (1)	Overview of SOI and ideas to implement into our plan

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 includes a school board member on the SOI 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: 20%

NAME OF COUNCIL MEMBER	REPRESENTATIVE GROUP	COUNCIL POSITION	MINORITY	DATE ELECTED
Holly Campbell	Certified Staff	Chairperson	No	11/15/2021
Kim Thomas	Certified Staff	Member	No	11/15/2021

NAME OF COUNCIL MEMBER	REPRESENTATIVE GROUP	COUNCIL POSITION	MINORITY	DATE ELECTED
Chris Davis	Certified Staff	Member	No	11/15/2021
Valerie Roebuck	Classified Staff	Member	Yes	11/15/2021
Marci Langston	Classified Staff	Member	No	11/15/2021
Richard Dennis	Community Member	Member	No	01/10/22
Tredric Smith	Community Member	Member	Yes	01/10/22
Jennifer Hobbs	Community Member	Member	No	01/10/22
John Smith	Community Member	Member	Yes	01/10/22
Cody Slater	Community Member	Member	No	01/10/22
Kristy Marrs	Parent	Member	No	11/15/2021
Tommie Westbrook	Parent	Member	No	11/15/2021
Lisa Turner	Parent	Member	No	11/15/2021
Schundra Murphy	Parent	Member	Yes	11/15/2021
Dusty Meek	School Administrator	Member	No	11/15/2021
Siler Holbrook	Student	Member	No	12/8/21
Kaitlyn Noble	Student	Member	No	12/8/21
Emma Cate Casbeer	Student	Member	Yes	12/8/21
Sam Smith	Student	Member	No	12/8/21
Ava Patton	Student	Member	No	12/8/21
Nathaniel Stephens	Student	Member	No	12/8/21
Carson Hobbs	Student	Member	No	12/8/21
Logan West	Student	Member	No	12/8/21
Quinnley Bostick	Student	Member	No	12/8/21
Payton Sisk	Student	Member	No	12/8/21
Jacob Hunt	Student	Member	Yes	12/8/21
Vicky Vest	Teacher	Member	No	11/15/2021
Wren Scott	Teacher	Member	No	11/15/2021
Jerry Harvey	Teacher	Member	No	11/15/2021
Megan Haynes	Teacher	Member	No	11/15/2021

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: New

THE SCHOOL'S VISION STATEMENT

Building students for future success and leadership

THE SCHOOL'S MISSION STATEMENT

To educate students for tomorrow through innovation

SECTION 5: TIMELINE OF WORK

DATE	VISION & MISSION WORK	STAKEHOLDERS INVOLVED
02/10/2022	<p>Participants reviewed what core beliefs were and the three most popular from the committee and voted on by our stakeholders were Excellence, Pride, and Community. Participants reviewed the definition for a vision statement and after discussion of the top three the committee agreed on the third option of “Preparing all students for future success and leadership” with a minor change replacing Preparing with Building and taking out the word all because the committee felt all was implied. Participants reviewed the definition for a mission statement and after discussion of the top five the committee agreed on the fourth option of “To educate all students for tomorrow through innovation.”</p>	<p>1 Administrator, 11 Students, 4 Community Members, 1 Classified Staff, 6 Teachers, and 3 Parents</p>
02/01/2022	<p>Participants reviewed the results of the Core Beliefs survey and reviewed the vision statements that were created in the previous meeting to decide on three to get stakeholder input from. Participants discussed the difference between a vision statement and a mission statement. The mission statement is the How. It states what the program or organization does. A mission statement should be succinct, short, to the point and answer three questions, 1) What do we do? 2) For whom do we do it? 3) How we do it? They looked at example mission statements and reviewed Wynne High School and Public School mission statements. Before completing a mission statement writing activity. Each person answered the three questions. Then participants numbered off 1-4 at each table before regrouping into 4 new groups. Each group then combined their answers to create four mission statements.</p>	<p>1 Administrator, 6 Teachers, 1 Classified Staff, 8 Students, 3 Parents, 4 Community Members</p>
01/26/2022	<p>Participants discussed the definition of core beliefs and were given some examples. We looked at the previous Wynne Public School Core Beliefs to decide what in those statements we still believed and how we could shorten them. We discussed what was our anchor and what things would drive the work at WHS. The participants drafted core beliefs using an All on the Wall activity and from these lists we compiled a list that would be shared in a survey to our stakeholders. Participants discussed how the Vision is the purpose and how it should be clearly communicated to others. Our Vision statement details an ideal end result and what we would like to achieve as an organization. It is our North Star. Council members then participated in a consensus placemat activity. Participants then created vision statements using a consensus placemat activity where each</p>	<p>1 Administrator, 8 Teachers, 7 Students, 4 Community Members, and 5 Parents</p>

