

VISION/MISSION DESCRIPTION

The mission of Hall High School is as follows: Through effective instruction and appropriate assessment, with the involvement of the family and community, Hall High faculty and staff will work collaboratively to create a safe, positive learning environment in which students from diverse cultures will gain the essential knowledge and skills to become productive citizens in a global society.

At the beginning of the school year prior to establishing the Hall Innovation Council, the staff began reviewing and refining the mission statement. Core beliefs and expectations were discussed. Establishment of the Innovation Council and resulting activities have led to an enhanced authenticity of school discussion and the “why” behind the daily activities of education at Hall and how daily activities can contribute to progress towards the mission. It is the intention of the Innovation Council Core Leadership Team to extend Innovation Council discussions to a school-wide refinement of the school mission. It is anticipated that the continuation of the mission and vision discussions and the integration of the Innovation Council perspectives and feedback will be ongoing to ensure school-wide awareness and efficacy towards achieving the school mission.

Actions linked to the Hall School of Innovation Goals and Performance Measures will anchor staff in ongoing movement towards improved school culture and effective student learning. The proposed plans and activities developed by the staff reflect a commitment to create processes to support innovation. The transformations allow for development of a cultural base to support innovation and encompass all areas of learning including academic success, college and career readiness, and student well-being. The innovation activities will enable Hall to make progress towards actualizing the school mission. The innovation process is supported by district-wide efforts to support school autonomy in improvement. These efforts are reflected in the Achieve Team initiative facilitated by Superintendent Mike Poore and echoed throughout school teams and structures.

RATIONALE

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. Staff is energized by the opportunity to drive innovation for improved achievement and engagement across all levels of the school.

The Hall High student population consists of predominately low-income minority students. According to the October 1 Child Count, Hall served 1135 9th through 12th graders. The student demographics include 64% African American students, 28% Hispanic, 5% white, and 3% Asian and other ethnic backgrounds. Most (76.83%) of the students qualify for free or reduced price lunch. Approximately 29% of the students are classified as English as a Second Language (ESL); 14.7% of the total enrollment is classified as Special Education (SPED). In terms of academic achievement, Hall is currently classified as a priority school and the school is labelled “Distressed” because the percentage of students who are proficient or advanced in math and literacy combined over the last 3-years is below 50%. The percentage of students

achieving in literacy and math is alarmingly low at Hall High School. Charts highlighting Hall Summative Exam scores for the past three years as provided by the ADE website are provided in the following chart.

HALL HIGH SCHOOL SUMMATIVE EXAM DATA (2014-2016)								
2016 ACT ASPIRE EXAM - % STUDENTS MEETING READINESS BENCHMARK								
SCHOOL YEAR	GRADE LEVEL	ENGLISH	MATH	SCIENCE	READING	WRITING	ELA	STEM
2015-2016	09	20.1%	2.9%	3.8%	8.7%	12.9%	12.6%	2.2%
	10	17.2%	1.1%	0.8%	6.8%	15.5%	10.4%	1.2%
2015 PARCC AND END-OF-COURSE EXAMS								
SCHOOL YEAR	TEST	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVEL 5	% LEVEL 4&5	
2014-2015	ELA Grade 09	34.3%	30.9%	18.8%	n<10	n<10	16.0%	
	ELA Grade 10	37.7%	24.7%	20.8%	n<10	n<10	16.9%	
	Algebra I	29.9%	45.4%	20.7%	n<10	n<10	n<10	
	Geometry	26.5%	58.8%	14.0%	n<10	n<10	n<10	
2014 LITERACY AND END-OF COURSE EXAMS								
SCHOOL YEAR	TEST	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
2013-2014	11th Grade Literacy	16.7	42.1	33.5	7.69	41.19		
	Algebra I	30.9	33.3	31.9	3.92	35.82		
	Geometry	24.5	43.9	25.7	5.93	31.63		
	Biology	48.6	38.9	8.1	4.45	12.55		

Incoming 9th grade students face substantial academic challenges as they enter Hall High from middle school with math and literacy skills that are below grade level. This makes high school academic success formidable. Course failures occur as a result. For example, 48% of course failures or “No Credit” grades at the end of the first semester of the 2016-17 school year were earned by Freshman.

