

**Schools of Innovation Report for State Board  
March 30, 2020**

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<b>District</b>	<b>School</b>	<b>Status</b>
Armored	Armored High School	Application Approved: 2018
Ashdown	Ashdown High School	Designation Visit: 2020
Augusta	Augusta Elementary School	Designation: 2019
Augusta	Augusta High School	Application Approved: 2018
Bentonville	Cooper Elementary	Redesignation Visit: 2019
Clarendon	Clarendon High School	Designation: 2018
Cossatot River	Cossatot River High School	Designation: 2019
Fayetteville	ALLPS Fayetteville HSI East	Redesignation Visit: 2019
Fayetteville	Leverett Elementary School	Designation: 2019
Fort Smith	Fort Smith Northside High School	Designation Visit: 2019

Harrisburg	Weiner Elementary School	Redesignation: 2018
Horatio	Horatio Elementary	Designation Visit: 2019
Horatio	Horatio High School	Designation Visit: 2019
Jasper	Jasper High School	Designation: 2019
Lake Hamilton	Lake Hamilton High School	Designation: 2017
Lakeside	Lakeside High School	Designation: 2019
Lakeside	Lakeside Intermediate School	Designation: 2019
Lakeside	Lakeside Middle School	Designation: 2016
Lakeside	Lakeside Primary School	Designation: 2019
Lincoln	Lincoln Middle School	Designation: 2018
Little Rock	Hall High School	Designation Visit: 2019
Little Rock	Pinnacle View High School	Application Approved: 2019
Lonoke	Lonoke High School	Application Approved: 2019

Malvern	Malvern High School	Designation: 2019
Newport	Newport High School	Designation: 2016
Pangburn	Pangburn Elementary	Application Approved: 2019
Pangburn	Pangburn High School	Designation: 2016
Pea Ridge	Pea Ridge Middle School	Application Approved: 2018
Pulaski County	Joe T. Robinson High School	Designation Visit: 2019
Pulaski County	Maumelle High School	Designation Visit: 2019
Pulaski County	Wilbur D. Mills High School	Designation Visit: 2019
Russellville	Russellville Junior High	Redesignation: 2018
Searcy County	Marshall High School	Designation Visit: 2019
Springdale	Don Tyson School of Innovation	Redesignation: 2018
Springdale	Westwood Elementary	Redesignation: 2018
Springdale	Sonora Middle	Designation: 2017

Star City	Star City High School	Designation: 2018
Star City	Star City Middle School	Designation Visit: 2019
Stuttgart	Stuttgart Junior High School	Designation: 2019
Waldron	Waldron Elementary School	Designation: 2018
West Fork	West Fork High School	Designation: 2016
West Fork	West Fork Middle School	Designation: 2016
Wynne	Wynne Intermediate	Designation: 2016

<p>District:</p> <p>Armorel</p>	<p>School:</p> <p>Armorel High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2018 and now in the designation process</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Being a School of Innovation affords us the opportunity to develop a student body that is future ready. As educators, we are preparing our students for jobs not yet developed. We want to instill the importance of setting and reaching personal goals, understanding community systems and how they fit into the larger world, thinking critically, collaborating with others, and perseverance through tough projects/situations to solve problems as they arise. Employers and community partners have told us these are the skills needed in all career fields. Our goal is to assist our students in becoming successful productive citizens who can make informed decisions.</p>			
<p>Goals:</p> <p>1. If we provide opportunities for students to work with teachers to help develop curriculum, rubrics, and assessments each nine weeks then we will meet or exceed growth in math, science, reading, and student engagement and learning will increase because students will take ownership and be accountable.</p> <p>Measurable evidence will be an increase in attendance, student participation, student surveys, student mastery in core content, and correlation between classroom grades and standardized assessment scores. Baseline data will be collected during the 2017-18 year.</p>		<p>Waivers:</p> <p>ALE Ark. Code Ann.  § 6-15-1005(b)(5),  § 6-18-503(a)(1)(C)(i), and  6-48-101 et seq. Standard for Accreditation 19.03</p>	

2. If we integrate 21st century skills, then all students will be better prepared for success in life and a career.

Measurable evidence will be more students obtaining an ACE Certification in applicable courses, an increase in student engagement and presentations, an increase in different modes of presentation tools, students solving problems using technological resources, survey results from students and community partners, more participation and graduates in computer science courses, and an increase in students working in a technological field after graduation.

3. If we engage students in Community Service Learning projects, then all students will develop personal competency skills in school and community by participating in the real world.

<p>District:</p> <p>Ashdown</p>	<p>School:</p> <p>Ashdown High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2018 Designation Visit: February 2020</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Ashdown High School, along with Ashdown School District and the SOI Committee, want to provide more opportunities for our low-achieving students and increase and accelerate learning for all students through more career and challenging venues. Currently, this is not possible with the seven or eight period day and existing policy. Scheduling restraints and the overload of extra courses does not allow for students to look outside what we can offer within our school walls. Many of our students are leaving high school without a focus or direction as to what they will be doing. We want to widen the opportunities for students to glean more information and training in areas in which they have interests and innate abilities before they graduate, and hopefully afford them opportunity to investigate with hands on experience and/or certifications to go forward in their field if they choose. We have several opportunities at local colleges and trade centers that our students need access to.</p> <p>Thinking outside the box so that learning at Ashdown High School is more “Student Centered” is our main <b>Why</b> for wanting the School of Innovation.</p>			
<p>Goals:</p> <ol style="list-style-type: none"> <li>1. Reduce the achievement gap among one (1) or more groups of students by accelerating learning experiences for academically low achieving students Students that are provided more opportunities in which they are interested will be more engaged and perform higher academically.</li> <li>2. Increase student participation in curriculum options. Provide more options for personalized learning.</li> <li>3. Expand student’s college and career readiness by exploring new avenues.</li> </ol>		<p>Waivers:</p> <p>Standards of Accreditation - Section 10.01.4 ADE Rules governing uniform grading scales Grading Scale 6-15-902 Library Media Specialist Requirements 16.02.3</p> <p>6-25-103 Library Media Services Program definition 6-25-104 Library Media Qualifications</p>	

Reason is to build relationships between staff and students and work on career awareness and preparedness. This will assure each student has a post-secondary plan in place.

4. Motivate students by exploring innovative teaching and learning choices.

All possible venues for students to gain knowledge to advance them to their college and/or career goals will be sought and opportunities for staff to grasp new learning to advance student skills will be provided via PD (ex. SOI Summit, Solution Tree PLC training and local Coop PD specific to each Staff's Ed Reflect PGP goals) .



District:  Augusta	School:  Augusta Elementary School	Designation Status:  Application Approved: May 2018 Designation: May 2019	Redesignation:
<p>Reason for Becoming a School of Innovation:</p> <p>Augusta Elementary School (AES) has seen many positive changes in the culture and climate, and curriculum alignment is progressing through discussions at weekly PLCs and professional development. It is with the School of Innovation, AES hopes to align the curriculum to meet the needs of all students. Our teachers are constantly looking for ways to get more 1-on-1 time with our most at-risk students. If given approval for a School of Innovation, AES will create a culture focused on individualized education plans. Students will be involved in decision-making and independent problem-solving. This model of learning will allow students who need more assistance to receive the assistance needed and also allow the students who are more advanced to continue working at their pace without interruption. Through the personalized learning model, we will develop teacher skills that focus on a student-centered, student-directed personalized learning experience. This plan will provide our students with a combination of traditional classes, flex classes, accelerated digital mastery learning, and project-based learning. The schedule will be structured so that it provides flexible learning times for students to participate in integrated learning times that focus on ESTEAM education, language acquisition, character education, and blended learning. This schedule will provide teachers with time to align curriculum during planning times and professional development. Paraprofessionals, student mentors, tutors, volunteers, and all available personnel will be involved in providing individualized learning plans to our students. Implementing a student-centered personalized learning environment would allow for an easier transition for students into personalized learning plans at Augusta High School. Augusta Elementary School wants to ensure that all students will develop skills and attitudes vital for college, technical school, military, and/or workforce in today's ever-changing world where the ethnic composition is rapidly changing and where future careers have not been created yet.</p>			
Goals:  1. Increase the performance of students meeting or exceeding growth in the areas of literacy, math, and		Waivers:  ADE Rules Governing Teacher Licensure:  Standards of Accreditation: 15.0	

science through increased student engagement and using ESTEAM focused initiatives.

2. Increase student engagement, literacy, communicative skills, and cross-cultural understanding by implementing Spanish into the curriculum.

3. Increase teachers' use of STEAM focused strategies for instruction in mathematics, literacy and science. Teachers will have staff development focused on improving content knowledge in a project-based mindset that helps to build critical thinking skills.

4. Increase student engagement in the areas of Economics, Science, Technology, Arts, and Mathematics through the use of community resources and partnerships.

5. Allow students to overcome barriers such as geographic isolation by implementing a content-rich arts curriculum.

Arkansas Code Annotated:

6-15-1004;

6-17- 309;

6-17-919;

6-17-401;

6-17-902;

6-17-908

Section 10.02.4 of the ADE Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts.

<p>District:</p> <p>Augusta</p>	<p>School:</p> <p>Augusta High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2018 and now in the designation process</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Augusta High School is 100% free and reduced lunch and many students come from single-parent/single guardian homes and could be defined as homeless. AHS students fall behind academically and become disengaged in the learning process due to academic skill gaps and social challenges. 2017 scores reflect an increase in academic growth but the traditional academic settings do not meet the challenges faced by students due to financial, personal, social/emotional as well as academic needs.</p>			
<p>Goals:</p> <p>1. Augusta School District will increase opportunities for Career and College Readiness for all students.</p> <p>Less than 25% of the 2017 graduating seniors are enrolled in post-secondary educational programs and 90% of these students have had to complete some form of remediation classes during their freshman year at college. Students who enroll in post-secondary education are students who come from homes where education is a priority and from homes where their parents attended post-secondary schools. Students who are fortunate to enter the workforce, enter at minimum-wage salary level but unemployment is high among recent graduates due to lack of work available, lack of necessary job skills, and a means of transportation to get to the job site.</p>		<p>Waivers:</p> <p>ADE Rules Governing Teacher Licensure: Standards of Accreditation: 15.03</p> <p>Teacher Licensure Arkansas Code Annotated: 6-15-1004; 6-17-309; 6-17-919; 6-17-401; 6-17-902; 6-17-908;</p> <p>Planned Instructional Time Arkansas Code Annotated: 6-16-102, 6-18-211, 6-18-213 (a) (2)</p> <p>Standards for Accreditation 10.01.4</p>	

2. Augusta School District will create a culture and climate of high expectations for all students.

In 2016, the Augusta District Leadership Team and the ADE School Improvement Unit conducted a comprehensive needs assessment. Recommendations given from School Improvement Unit were to focus on culture/ climate and alignment of curriculum. The 2016-2017 school year was centered around focusing on creating a culture and climate of high expectations at Augusta High School. Teacher-Mentors were assigned and they have played a significant role in changes in culture and climate.

3. All students at Augusta School District will show growth in all core content classes.

With an aligned curriculum, students will have a better opportunity to achieve academic success which will allow students to take ownership of their learning and have a voice in their career plans. Teacher-Mentors will work with students to create their personalized goals.

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades 9-12

Standards of Accreditation of Arkansas Public Schools and School Districts Class Size and Teaching Load

Standard 10.02.5 Arkansas Code Annotated 6-17-812 Compensation for teaching more than the maximum number of students

Library Media Specialist  
Arkansas Code Annotated:  
6-25-103 Library Media Services Program defined  
6-25-104

Library Media Specialist Qualification ADE Rules 16.02.3  
Library Media Specialist Requirements

District:	School:	Designation Status:	Redesignation:
Bentonville	Cooper Elementary School	Application Approved: May 2015 Designation: May 2015	Redesignation Visit: November 2019

Reason for Becoming a School of Innovation:

Cooper Elementary has been looking at our school reflectively and researching other schools over the past year in an effort to improve student learning. This journey led us to applying to become a School of Innovation with a focus being placed on E-STEAM (Economics, Science, Technology, Engineering, Arts, and Math). Cooper has found the research demonstrates that a focus in these areas leads to improved academic performance and learning for all students.