DATE	VISION & MISSION WORK	STAKEHOLDERS INVOLVED
	<p>member of the table group wrote their own vision statement for WHS. Then as a group they combined the individual statements into one statement per table. We then took our statements and did the same activity with our PLC groups, Building Leadership Team, and Student Leadership teams before reviewing all statements and then combining them into one common Vision statement.</p>	

SECTION 6: GOALS AND ANTICIPATED OUTCOMES

GOALS AND PERFORMANCE TARGETS

<p>GOAL</p>	<p>GOAL 1</p> <p>Transform the school culture and climate at Wynne High School to increase student engagement. This will promote an improvement in attendance, an increase in graduation rate, and a reduction in discipline referrals over four years.</p>
<p>BASELINE DATA</p>	<p>21-22 Attendance (65.91)</p> <p>4 year Graduation Rate (92.31)</p> <p>Discipline Referrals (Truancy) 233 offenses for 1st 3 quarters.</p> <p>Academic Performance</p> <p>Student Teacher Satisfaction</p>
<p>PERFORMANCE TARGET</p>	<p>Attendance will improve 3% annually over the next four years.</p> <p>Graduation rate increase by 3% over the next four years</p> <p>Discipline referrals i.e. truancy violations will decrease by 50%.</p>
<p>EVALUATION TOOLS</p>	<p>Yearly ESSA Report on My School Info</p> <p>Student Learning Plan (SLP)</p> <p>Attendance & Discipline Referrals</p> <p>Students on track for graduation</p> <p>Surveys</p> <p>Advisory & Grade Ban Intervention meetings</p>

<p>GOAL</p>	<p>GOAL 2</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p>
<p>BASELINE DATA</p>	<p>Number of CTE completers</p> <p>Number of students participating in internships, career practicums, and/or apprenticeships</p> <p>Number of students earning Associate Degrees and/or Certifications</p> <p>Number of students enrolled in honors, AP, and concurrent credit courses.</p> <p>Seniors with 19 or above on the ACT</p> <p>Perkins 5 Performance Report</p>
<p>PERFORMANCE TARGET</p>	<p>Increase the number of students successfully completing post-secondary education and acquiring jobs upon graduation</p>
<p>EVALUATION TOOLS</p>	<p>CTE completers</p> <p>Yearly ESSA Report on My School Info</p> <p>ACT</p> <p>Senior Follow Up Interviews (Number of college graduates, college enrollment, job, trade school, military)</p> <p>Student Success Plan</p> <p>Profile of a Graduate</p> <p>Students earning community service</p>

<p>GOAL</p>	<p>GOAL 3</p> <p>WHS students (9-12) will increase the number of students reading on, above, or one grade level below on the ACT Aspire or NWEA assessment.</p>
<p>BASELINE DATA</p>	<p>Currently, only 48% of Freshmen, 32% of Sophomores, 31% of Juniors, and 29% of 8th graders were reading on grade level on the 2021 ACT Aspire.</p> <p>Based on diagnostic testing, 50% of Freshmen and 52% of Sophomores were performing on grade level in Literacy.</p>
<p>PERFORMANCE TARGET</p>	<p>Increase 4% annually with 60% of students achieving by 2027.</p>
<p>EVALUATION TOOLS</p>	<p>NWEA MAP</p> <p>iXL</p> <p>RTI evaluation</p> <p>In-class grades</p> <p>Work Keys</p> <p>Formative assessments</p> <p>ACT Aspire</p> <p>Student Success Plan</p>

SECTION 7.A: INNOVATION PLAN

The purpose of the School of Innovation Plan is to outline innovations, evidence, timeline, and professional development that connect and align with SOI goals.