Across all grade levels, entry into high school unprepared for rigorous course work results in high numbers of students in credit recovery (120). As of September 30, 2016, 45 out of 365 9th grade students were actually in their 2nd, 3rd, or 4th year of the 9th grade; 48 out of 227 10th graders and 27 out of 208 11th graders were behind by at least one grade level. A significant number of students enroll late each year, for example according to the LRSD Data Dashboard, during the 2016-17 school year 13.5% of students were classified as late enrollment. According to ADE’s My School Info, the college-going rate for Hall High students is 32%. Graduation rates over recent years have ranged from 52% to 76% (School Report Card). The following chart provides five-year trend data for graduate rates at Hall.

HALL HIGH GRADUATE RATE*	
Year	Rate
2015	52.33
2014	65.96
2013	73.67
2012	75.51
2011	74.94

*Source: ADE Public School Accountability

These factors present challenges but also present an opportunity to meet pronounced student needs for an engaging high school environment where all students have access to effective learning activities and meaningful experiences. The presence of distinct student sub-populations with unique needs has

prompted discussion of how the innovation programs can meet the needs of all students. Staff “plus/delta” activities facilitated as part of the innovation process identified successful programs at Hall that can be expected to thrive and continue to succeed within the framework of innovation. The “delta” activities highlighted areas of need that were then tied to specific innovation components and strategies that will offer opportunities for development of solutions to school challenges. The selection of the Advisory period and coupled with development of the innovation culture provide an avenue into ensuring that no student falls through the cracks at Hall. By pairing students with a caring teacher-mentor and providing routine opportunities to assess and address needs, the Advisory creates a support for academic and social success. Acute emotional need and learning challenges stemming from high levels of poverty, situations of trauma in the home, and even homelessness can be addressed through provision of wrap-around services. Partnerships are currently in place to provide assistance with food and clothing for students and additional partnerships are being developed. Provision of the Advisory activities assists in helping teachers target services to students as needs arise. The SPED and ELL Departments have identified key coursework experiences to support their students. Career-Readiness programs will assist in establishing post-secondary opportunities for students including homeless and ELL populations.

INNOVATION GOALS – SEE OIE GOALS CHART FOR ADDITIONAL INFORMATION

Goal 1: To reduce the achievement gap for Hall students through the implementation of intervention coursework, personalized and blended learning, and increased curricular options.

Performance Target –

The number of course failures will decrease by 20%
50% or more of students will score proficient on the ACT ASPIRE summative exam
Students participating in math and reading interventions will experience 2 grade levels or more of academic growth based on corresponding inventory formative assessment scores

Instrument/Data to Demonstrate Change –

Course failure data/grade reports
ACT ASPIRE scores
Intervention inventory scores (Read 180, System 44, and Math 180)

Goal 2: To improve school culture and climate through increasing student connectivity to school through participation in advisory groups and enrichment activities.

Performance Target –

Disciplinary sanctions will decrease by 10%
Average daily attendance rates will increase by 2%
Student surveys will show increased satisfaction with the school experience (20% increase from annual baseline survey data)

Instrument/Data to Demonstrate Change -

Discipline data
Attendance data

Student surveys

Goal 3: To facilitate college and career readiness for all students through career preparation, concurrent credit and professional/industry certification opportunities.

Performance Target –

Graduation rates will increase by 15%

The number of students gaining college credits or professional/industry certifications prior to graduation will increase by 15%

Instrument/Data to Demonstrate Change –

Graduation rates

College going rates

College remediation rates

Concurrent credit records

Records of professional/industry certification obtainment

Post graduate surveys

Goal 4: To provide wrap around services to meet the mental and physical health needs of students.

Performance Target –

Formal partnerships to provide a broad variety of physical and mental health services will increase following initial establishment of at least three major partners.

Attendance issues due to persistent mental and physical health needs will decrease by 2%.

Academic challenges due to persistent mental and physical health needs will decrease.

Student surveys indicate increased awareness of and access to mental and physical health services.