The goals of Cooper Elementary will be accomplished in a variety of ways. The school's schedule will be created in a way which allows for more variable planning times for teachers which will allow for better student learning. The schedule will also allow for specific activity classes to help ensure improved focus of E-STEAM. When developing students for life outside of the classroom, it is also important to implement healthy lifestyles which will be obtained through a daily PE program. This program will be designed to expose students to multiple different options to stay healthy so they can be productive. It is also important to fulfill our district and school mission that all students are continually looking to grow in their learning. To be ready for future careers, students have to be developed into life-long learners. Since many students will be going into careers which have not been created, the value of constant personal growth will be essential. Cooper will also be looking to implement school wide systems to improve culture and climate that is essential to creating a community of learners. This will be accomplished through using the works of Stephen Covey along with the Core Essentials which centers on treating others right, making smart decisions, and maximizing your potential. Approval as a School of Innovation will assist Cooper Elementary in improving student learning and teaching which helps to reach Bentonville School District's mission of creating and maintaining exemplary programs for teaching and learning. Cooper will create and nurture an environment that will cause students, staff, and the community to be life-long learners.

Goals:

1. Increase the performance of students in special education in the areas of mathematics and literacy.
2. Provide students with an increase in hands-on science.
3. Increase teachers' use of E-STEAM focused strategies for instruction in math, literacy, and science.  
Teachers will have staff development focused on improving content knowledge in a project-based mindset that helps to build critical thinking skills.
4. Increase student engagement in the areas of Economics, Science, Technology, Engineering, Arts, and Mathematics through the use of community resources and partnerships.
5. Increase the percentage of students reaching growth goals and taking accountability for their learning.
6. Develop well-rounded citizens through an interactive daily physical education program.

Waivers:

10.02.2 24.15 Kindergarten, student/teacher ratio of 20:1

10.02.2 24.15 Grades 1-3, student/teacher ratio of 23:1; no more than 25 in a class

10.02.4 24.15 Grades 4-6, student/teacher ratio of 25:1, no more than 28 in a class

Cooper requests flexibility in class size to allow for more inclusion possibilities with students served in special education to provide more access to integrated curriculum and a least restrictive environment. Class size would not go more than three over the maximum.

Teachers should be provided 200 minutes a week for planning time.

District:  Clarendon	School:  Clarendon High School	Designation Status:  Application Approved: May 2017 Designation: May 2018	Redesignation:
Reason for Becoming a School of Innovation:  Clarendon 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 the means to break the cycle of poverty for students from low-income families while simultaneously being able to challenge our gifted and talented students. Through flexible schedules, career certifications, college and AP offerings, internships, and community learning opportunities, the students of Clarendon High School will receive a holistic education that will prepare them for living in 21st Century communities. Meeting the necessary needs of each individual student, our school could not only close achievement gaps, but could promote higher expectations through a rigorous curriculum to ensure all students are college and/or career ready. This model of learning will allow teachers to meet with students who need more individualized instruction, while allowing those who are more advanced to continue their work without interruption. We believe that creating this environment will promote the idea that all students can learn the required content, at their own pace, in their own way. Our hope also is that it will attract students to our school and help retain the ones we have.			
Goals:  1. CHS will better prepare students for life after high school by offering more educational opportunities, such as concurrent credit and career and technical courses.		Waivers:  Planned Instructional Time Arkansas Code Annotated 6-16- 102 and 6-18-213 (a) [2]	

Clarendon High School will be using blended and online courses to create space in junior and senior student schedules for technical or college pathway courses and to allow for the integration of graduation credit courses with other courses as necessary.

2. CHS will increase the graduation rate.

3. Reduce the achievement gap by offering a variety of differentiated learning experiences for all students which will motivate students to increase their GPA and stay on track to graduate.

4. CHS will establish two-way communication among all stakeholder groups including parents, teachers, the district, and the community.

Standards for Accreditation 10.01.4  
ADE Rules Governing Mandatory Attendance  
Requirements for Students in Grades 9-12.

Career and Technical Education Standards for  
Accreditation Standard 9.03.3.9

Class Size and Teaching Load Standards for Accreditation  
Standard 10.02.5 Arkansas Code Annotated 6-17-812

Compensation for teaching more than the maximum  
number of students ADE Rules Section 10.02.5 of the ADE  
Rules Governing Standards for Accreditation



District:  Cossatot River	School:  Cossatot River High	Designation Status:  Application Approved: May 2018 Designation: May 2019	Redesignation:
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Reason for Becoming a School of Innovation:

Cossatot River High School (CRHS), grades 7-12, is a Needs Improvement School and according to the latest ESEA report has 47% of all students achieving in literacy and 22% of all students achieving in math. CRHS is a high poverty school with 72% of students from families who are considered low income households. The population of CRHS is made up of approximately 40% ESL students. Enrollment at CRHS has decreased by 10% in the last 3 years. Many factors contribute to this decrease including students going to home school, families moving away to find work, and many students dropping out because of disengagement. Many students are at times considered homeless or are from single parent/income homes, while other students live with relatives instead of their biological parents. Various home situations contribute to students falling behind academically and becoming disengaged in the learning process due to academic skills gaps and social challenges. A true need for added support for these students is seen and will be met with a mentoring program and a personalized learning program which should give them the ability to set clear, achievable goals. Another challenge for CRHS is that many students are not going into college after high school and have not been prepared for many career options. In the initial Schools of Innovation interest meetings, school personnel, board members, community members, parents, students, and business people all expressed an interest in students having the ability to pursue career paths while they finish high school coursework. The personalized learning environment and the flexible attendance schedule would allow more opportunities for students to train and prepare for work with local businesses. Limited time during the regular schedule for students is such a factor in their ability to achieve. Special needs of students can be better met when they are self-pacing in coursework. With a modified schedule, teachers could have the ability to spend more one-to-one time with students and work with small groups who need extra help to succeed in literacy and math and all other subjects.

Goals:

1. To increase achievement for economically disadvantaged students by creating opportunities for personalized learning.
2. To transform the high school climate to increase student engagement, attendance, and rigorous learning opportunities while promoting good conduct and student personal accountability. Perf. Target 95% of students will have good conduct, good attendance, and personal accountability. Expected Change: Attendance increase of 10%, Discipline Referrals decrease by 15%, Dropout rate decrease by 25%. Instrument: Attendance records, discipline referral, dropout reports, and mentoring reports.
3. To expand student opportunities for avenues to college and career readiness through partnerships with UA Rich Mountain, UA Cossatot, and businesses. 90% of students will create a plan for career or college collaboration with counselors, teachers, parents, and mentors. We expect this to be a 75% increase of planning for students' post high school opportunities.

Waivers:

- 14.03 Clock hours for unit of credit
- 10.02.5 Class Size Maximum
- 10.01.4 Waiver of the minimum 30 hours weekly

<p>District:</p> <p>Fayetteville</p>	<p>School:</p> <p>Agee-Lierly Life Preparation Services Center (ALLPS) Fayetteville High School East</p>	<p>Designation Status:</p> <p>Application Approved: May 2015 Designation: May 2015</p>	<p>Redesignation:</p> <p>Redesignation Visit: December 2019</p>
<p>Reason for Becoming a School of Innovation:</p> <p>To find ways to ensure ALLPS meets the school's objectives.</p> <ol style="list-style-type: none"> <li>1 . To help students develop and utilize skills needed to function successfully in life</li> <li>2 . To improve students' attendance.</li> <li>3 . To increase students' academic goals and success for themselves.</li> <li>4 . To assist students with self-responsibility in all aspects of their life.</li> <li>5 . To inspire students to believe in themselves, realize all things are possible, and experience success and a feeling of belonging.</li> <li>6 . To create a customized educational program that will improve graduation rate and promote continual educational success.</li> </ol>			
<p>Goals:</p> <p>1. To help students develop and utilize skills needed to function successfully in life and increase academic success by improving attendance and reducing the achievement gap</p>		<p>Waivers:</p> <p>10.01.4: Waiver of the minimum 30 hours weekly</p> <p>4.03.3.2 - Class size in an ALE environment</p>	

among the students by offering a flexible attendance schedule.

The extra day will allow students extra time to complete homework, do projects over the extended weekend, and complete online courses. Teen parents can spend more time with their child. Oftentimes the at-risk students assist in supporting the household, so the extra day will allow for more hours on the job, as well as, students exploration of postsecondary options. Other possible benefits include a rise in morale and decrease in absenteeism, by both staff and students. Additionally, parents finally have time to make appointments for their children that won't conflict with school, partake in school functions, and student athletes can leave early on Fridays for away games– all without sacrificing academic instruction.

2. Students will be exposed to college and career readiness options.

<p>District:</p> <p>Fayetteville</p>	<p>School:</p> <p>Leverett Elementary</p>	<p>Designation Status:</p> <p>Application Approved: May 2014 Designation: May 2019</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>The integrated STEM initiatives/units will improve student engagement and lead to greater achievement for students. The use of focused critical thinking strategies will lead to improved learning. Blended learning models will be used to meet the needs of students and support STEM focused initiatives. This is currently a part of the master schedule for all students K-5. This will also provide parents and students with opportunities for 24/7 learning from any location with internet access. Parents can partner with teachers in helping students with their learning. This will allow students to extend their learning beyond the boundaries of a regular school day and provide more individual learning opportunities. We will also be looking to implement school-wide systems to promote a culture and climate that is conducive to producing a community of learners. This will be accomplished by using strategies associated with “How Full is Your Bucket” by Tom Rath and “7 Habits of Happy Children” by Steven Covey, including, implementing school cabinets that are run by students in order to help transform our school climate and increase student ownership, developing a genuine “community” of learners, and developing students who “want” to learn or “be curious”, promoting independence and ownership in learning.</p>			
<p>Goals:</p> <p>1. Increase teachers’ use of STEM focused strategies for instruction in mathematics, literacy, and science. Performance Target: Increase teachers’ knowledge of STEM pedagogy to increase student use of inquiry strategies from once each week to daily in their math, literacy, and science integrated content classes in order to build critical thinking skills (inquiry and analysis, questioning, strategic thinking/reasoning tasks, extended thinking tasks).</p>		<p>Waivers:</p> <p>A.C.A §§ 6-10-106</p>	

2. Increase student engagement in mathematics, literacy, and science through STEM-focused initiatives.

Performance Target: Increase student engagement and motivation through the use of STEM-focused initiatives and critical thinking skills.

3. Increase the percentage of students reaching or exceeding individual growth expectations from the beginning of the year to end of the year by 30% (This would lead to closing the achievement gap and reducing the percentage of non-mobile students needing interventions, while also ensuring all students are being challenged to achieve to the highest expected level, even if they don't need intervention)

Performance Target: Individual growth measurements will be gathered from standardized testing data that monitors student growth achievement throughout the school year

4. Increase percentage of students meeting grade level standards in mathematics, literacy and science by 5% yearly.

5. Teachers will develop a project-based STEM focused curriculum and find the most appropriate instructional materials and supplies to support the school's STEM initiatives and goals. Performance Target: All teachers will design appropriate measures to determine the effectiveness of the Leverett STEM focused curriculum and materials.