INNOVATION	Advisory	
GOALS	<p>Goal 1:</p> <p>Transform the school culture and climate at Wynne High School to increase student engagement. This will promote an improvement in attendance, an increase in graduation rate, and a reduction in discipline referrals over four years.</p> <p>Goal 2:</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p> <p>Goal 3:</p> <p>WHS students (9-12) will increase the number of students reading on, above, or one grade level below on the ACT Aspire or NWEA assessment.</p>	
PURPOSE	<p>The purpose of advisory is to create a safe learning environment where all students feel safe, encourage collaboration, and create a sense of family through relationships. An advisory period will allow students time to interact with one another and grow relationships socially with people who are interested in expanding their knowledge and leading a healthy lifestyle, and foster two-way communication between the school and parents and keep students on track to graduate. Mentoring allows for students to build a deeper, lasting relationship with at least one adult in the school.</p>	
ACTIONS & TIMELINES	<p>Action (Top 3 Actions)</p> <p>Students will each be partnered with a certified staff member who will monitor student progress, needs, challenges, and successes.</p> <p>Create framework or structure</p>	<p>Timeline for the actions</p> <p>PD for advisors</p> <p>Creation of a Rubric for Social emotional skill development</p>

	Students will begin to take ownership of their learning	Develop grade specific lessons to teach soft skills, personal competencies, and career skills
MEASURABLE EVIDENCE	100% of students will receive a student agency advocate to collaborate with parents, staff, and parents with total ownership over the student's success	
EXPECTED OUTCOME	We expect students to develop soft skills/personal competencies, gain exposure to career and college opportunities, and build a relationship with a trusted adult at school. As a result student attendance will increase, discipline referrals will decrease, and more students will remain on time to graduate.	

INNOVATION	Implement a Profile of a WHS graduate , or a portfolio of skills and personal competencies required to advance to the next grade.	
GOALS	<p>Goal 2:</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p> <p>Goal 1:</p> <p>Transform the school culture and climate at Wynne High School to increase student engagement. This will promote an improvement in attendance, an increase in graduation rate, and a reduction in discipline referrals over four years.</p> <p>Goal 3:</p> <p>WHS students (9-12) will increase the number of students reading on, above, or one grade level below on the ACT Aspire or NWEA assessment.</p>	
PURPOSE	<p>All graduates will have a plan when they graduate. Students will be better prepared (academically and socially) for the next grade level and when they graduate they will be college, career, and citizenship ready. This will create a community connection and a sense of pride in self and school through community involvement.</p> <p>Teachers will frequently communicate with parents, guide students in goal-setting, continue to maintain and update PLP (Personalized Learning Plans). Advisors will guide students in course selection, discussion of credits, and facilitate social and emotional learning. This will help students transition from grade to grade and prepare</p>	

	students for life after graduation.								
ACTIONS & TIMELINES	<table border="0"> <thead> <tr> <th>Action (Top 3 Actions)</th> <th>Timeline for the actions</th> </tr> </thead> <tbody> <tr> <td>Create Graduate Profile</td> <td>PD on creation of a graduate profile with George Philhower and Buddy Berry.</td> </tr> <tr> <td>Incorporate profile into advisory lessons and all classes</td> <td>PLCs on graduate profile skills</td> </tr> <tr> <td>Begin to develop a digital profile</td> <td>PD on digital portfolios</td> </tr> </tbody> </table>	Action (Top 3 Actions)	Timeline for the actions	Create Graduate Profile	PD on creation of a graduate profile with George Philhower and Buddy Berry.	Incorporate profile into advisory lessons and all classes	PLCs on graduate profile skills	Begin to develop a digital profile	PD on digital portfolios
Action (Top 3 Actions)	Timeline for the actions								
Create Graduate Profile	PD on creation of a graduate profile with George Philhower and Buddy Berry.								
Incorporate profile into advisory lessons and all classes	PLCs on graduate profile skills								
Begin to develop a digital profile	PD on digital portfolios								
MEASURABLE EVIDENCE	100% of students graduate with a post secondary plan.								
EXPECTED OUTCOME	100% of students will participate in a personalized pathway to graduation based on their PLP, Student Agency Goals, Career Interests, Learning Style, content mastery, etc. These profiles will be kept in a digital portfolio that allows student learning styles, interests, etc. to follow the students from grade to grade and class to class. These learner profiles will be called the Student D.N.A. (Digital Narrative Album)								

