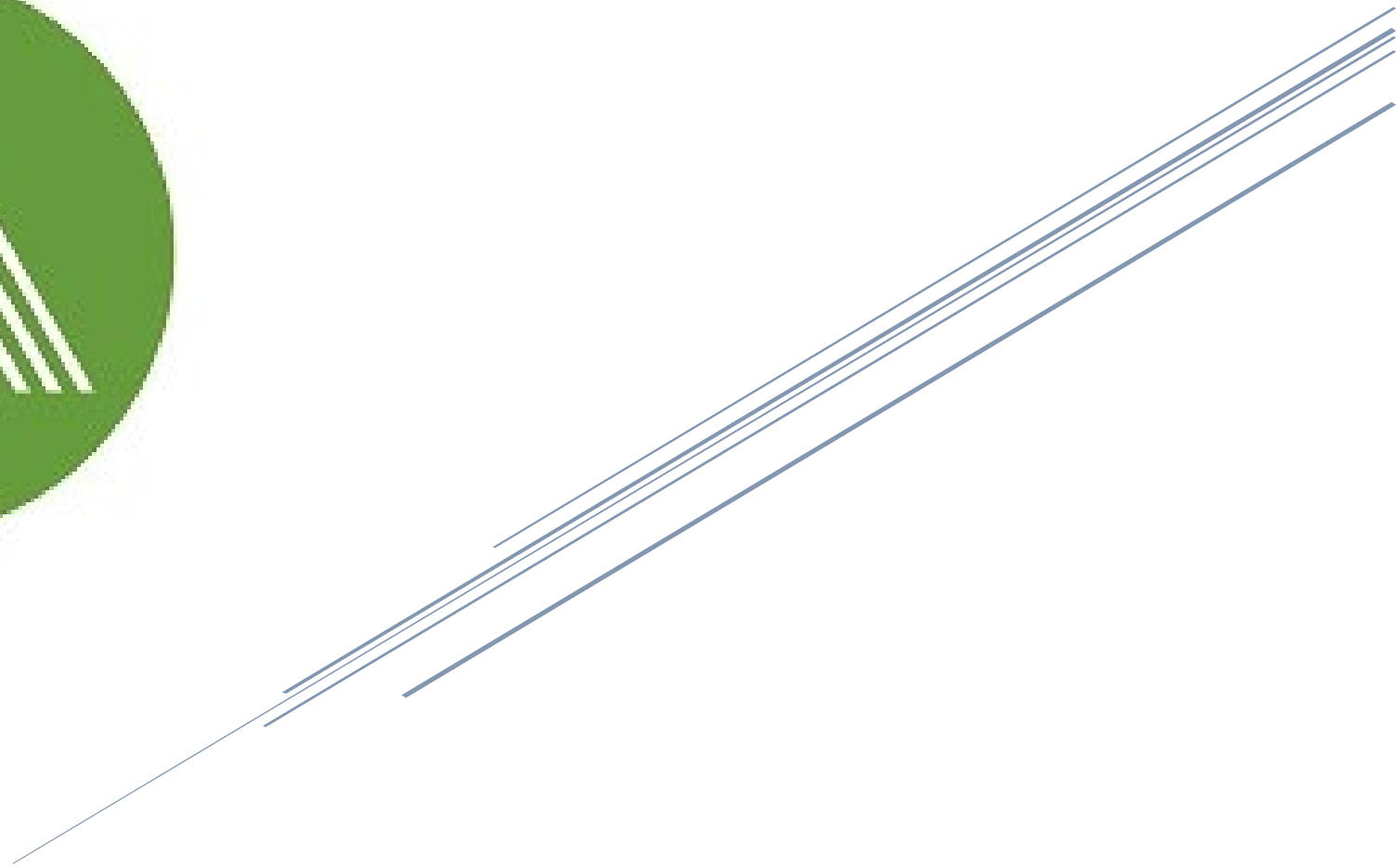


ARKANSAS ARTS ACADEMY SCHOOL IMPROVEMENT PLAN 2021-2022

Elementary and High School



Essential Elements of a School Improvement Plan

1. **Engagement and Plan Development:** Describe the process the school community took to develop this improvement plan—this includes the school-based collaborative team.
Must include details about:
 - *Which, why, and how various stakeholder groups were involved*
 - *Timeline of plan development*
 - *Evidence of LEA approval*
2. **Outcome Goals and Aligned Interventions:** Describe the **student outcome goals** the school plans to address.
Must include details about:
 - *Data-centered rationale for choosing each goal and the root-causes identified through the needs assessment*
 - *Specific, measurable, applicable, realistic, and time bound (SMART) goal statements around specific student outcomes*
 - *Time span of one year.*
 - *Must include baseline data in goal statement (e.g. By the end of the 2019-2020 school year, the percentage of 3rd graders who score at proficient or above on the state assessment will increase from 20% to 50%)*
3. **Plan to Implement Evidence-Based Interventions:** Describe **one unique evidence-based interventions** that will be put in place to address the outcome goals and how each intervention will be successfully implemented.
May include details about:
 - *Evidence-based interventions to address goals and root causes*
 - *Context-based rationale for choosing these intervention strategies*
 - *How is the intervention aligned with the practices outlined?*
 - *How does this intervention build upon— or depart from— existing efforts?*
 - *What capacity does the school have to implement the Intervention?*
 - *What evidence is there to suggest this evidence-based intervention will be successful in this particular context?*
 - *Any special considerations for specific populations of students, if applicable—in particular, multilingual learners and differently-abled students*
 - *Resources and funding to be leveraged for implementation*
 - *Professional support and learning opportunities to enable implementation*
 - *Timeline for implementation, including quarterly implementation milestones*
 - *How the LEA can support implementation or address foreseen challenges*
4. **Continuous Improvement, Monitoring, and Communication:** Describe how the evidence-based intervention and student outcome goals will be monitored and how stakeholders, including the school-based collaborative team, will be kept informed of progress.
Must include details about:
 - *Process for monitoring both implementation milestones and progress toward outcome goals; Process and timing for revising the plan as needed, at least annually*
 - *Communication protocols for sharing the plan and progress on the plan with stakeholders, including school staff, parents, and students*

LEA: 0440700

School: Elementary & High School

Plan Period: July 1, 2021 – June 30 2022

Date Last Modified: 4/28/21

Section 1: Engagement & Plan Development – School Improvement Collaborative Team Members

Name	Title	Point of View	Date
Richard Burrows	CEO	Executive Administration	2020-2021
Heather Wright	High School Principal	Building Administration	2020-2021
Rachel Carpenter	High School Assistant Principal	Building Support Administration	2020-2021
Amber Carson	President, HS Parent Teacher Grp	Parent Organization	2020-2021
Matt Young	Elementary Principal	Building Administration	2020-2021
David Skelton	Elementary Assistant Principal	Building Support Administration	2020-2021