<p>District:</p> <p>Fort Smith</p>	<p>School:</p> <p>Fort Smith Northside High</p>	<p>Designation Status:</p> <p>Application Approved: May 2018 Designation Visit: 2019</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>The school community at Northside High School faces a variety of challenges that affect student academic success. First, the 82% poverty rate for Northside High School contributes to a lack of access to teachers and other resources. Students riding buses to school are unable to arrive at school early enough or stay after school to access additional time with teachers. In addition, students in poverty homes often do not have access to additional resources such as the internet.</p> <p>Barriers to success regarding the increasing diversity in ethnic student population are particularly magnified with increases in ELL students as realized in the following areas:</p> <ol style="list-style-type: none"> <li>1. Students arriving in the country lacking formal education background.</li> <li>2. Students arriving in the country lacking academic credits for high school completion.</li> <li>3. Students arriving in the country in need of English language acquisition in order to comprehend academic content.</li> </ol> <p>A barrier to student success at Northside High School is students arriving at Northside without skills necessary to achieve success in courses required for graduation. Low academic performance by the entire assessed student population indicates that more than just TAG group students are being hindered as a result of a lack of basic skills necessary for academic success.</p> <p>A School of Innovation would address these barriers by providing additional time with teachers for all students in need of academic interventions in all subject areas. In addition, students without access to other school resources such as the internet, additional media center resources, and counseling services will be provided additional opportunities to obtain these valuable resources. A School of Innovation will also provide flexibility to move outside traditional educational avenues to explore additional routes for students to acquire credits toward graduation completion. For students with special needs, Huddle will allow time for intervention as well as support for</p>			

transition related services. The anticipated or expected outcome would be to increase the graduation rate and close the gap between TAGG and non-TAGG students.

**Goals:**

1. Carnegie units, the traditional method of measuring course credits based on clock hours, will be eliminated and replaced by a personalized learning plan based on the student's academic needs.
2. Provide an environment for personalized learning where students have choices and can achieve at their highest potential.

**Waivers:**

15.03.2 15.03.3 LICENSURE AND RENEWAL, Ark. Code Ann 6-15- 1004, 6-17-309, 6-17-902, 6-17- 919

Section 15.03 of the Standards Accreditation, and ADE Rules Governing Educator Licensure



District:  Harrisburg	School:  Weiner Elementary School	Designation Status:  Application Approved: May 2014 Designation: May 2014	Redesignation:  May 2018
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Reason for Becoming a School of Innovation:

Weiner Elementary is a rural school with a long history of academic excellence, consistently receiving many state awards; it is a school enriched by active community involvement. Weiner Elementary is also a school in transition. Once highly successful, family farms struggle to remain viable, drastically changing the area demographics and the needs of the students we serve. The school is part of the Harrisburg School District, located in west Poinsett County. Harrisburg School District and Weiner Elementary are 100% Free/Reduced Lunch Rate. The area is considered part of the Jonesboro Metropolitan Area which includes both Craighead and Poinsett counties; the differences between the two counties is best realized in information from the United States Census Bureau: the median household income in Craighead County is \$41,054, while the median household income in Poinsett County is \$31,743; 23.7% of citizens in Craighead County have a bachelor's degree or higher, while only 8.9% of citizens in Poinsett County have a bachelor's degree or higher.

We, as a school, must enable our students to live the life of their choosing, not a life dictated by their circumstances! Realizing most of the rural students' experiences will be limited due to their isolation, global outreach is an integral component of WES's school climate. "The World Is Our Classroom" is a motto hanging in the school's lobby. For the past four years, we believe that we have been providing our students with skills that will make them more ready for college/career and to be good citizens.

Goals:

1. Added time and an emphasis on STEAM will result in an increase in student interest and confidence.

Our students see science as a separate curriculum subject rather than as a powerful problem-solving way of thinking and creating solutions. We want to motivate our students about the power and potential of STEAM. Students are receiving minimal exposure to coding opportunities. Demographics of the homes show little or no STEAM related careers are currently modeled.

2. Students will gain life skills that are important and helpful in the World of Work.

Our school has 100% free/reduced lunch status. Many of our students lack adequate role models for the world of work. We need to better prepare our students for their future by equalizing opportunities and exposure to life skills important to the world of work and increase the students' confidence in themselves and their future.

Waivers:

No waivers needed

District:  Horatio	School:  Horatio Elementary	Designation Status:  Application Approved: May 2017 Designation Visit: May 2019	Redesignation:
Reason for Becoming a School of Innovation:  Over the past two years, data collected from parent, student, and staff surveys have been used to increase opportunities for students during and after regular school hours. Such activities include the inclusion of robotics instruction in 3rd-6th grade and student interest groups held after school during the 21st CCLC C.Y.C.L.E. program. However, the most recent parent and staff data indicates that the implementation of a more engaging, challenging, and aligned curriculum is needed to reach student potential at various levels. To address this significant concern, we have chosen to seek and explore solutions through innovative strategies which will benefit all students, staff, and the community. In pursuit of such solutions, school administrative staff have attended School of Innovation meetings hosted at regional educational cooperatives, facilitated professional development for district staff, held informative community meetings, formed a SOI District council with a diverse membership, and scheduled visits with other schools implementing ideas that are of interest.			
Goals:  1. Reduce the achievement gap of one or more groups of students by accelerating learning experiences for academically low-achieving students and increase collaboration among staff through data analysis and professional learning opportunities.  2. Increase learning opportunities and student experiences by providing rigorous and challenging curriculum options, including experiential learning, community service, and STEM.		Waivers:  ADE Standards Rules, Section 14.03  15.03.2/15.03.3 LICENSURE AND RENEWAL,  AR Code §6-15- 1004, 6-17-309, 6-17-919,  Section 15.03 of the Standards Accreditation, and ADE Rules Governing Educator Licensure  6-16-102-School Day,  Section 10.01.4 Standards for Accreditation	

3. Increase student attendance by more actively engaging students in the learning process through innovative teaching and learning choices.

4. Develop a culture for students to take an active role in setting and tracking the progress of their individual academic, attendance, behavior, and personal goals.

District:  Horatio	School:  Horatio High	Designation Status:  Application Approved: May 2017 Designation Visit: May 2019	Redesignation:
<p>Reason for Becoming a School of Innovation:</p> <p>Horatio High School currently ranks as an Achieving School and has a 97% graduation rate (95% TAG) with 79% of seniors receiving college credit and/or SCC certification, yet HHS has not fully maximized the learning potential for students. Even though Horatio High School has an attendance rate of 93.1% (93.8% TAG), the motivation rate drops tremendously. Trying to address this, we have expanded opportunities for learning by adding more courses and after school programs that fit the interests of students and the community, but we have discovered that being a small district that delivers educational services in a traditional way often causes difficulty. The number of staff we have and the number of offerings have not converged in a manner that allows every student to experience numerous avenues of interest. Instead of student goals and dreams dictating the school day, traditional schedules and standards many times squelch student experiences. Our community has no major processing facilities or production factories. The average travel time for most employees to work is fifteen to twenty minutes. The median household income for 2015 was \$29,086 as compared to the state average of \$41,995. Sadly, thirty-eight percent (38%) of citizens possess less than a high school diploma. The disability rate among poor males and females, as well as the renting rate, are double the state average. Fifty percent (50%) of children in Horatio live below the poverty level. The foreign-born population (17.3% Latin American) percentage is significantly above the state average. We have a 71.4% (73% district-wide) free and reduced lunch rate. The percentage of the population with a bachelor's degree or higher is significantly below state average. The students for whom school is working for, are leaving and never coming back. Those that remain in the community, typically those from our TAG group that are graduating but aren't fully college or career ready (69.5% remediation college remediation rate), perpetuate the statistics we have provided. We feel that it is time to fundamentally change school and schooling by giving students a vision for themselves that they cannot develop through parental and home experiences. We hope to inspire a community minded set of graduates with the ideas and skills to revive a dead economy. Our new mantra is that 'an idea is more valuable than a degree, and skills are more valuable than credits.</p>			

<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Reduce the achievement gap of one or more groups of students by accelerating learning experiences for academically low-achieving students.</li> <li>2. Increase learning opportunities and student experiences by providing rigorous and challenging curriculum options, including experiential learning, service learning, and STEM.</li> <li>3. Increase student attendance by more actively engaging students in the learning process through innovative teaching and learning choices.</li> <li>4. Improve the culture of the school by reducing the rigidity and stress of the traditional day by increasing collaboration among students and teachers.</li> </ol>	<p><b>Waivers:</b></p> <p>15.03.2, 15.03.3 Licensure and Renewal; Code Ann 6-15-1004, 6-17-309, 6-17-902, 6-17-401, 6-17-919; Section 15.03 of the Standards Accreditation, and ADE Rules Governing Educator Licensure</p> <p>Section 10.02.5 ADE Rules Governing Standards for Accreditation of AR Public Schools and School Districts- Class Size &amp; Teaching Load</p> <p>16.02.3 Library Media Specialist Requirements, 6-25-103 Library Media Services Program definition, 6-25-104 Library Media Qualification</p> <p>In order to use the skills of the library/media specialist to the maximum potential to serve the needs of our students, this position would be redefined to include its use as a flex-pod and the library/media specialist a flex-pod supervisor.</p>
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<p>District:</p> <p>Jasper</p>	<p>School:</p> <p>Jasper High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2018 Designation: May 2019</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>The fundamental reason for this proposal is that Jasper High School wants to do what is best for students. On April 1, 2016, the counselor sent out a survey to all of the 8th-11th grade students asking them what Jasper High School could do to improve. The results were astonishing, Students told us “they were given no time for extra help and no time to do their work.” They felt like they were being rushed through without the proper time and skills they needed to compete in the workplace. After looking at the results from the survey, we came up with a plan to give students extra time for help, a student-centered curriculum which would allow students to pace their own learning, and ways teachers could extend their class time if they are exploring a topic that needs more than the traditional 40 minute period - a plan that gives students exposure to possible careers they would be interested in and pertinent life skills like how to balance and organize their time while still protecting our commitment to academics as a priority. We determined these were crucial aspects of what our students needed in order to succeed post high school.</p>			
<p>Goals:</p> <ol style="list-style-type: none"> <li>1. Reduce the achievement gap in all core subjects and increase growth for all students in math and literacy by allowing teachers to meet with students to provide individualized instruction, allow for blended learning opportunities, and give advanced students the option of accelerating through a class.</li> <li>2. Increase the number of students who are participating in competitive events in Career and Technical Education</li> </ol>		<p>Waivers:</p> <p>Standard 2-I.1</p> <p>A.C.A §§ 6-15-1005(b)(5)</p> <p>A.C.A §§ 6-18-503(a)(1)(C)(i)</p> <p>A.C.A §§ 6-48-101 et seq.</p> <p>Standard 1-A.6</p>	

clubs and other extracurricular activities to increase student confidence and build post high school success.

3. Create partnerships with local businesses, government agencies, and our School Based Health Center to earn course credit and increase student engagement and agency through internships and job shadowing.

4. Increase the amount of project-based learning opportunities for students such as labs and vocational agriculture activities which will create deeper learning for all students.

A.C.A §§ 6-17-812

Standard 1-A.2

Standard 1-A.5.2

A.C.A §§ 6-10-106

A.C.A §§ 6-17-919

A.C.A §§ 6-17-902

A.C.A §§ 6-17-401



<p>District:</p> <p>Lake Hamilton</p>	<p>School:</p> <p>Lake Hamilton High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2017 Designation: May 2017</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>At Lake Hamilton High School, students continue to leave school without a diploma despite a variety of intervention programs. When interviewed, many students have stated that they leave school for reasons other than instructional. The primary factor driving most students is personal responsibilities that conflict with attending the traditional day program. It is our goal to increase graduation rate by expanding traditional instructional options to include self paced learning, small group instruction, academic coaching sessions and exposure to postsecondary opportunities.</p>			
<p>Goals:</p> <p>1. Reduce student dropout rate 90% by implementing a multifaceted credit recovery program that incorporates online instruction, blended learning, and mastery based assessment using district and state enrollment data as a means of measurement.</p> <p>2. Increase graduation rate to 90% by expanding traditional instructional options to include self paced learning, small group instruction, academic coaching sessions and exposure to post secondary opportunities, using district and state graduation rate data as a barometer.</p>		<p>Waivers:</p> <p>10.01.4 4.03.3 Every classroom in an ALE program shall maintain student/teacher ratios as follows 4.03.3.2 For grades seven through twelve (7-12), no more than fifteen (15) students to one (1) teacher. If a paraprofessional is employed in addition to a licensed teacher, the student/teacher ratio shall be no more than eighteen (18) to one (1).</p> <p>Ark Code 6-18-211 Ark Code 6-16-102 6-17-309</p>	

District:	School:	Designation Status:	Redesignation:
Lakeside (Garland)	Lakeside High School	Application Approved: May 2018 Designation: May 2019	

**Reason for Becoming a School of Innovation:**

Lakeside High School wants to obtain a school of innovation in order to provide virtual course offerings to our students which will incorporate a digital or blended approach to learning. We want to provide a more personalized learning approach for students to give them the best chance to succeed while finding a balance between their education, extracurricular activities, and family time. We have several families that choose home school and many students who cannot function within our brick and mortar setting; therefore, we would like to offer virtual courses in order to meet the needs of these students. Additionally, when thinking about the possibilities of this innovation, we know that this change will allow students more flexible schedules to participate in such activities as site-based internships. It is our hope that by allowing students scheduling flexibility we, in turn, will be able to help enable them to be even more successful in college or their career fields after high school.