INNOVATION	Create a flexible schedule to allow students to choose the time, pace, and place for learning and to create personalized learning time for students to explore their interests.
GOALS	<p>Goal 2:</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p> <p>Goal 3:</p> <p>WHS students (9-12) will increase the number of students reading on, above, or one grade level below on the ACT Aspire or NWEA assessment.</p> <p>Goal 1:</p> <p>Transform the school culture and climate at Wynne High School to increase student engagement. This will promote an improvement in attendance, an increase in graduation rate, and a reduction in discipline referrals over four years.</p>
PURPOSE	Students will have personalized learning time for reading, studying, time to work 1 on

	<p>1 with teachers and work collaboratively in groups. This schedule will allow time for passion projects, community service, student internships, externships, time for skill development with time for interventions and enrichment opportunities and ability to recover lost credit.</p> <p>Teachers will have time to work 1 on 1 with students and work collaboratively in PLCs to analyze data, create common assessments, discuss teaching strategies, and allow for peer observation</p>	
ACTIONS & TIMELINES	<p>Action (Top 3 Actions)</p> <p>Create a system/process for interventions, enrichments, and PLCs</p> <p>Create Flex document to track students during Flex Time</p> <p>Create a culture of reading and student ownership</p>	<p>Timeline for the actions</p> <p>PD on effective RTI techniques and strategies</p> <p>Visit with Jasper, Cabot, and other schools that incorporate Flex time.</p> <p>PD to focus on literacy</p>
MEASURABLE EVIDENCE	<p>This will increase student motivation and autonomy in their learning journey by improving student accountability and responsibility.</p>	
EXPECTED OUTCOME	<p>Improve classroom instruction, student engagement/behavior, academic performance, and create accountability for both educators and students, which will increase student achievement, attendance, and graduation rates.</p>	

INNOVATION	<p>Provide students with personalized learning opportunities through virtual, blended, and traditional instructional models. Enable students to have choice over pace, place, and path of learning</p>	
GOALS	<p>Goal 1:</p> <p>Transform the school culture and climate at Wynne High School to increase student engagement. This will promote an improvement in attendance, an increase in graduation rate, and a reduction in discipline referrals over four years.</p> <p>Goal 2:</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p>	
PURPOSE	<p>Students will have freedom to create their own plan of learning and be able to choose</p>	

	<p>an instructional model that best suits their needs academically, socially, and emotionally. Allow students to have the opportunity to take college courses, earn additional CTE certifications or an associate’s degree. Through business partnerships students can receive on-the-job and hands-on training to create real and relevant learning opportunities outside of the classroom, such as internships, externships, job shadowing, and community learning lab.</p>	
<p>ACTIONS & TIMELINES</p>	<p>Action (Top 3 Actions)</p> <p>Creation of a Virtual Academy that provides complete wrap-around services for students.</p> <p>Provide work-based learning experiences</p> <p>Expand CTE, concurrent credit options, and career certifications to create a Career Academy.</p>	<p>Timeline for the actions</p> <p>Create Virtual Handbook, Contract, and personal learning plan for each virtual student with parents, staff, and counselors.</p> <p>Create business and college partnerships</p> <p>Partnerships with surrounding career and technical schools, colleges, and businesses to create pathways we currently do not have.</p>
<p>MEASURABLE EVIDENCE</p>	<p>Students graduating with value-added diploma</p> <p>Students participating in internships and externships</p> <p>Students graduating on time</p> <p>Students with jobs after graduation data and follow up survey</p>	
<p>EXPECTED OUTCOME</p>	<p>This will allow students the opportunity to accelerate through the curriculum and work at their own pace and increase the percent of students receiving concurrent credits, participating in internships, and gaining College and Career Readiness Skills. This will increase the number of students successfully completing post-secondary education and acquiring jobs upon graduation.</p>	