Instrument/Data to Demonstrate Change -

Partnership documentation

Attendance records

Academic data (course failure rates, formative and summative assessment data)

Student survey responses

INNOVATION PLAN

The Hall High Innovation Plan pairs big picture thinking and broad school-wide goals with an incremental approach to implementation and ongoing intensive focus on developing a school-wide culture of innovation. Six cornerstones of innovation will be developed at the school: Personalized Learning, Student Enrichment, Blended Learning, College and Career-Readiness, Intervention Coursework Opportunities, and Wrap-Around Services. The goal of incremental implementation is to introduce the innovation activities in a way to build a culture of acceptance, engage in ongoing improvement and refinement and develop ownership of the components. All grades will be involved in the school of innovation activities. Due to prior professional development efforts and groundwork laid during revitalization of the ninth grade academy, much of the initial implementation will occur at the ninth

grade level. Given the breadth of the plan, the primary year-one focus is on developing ownership of the innovation plan components by schoolwide staff, students, and community partners. Key activities for year-one include ongoing professional development and innovation planning, provision of the Advisory activities, and implementation of intervention coursework for incoming ninth graders. Concurrent credit and college and career readiness activities will be implemented. These include implementation of specialized coursework experiences (intervention, direct studies, career readiness) and offering of concurrent credit for college-level courses. While these are examples of activities to be implemented in the first year, the school-wide inclusion of targeted professional development and deliberate activities to develop the culture of innovation at Hall will serve as the non-negotiable activity to ensure that the school is able to ramp up innovation activities (effectiveness of student advisory, enrollment in concurrent credit, provision of effective blended learning, etc) in subsequent years. The incremental approach ensures quick-wins throughout the first year that can be leveraged to scale-up efforts.

The plan has been developed by the Hall Innovation Council with the assistance of a core leadership team made up of school-based staff. The team has facilitated Council meetings on a weekly to twice monthly basis. Council sub-committees have engaged in exploration and planning around innovation plan components. Efforts to involve the school staff in exploring educational innovation and school-specific strengths and weaknesses have occurred in school-wide professional development sessions.

Personalized Learning: In order to create the logistical base for flexible scheduling and personalized learning beginning in the 2017-18 school year the Hall High School schedule will include an advisory experience for all students and begin to develop school-wide involvement in direct teacher-student connections and positive teacher-mentor relationships. The 30 to 45-minute Advisory period will occur through use of an assembly schedule on most Fridays to allow integration of the structured activities into the existing student and teacher schedules. The Advisory Period activities will provide academic, social, and life skills support. The Advisory will occur on an approximately weekly basis. Establishment of this component of the School of Innovation responds to feedback from teacher survey responses indicating that time is needed to work with students outside of the planned classroom period. The Advisory activities are intended to improve relationships between students and their school and teachers and create a positive impact to change culture. The curriculum will be developed in the summer prior to the start of school and then distributed to the instructional staff as part of school of innovation professional development. No additional staff is needed to implement the Advisory sessions.

It is the intent of the Hall school of innovation to establish a daily homeroom in year two. In order to ensure staff capacity for productive use of homeroom time, intensive planning and piloting will be implemented in the 2017-18 year. The goal is to begin implementation of the homeroom period during the 2018-19 school year. Year one scheduling changes will develop faculty readiness and create a logistical base for development of personalized learning programs at Hall. The Little Rock School District is implementing a block schedule at all high schools. At Hall an A/B/C block schedule will be utilized. The creation of the C-day offers an opportunity to develop innovative flexible scheduling for Year 2 of the Hall Innovation Plan. This component of the Hall Innovation Plan will be ramped up in the 2018-19

school year and further developed each year. It is the intention of the Hall Innovation Council to develop faculty ownership for Independent and Structured Learning Time as part of student personalized learning.

Student Enrichment: In the 2017-18 school year periodic Advisory experiences will be facilitated as a student interest-based activity block. The students and faculty will be surveyed to develop a slate of activity options. The activity period will allow students to gain familiarity and experience with selection of choice and pro-active time management. The activity period will also give teachers the opportunity to develop cross-curricular project based learning opportunities for students. The 9th grade academy is implementing an interdisciplinary unit for all freshman students during the 2017-18 school year. Cross-curricular coursework planning for upper grades will occur throughout the 2017-18 school year for roll-out at the onset of the 2018-19 year. Formalized Service Learning activities will be planned during the 2017-18 school year and implemented during the 2018-19 year.

Developing the Innovation Culture: During the 2016-17 school year the Hall Innovation Council facilitators initiated authentic movement towards developing Council ownership of innovation and collaborative development of innovation plans. Additionally, ongoing professional development to expand ownership beyond the council to the entire staff has begun. During the 2017-18 school year these efforts will expand to provide greater inclusion of staff and student voice and choice. Ongoing opportunities for stakeholders to provide feedback and input into the innovation process will be facilitated. Emphasis will be placed on the whole school culture and include the student learning environment as well as staff professional development.