**Goals:**

1. Increase the educational/learning options for high school students.

Some students in today's high schools do not see a "need" for traditional high school courses. Therefore, those students often choose to be homeschooled, obtain a GED, or dropout altogether. With courses that allow students to invest time in their interests and complete assignments at whatever times they wish, it is our hope that students find more relevancy in high school.

2. Motivate students by providing a digital approach for high school students and offer a different pathway for

**Waivers:**

10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.

AR Code § 6-16-102 School day hours

10.02.5 A teacher shall not be assigned more than one hundred fifty (150) students.

learning. 100% of students who are enrolled in virtual courses will graduate within four years.

Many students do not see value in traditional subjects and, therefore, do not perform well in traditional high school courses. By offering virtual courses, students are in more control of their learning. Additionally, by offering virtual courses students who cannot perform in the traditional school have options for further success. Therefore, students who would likely get a GED, attend homeschool, or drop out have an additional option for success.

District:  Lakeside (Garland)	School:  Lakeside Intermediate School	Designation Status:  Application Approved: May 2018 Designation: May 2019	Redesignation:
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Reason for Becoming a School of Innovation:

Lakeside Intermediate School wants to obtain a school of innovation waiver in order to provide a Virtual/Blended 2-4 classroom for our students. This will allow students currently enrolled in the Lakeside Primary virtual blended classroom to continue their current virtual educational path. This will also allow current students and newly enrolled students who may fit the virtual blended environment the option to enroll in a 2-4 virtual classroom. With our 2-4 virtual/blended classroom, we would be able to provide a more personalized learning approach for students to give them the best chance to succeed while finding a balance between their education, extracurricular activities, and family time. We have several families that choose homeschool or private school and also many students who do not thrive within our brick and mortar setting. We would like a virtual/blended 2-4 classroom in order to meet the needs of these students and offer families another option for their child's education. Our 2-4 virtual/blended classroom would be a digital/blended approach to learning. We would expect the same rigor, if not more, in our virtual/blended 2-4 as in our regular classrooms. If families choose the digital/blended option, it will help prepare students to work more independently and teach them to pace themselves academically. It will prepare students to work in a digital format and learn to use cutting edge technology that will prepare them for the future.

Parents may choose this option for their child because it will give their child the best of both the homeschool environment, the virtual school, and the brick and mortar environment. Students will be able to work virtually at their own pace and also have the opportunities to have the social/emotional support of the traditional setting by including them within the school day as they would like to be, and as it fits into their schedule.

**Goals:**

1. Continue to meet the needs of students who are currently in the flex classroom at Lakeside Primary School and to expand enrollment for grades 2-4. Primary started the FLEX classroom during the 2017-2018 school year for grades K-1. We want to provide this same pathway of learning for grades 2-4.

2. Motivate students by providing a digital/blended approach for 2-4 students and offer a different pathway for learning. 75% of students enrolled in the 2-4 Virtual Academy will increase NWEA MAP scores in their specific RIT bands in Math and Literacy after a year of enrollment. Students will have a more personalized learning approach to enable each student with the most effective learning environment. Within this learning environment students will exceed expectations and data will reflect growth.

**Waivers:**

10.01.4 The planned instructional time

<p>District:</p> <p>Lakeside (Garland)</p>	<p>School: Lakeside</p> <p>Middle School</p>	<p>Designation Status:</p> <p>Application Approved: May 2016</p> <p>Designation: May 2016</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Our goal is that we might be able to better serve our 6th grade students' interests. By surveying them, we have found approximate percentages of students who lean more toward the arts (27%) and those that lean more toward STEM type learning activities (72%). By having a flexible schedule, students could have more time to experience the areas in which they are most interested. Also, we would be able to incorporate time into the school day to have more interventions that previously have been worked on after school. During the 2015-16 school year, we had 61% (math) and 64% (literacy) students who qualified for an academic improvement plan based on the 2015 PARCC assessment. Additionally, the waiver would provide for us to do more cross-curricular teaching, which proves to be more engaging and meaningful for students. We would include the art standards in the other disciplines to ensure that students who selected a STEM class would be learning the art standards within other disciplines. Therefore, we are requesting that 6th grade students who select a STEM class not have to take the mandatory 40 minute per week art class.</p>			
<p>Goals:</p> <p>1. Increase student participation in Project Lead the Way courses due to its many real world applications.</p>		<p>Waivers:</p> <p>9.03.3.6 Fine Arts - 40 minutes per week, Arkansas Code 6-16-130</p>	

<p>District:</p> <p>Lakeside (Garland)</p>	<p>School:</p> <p>Lakeside Primary</p>	<p>Designation Status:</p> <p>Application Approved: May 2017 Designation: May 2019</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Lakeside Primary School wants to obtain a school of innovation in order to provide a Virtual K-1 classroom for our students which will incorporate a digital/blended approach to learning. We want to provide a more personalized learning approach for students to give them the best chance to succeed while finding a balance between their education, extracurricular activities, and family time. We have several families that choose home school and also many students who cannot function within our brick and mortar setting. We would like a Virtual K-1 in order to meet the needs of these students.</p>			
<p>Goals:</p> <ol style="list-style-type: none"> <li>1. Increase the educational/learning options for all students in K-1.</li> <li>2. Motivate students by providing a digital/blended approach for K-1 students and offer a different pathway for learning. 80% of students enrolled in the K-1 Virtual Academy will increase NWEA MAP scores in their specific RIT bands in Math and Literacy after a year of enrollment.</li> </ol>		<p>Waivers:</p> <p>10.01.4 The planned instructional time AR Code § 6-16-102</p>	

District:	School:	Designation Status:	Redesignation:
Lincoln	Lincoln Middle	Application Approved: May 2017 Designation: May 2018	

Reason for Becoming a School of Innovation:

As a staff we are tirelessly working to find ways to engage our students, to reach them on a personal level, and to develop a better understanding of what each student needs in order to empower them to take control of their own future success. We want to meet our students where they are at academically, and provide them with the educational freedom and ownership that will inspire them to take control of not only their education but their lives as well. We know our students. We have interventions, small groups, classroom pull-outs, and assistance in every area that it is needed. Unfortunately, with the current educational design that we have in place we simply cannot meet every student's needs. We do not have the time, the resources, or the vitally important relationship with those students to gain the understanding of everything they specifically need mentally, physically, and educationally. We believe that the School of Innovation provides us with the platform to ensure that all of our students are unconditionally met with every need they have. We believe that our students deserve a personalized education, one that is based on their individual needs and interests; An educational path that allows them to advance at their own speed and have all of our teachers support them along that path. Time is the most valuable commodity as a staff we all wish we had more of. The time for more instruction, more enrichment, more intervention, and more opportunities. With our approval as a School of Innovation, we will develop a schedule that provides us with the necessary time desperately needed to provide everything our students need: the time to develop the relationship needed to gain the trust of every student; the trust they must have to allow our teachers to understand what their personal interests are. These personal interests will then be explored, students will be encouraged to pursue those interests and make every educational choice towards fulfilling those interests. Through joining forces with the School of Innovation and our personalized educational approach, we believe that we can meet all of our students' needs. By opening our minds to unconventional teaching methods and revolutionary classrooms, we will inspire our students to live their lives the same way. Along with the core educational content being student focused and delivered unconventionally, we will also use the resources that the School of Innovation already has established to provide our students with more real-life opportunities. Time, again, will be something that we will have more of. Students will be exposed to fine arts, yoga, outdoor recreation activities, chess, cooking, and endless other opportunities that they show interest in. If they dream to experience it, to one day do it, it is



our responsibility to provide it. Resources will be pulled from around our community, our staff, and the established network that the School of Innovation provides. Our students need this inspiration; our community needs this as well. Our school is the life blood of our small community. We want to create such a phenomenon that our students witness other schools touring our hallways, that they see student enrollment increase in their classrooms, and that other students aspire to have the same opportunities ours' are given. It's time our students have a sense of pride that they so desperately need not only for their school, but for themselves. We understand that as a culture education promotes one curriculum for all, one age group, one grade at a time, and one set of tests to determine learning. However, the fact is, the more challenging, complex, and uncertain the world becomes, the greater the need for education to transform our ways of customizing learning. We must encourage our students to become problem solvers and creative thinkers. Our beliefs that will help us with this transformation are that school should be a safe place where kids can explore and develop their own talents, that life skills, citizenship, socialization, and respect are important for our kids' future success, and that all teaching and learning should have a purpose for each individual student.

Goals:

1. We will work to accelerate students who are currently exceeding and reduce the achievement gap among all students, with a focus on personalized learning where students meet or exceed personal growth goals. This is to see ALL students meet or exceed growth.
2. Transform our school's culture and climate by increasing student engagement through personalized learning opportunities that result in student empowerment.
3. A school-wide professional development plan will be implemented where all teachers are growing and developing professionally by enhancing their content knowledge, pedagogical skills, and understanding of personalized learning by conducting action research in their classroom.

Waivers:

No waivers are needed at this time.

District: Little Rock	School: Hall High School	Designation Status: Application Approved: May 2017 Designation Visit: September 2019	Redesignation:
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Reason for Becoming a School of Innovation:

The rationale motivating the establishment of Hall as a School of Innovation stems first and foremost from the recognition that student needs are not being met. The overarching student need encompasses academic and social aspects. Students at Hall deserve access to high quality academic and enrichment programs. The staff is energized by the opportunity to drive innovation for improved achievement and engagement across all levels of the school.

Goals:

1. To reduce the achievement gap for Hall students through the implementation of intervention coursework, personalized and blended learning, and increased curricular options. Please refer to the goals chart provided as additional documentation for Performance Targets, Expected Change, and Instruments to Measure Progress.
2. To improve school culture and climate through authentic student engagement, flexible scheduling designed to meet student needs, emphasis on student feedback, and ongoing professional development. Please refer to the goals chart provided as additional documentation for Performance Targets, Expected Change, and Instruments to Measure Progress.

Waivers:

- Standards for Accreditation 14.03 – 120 Clock Hours for Standard Unit of Credit
- Standards of Accreditation 10.01.4 – Planned Instructional Time
- AR Code Ann 6-18-211 – Planned Instructional Time; AR Code Ann 6-16-102 – School Day

3. To facilitate college and career readiness for all students through career preparation, concurrent credit, and professional/industry certification opportunities. Please refer to the goals chart provided as additional documentation for Performance Targets, Expected Change, and Instruments to Measure Progress.

4. To provide wrap around services to meet the mental and physical health needs of students. Please refer to the goals chart provided as additional documentation for Performance Targets, Expected Change, and Instruments to Measure Progress.

<p>District:</p> <p>Little Rock</p>	<p>School:</p> <p>Pinnacle View High School</p>	<p>Designation Status:</p> <p>Application Approved: 2019 and now in the designation process</p>	<p>Redesignation:</p>
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Reason for Becoming a School of Innovation:

Design the new school to meet the needs of parents and students in the community who are seeking an approach to teaching and learning with the inclusion of new technologies, virtual learning, and blended learning, as well as traditional methods for teaching and learning that produce high achievement for all students regardless of demographics and/or identified special education needs.