<p>INNOVATION</p>	<p>Facilitate a virtual learning day once a semester.</p>	
<p>GOALS</p>	<p>Goal 1:</p> <p>Transform the school culture and climate at Wynne High School to increase student engagement. This will promote an improvement in attendance, an increase in graduation rate, and a reduction in discipline referrals over four years.</p> <p>Goal 2:</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships,</p>	

	<p>career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p> <p>Goal 3:</p> <p>WHS students (9-12) will increase the number of students reading on, above, or one grade level below on the ACT Aspire or NWEA assessment.</p>	
PURPOSE	<p>Create a community connection and create student ownership. This will allow advisors, students, parents, and counselors to work collaboratively to review and discuss student progress, attendance, discipline, and future plans/goals. It will also allow for ongoing and extended opportunities for teachers to: analyze student performance data, work to vertically and horizontally align curriculum, and grow professionally through book studies, focused professional development, and collaboration with peers.</p>	
ACTIONS & TIMELINES	<p>Action (Top 3 Actions)</p> <p>Student Led Conferences</p> <p>Build Community Partnerships and recruit student mentors to connect students with community members.</p> <p>Increase staff and student presence at school events, community events, and local civic organizations.</p>	<p>Timeline for the actions</p> <p>PD on Student Led Conferences</p> <p>Book Guest speakers and student trips</p> <p>Weekly student and staff engagement with community through various learning opportunities.</p>
MEASURABLE EVIDENCE	<p>Student progress towards completing their graduate profile and graduating on time, increase in attendance, decrease in discipline referrals, and increase in community relationships</p>	
EXPECTED OUTCOME	<p>Students will remain on track to meeting goals as well as providing opportunities for parents to be informed and to gain knowledge and skills.</p>	

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

WAIVER TOPIC	Instructional Day
GOALS	<p>Goal 1</p> <p>Transform the school culture and climate at Wynne High School to increase student engagement. This will promote an improvement in attendance, an increase in graduation rate, and a reduction in discipline referrals over four years.</p> <p>Goal 2</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p> <p>Goal 3</p> <p>WHS students (9-12) will increase the number of students reading on, above, or one grade level below on the ACT Aspire or NWEA assessment.</p>
ARKANSAS CODE ANNOTATED	6-16-102-School Day
STANDARD FOR ACCREDITATION	1-A.4.1 and 1-A.4.2
ADE RULES	
RATIONALE FOR WAIVER CONNECTED TO SOI GOAL (S)	<p>The components of our innovation plan will require critical and extensive ongoing, relevant professional development to include all stakeholders (students, parents, community, etc.) as well as time to connect with parents and community to plan extended learning opportunities for our students.</p> <p>This waiver will allow time (2 days per year, 1 per semester) for staff and students to go out into the community, plan with representatives from professions, meet with parents, collect resources needed for projects,</p>

	<p>receive additional professional development, and meet in PLCs to analyze student data and plan targeted instructional goals for students. During the fall semester teachers along with parents, students, and community members will work together to provide relevant learning opportunities to all stakeholders. During the spring this day will be used to bring in community stakeholders to serve on panels and for students to defend their learning, mastery of standards, reflect on challenges and triumphs, and their instructional progress for that grade level. These panels will provide feedback and support to the students to assist students in the updating of student success plans, completing their Graduate Profile, and creation of student schedules to match student success plans and provide students with relevant learning opportunities.</p> <p>We are a 1-1 school, so during these two days students will be learning digitally and still have access to staff through zooms or if necessary come on site. If students do not have access to the internet at home, they may check out a hot spot from the media center, download the assignment the previous day, or request a paper copy. Student expectations for work completion on these days will be the same as any other instructional day.</p>
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WAIVER TOPIC	Class Size and Teaching Load
GOALS	<p>Goal 2</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p>
ARKANSAS CODE ANNOTATED	
STANDARD FOR ACCREDITATION	1-A.5
ADE RULES	DESE Rules Governing Class Size , Section 3.00
RATIONALE FOR WAIVER CONNECTED TO SOI GOAL (S)	A flexible schedule will best serve the differentiated needs of our students and use our teachers in the most efficient manner. It will allow time for the most experienced teachers to work with our students that have been identified in our RTI program. A CLASS SIZE waiver will provide students with the option to work independently in classrooms, get needed teacher mentoring, or additional instructional support. In an online setting, teachers may successfully work with a larger number of students. Students in virtual courses will not be physically in teachers' classes. Students will work at their own pace-receiving instruction from teachers at times outside of the school day. Teachers in the personalized, blended learning classes