Blended Learning: During the 2017-18 school year, students unable to complete math and literacy coursework successfully in the regular classroom and who end up at risk of course failure will be offered blended learning opportunities for math and literacy courses. A sub-committee has been established to ensure ongoing focus on digital curricular resources. In subsequent years of the Hall School of Innovation the blended coursework component will be developed to include increasing numbers of students and course options. Teams of Hall staff have made site visits and are planning future visits to schools with exemplary blended learning programs to further develop the base of knowledge for effective delivery. Through a student survey of 246 students 18.3% of respondents indicated that they want to have more opportunities for independent learning. Technology resources (250 laptops) are available to support blended learning activities.

The LRSD is currently facilitating a rigorous RFP process to select a district-wide learning management system. It is the goal of the district to select a system that accommodates a broad variety of content providers as well as district and school created content. The Hall school of innovation will focus on developing a school-wide knowledge base regarding blended learning strategies and effective utilization of digital content. An intensive process of developing instructional staff comfort-levels and proficiency in digital content will be led by the Hall Innovation Council and facilitated in conjunction with LRSD district-wide blended learning professional development over the course of the 2017-18 school year. By the onset of the 2018-19 school year all instructional staff will be ready to begin some degree and

variety of blended learning in their classroom and will be equipped with working knowledge of how to utilize the district LMS for gaining continual insights into student academic progress.

Career Readiness: In the 2017-18 school year Hall freshman students will participate in a semester-long Career Readiness course. The course will offer students the opportunity to focus on development of soft skills while exploring career options. Existing staff will serve as instructors for the Career Readiness courses. No additional staff will be needed. Concurrent credit opportunities will be offered for English Composition I and II, Music Appreciation, and Computer Concepts during the 2017-18 school year. Additionally, students from Hall are participating in a district-wide career initiative, EXCEL, wherein certifications and/or college credit will be earned. EXCEL career fields include medical studies, technology, education, and construction. Concurrent credit and certification options will be expanded in the 2018-19 and future school years. For Hall Special Education students, instructors will include activities to enable development of basic employment skills into direct studies coursework. Topics may include completion of job applications, balancing a checkbook, or other life skills/career education that allow for integration of academic skill instruction.

Intervention Coursework: In the 2017-18 school year 9th grade students receive supplemental literacy support in Read 180 or Critical Reading courses. Math intervention will occur through Math 180 courses. In the 2018-19 school year a Critical Writing intervention coursework option for 10th graders will be added. There may be a need for one additional FTE to provide Critical Writing course if the existing staff is absorbed by required English courses. Students in Special Education classes will participate in System 44, a literacy intervention designed for students four to six years behind grade level. English Language Development (ELD) classes are provided for ELL students who need specialized instruction to learn English as a second language.

Wrap-Around Services: School staff members and partners are currently working to develop a slate of partners to provide wrap around services to promote mental and physical well-being of students beginning in the 2017-18 school year. Existing partnerships will be formalized and expanded to ensure adequate physical and mental health services for students.

A tentative 2017-18 school schedule is outlined below. The schedule is subject to further refinement throughout the summer. Advisory experiences will be provided for students through use of an assembly schedule. Sessions will be 30-45 minutes in length. The goal is to provide weekly Advisory sessions. Activities will be structured and students will maintain consistent teacher/student groupings for all Advisory activities.

HALL DAILY SCHEDULES 2017-18	
A/B Day	
<i>1st Bell – 8:35; Tardy Bell – 8:45am daily</i>	
8:45 – 10:25	1 st Block
10:25 - 11:00	1 st Lunch
11:00 – 12:35	2 nd Block/1 st Lunch
10:25 – 12:00	2 nd Block/2 nd Lunch

12:00 – 12:35	2 nd Lunch
12:40 – 2:10	3 rd Block
2:15 – 3:45	4 th Block
C/Day	
<i>1st Bell – 8:35; Tardy Bell – 8:45am daily</i>	
8:45 – 9:27	A1
9:32 – 10:14	B1
10:19 – 11:01	A2
11:06 – 11:36	1 st Lunch
11:41 – 12:37	B2 - 1 st Lunch
11:06 – 12:02	B2 - 2 nd Lunch
12:07 – 12:37	2 nd Lunch
12:42 – 1:24	A3
1:29 – 2:11	B3
2:16 – 2:58	A4
3:03 – 3:45	B4

INNOVATION TIMELINE (Date; Action; Expected Outcome)

Personalized Learning

Date: 8/14/17

Action: Integrate advisory sessions for all students.