Pinnacle View High School of Innovation will reflect the demographic trend of Pinnacle View Middle School (PVMS). This inaugural class of freshmen will be composed of students who are currently in the 8th grade this 2018-2019 school year at PVMS. This will be the first class of students matriculating to the 9th grade since Pinnacle View Middle School was opened just under three years ago.

The Little Rock School District believes that a school of innovation would meet the needs of parents and students in this community who are seeking an approach to teaching and learning with the inclusion of new technologies, virtual learning, and blended learning, as well as traditional methods for teaching and learning that produce high achievement for all students regardless of demographics and/or identified special educational needs. We see opportunities for student learning to take place within the confines of our school building as well as outside our brick and mortar structures. The focus is on keeping the student at the center of all decisions and giving greater ownership to students for their learning.

Students will have the opportunity to receive a personalized learning approach using applications that would otherwise be unavailable in their attendance zone schools. We would address the learning needs of students based on their educational profiles and provide each student with the foundational skills to specialize as the students move through grades 10 through 12. Students can choose to move on as they are ready with this mastery approach to learning objectives. When we review our math performance data we are able to see that using a mastery approach versus a

standards-based approach will provide better opportunities for students to attain mastery goals. A School of Innovation would facilitate those structures for students as they gain mastery of content.

The decisions on what PVHS will offer reflect the views of the community through discussions with the Advisory Council. The Advisory Council's voice is communicated through the innovations the council has proposed. During the most recent meeting earlier this month those were the major topics discussed and presented for this application: Scheduling; Mastery-based instruction; Differentiated assessments; Student-led conferencing; and Project-based Learning.

Goals:

1. Students will utilize an accelerated pathway using a blended learning and/or Project-based Learning approach to learning. This will allow the student to earn a high school diploma by the end of the 12th grade year, along with possible industry-level certifications and/or college hours equivalent to an associate's degree.
2. Students will graduate at rates comparable to or higher than their grade-level peers in their attendance zone schools by crafting a pathway which reflects their voice and choice for career, college, and community readiness. Students will also meet and exceed district graduation rates in a four-year model.

Waivers:

- 1-A.6. Class Size and teaching load
- 4-B.2 Teacher Licensure
- 4-B.2

<p>District:</p> <p>Lonoke</p>	<p>School:</p> <p>Lonoke High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2019 and now in the designation process</p>	<p>Redesignation:</p>
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Reason for Becoming a School of Innovation:

The Lonoke Public School District, the Lonoke Chamber of Commerce, Lonoke 2022, and local business leaders and organizations have developed a partnership to stimulate community growth and economic development in Lonoke. The Business-Education Cooperative is composed of business leaders, parents, entrepreneurs, and school district personnel and is designed to build a strong, local workforce that will not only fill existing jobs, but encourage new business starts, entrepreneurship, and community growth. Innovation in the Lonoke Public School District is more than transformation of schools; it represents transformation of the entire community.

School board members and business and community leaders in Lonoke have asked for a transformation of programming and services in the Lonoke Public School District that reflects more attention to market trends, local business employment needs, readiness of students for employment, and mastery of core content knowledge and skills. At present, all students are placed into traditional programming that sets the pace, time, place, and path for the acquisition of required knowledge and skills. That system meets the needs of some students, not all.

Specifically, Lonoke High School serves 560 students with a sixty percent free and reduced lunch population. We have identified our strongest need as the continuing decline of participation of high school students in the workforce. According to the U.S. Labor of Statistics, it is anticipated that participation will drop to just over 25 percent by 2024. Those declines may be attributed, in part, to the increasing academic demands on high school students. While there are clear benefits in taking more rigorous coursework, studies are showing that working in high school and college leads to higher wages than just accumulating more years of education (Jacobson 2018). Referencing a study from the National Bureau of Economic Research, Mahnken (2018) explained that "the effects of holding a job while simultaneously enrolled in high school or college are more beneficial than schooling alone."

**Goals:**

1. Transforming the school's climate in a manner that will lead to increased student engagement and investment in school culture by using student surveys and individualized growth monitored continuously using an advisory program to achieve a graduation of 90% or higher, overall, and increase graduation rate for females from 91% to 93%.
2. Show significant growth among students identified as needing tier 2 instruction (ACT Interim testing) by providing an individualized learning experience through the implementation of highly rigorous standards for student performance that will require mastery of skills and knowledge before proceeding further into content.
3. Increased student participation in career exploration by partnering with relevant stakeholders and providing an accelerated learning program, job opportunities, and technical and social/emotional training.

**Waivers:**

Standards for accreditation 1-A.6 and ADE rule 3.01.5 governing class size  
Ark. Code Ann. § 6-16- 102, standards for accreditation 1-A.5.2.

Ark. Code Ann.  
§ 6-15-1004  
§ 6- 17- 309  
§ 6-17- 902  
§ 6-17- 919

Standards for Accreditation 4-D.1 Teacher licensure and ADE rule 1-2.50 Standard License/out of area

Standards for Accreditation 1-A.2. Waiver of the 120 clock hours

<p>District:</p> <p>Malvern</p>	<p>School:</p> <p>Malvern High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2017 Designation: May 2019</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Our plan offers a flexible school day for juniors and seniors who are on track to graduate and have a 2.50 GPA or higher. This flex schedule gives our students an option to enroll in postsecondary training (college or technical classes), internships and job shadowing, community projects, or employment in lieu of additional elective courses at Malvern High School. By implementing a school of innovation, we will receive support to expand personalized learning, increase or maintain attendance rates, increase the graduation rate, provide/plan for opportunities to be college and career ready, provide a smooth transition for first-generation college students, focus on soft skills, and reduce achievement gaps.</p> <p>Of the 127 students in the class of 2017, only 16% needed more than four credits to graduate. Of the remaining 84%, many were enrolled in elective credits only to fulfill the requirements of seat time for a planned instructional day. Several students have failing grades in these elective courses because, according to them, they are not putting forth effort and/or they are not attending the class since they do not need the credit to graduate.</p>			
<p>Goals:</p> <p>1. Our plan offers a flexible school day for juniors and seniors who are on track to graduate and have a 2.50 GPA or higher. This flex schedule gives our students an option to enroll in postsecondary training (college or technical classes), internships and job shadowing, community projects, or employment in lieu of additional elective courses at Malvern High School. By implementing a school of innovation, we will receive support to expand personalized learning, increase or maintain attendance rate, increase the graduation rate, provide/plan for</p>		<p>Waivers:</p> <p>1-A.5.2 A.C.A §§ 6-16-102 A.C.A §§ 6-18-210</p>	



opportunities to be college and career ready, provide a smooth transition for first-generation college students, focus on soft skills, and reduce achievement gaps.

Of the 127 students in the class of 2017, only 16% needed more than four credits to graduate. Of the remaining 84%, many were enrolled in elective credits only to fulfill the requirements of seat time for a planned instructional day. Several students have failing grades in these elective courses because, according to them, they are not putting forth effort and/or they are not attending the class since they do not need the credit to graduate.

2. Reduce the achievement gap of students that have earned below a 2.5 GPA by creating a lower student-teacher ratio and increase one-on-one instruction time and individualized facilitation of projects and presentations in the classroom to support these students. The achievement gap is also affected by the attendance rate. We currently work diligently with the director of school improvement, counselors, teachers, administration, parents, and students to provide what students need to be at school. We have a team approach in getting students to school and strive to increase this rate.

3. Increase student graduation rate and attendance rate by engaging in meaningful and relevant classes related to their individual career plans and goals.

District:  Newport	School:  Newport High School	Designation Status:  Application Approved: May 2016 Designation: May 2016	Redesignation:
Reason for Becoming a School of Innovation:  <p>Many of our students are either falling behind or are being held back due to the current educational model of learning. Currently, Newport High School (grades 7- 12) has 514 students that are enrolled. However, this number has decreased continually over the previous school years: from 520 students in 2014-2015 and from 560 students in 2013-2014. This shows that there has been an 8% decrease in the total number of students just in the previous two school years. Multiple students enter high school with educational gaps that are virtually impossible to close because differentiated instruction for each student is limited by time and resources due to the capacity of students each teacher is responsible for teaching. 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. Therefore, we have parents/guardians who are removing their children from our school district because they do not feel we are meeting the academic needs of their child.</p> <p>Education not only needs new ideas and interventions that shatter the typical "status quo" regarding performance expectations, but we believe it needs to make a meaningful impact in the lives of each individual student. True educational innovation will improve the educational needs on a greater scale; reaching out of the entirety of a class, and focusing directly on each individual student. The "traditional" methods have lacked truly personalizing the learning of adolescents.</p>			

Goals:

1. Closing the achievement gap in individual students: One of the ideas behind Newport School of Innovation is to eliminate student failure. Students will not be allowed to simply fail a course. However, students will be required to reevaluate and review concepts where there is a gap in the content.
2. Raising ACT scores on an individual student basis in addition to the school's average ACT score.
3. Reducing the dropout rate while increasing the high school graduation rate.
4. Reducing student discipline school wide: In Newport School of Innovation, students will have the freedom, yet responsibility to create and promote their own academic success. Students will be provided options regarding pace, location(s), and assistance with their required courses. Students will be given a variety of locations on the school campus where they will be allowed to work daily on their individual course work.

Waivers:

ADE Rules Governing Standards for Accreditation for Arkansas Public Schools and School Districts 14.03

ADE Rules Governing Standards for Accreditation for Arkansas Public Schools and School Districts 10.02

ADE Rules Governing Standards for Accreditation for Arkansas Public Schools and School Districts 10.01.4

Statute 6-15-902(a) ADE Rules Governing Uniform Grading Scale for Public Secondary Schools and for Optional Use in Public Elementary Schools

Arkansas Code 6-17-812 Compensation for teaching more than the maximum number of students

<p>District:</p> <p>Pangburn</p>	<p>School:</p> <p>Pangburn Elementary School</p>	<p>Designation Status:</p> <p>Application Approved: 2019 and now in the designation process</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Recent data indicates that a large percentage of students at Pangburn Elementary School are below grade level in both reading and mathematics. On the iStation assessment, 31% of students scored below grade level in kindergarten, 46% of students scored below grade level in first grade, 52% of students scored below grade level in second grade. On the ACT Aspire Summative Assessments given in April of 2018, 40.2% of students in grades 3-6 did not meet the readiness benchmark in mathematics and 61.5% of students in grades 3-6 did not meet the readiness benchmark in reading.</p> <p>In becoming a school of innovation, we hope to provide our students with a more personalized education, instead of the one-size-fits-all approach. Our plan is to provide students with diverse learning opportunities that will incorporate student voice and choice in order to prepare our students for whatever future they may choose. Our instruction will be designed around each individual learner's readiness, as well as each student's strengths, needs, and interests. We want our learners to be active participants in setting goals, tracking progress, and determining how learning will be demonstrated. Our students will have the opportunity to show what they know through competency-based assessments rather than tests. According to the article <i>What's Possible with Personalized Learning?</i>, "introducing our students to concepts that are current, relevant, and interesting to each individual learner will allow us as teachers to connect with and appreciate our students not only on an academic level, but on a social and emotional level as well. This will open the door to better individualize their academic and social needs, which in turn will help students to become self-confident, productive, and aware of what it takes to be successful."</p>			
<p>Goals:</p> <p>1. All Pangburn Elementary School students will increase self-directed behaviors leading them to actively participate (engage) in their learning.</p>		<p>Waivers:</p> <p>None are needed.</p>	