	will have total teaching loads of 150 students but will allow for more than 30 students per period to provide students with flexibility for additional help, more efficient work space, or teacher mentoring. The following alternative student to teacher ratio is proposed: Teachers (9-12) 40:1 This waiver supports flexibility in order to meet academic goals. In addition, we seek flexibility with the teaching load proposing a teaching load not to exceed 150. Teachers may have more than 150 students scheduled to them for instructional facilitator or mentoring purposes but will not necessarily the teacher of record will have more than 150 for instructional/content class purposes.
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WAIVER TOPIC	Other - Attendance and Clock Hours
GOALS	<p>Goal 2</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p>
ARKANSAS CODE ANNOTATED	6-18-213 (a) (2)
STANDARD FOR ACCREDITATION	1-A.2
ADE RULES	
RATIONALE FOR WAIVER CONNECTED TO SOI GOAL (S)	<p>Wynne High School seeks to allow the opportunity to individualize instruction for all students. A student ATTENDANCE waiver will allow flexibility to adjust the daily schedule to accommodate the needs of students and ensure best educational experiences are possible for students in a virtual and/or blended setting. Instructional time will be awarded for 9-12 students through internships, career practicums, apprenticeships, job shadow, concurrent credit courses, entry level jobs, service-learning, educational field trips, etc. All graduation requirements will be followed. The instructional content will define an instructional school day, not time. The waiver will allow for students to self pace with the guidance of the parent and the classroom instructor. Students with a blended learning schedule will actually be spending more time engaged in learning, acquiring knowledge, and demonstrating competencies.</p> <p>Many students will benefit from a Virtual Academy that provides aligned curriculum, online teacher mentoring, online feedback on performance, and online instructional support when needed. These students will meet specific criteria for virtual learning, which will include a district determination that they are unable to attend regular classes or attend a full</p>

day (360 minutes). Other students will benefit from on-the-job training to apply the skills they have learned in classes.

Online instructional support will be provided by core content experts every day, during the regular school day. Students in virtual classes may progress through their instruction at a faster rate and not require the 6 hours or 30 hours per week of instructional time. Students may not be “in class” during the instructional day as they will be either online or working via computer with their instructor during the day and throughout the week as needed. Students will be able to attain skills both on and off campus with a flexible schedule to do so. Students will even be able to engage in their learning during non-school hours, as well as nights and weekends. Teachers and students will follow the start school year date, end of school year date, non-student contact days and school holidays according to the Wynne School District school calendar. All students will receive an equivalent of 178 instructional days. Attendance will be taken based on a student’s participation and completion of content assignments, field internships, and assessments. Attendance will be recorded each following Monday. Attendance will be recorded in e-school and will be maintained as required by the State Board of Education.

Wynne High School seeks to allow the opportunity to individualize instruction for all students. Many students will benefit from a Virtual Academy that provides aligned curriculum, online teacher mentoring, online feedback on performance, and online instructional support when needed. These students will meet specific criteria for virtual learning, which will include a district determination that they are unable to attend regular classes or attend a full day (360 minutes). Other students will benefit from on-the-job training to apply the skills they have learned in classes.

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Using a flexible schedule, students will have individualized schedules each week. Many of the students participating in internships, career practicums, apprenticeships, and/or job shadowing will learn off site from the main high school campus. During this time, it would be difficult for the teacher of record to take attendance in a timely manner. The high school counselor or mentor teacher assigned to the students will verify work hours and number of days worked with the host site and enter attendance according to

the schedule and pay stub provided by the host. In addition, there will be times when the students working and/or job shadowing will work outside normal school hours. These students will have attendance tracked and maintained in a manner which does not fit the standard way we take attendance daily and by period.