Hannah Watson	President, ES Parent Teach Assn	Parent Organization	2020-2021
Beth Scott	Special Education Coordinator	Special Needs Lead	2020-2021
Victor Craig	Technology Coordinator	Information and Data Specialist	2020-2021
Aaron Jones	Integration/Partnership Director	Community and Partnership Lead	2020-2021
Pam Lewis	Elementary Registrar	Student Information	2020-2021
Brendan Curington	High School Registrar	Student Information	2020-2021
Kendra McGaugh	High School Counselor	Student Success Lead	2020-2021
Tarryn Thomas	High School Counselor	Student Success Lead	2020-2021
Amanda Shover	Elementary Counselor	Student Success Lead	2020-2021

- *Which, why, and how various stakeholder groups were involved*
 - *School Building and District Administration meet weekly or every two weeks*
 - *Staff Meetings are held every 2 weeks*
 - *Monthly parent group meetings are held in-person or virtually*
- *Timeline of plan development*
 - *Since 2019-2020 data was published in August 2020, plans have been under development to address needs*
 - *A comprehensive data analysis project has been designed by the new CEO to inform all stakeholders over the next school year*
- *Evidence of LEA approval*
 - *The CEO has met with all grade level educators, arts discipline educators, departmental committees, and health/physical staff to receive input and develop strategies for improvement; a budget is being prepared to support these strategies and interventions*
- *Domains*
 - *Academics*
 - *Facilities*
 - *Fiscal Operations*
 - *Human Capital Management*
 - *Student Support Service*
 - *Communication & Family Outreach*

Section 2: Overview Dashboard – Summary of Outcome Goals and Aligned Interventions

The section below is intended to provide a quick dashboard-style summary of up to three goals and up to three unique, aligned, evidence-based interventions a school community and associated LEA has selected as the focus of their comprehensive school improvement plan. Please recall that these goals and associated interventions should be aligned to the Rhode Island State Accountability System metrics, as well.

Subsequently, in Section 3, each individual unique intervention will be unpacked further, and more information provided on the evidence basis, the implementation milestones, and the leading and lagging indicators. *The tables in each section can be copied and pasted to allow for the unique needs of each school community and LEA.*

Goal 1	TEACHER AND SCHOOL READINESS PREPARATION
<i>Intervention 1.1</i>	Grade Level, Departmental and Discipline-based Input Meetings
<i>Intervention 1.2</i>	Prior to school opening readiness professional development and operational preparation meetings late July and early August 2020
<i>Intervention 1.3</i>	On-going data analysis retrieval through the 2021-2022 school through a comprehensive, articulated, inter-woven program plan
Goal 2	TARGETED GRADE LEVEL AND SPECIAL NEEDS ACHIEVEMENT INTERVENTIONS
<i>Intervention 2.1</i>	Elementary K – 6: Lost Learning based on %-Met Readiness Benchmark drops in Mathematics, Literacy, and Science
<i>Intervention 2.2</i>	High School 7 – 12: Lost Learning based on %-Met Readiness Benchmark drops in Mathematics, Literacy, and Science
<i>Intervention 2.3</i>	Improved Special Education, Dyslexia Fidelity
Goal 3	LEARNING COMMUNITY COMMUNICATIONS AND AWARENESS EFFORTS
<i>Intervention 3.1</i>	Establish a Communications Protocol Program
<i>Intervention 3.2</i>	Safety Awareness for At-Risk Self-Harm Students
<i>Intervention 3.3</i>	Return to Live In-Person Academic and Artistic Events for Students, Parents and the Public