2. Pangburn Elementary School will increase student achievement and growth for all students in literacy.

3. Pangburn Elementary School will improve all learners' social and emotional skills and support physical needs.

<p>District:</p> <p>Pangburn</p>	<p>School:</p> <p>Pangburn High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2016 Designation Visit: May 2016</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Pangburn High School desires to set up a school of innovation to create individual pathways of success for all students. Through a flexible schedule, career certifications, college and AP offerings, internships, and community learning opportunities, the students of Pangburn High School will receive a holistic education that will prepare them for living in 21st Century communities.</p>			
<p>Goals:</p> <ol style="list-style-type: none"> <li>1. Reduce the achievement gap by allowing students to work through the curriculum at their own pace through the flex schedule.</li> <li>2. Students will show proficiency in the nine essential soft skills for the 21st Century Workplace.</li> <li>3. Pangburn High School students will be able to participate in new avenues to expand college and career readiness options.</li> <li>4. Pangburn High School students will be involved in Community Service Learning Opportunities.</li> </ol>		<p>Waivers:</p> <p>Teacher Licensure 6-15-1004 15.03 6-17-309 6-17-919 6-17-401 6-17-902</p> <p>Alternative Learning Environment 6-15-1005 (b) (5) 6-18-503 (a) (1) (C) (i) 6-48-101 et. seq. Section 19.03 of the ADE Rules Library Media Specialist 6-25-103 6-25-104</p>	

16.02.3

Class Size and Teaching Load  
Section  
10.02.5 of the ADE Rules

District:  Pea Ridge	School:  Pea Ridge Middle	Designation Status:  Application Approved: 2018 and now in the designation process	Redesignation:
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Reason for Becoming a School of Innovation:

Through the School of Innovation process, we hope to improve student attendance and academic achievement through personalized learning opportunities and the development of student agency. In a recent meeting with students about next year's schedule, students exhibited a great deal of excitement when told there would be opportunities to have student-created personalized learning time sessions. In the same survey referred to above, 58% of students responded that they learned more when they had choice in how to complete an assignment, and 78% responded they learned more when they were able to work at their own pace. Because we have been operating within a flexible schedule for the past three years, we are able to increase the amount of time provided for personalized learning opportunities for each student within the school day for the 2018-2019 school year. We will also implement personalized learning plans for students to allow them ownership of their learning and help them manage their personalized learning time effectively. When students don't fully understand the learning goals and aren't involved in developing those goals, they are not fully invested in the learning process. For students and teachers to collaboratively create meaningful learning goals, the standards must be defined along with the components that represent mastery. For these reasons, we are moving towards a standards-based grading model at Pea Ridge Middle School. This will allow students to monitor their own mastery levels and teachers to communicate more effectively with students and parents about student progress. Students and teachers will then be able to identify where breakdowns in understanding exist so appropriate interventions can be sought by a student or delivered by a teacher. To personalize learning for students, we must provide rich, diverse learning experiences that align with future college and career pathways while nurturing the whole child. Because we are a small school within a small district, we must be innovative in how we bring these learning



opportunities to our students. Just as our students have their own gifts and talents, so do our teachers. Our staff is passionate about meeting the needs of students and has embraced the idea of personalizing learning. We understand that the needs of the 21st century learner cannot be met with a 19th century educational model. The School of Innovation process will help support the ongoing efforts of our teachers and students to provide an “Uncommon Education for All.”

Goals:

1. Increase student academic achievement in all areas by providing personalized learning time and mentoring sessions that meet individual student needs and allow students to track growth.
2. Developing teachers as mentors using social emotional learning guidelines will allow students to create a strong bond with an adult in the building that can be maintained for all years that student is at the middle school. The mentor will work with the student to create personalized learning plans based on the student’s individual academic and behavioral needs and goals
3. Improve student attendance by providing students with options for self-directed learning through the core curriculum and elective choices.  
Personalized Learning Time (PLT) within the school day will help improve student attendance as more time will be

Waivers:

- ADE Rules 24.18 and Ark. Code Ann. § 6-17-309(a)  
Teaching out of level/area for more than 30 days.
- ADE Rules 24.18 and Ark. Code Ann. § 6-17-309(a)  
Teaching out of level/area for more than 30 days.

devoted to their individual needs, making the learning more relevant.

4. Increase student agency - Standards-Based Grading requires teachers to examine every standard to determine which are essential and to articulate what mastery entails. This takes the guesswork out of grading and makes students accountable for their learning. If students understand what mastery is, then they are better prepared to set personal learning goals, work at their own pace, and choose paths that will allow them to demonstrate mastery.

<p>District:</p> <p>Pulaski County</p>	<p>School:</p> <p>Joe T. Robinson</p>	<p>Designation Status:</p> <p>Application Approved: May 2017 Designation Visit: 2019</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Joe T. Robinson High School will provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. We envision a Robinson High School that is competitive with our neighboring schools and meets the needs of a wide variety of students within one school campus.</p>			
<p>Goals:</p> <p>1. We want to increase our graduation rate. We want our graduates to be prepared for whatever higher learning and/or career opportunities they choose to pursue after leaving RHS. The teacher/student mentoring relationship will help guide students as they determine their interests. We also want to provide a senior capstone project. This will allow students to highlight their learning and present it to a community panel of experts.</p> <p>2. Increase student retention in the Joe T. Robinson school zone. We know that we lose students from 9th to 12th grade to private and charter schools in our school zone. RHS wants to provide innovative programming that will attract students that would possibly choose private or charter. We want to ensure these students are getting a rigorous education at RHS while offering programs and</p>		<p>Waivers:</p> <p>Ark. Code Ann. § 6-15- 1004, § 6- 17- 309, § 6-17- 902, § 6-17- 919, Section 15.03 of the Standards for Accreditation, and the ADE Rules Governing Teacher Licensure</p> <p>10.02.5 Class size and teaching load</p> <p>Ark. Code Ann. § 6-16- 102, Section 10.01.4 of the Standards for Accreditation, and the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12.</p>	

opportunities that meet the needs of all students.  
Mentoring programs that match students and teachers will help reinforce soft skills such as goal setting and task prioritization.

<p>District:</p> <p>Pulaski County</p>	<p>School:</p> <p>Maumelle High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2017 Designation Visit: May 2019</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Maumelle High School will provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. (U.S. Department of Education <a href="https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning">https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning</a>)</p>			
<p>Goals:</p> <ol style="list-style-type: none"> <li>1. Increase the number of students that graduate and also those that graduate with some form of industry or employment certificate.</li> <li>2. Increase student enrollment within Maumelle school zone. Attract those students who attend charter and private schools, as well as those students who are currently home-schooled.</li> <li>3. Decrease the number of discipline referrals and reduce the discipline disparity between Caucasian and African American students.</li> </ol>		<p>Waivers:</p> <p>Ark. Code Ann. § 6-15- 1004, § 6- 17- 309, § 6-17- 902, § 6-17- 919, Section 15.03 of the Standards for Accreditation, and the ADE Rules Governing Teacher Licensure</p> <p>10.02.5 Class size and teaching load Section 14.03 of the Standards for Accreditation. Suspending the Seat Time</p> <p>Ark. Code Ann. § 6-16- 102, Section 10.01.4 of the Standards for Accreditation, and the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12.</p>	

District:	School:	Designation Status:	Redesignation:
Pulaski County	Wilbur D. Mills University Studies High	Application Approved: May 2017 Designation Visit: May 2019	

Reason for Becoming a School of Innovation:

The MUSH goal is to transform the current instructional practices and implement innovative practices that will ensure students can receive personalized learning by having access to anytime, anyplace, and any pace learning. This flexibility permits students to earn credits in blended learning environments (Center for Secondary School Redesign). These structures will allow competency-based learning so students can work towards mastery. This model supports various learning speeds and needs.

Yes, we have unmet needs. Based on 2015-2016 ACT Aspire data, 70% of our students in traditional courses were not proficient (ready or exceeding) on end of course exams the past three years. Students in low socio- economic, students with disabilities, and some Pre-AP students have not shown competency in math and literacy. Looking at the history of the Mills feeder pattern, we have observed that our current 9th graders had 71.8% students decline on ACTAAP in 5th to 6th grade literacy. The current 10th graders had a 43% decline on ACTAAP in 7th to 8th grade literacy. The 2015-2016 school year ACT Aspire for Mills 9th grade had 29.6% in English, 9.9% in Math, 12.5% in Science, 18.4% in Reading, and 20.8% in Writing ,while the 10th grade had 41.9% in English, 11.7% in Math, 16.7% in Science, 25.1% in Reading, and 33.1% in Writing. Other key data shows that Mills had a graduation rate of 78% for 2016 while only 27.6% of the graduates are qualifying for the Academic Challenge. This data shows that students should be at minimal career ready having coursework and hours towards industry certifications. Since we know that all students do not attend college and those who do attend have to complete school to obtain two to four-year degrees, our goal is to increase our graduation rates with relevant career pathways for our students. In addition, the students who have the opportunities to accelerate, can continue advanced placement coursework, and have options of blended learning through the school of innovation. The school of innovation model creates multiple pathways to engage students in relevant, meaningful academic coursework.

<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. MUSH's goal is to increase graduation rate by 12% by 2020-21 to exceed the state average of 85.71% on the 2016 ESEA school report.</li> <li>2. MUSH also looks to increase the retention of students.</li> <li>3. MUSH also looks to decrease the number of disciplinary referrals of students in the school of innovation.</li> <li>4. To increase the performance of ALL Students on the ACT Aspire and decrease the disparity in academic performance between White and African American students as measured by the ACT Aspire.</li> </ol>	<p><b>Waivers:</b></p> <p>Ark. Code Ann. § 6-15- 1004</p> <p>§ 6- 17- 309</p> <p>§ 6-17- 902</p> <p>§ 6-17- 919,</p> <p>Section 15.03 of the Standards for Accreditation, and the ADE Rules Governing Teacher Licensure</p> <p>10.02.5 Class size and teaching load</p> <p>Section 14.03 of the Standards for Accreditation. Suspending the Seat Time</p> <p>Ark. Code Ann. § 6-16-102</p> <p>Section 10.01.4 of the Standards for Accreditation, and the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12.</p>
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<p>District:</p> <p>Russellville</p>	<p>School:</p> <p>Russellville Junior High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2014 Designation Visit: May 2014</p>	<p>Redesignation:</p> <p>May 2018</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Russellville Junior High School (RJHS) will provide more students the opportunity to learn about science, technology, engineering, and math (STEM) career paths by allowing them access to these Project Lead The Way (PLTW) electives in the 8th grade. The goals and performance standards in our proposed plan will only enhance the goals of our district's educational philosophy and the STEM initiative. RJHS teachers and administrators also believe that in a successful classroom, the work is student centered, engaging, and relevant to the students. The vision of Russellville Junior High School is to create a safe learning environment that promotes quality teaching, a great school culture, and a high level of student achievement. The mission is educating every student every day, whatever it takes.</p>			



**Goals:**

1. Increase the number of students enrolled in the 8th grade STEM courses because of high rigor, practicality, and interest level.
- 2, Improve student performance as evidenced by a higher percentage of students reaching growth because of their enrollment in STEM classes in 8th grade.

**Waivers:**

**Standards of Accreditation**

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

9.03.3.9 Career and Technical Education (Career Development), requirements in 8th grade, for those 8th grade students who wish to enroll in the STEM electives offered instead (design and modeling, automation and robotics, magic of electrons, & science of technology).

<p>District:</p> <p>Searcy County</p>	<p>School:</p> <p>Marshall High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2018 Designation Visit: November 2020</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>The mission of Marshall High School is to establish an atmosphere that promotes academic excellence, develops critical life skills, and enhances career and college readiness for every student. Whether life after high school involves college, vocational training, or the workforce, we want our students to be prepared. Marshall High School is part of the Searcy County School District, a consolidated district nestled in the Ozarks and spanning 549 square miles. The high school has 377 students in grades 7-12, with 66% qualifying for free or reduced lunch. Our high school has been recognized for high academic performance as evidenced by a school rating of A, being recognized as a Rewards School, and receiving awards from the Office of Educational Policy. Additionally, our test scores are consistently above state and national averages. However, we know that we can do better and that we have students who are not reaching their full potential.</p> <p>Two main areas of concern are driving our long-term school plan. First, our students must be more engaged in the educational process with an ultimate goal of student-driven personalized learning. The culture of learning at Marshall High School has to shift from teacher driven to student driven. The mindset of teachers has to change from “I taught that.” to “Did the students learn that, and how do we know?” This shift to student-focused and student-driven learning won’t be easy, but must occur. Second, our curriculum must be expanded to include personal competency training and extended learning opportunities to fully address our mission. It is important to note that our school plan will be implemented in grades 7 and 8 as well as grades 9-12, and we feel that it is imperative to include all students in this plan to maximize our impact.</p>			

**Goals:**

1. Ensure that all students meet or exceed annual growth in math and literacy.
2. Ensure that all students take ownership of their learning, are prepared to succeed in post-secondary education and careers, and become responsible citizens.