Students will also be able to work at their own pace and accelerated through courses. Once a student completes the course, he/she will be moved to the next course in the sequence. Students will even be able to engage in their learning during non-school hours, as well as nights and weekends. Teachers and students will follow the start school year date, end of school year date, non-student contact days and school holidays according to the Wynne School District school calendar. All students will receive an equivalent of 178 instructional days. Attendance will need to be taken differently for these students. It will be recorded based on a student's participation and completion of content assignments, field internships, and assessments.

WAIVER TOPIC	Educator Licensure
GOALS	<p>Goal 2</p> <p>All WHS students (9-12) will choose a personalized educational pathway designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p> <p>Goal 3</p> <p>WHS students (9-12) will increase the number of students reading on, above, or one grade level below on the ACT Aspire or NWEA assessment.</p>
ARKANSAS CODE ANNOTATED	A.C.A. 6-15-1004, A.C.A. 6-17-902, A.C.A. 6-17-908, A.C.A. 6-17-309, A.C.A. 6-17-401, A.C.A. 6-17-919 (CTE)
STANDARD FOR ACCREDITATION	4-D.1
ADE RULES	Section 7 DESE Rules governing educator licensure (teachers teaching outside of their licensure area).
RATIONALE FOR WAIVER CONNECTED TO SOI GOAL	<u>Teaching outside of licensure area:</u>

(S)

To provide students a quality education and to prepare students to be both college and career ready, Wynne HS requests a waiver to allow the high school the ability to employ knowledgeable, certified teachers to teach and facilitate learning in a core area in which they are not certified. With the shortage of 7-12 licensed teachers in our geographical location, it is easier to access local people, and teachers with a middle school certification to provide our students a quality education that otherwise would be difficult to achieve under the present circumstances. For example we have a number of teachers certified 4-8 in English and Math. To address our reading issues we would like to employ these teachers in the role of Critical Reading teacher or Social Studies. These teachers have valuable experience in teaching reading and could be an asset to our students.

Non-Core

In an effort to prepare students to be both college and career ready, and to maintain valuable CTE programs the district requests the ability to employ four year degree instructors in **non-core areas** who do not possess teaching licensure as teachers. These would be individuals who would be outside the Technical Permits programs. For example, hiring someone with an Agricultural Degree but they do not possess the teacher licensure. This would allow the school to use individuals in the community that specialize in a field without having to have an educator licensure to offer the courses that we may not be able to fill with the lack of qualified applicants.

No waivers are being requested for the teaching of Arkansas History or PE. Teachers will meet AQT requirements.

WAIVER TOPIC

Library Media

GOALS

Goal 3

WHS students (9-12) will increase the number of students reading on, above, or one grade level below on the ACT Aspire or NWEA assessment.

Goal 1

Transform the school culture and climate at Wynne High School to increase student engagement. This will promote an improvement in attendance, an increase in graduation rate, and a reduction in discipline referrals over four years.