Expected Outcome: Develop student and faculty readiness for flexible scheduling; Develop logistical base for personalized learning programs/development of personalized learning plans and follow-up for all students

Date: 8/2018

Action: Implement daily homeroom; Expand flexible scheduling on C-days to include Structured Independent Learning Time for students, continued access to enrichment activities; Establishment of a daily homeroom or personalized student check-in

Expected Outcome: Student gain experiences to recognize self-agency and identify school with engaging options.

Student Enrichment

Date: 8/14/17

Action: Substitute advisory period with a student-interest activity (club) period approximately one day per month.

Expected Outcome: Develop student familiarity with choice activities and integrated cross-curricular, project-based learning

Date: 8/2018

Action: Expand student enrichment options to include cross curricular project-based learning

Expected Outcome: Student understanding of the applicability of learning and ability to apply knowledge increases.

Date: 8/2018

Action: Implement Peer Mentoring and Service Learning programs

Expected Outcome: Peer mentor activities develop student mentors and establish multi-grade partnerships for positive youth development. Service Learning programs provide real world educational and networking experiences for students.

Developing the Innovation Culture

Date: 8/14/2017

Action: Regularly scheduled student and staff development and feedback events will build ownership for school wide innovation and positive learning culture. Activities will extend throughout the year.

Expected Outcomes: Improved school-wide culture results in attendance rate improvement. Discipline referrals are decreased.

Blended Learning

Date: 8/14/17

Action: Implement use of blended courses to re-engage struggling students in core English and math coursework.

Expected Outcome: Establishing blended courses as local electives will develop student proficiencies in navigating blended coursework.

Date: 8/2018

Action: Ramp up blended learning programs by expanding course offerings and increasing the number of students enrolled. Expand intervention courses to include Critical Writing for 10th graders.

Expected Outcome: Students gain college credits prior to graduation thus increasing the likelihood of college attendance and success.

Career-Readiness, Concurrent Credit and Professional Certifications

Date: 8/14/17

Action: Implement required Career Readiness semester-long course for all 9th graders.

Expected Outcome: Participating students gain essential soft skills and perspective regarding career options and educational necessity.

Date: 8/14/17

Action: Offer opportunities for students to gain English Composition I college credit in English classes and professional certifications in CTE courses.

Expected Outcome: Logistical basis for concurrent credit offerings becomes established.

Date: 8/2018

Action: Expand concurrent credit and professional certification opportunities

Expected Outcome: Students gain opportunities to graduate with a value-added diploma thus improving chances for postsecondary and career success.

Intervention Coursework

Date: 8/14/17

Action: Schedule incoming 9th graders into English intervention course – Read180 and Critical Reading Math 180 courses will provide intensive math intervention.

Expected Outcome: 9th grade students entering behind grade level gain opportunities and support needed for academic success in literacy and math.

Date: 8/2018

Action: Expand intervention course offerings to include Critical Writing for 10th grade students

Expected Outcome: 10th grade students gain academic proficiency in literacy through development of writing skills.

Wrap-Around Services

Date: 8/14/17

Action: Pilot delivery of partner-directed wrap around services while continuing to engage in planning and development of additional partnerships.

Expected Outcome: Hall connects students to services to promote mental and physical health and meet basic needs for well-being.

REQUESTED WAIVERS

1. *Specific rule, statute, or standard for which a waiver is requested –*

Standards for Accreditation 14.03 – 120 Clock Hours for Standard Unit of Credit

Rationale for the exemption –

To enable implementation of a 45-minute, rotating Advisory period wherein a group of 10 students can directly connect with an assigned staff person charged with tracking student academic, attendance, and social well-being factors. The Advisory period will rotate through A and B-day schedules as well as morning and afternoon placement in order to accommodate as many students as possible, especially those attending Metropolitan Career Center (Metro). (Students attend Metro on a half-day schedule, morning or afternoon). One day per month the Advisory period will be utilized for enrichment. A waiver from the

aforementioned standard is needed to ensure that students can obtain credit when their class may be shortened periodically by the Advisory/Enrichment period.