**Waivers:**

Class Size and Teaching Load:  
Section 10.02.5 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Schools Districts

Library Media Specialist: 6-25-104(b) Library Media Specialist

Teacher Licensure:  
6-15-1004 Qualified teachers in Every Public-School Classroom

15.03 Standard for Accreditation Licensure and Renewal  
ADE Rules Governing Educator Licensure

6-17-309 Certification to Teach Grade or Subject Matter - Exceptions -

6-17-919 Warrants Void without Valid Certifications and Contract

6-17-401 Teacher licensure Requirement certified.

6-17-902 Definition (definition of a teacher as licensed).

178 Day: Accreditation Standard 10.01.1

<p>District:</p> <p>Springdale</p>	<p>School:</p> <p>Don Tyson School of Innovation</p>	<p>Designation Status:</p> <p>Application Approved: May 2014 Designation Visit: May 2014</p>	<p>Redesignation:</p> <p>May 2018</p>
<p>Reason for Becoming a School of Innovation:</p> <p>The Don Tyson School of Innovation (DTSOI) has been one of the great developments in learning offerings for students in the Springdale School District. In reflecting on the last four years from initial inception of the idea to the current day reality, there have been many changes, refinements, and developments in the learning progressions for students.</p> <p>The creation of multiple pathways to graduation have afforded the students and families of DTSOI to plan personal educational experiences that allow for the possibility of earning concurrent college credit up to an associate's degree as well as industry career credentialing.</p> <p>The voice of the student has created an opportunity for DTSOI to afford hands-on learning with a STEM (science, technology, engineering, and math) focus, as well as a merge into an expansion and exploration of the Arts. The model for student voice has afforded the possibilities for students to develop a multi-faceted educational experience into the area of STEAM (science, technology, engineering, arts and math).</p> <p>Academic partnerships have been solidified with DTSOI becoming an HLC approved satellite campus of Northwest Arkansas Community College (NWACC) as well as a regional site for Northwest Technical Institute (NTI). These partnerships allow for the utilization of the waiver for the Carnegie Unit providing academic time for students. NWACC and DTSOI have developed a program of study that allows for students to begin in the 9th grade with their Early College Experience.</p> <p>Current enrollment figures for the Don Tyson School of Innovation for grades 7- 11 is 756 students. Students are being served by DTSOI utilizing multiple modalities including full time virtual, blended (part-time virtual, part-time face to face), and full time face-to-face. Data pulled from the current enrollment process indicate the projected student count for grades 6- 12 in 2018-19 will be approximately 1,300 students.</p> <p>In the Fall of 2016, DTSOI opened the school year to its permanent home in Springdale with a state-of-the-art campus designed for flexible, innovative, collaborative, and STEAM learning. Community partnerships have continued to grow</p>			

and set the stage for the development of the model. The growth of the DTSOI campus has prompted Springdale School District to begin construction of Phase II for early Summer 2018. The stage is set for the first graduating class in Spring 2019 to take their personal educational experience from DTSOI to the next step in Northwest Arkansas and the region.

Goals:

1. Establish an Individual Graduation Plan for each student to include a personal academic pathway to graduation.

Our school with its multiple pathways for students could lead to missed opportunity without a tool in place to guide them through their educational experience. An Individual Graduation Plan will allow for student's choice/voice to be displayed and shared with advisors, parents, and teachers to ensure that no student is without guidance within the programs offered at DTSOI.

2. Create a series of college and career ready courses which concludes with a senior seminar course that culminates each DTSOI student experience and preparedness for post-secondary opportunity (college or career). DTSOI has connections to community partners and post-secondary institutions and has established the need to prepare students not only for high school, but for the need in the local community. A series of courses will be implemented to account for these skills needed by our local community, while at the same time meeting specific Arkansas graduation requirements (Oral Communication, Financial Literacy, Citizenship Test, Health, and Physical Education).

Waivers:

No new waivers requested

Previous Waivers:

Standard XVIII - Accreditation of Schools: Rules 24.05  
A.C.A 6-16- 124 (a)(2) Standard IV - Curriculum Rule:  
9.03.3.11 "Carnegie Unit"

<p>District:</p> <p>Springdale</p>	<p>School:</p> <p>Westwood Elementary</p>	<p>Designation Status:</p> <p>Application Approved: May 2014 Designation Visit: May 2014</p>	<p>Redesignation:</p> <p>May 2018</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Since June 2014, when Westwood Elementary School received approval as a School of Innovation from the Arkansas Department of Education (ADE), the school has undergone several changes and faced many challenges. Among the changes are a new administration and leadership team in 2016; the addition of a second instructional facilitator; new teachers at many grade levels; an increase in student enrollment; and several new teachers over the past two to three years.</p> <p>Some challenges have been the increasing need for creative and innovative ways to meet the needs of students with:</p> <ul style="list-style-type: none"> <li>● emotional and developmental issues in kindergarten and first grades;</li> <li>● the adoption of district required English Language Development curriculum K-5, phonics curriculum K-2, and reading curriculum K-5;</li> <li>● the addition of ST Math, a problem-solving web-based math curriculum tool;</li> <li>● the reduced number of professional development days specific to Westwood due to district initiatives; and</li> <li>● the induction and training of new teachers in the areas of integrated and transdisciplinary curriculum and learning and inquiry.</li> </ul> <p>Working with community members and as a collaborative team, teachers, and administration along with help from retired teachers and a behavior expert, developed and implemented a plan to improve and support classroom management and student behavior in kindergarten and first grade. The team also worked with specialist teachers creating a system that encourages students individually and cooperatively to take ownership of their behavior and work as a team to exceed teachers' expectations.</p>			

**Goals:**

1. Establish an Individual Graduation Plan for each student to include a personal academic pathway to graduation.

Students will direct their Student Led Conferences (SLC) in Fall and Spring utilizing their IGP tool. Students will plan and register for courses through high school, technical school, and concurrent enrollment via their IGP.

2. Create a series of college and career ready courses which concludes with a senior seminar course that culminates each DTSOI student's experience and preparedness for post-secondary opportunity (college or career).

**Waivers:**

No waivers requested

Original Waivers: D/P 15.04. There is a written professional development policy consistent with the academic needs of students. D/C V 10.03 School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher. S/P 9.01.2 The school has used curriculum frameworks to plan iS/P IV 9.03 Instruction is developmentally appropriate instruction. S/P IV 9.03 Instruction is developmentally appropriate.

D/P 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.

<p>District:</p> <p>Springdale</p>	<p>School:</p> <p>Sonora Middle School</p>	<p>Designation Status:</p> <p>Application Approved: May 2015 Designation: 2017</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>The vision of Sonora Middle School is to create readers, writers, mathematicians, scientists, historians, artists, musicians, and athletes by meeting individual needs through interest/talent development, enrichment opportunities, and career readiness. Twenty-first century learning strategies including use of technology, open-ended project-based opportunities, student voice/choice, and collaborative learning will support an atmosphere to foster individual student growth. The mission of Sonora Middle School is to maximize instruction time to ensure that students make 1+ years of academic growth for 1 years' time.</p>			
<p>Goals:</p> <ol style="list-style-type: none"> <li>1. A school-wide professional development plan will be implemented consisting of professional learning communities, demonstration classrooms, and data team meetings to create a culture of collaboration, professional learning, and increased student achievement. Teacher's knowledge of conceptual pedagogy and use of integrated conceptual based strategies will increase. These approaches to instruction will build students' critical thinking skills and independence.</li> <li>2. Increase student achievement in mathematics and literacy with a focus on students meeting or exceeding personal growth goals.</li> <li>3. Teacher's knowledge of conceptual pedagogy and use of integrated conceptual based strategies will increase for instruction in mathematics, literacy, and science. These</li> </ol>		<p>Waivers:</p> <p>A.C.A §§ 6-10-106</p>	



approaches to instruction will build students' critical thinking skills and independence. Culturally proficient staff, students, and community members will bridge the achievement gap through equitable experiences that accelerate growth and learning.

4. Using a backward planning model, teachers will develop an integrated curriculum (math/science and literacy/social studies) that aligns with the Common Core State Standards. They will research to find the most appropriate instructional resources and instructional strategies. Standards-based reporting will be used to communicate student growth and proficiency in all subject areas

5. Cultural proficiency and schoolwide routines and rituals become the focus to engage students, staff, and families in a combined effort to create an environment in which all students are engaged and learning is accelerated.

District:	School:	Designation Status:	Redesignation:
Star City	Star City High School	Application Approved: May 2017 Designation: May 2018	

Reason for Becoming a School of Innovation:

The proposed plan of the School of Innovation Council of Star City High School creates a bridge and partnership with our community, local businesses, and the local community colleges to transform our approach to transition and career readiness. We want to become an environment that will not only provide the current reality of living in the 21st century, but a learning environment that exceeds that reality.

Many of the local employers: Arkansas Department of Corrections, GCA, and Georgia Pacific, have stated the need for interpersonal skills in the workplace. This could mean anything from communicating instructions to a co-worker to appropriate conversations with a lead or authority figure. The need for organization, appropriate communication, and resource management is also a constant need addressed by our community partners. This designation will create opportunities for our students that will allow them to lead a productive life, be a valuable employee, and become leaders in our community. It will provide valuable and needed training, and local employers will benefit from young adults who have been well trained and prepared for the working environment. This status will advance our college-bound students, and will prepare them for upper level education beyond that of Star City High School. Innovation status will allow for a learning shift: from teacher-led and centered, to student-led and centered. We hope to attract more students to become stakeholders in this learning opportunity. Star City School District is the only school in Lincoln County, Arkansas, and by extension Star City High School is the High School of Lincoln County, Arkansas. The poverty rate of Lincoln County, Arkansas is 27% versus the state average of 19.2%. The poverty rate of children under the age of 18 is 36.6% versus the state average of 27.9%. According to the free and reduced lunch data for 2016, 68.54% of the district is eligible for this service. Without the distinction of being a School of Innovation, we would struggle to provide the offerings involved with this proposed plan. We strive to offer the best for our students, and believe that this distinction would enable and push our students to achieve outside of their perceived notions of the future.

<p>Goals:</p> <ol style="list-style-type: none"><li>1. Reduce the achievement gap in our TAG group.</li><li>2. Offer a variety of scheduling options to meet the flexible needs of students.</li><li>3. Improve interpersonal communication (soft skills) with the help of mentors and inclusive curriculum.</li><li>4. Prepare students for college and career ready opportunities with a comprehensive and rigorous curriculum.</li></ol>	<p>Waivers:</p> <p>Required Time for Instruction 10.01.4 of the Standards for Accreditation</p> <p>ADE Rules Governing Educator Licensure</p> <p>ADE Rules Governing Uniform Grading Scale</p> <p>Required Time for Instruction 6-18- 211</p> <p>Grading Scale 6-15-902</p> <p>ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grade Nine through Twelve</p> <p>Graduation Requirements 14.03 of the Standards for Accreditation</p>
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<p>District:</p> <p>Star City</p>	<p>School:</p> <p>Star City Middle School</p>	<p>Designation Status:</p> <p>Application Approved: May 2018 Designation Visit: November 2019</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Star City Middle School is applying to become a School of Innovation to be more equipped to meet the needs of all students. There are achievement gaps shown in our data which prove that not all of our students' educational needs are being met in their present school experience. These gaps express themselves in various ways day-to-day. We have African American and economically disadvantaged students of poverty who are falling behind, not just on test scores, but in the classroom. They are not deeply invested or interested in their educational experience. These students come to school because the law says they must attend, but they are not achieving their full potential. Many of these students do not see school as an investment in education that can aid their adult lives beyond the middle and high school experience. So many of them want to know what lies out there in the realm of adulthood, whether it be how to run a small business or learning about real-world activities like filing taxes or attaining a hunter education card. The way our school is currently structured and confined by educational laws and requirements, we have absolutely no time in our school day to provide them the flexibility to attain a personalized, enriched education and give them the real experience so many of them desire.</p> <p>We believe that we can rectify these gaps in three ways:</p> <ul style="list-style-type: none"> <li>● We can and will close the achievement gap for our underserved kids by using strategic innovations that personalize their learning experiences.</li> <li>● We will give students access to, and support for, extended and deeper learning experiences through different learning modalities (whether expanded, blended, or digital) in our curriculum. This will allow students a greater personal investment and interest in their educational future, and will encourage a growth mindset of both teachers and students.</li> <li>● We will provide wraparound services to every student to ensure the social and character development as well as the mental, behavioral, and physical health of the whole child.</li> </ul>			

**Goals:**

1. Star City Middle School will close the achievement gap for underserved students, in particular students of poverty and African Americans, by 9% by the year 2020.
2. Star City Middle School students will be given access to extended and deeper learning and to different learning modalities. This will allow students a greater investment and interest in their educational future and will encourage a growth mindset.
3. Star City Middle School will provide wraparound services to ensure the social and character development as well as the mental, behavioral, and physical health of the whole child.

