

Comprehensive Plan Report

A detailed report showing activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

April 13, 2017

Arkansas Arts Academy NCES - na

Key Indicators are shown in **RED**.

District Context and Support for School Improvement

Improving the school within the framework of district support

Indicator	IA02 - The district includes community organizations in district and school improvement planning and maintains regular communication with them.(2)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 10/06/2015
	Evidence:	AAA has established partnerships with Crystal Bridges Museum, Amazeum, Pea Ridge National Military Park, Rogers Historical Museum, Shiloh Museum of Ozark History, Community Creative Center, Compton Gardens & Peel Mansion, Museum of Native American History, and the Walmart Museum to further our educational goal of extending the classroom into the world. Additionally, we maintain strong training bonds with Arkansas A+ and APSRC.
	Added:	

Indicator	IA04 - The district provides incentives for staff who work effectively in hard-to-staff schools.(4)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 02/08/2016
	Evidence:	We are not a hard-to-staff school in most instances. We are reevaluating our pay structure to increase teacher retention.
	Added:	

Indicator	IA08 - The school board and superintendent present a unified vision for school improvement.(8)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 02/08/2016
	Evidence:	Recent marketing and administrative planning indicates promising development. The Superintendent presented a 10 year plan to the School Board. The plan deepens and adds partnership with community learning institutions, and it also maps out a major HS building and expansion plan.
	Added:	

Indicator	IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)		
Status	Tasks completed: 0 of 3 (0%)		
	Level of Development:	Initial: Limited Development 10/13/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Examples of reallocation were easy to list; however, we realized that much of this process is intuitive rather than formal.	
Plan	Assigned to:	Mary Ley	
	Added:	10/13/2015	
	How it will look when fully met:	<p>The object will be fully met when we can produce a yearly calendar with check points for monitoring and decision-making. Principals will create a list of reallocations to give the process structure. PS will create a bullet point budget narrative to help share information.</p> <p>July 15, Admin staff creates initial allocations of money and staff. Oct 1-15, Admin staff and district leadership will amend budgets based on Cycle 1, 2, and 3. Dec 1, Admin staff and district leadership will amend budgets based on growth funding. Mar 1, Admin staff and district leadership will review yearly allocations of money and staff in order to create the next year's budget and staffing.</p>	
	Target Date:	03/03/2016	
	Tasks:		
	1. Disaggregate data		
	Assigned to:	Vera DeBerg	
	Target Completion Date:	10/21/2015	
	Frequency:	monthly	
	Comments:	Data will reveal gaps and necessities.	
	2. Create a list of reallocation examples		
	Assigned to:	Barbara Padgett	
	Target Completion Date:	02/10/2015	
	Comments:		
	3. Create a bullet point budget narrative.		
	Assigned to:	Paul Stewart	
	Target Completion Date:	02/10/2016	
	Comments:		
Implement	Percent Task Complete:	0 of 3 (0%)	

Indicator	IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 02/08/2016
	Evidence:	In the past year, the school actively recruited new teachers in programs with unsatisfactory test outcomes, including high school chemistry, middle school math, english, and science. Additional training is a planned expense for the new science curriculum.
	Added:	

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 02/01/2016
	Evidence:	The school has a culture of shared leadership at all levels. For example, our current HS expansion program is involving all teachers AND staff for input. At the E/MS, weekly PD's and PLC are creating new curriculum. A new discipline learning program was introduced by staff members and encouraged by district leadership.
	Added:	

District Context and Support for School Improvement

Taking the change process into account

Indicator	IB10 - The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning.(25)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 02/08/2016
	Evidence:	The new K-8 principal has been hired to match the competencies of the HS principal. Motivational skill proven through experience were key hiring criteria.
	Added:	

Indicator	IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 01/11/2016
	Evidence:	Systems are currently in place to monitor extended learning through Title I, tutoring, Mandatory Learning Experience, and SPED programs that are tracked by the Instructional Data Facilitator, Vera DeBerg, via STAR and MAP data disaggregation.
	Added:	

District Context and Support for School Improvement

Clarifying district-school expectations

Indicator	IC02 - The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 02/01/2016
	Evidence:	We are a small district. All district staff make themselves available at all times.
	Added:	

Indicator	IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 01/11/2016
	Evidence:	Major planning steps have been taken, but implementation has not followed through. Upcoming PD will assess vertical alignment. As a small district, one grade must be responsive to previous and next year. Additionally, new curriculum resources (books and courses) are being budgeted. K-4 teachers will be guided to the K-8 Arkansas Ideas PD on Next Science.
	Added:	

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)	
Status	Tasks completed: 0 of 2 (0%)	
	Level of Development:	Initial: Limited Development 10/13/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Standing committees are in place and part of the school culture. Paul and Vera to work on language.
Plan	Assigned to:	Paul Stewart
	Added:	10/13/2015

	How it will look when fully met:	A board-approved policy will be evident in the District Policy Manual.
	Target Date:	10/21/2015
	Tasks:	
	1. Research current District Policy Handbook for evidence	
	Assigned to:	Mary Ley
	Target Completion Date:	10/21/2015
	Comments:	The School Board shall ensure a District and two School Level ACSIP teams are put in place in August of each school year. The District team shall have at least the CEO/Superintendent, both school principals, the Title I Co-ordinator, the Instructional Data and Technology Facilitator, and a school counselor. School teams shall have at least five persons on each team.
	2. Work with APSRC on replacing old policies that were borrowed from local public district with policies written by APSRC for charters.	
	Assigned to:	Mary Ley
	Target Completion Date:	03/03/2017
	Comments:	This task has been accomplished. New policies have been replaced and posted on website.
Implement	Percent Task Complete:	0 of 2 (0%)