Although seat time will be modified slightly, students will receive instruction to cover all course standards relating to the course as evidenced by teacher lesson plans, course grades, and summative exam scores.

Specific goal or Performance Target – Goal 1, 2, 3

- 2. Specific rule, statute, or standard for which a waiver is requested –**
Standards of Accreditation 10.01.4 – Planned Instructional Time

Rationale for the exemption –

A waiver from the aforementioned Standards is needed to ensure that students can obtain credit when their class is shortened periodically by the Advisory/Enrichment period.

Specific goal or Performance Target – Goal 1, 2, 3

- 3. Specific rule, statute, or standard for which a waiver is requested –**
AR Code Ann 6-18-211 – Planned Instructional Time
AR Code Ann 6-16-102 – School Day

Rationale for the exemption –

A waiver from the aforementioned Code is needed to ensure that students can obtain credit when their class is shortened periodically by the Advisory/ Enrichment period. A waiver from 6-18-211 is needed to allow for more than one period in a day of organized and scheduled student extracurricular classes to be included as planned instructional time.

Specific goal or Performance Target – Goal 1, 2, 3

- 4. Specific rule, statute, or standard for which a waiver is requested –**
Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve – 4.02 and 5.02

Rationale for the exemption –

Exemption from 4.02 is needed to enable establishment of the Advisory period. Exemption from 5.02 is needed to enable utilization of the Advisory period for enrichment activities.

Specific goal or Performance Target – Goal 1, 2, 3

INNOVATION COUNCIL MEMBERS

Name	Representative Group	Minority	Council Position	Date Elected
Angela Jackson	Math Facilitator	Y	Core Leadership	1/5/17
Beatriz Varela	ESL Coordinator	Y	Member	1/5/17

Carol Overton	Assistant Principal	Y	Core Leadership	1/5/17
Dannah Denise Loria	Student	Y	Member	N/A
Derrick Rainey	Community Member	Y	Member	N/A
Elizabeth McAlpine Haley	ESL English Teacher	N	Member	1/5/17
Jay Freeman	Parent	N	Member	N/A
Jennifer Buckner	English Teacher	Y	Member	1/5/17
KaTayvia Williams	Student	Y	Member	N/A
Katy Elliott	District	N	Member	1/5/17
Larry Schleicher	Principal	N	Core Leadership	N/A
Leigh Walters	ESL Communications Teacher	N	Core Leadership	1/5/17
Linda Brown	Community/Alumni	N	Member	N/A
Linda Young	District	N	Member	N/A
Lisa Baker	Assistant Principal and SPED	N	Member	1/5/17
Matthew Dean	Social Studies Teacher	N	Member	1/5/17
Nicole Gray	Career Coach & After School Coordinator	Y	Member	1/5/17
Roxie Browning	School Improvement Specialist	Y	Core Leadership	1/5/17
Sarah Merayo	Guidance Counselor	N	Member	1/5/17
Shirley Ferguson	English Facilitator	Y	Core Leadership	1/5/17
Zach Nance	Civics Teacher & Athletic Coach	N	Member	1/5/17
Kelly McCabe	Social Science Teacher	N	Member	1/5/17
Boaz Cotton	Science Teacher	N	Member	1/5/17
DeAndre Smith	Career Tech Teacher	Y	Member	1/5/17

SHARED LEADERSHIP

Mtg Date	Mtg Purpose	Tchrs Present	Staff Present	Parents Present	Community members Present	Students Present	Outcome/Nxt Steps
11/10/16	Intro to School of Innovation	6	6	1	1	3	Continue Discussion
11/17/16	Discuss why & Explore Example Sites	5	7	0	0	4	Explore Info Provided, Continue Discussion
12/01/16	Explore AR Schools of Innovation, Timeline, Utilize OIE facilitation materials	5	6	0	2	3	Continue AR School of Innovation Application Review