**Waivers:**

AR Code Ann.  
9.03.3.9: Keyboarding  
Key Code - Students can take PLTW courses or a Keyboarding/ KeyCode course

AR Code Ann.  
6-16-130: Art/ Fine Arts

6-16-132: Health/ PE

District:	School:	Designation Status:	Redesignation:
Stuttgart	Stuttgart Junior High	Application Approved: May 2917 Designation: May 2019	

Reason for Becoming a School of Innovation:

Over the past few years, technology has grown to influence nearly every aspect of the U.S. education system. By the end of the decade, most U.S. schools will fully incorporate instructional technology into their structures and schedules. They will use predominantly digital instructional materials. The learning day and year will be transformed and extended. Learning will be personalized, and the reach of effective teachers will be expanded. Schools that make the most effective use of new technology will adopt a model of blended learning, defined by the Clayton Christensen Institute for Disruptive Innovation (formerly Insight Institute) as “a formal education program in which a student learns at least in part through the online delivery of content and instruction, with some element of student control over time, place, path and/or pace,” and “at least in part at a supervised brick-and-mortar location away from home.”

Providing students with an individualized and personalized approach serves the needs of students, teachers, and administrators. It provides the time needed by all to raise all levels of achievement through sustainable transformation. Students will have more control of time, path, pace and place of their learning. Personalized learning professional development will be an ongoing part of a successful implementation plan that identifies the strengths and weaknesses in the transformation efforts.

We presently have 8% of our students who have been retained at some point during their school careers. We believe strongly that a student should not be retained permanently. Research says that students who are retained are at a greater risk of dropping out of school. We believe that the lifetime stigma of "failure" is unnecessary and further increases the likelihood of poor academic performance and disciplinary problems. We also believe that students should have an opportunity to "catch-up" if they are willing to invest the time and effort, and demonstrate the mastery of skills necessary. Therefore, we will provide students the opportunity to work ahead in order to "catch-up" with their original classmates.

If given this opportunity, students would have the option to accelerate their learning according to their own learning paces. This would allow for upward mobility between 7th, 8th, and even 9th grades. Being allowed to work at personal

pace would be a huge asset to the students who get bored or are not challenged enough. Alternately, students who have fallen behind will have the ability to catch up to their appropriate grade levels. Retention will become less of an issue because students will be able to work their way back into the appropriate state of learning for their grade level.

In a survey of all 7th and 8th grade students at SJHS, 80% said that they would like to have more opportunities to take that interest them. Over 75% of the surveyed students stated that they did not perform in classes that they were not interested in. Additionally, 85% of the students surveyed said that they would perform better if the classes were more interesting. A follow-up survey will be conducted in order to ascertain student interests. We will build in an advisory period that will serve not only to address student interest, but also to ensure that all students have a "go to" person in order to decrease the likelihood that any of our students will fall through the cracks. Moreover, this class will serve to ensure that all of our students are involved with some sort of "extracurricular" experience.

Goals:

1. Through personalized learning we will close the achievement gap that presently exists between our TAAG and Non- TAAG students.
2. SJHS will transform its school culture and climate by personalizing the learning for all students resulting in students taking greater responsibility for their learning.
3. We will expand our STEM options in order to increase the number of students taking STEM classes.

Waivers:

- 9.03.3.5- Physical Education
- 9.03.0.6- Fine Arts
- ACA 6-16-130- Visual Arts & Music
- ACA 6-16-132- Physical Education
- 9.03.3.9- Career and Technical Education
- § 6-16-102- School day

<p>District:</p> <p>Waldron</p>	<p>School:</p> <p>Waldron Elementary</p>	<p>Designation Status:</p> <p>Application Approved: May 2017 Designation: May 2018</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>Why does Waldron Elementary School want to be a school of innovation? The faculty and staff at WES have worked diligently at transforming our school into a Community of Learning for the past year. We successfully implemented this model in five months and are now looking at ways to improve what we have started. One of the guiding questions we have, and are focusing on for this process, is, “What is best for kids?” Even though there is a lack of research supporting this model, we feel that students’ academic and social needs are being met more successfully, and students are becoming part of a “family” of learning. Mary Brown, first grade teacher stated, “In my 20 years of teaching, this is one of the best things that we have done at Waldron Elementary,” she continued by saying, “The morale of the school is better than I have ever seen, and the teachers and staff are working together for the success of our students.”</p> <p>The overall goal of the Community of Learning model is to meet the students’ academic needs at their level. In order to successfully implement this model, students will be allowed to transition into a classroom within their community that best meets their core academic needs. For example, if a second grade student is performing on a third grade level in reading, he/she would transition into a third grade classroom for reading instruction. Also, if a student was in second grade, but was lacking in a first grade skill, the teacher would collaborate with the first grade teacher for lessons to address that need, and at times the child would go into the first grade classroom as a “peer tutor.”</p> <p>Not only is our focus on academics, but we are also providing our students with opportunities to experience innovative practices through art, music, physical education, technology, and STEM. When students leave WES, we want them to have received a superior education that focused on academia and a sense of belonging.</p>			
<p>Goals:</p> <p>1. To build a learning community of K-4 students and teachers that will focus on vertical and horizontal academic goals in a differentiated classroom environment.</p>		<p>Waivers:</p> <p>No waivers requested.</p>	



2. To promote a family atmosphere that will foster a sense of belonging and acceptance for all students.

3. To promote compassion and leadership skills for all students.

<p>District:</p> <p>West Fork</p>	<p>School:</p> <p>West Fork High School</p>	<p>Designation Status:</p> <p>Application Approved: May 2016 Designation: May 2016</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>West Fork School District has seen a 12% decrease in student enrollment over the past 7 years. As a result, difficult decisions related to staffing and services provided to students have been a necessity. We continue to look for the new and innovative ways to meet the needs of all learners with limited resources. This year we began with a survey to students in grades 7 through 12 asking questions related to how our current school structure is working and/or not working for them. It was eye opening to see that many students responded with the desire to have more control over the learning environment, especially the pace at which they could move through a course. We also hosted a community meeting to seek input from the parents and community on suggested changes to the school structure. The parents' comments mirrored that of the students with the desire for the school to allow for more student choice and control in the learning environment. Additionally, parents also see the need for more course offerings for students based on student interest.</p> <p>We feel that the ability to rethink our mission, vision and purpose through redesigning our learning environment into one that is more personalized with more student choice will allow for us to efficiently meet the needs of all learners. West Fork Middle School has recently received a letter grade of D on the State letter-grading system and the ESEA accountability status is Needs Improvement. This is an indication that the current system of education is not meeting the needs of many of our learners. The School of Innovation process has not only given us an avenue to enhance the conversations, but has also challenged us to think about how a 21st Century school should operate.</p>			
<p>Goals:</p> <p>1. To close the achievement gap between the TAGG group and Non-TAGG group.</p>		<p>Waivers:</p> <p>14.03 Clock hours for unit of credit 10.02.5 Class Size Maximum</p>	

2. To increase the number of students who are completing rigorous coursework.

3. To increase the level of student engagement in the learning process.

District:  West Fork	School:  West Fork Secondary Schools	Designation Status:  Application Approved Designation: May 2016	Re-designation:  2021-2022
Reason for Becoming a School of Innovation:  West Fork School District has seen a 12% decrease in student enrollment over the past 7 years. As a result, difficult decisions related to staffing and services provided to students have been a necessity. We continue to look for the new and innovative ways to meet the needs of all learners with limited resources. This year we began with a survey to students in grades 7 through 12 asking questions related to how our current school structure is working and/or not working for them. It was eye opening to see that many students responded with the desire to have more control over the learning environment, especially the pace at which they could move through a course. We also hosted a community meeting to seek input from the parents and community on suggested changes to the school structure. The parents' comments mirrored that of the students with the desire for the school to allow for more student choice and control in the learning environment. Additionally, parents also see the need for more course offerings for students based on student interest. We feel that the ability to rethink our mission, vision and purpose through redesigning our learning environment into one that is more personalized with more student choice will allow for us to efficiently meet the needs of all learners. West Fork Middle School has recently received a letter grade of D on the State letter-grading system and the ESEA accountability status is Needs Improvement. This is an indication that the current system of education is not meeting the needs of many of our learners. The School of Innovation process has not only given us an avenue to enhance the conversations, but has also challenged us to think about how a 21st Century school should operate.			
Goals:  1. To close the achievement gap between the TAGG group and Non-TAGG group.  2. To increase the number of students who are completing rigorous coursework.		Waivers:  14.03 Clock hours for unit of credit  10.02.5 Class Size Maximum	

3. To increase the level of student engagement in the learning process.	
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<p>District:</p> <p>Wynne</p>	<p>School:</p> <p>Wynne Intermediate School</p>	<p>Designation Status:</p> <p>Application Approved: May 2016 Designation: May 2016</p>	<p>Redesignation:</p>
<p>Reason for Becoming a School of Innovation:</p> <p>In the last few years the students and faculty of Wynne Intermediate School worked very hard to close the academic gaps between groups of students, and we have been successful. Closing the achievement gap was decreased because we focused on a strict horizontal and vertical curriculum alignment. However, we noticed our scores were stagnant, and the upper grades could not sustain the achievement gains we experienced. Surveys taken by parents and students indicated that we need to change the culture of WIS to create a personalized curriculum, implement STEM/STEAM instructional activities, motivate self-reflected learners, and add foreign language to produce excitement and love of learning. Our community is fifty miles away from a large city. It is our duty to provide as many cultural experiences, problem solving skills, and plant career aspirations, so these precious children will have experiences and opportunities as they grow to become productive global citizens.</p>			
<p>Goals:</p> <p>1. Increase the performance of students meeting or exceeding academic growth in the areas of literacy, math, and science by meeting or exceeding the state average score for each grade level. Meeting this goal, the number of at-risk students will decrease, reduce the achievement gap, and enable students to work at higher levels which will improve students' desire to learn and impact higher graduation rates. To reach this goal we will pilot the innovation of Blended Learning. Blended learning is blending face-to face teacher instruction with personalized learning utilizing technology and other resources.</p>		<p>Waivers:</p> <p>Ark. Code § 6-16-132 and Ark. Code § 6-16-130; Section 7.01 ADE Rules Governing Nutrition and Physical Activity Standards ADE Standards Rules Section 14.03</p>	

2. Increase student engagement and learning by implementing Science, Technology, Engineering, and Mathematics (STEM) and Science Technology, Engineering, Arts, and Mathematics (STEAM) activities through a problem-based curriculum, Project Lead the Way, (PLTW). To increase student motivation, engagement, experience, and ownership of learning, Student Participating in Activates Really Count (SPARC) clubs will be implemented. SPARC clubs are student interest generated activities.

3. Increase student engagement, literacy, communicative skills, and cross cultural understanding by offering a Spanish foreign language program.