Goal 2

All WHS students (9-12) will choose a personalized educational pathway

	<p>designed to meet their needs including but not limited to preparing for college by taking concurrent credit and AP courses, preparing to enter the workforce by completing internships, career practicums, and/or apprenticeships, or preparing to enter trade school by taking CTE courses on campus or at the local Career and Tech Center.</p>
<p>ARKANSAS CODE ANNOTATED</p>	<p>A.C.A. 6-25-103 Library media Services Program defined, A.C.A. 6-25-104 Library media Specialist - Qualification</p>
<p>STANDARD FOR ACCREDITATION</p>	
<p>ADE RULES</p>	
<p>RATIONALE FOR WAIVER CONNECTED TO SOI GOAL (S)</p>	<p>In order to use the skills of the library/media specialist to the maximum potential to best serve the needs of the students, and to aid students and teachers with research and with connecting to individuals, business, universities, virtual field trips, etc. This position will be redefined as a “Digital Learning Facilitator” to allow greater impact on more students. Our plan is to utilize both the library space as well as the librarian in an innovative and creative way to support our goals of personalizing student learning, creating a positive culture, and increasing student reading levels. We seek to make our library a hub of innovation, offering a unique learning environment that enhances creativity and supports career and college readiness. Our librarian will be involved in the mentor program, will offer seminars on varying topics that are available to all students, and could possibly teach up to 3 classes. They will schedule digital meetings, virtual field trips, and assist in implementation of blended learning when needed. We feel this waiver is needed in order to provide for more flexibility than is available. The task of scheduling digital meetings, virtual field trips 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 coordinate these meetings - a task that could be very time consuming for classroom teachers. Additionally, the DLF will serve as the technology liaison for the school and will handle day to day troubleshooting. The DLF will aid students in project research 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 the books and to create a culture of reading, as well as continuing to teach the library media academic standards. The DLF will work with teachers to provide intensive reading interventions and/or support students who are struggling readers.</p>

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	76
Number of Staff who voted	67 (88.16%)
Number of Staff who voted for the proposed Plan	65 (85.53%)
Number of Staff who voted against the proposed plan	2 (2.63%)

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, Goal 2, Goal 3			
Innovation Strategy: Flexible Schedule			
DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
1/19/22	Zoom with Mary Beth Russell of Mountain Home High School	To discuss schedule to include staff PD and student interventions and advisory and mentoring, and internship/externship program	Administration and Teachers
1/19/22	Zoom with Sue Ann Whisker and Nicole Gatewood of Cabot High School	To discuss how Zero Period worked. Pros/Cons, implementation	Administrator and Teachers
1/28/22	Zoom with Kari Rathburn, Claire McClure, and Jared Meyers of Fort Smith Northside High School	To discuss their WIN time.	Administration and Teachers

Year: 2021-22			
Goals Supported by Strategy: Goal 1, Goal 2			
Innovation Strategy: Personalized Learning			
DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)

1/28/22	Email communication with Robinson High School staff member Kari Owens	To discuss DRIVEN (personalized learning model)	Administration and Teachers
1/31/22	Zoom with Lonoke High School Principal Kenneth Miller	To discuss their modified block schedule, Business Academy model, and Envision Academy.	Administration and Teachers

Year: 2022-23			
Goals Supported by Strategy: Goal 1			
Innovation Strategy:			
Advisory			
DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
6/1/22	Meet with staff to discuss the purpose of advisory and begin planning for the 2022-23 school year.	Creation of Grade Specific Lessons and Student Success Plans. Provide PD on how to conduct Student Led Conferences, using Xello creating a student reward system, and scheduling speakers for 2022-23 School Year.	Staff

Year: 2022-23			
Goals Supported by Strategy: Goal 1, Goal 2, Goal 3			
Innovation Strategy:			
Profile of Graduate			
DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
6/1/22	Create WHS graduate profile	Plan and create WHS graduate profile with input from staff, students, parents, and community stakeholders.	Administration Teachers Students Parents Community Members

Year: 2022-23			
Goals Supported by Strategy: Goal 2			

Innovation Strategy:

Personalized Learning

DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
6/3/22	Planning for 2022-23 School Year using a Flex Schedule w/Zero Period. What is Zero Period & Requirements for attending. Creation of a RTI Schedule, Strategies, and Planning.	Educate staff on how to effectively utilize a flexible schedule and provide interventions and enrichments.	Staff
6/3/22	PD on effective teaching strategies and use of small group instruction for teaching in a block schedule.	Implementation of Instructional Snapshot and how to lesson plan and teach in a block schedule.	Staff

Year: 2022-23**Goals Supported by Strategy:** Goal 1, Goal 2**Innovation Strategy:**

Virtual Learning Day

DATE	WHAT	PURPOSE (Why?)	TARGET AUDIENCE (Who?)
6/2/22	Create a plan of action for implementing Virtual Days and build community partnerships.	Create a community connection and create student ownership by providing opportunities for teachers and students to work with community to create a community of learning.	Administration Teachers Community Members