12/6/16	Updates, Discussion, Questions	4	6	0	1	1	Continue Discussion
12/13/16	Updates & Innovation for Credit Recovery and Concurrent Credit	7	8	0	9	0	Plan Site Visit
1/5/17	Updates & Discuss norms and the role of data in innovation	6	6	0	1	2	Continue to explore innovation options/planning
1/12/17	Site Visit De-Brief & Plus-Delta & Student Feedback	7	6	0	0	1	Continue discussion/Planning
1/19/17	Updates, Subcommittee Charges	9	3	0	1	2	Subcommittee work
1/26/17	Updates/ Subcommittee Reports	8	3	0	2	0	Subcommittee Work and Core Leadership Planning
2/1/17	Core Team Meeting - Planning	1	6	0	0	0	Plan next council meeting
2/2/17	Updates, Subcommittee reports and planning	8	4	0	1	2	Continue Planning
2/9/17	Sub-committee reports & PD planning	6	4	0	0	0	Prepare for school-wide staff PD session
2/16/17	Updates/Final Prep for PD	10	4	0	0	0	Continue Planning
3/2/17	PD De-brief & Updates	5	5	0	1	2	Continue Planning, Prepare Application for OIE Review

ELECTION RESULT

Certified and Classified on Staff (work during the day): 123

Staff who voted: 105

Voted For: 96

Voted Against: 9

Percentage of Staff Voting For: 78%

PROFESSIONAL DEVELOPMENT SCOPE

Part 1

Date	Audience	Purpose
9/26/16 – 9/28/16 (Innovation Summit)	Hall Principal, Freshman Academy Lead Teacher, School Improvement Specialist, Associate Superintendent for High Schools, and LRSD Grants and Program Dev Director and Grants Specialist	To become acquainted with Innovation in Education
10/19/16 (OIE Regional Summit/ Training)	Hall Council of Innovation Core Leadership and LRSD Grants and Program Dev Dept Representative	To explore School of Innovation examples and application framework
12/9/16 (OIE Facilitators Training)	Hall Council of Innovation Core Leadership Team (expanded core leaders from 3 to 5)	To expand Hall Council of Innovation Leadership Team and develop leader facilitation skills
1/9/17 – 1/11/17 (School Site Visit)	Hall Council of Innovation Core Leadership	To visit Innovations Early College High School in Salt Lake City, Utah to gain insights into innovation in action
1/25/17 (OIE Visit)	Hall Council of Innovation Core Leadership	To gain technical assistance from the OIE
2/13/17 (OIE Visit; Planning Session)	Hall Council of Innovation Core Leadership and LRSD Grants and Program Dev Department	To gain technical assistance from the OIE for development of a school-wide professional development
2/17/17 (School-wide PD)	School-wide staff	To provide an update on Council of Innovation meeting discussions and provide clarity of innovation plans for Hall
2/22/17 (PD debrief session)	Hall Council of Innovation Core Leadership and LRSD Grants and Program Dev Department	Professional Development debriefing and follow-up
2/28/17 (OIE Training)	Hall Council of Innovation Core Leadership, Council Members, and LRSD Grants and Program Dev Department	To gain insights into the Innovation Application and discuss components
3/2/17 (Classified Staff PD)	Council Core Team and Classified Staff	To update classified staff and offer an opportunity for questions about the Innovation Plan

Part 2

Date	Audience	Purpose
Spring 2017 (April 27-18)	Innovation Council Core Leadership	School of Innovation Site Visit to Kent Independent School District in Grand Rapids
TBD – Spring and Summer 2017	All staff, emphasis on core subjects	Teaching in the Block/Effective Strategies
Ongoing Spring 2017, Summer, Fall and Spring 2017-2018	Innovation Council and School Staff	Ongoing ownership, development, and feedback for innovation activities (in staff meetings and Innovation Council meetings as well as structured PD sessions)
2017-18 School Year	Innovation Council Core Leadership and OIE Staff	Ongoing Technical Assistance
Summer 2017	Core Advisory Curriculum Developers & All Staff	Advisory Curriculum Development and 1 st 9 weeks Training
Fall and Spring 2017-18	All Staff	Advisory Curriculum Unit Trainings – 2 nd , 3 rd , and 4 th 9 weeks
2017-18 School Year	All Staff	Flippin Group Student/Staff Relationship – School Culture PD
Summer 2017 and Ongoing	9 th Grade Academy Staff	9 th Grade Academy Strategies and Design
August 2017	Instructional Staff	Intervention (Read and Math 180 and Critical Reading) Course PD
July 2017	9 th Grade Academy Core Faculty	Focus on the Freshmen Conference