Section 3: Planning for Implementation – Evidence-Based Intervention Details

Goal 1 TEACHER AND SCHOOL READINESS PREPARATION		
1.1, 1.2, 1.3 Intervention and Justification		Framework Domain(s): Academics, Human Capital Management
<i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) will drive successful execution.</i>		
<p>Intervention 1.1: Grade Level, Departmental and Discipline-based Input Meetings CEO will meeting with each elementary grade level team, elementary arts and physical education, K-12 Counselors, high school math, literacy, history/social science, visual arts, music, theatre, dance, technology to establish base-line information</p> <p>Intervention 1.2: Prior to school opening readiness professional development and operation preparation meetings District and Building administration will design a 4-day professional learning opportunity in July and August for diversity/equity/inclusion training, vertical and horizontal alignment meetings, and post-COVID strategy exploration</p> <p>Intervention 1.3: Ongoing data analysis retrieval through a comprehensive, articulated, inter-woven program plan Under the guidance of the CEO, a year-long analysis of all district teaching, learning, and operational activities will be conducted.</p>		
<i>Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular intervention to address the challenge at hand.</i>		
<p>Leadership must take an active role in soliciting input from all teachers, based on their length of service, viewpoints, and curricular expertise prior to a new plan.</p> <p>Targeting professional development for all teachers should be designed to provide educators with ready skills to start the 2021-2022 school year.</p> <p>Any program of change must first respond to data-driven decision making, input from all participants, and a contextualized history of 20 years experience.</p>		
Evidence Basis – What evidence basis is there for this action?		Evidence Tier: Choose an item.
<i>Citation(s):</i> <ul style="list-style-type: none"> • Board of Directors hiring of new CEO • CEO annual goals and objectives plan • myschoolinfo • eSchool 		<i>Proposed Funding Source:</i> Operating ESSER II Grant
		<i>Proposed Funding Amount:</i> \$250,000

Section 3: Planning for Implementation – Evidence-Based Intervention Details

Goal 2 TARGETED GRADE LEVEL AND SPECIAL NEEDS ACHIEVEMENT INTERVENTIONS		
2.1, 2.2, 2.3 Intervention and Justification		Framework Domain(s): Academics, Student Support Service
<p><i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) will drive successful execution.</i></p>		
<p>Intervention 2.1: Elementary K – 6: Lost Learning based on %-Met Readiness Benchmark drops in Mathematics, Literacy, and Science With 2019-2020 school closure due to COVID, final summative spring assessments were not conducted. Analysis is required of interim scores to determine action</p> <p>Intervention 2.2: High School 7 -12: Lost Learning based on %-Met Readiness Benchmark drops in Mathematics, Literacy, and Science With 2019-2020 school closure due to COVID, final summative spring assessments were not conducted. Analysis is required of interim scores to determine action</p> <p>Intervention 2.3: Improved Special Education, Dyslexia Fidelity The Special Education Correction Action Plan has been completed. An analysis of service delivery, qualified personnel, caseloads and highly experienced personnel needs to be conducted</p>		
<p><i>Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular intervention to address the challenge at hand.</i></p>		
<p>Partial reporting data for Grade 4 assessments indicates a significant drop. Examination of prior grade level scores and current year promotion scores should be completed.</p> <p>Partial reporting data for Grade 10 assessments indicates a significant drop. Examination of prior grade level scores and current year promotion scores should be completed.</p> <p>As an open enrollment arts school, it is difficult to determine the scope of special education/dyslexia needs. A robust, centrally-organized plan should be made.</p>		
Evidence Basis – What evidence basis is there for this action?		Evidence Tier: Choose an item.
<p><i>Citation(s):</i></p> <ul style="list-style-type: none"> • Corrective Action Plan (SpEd) • CEO annual goals and objectives plan • myschoolinfo • eSchool 		<p><i>Proposed Funding Source:</i></p> <p>Operating ESSER II Federal Funds</p> <p><i>Proposed Funding Amount:</i> None; needs planning time</p>

Section 3: Planning for Implementation – Evidence-Based Intervention Details

Goal 3 LEARNING COMMUNITY COMMUNICATIONS AND AWARENESS EFFORTS		
3.1, 3.2, 3.3 Intervention and Justification		Framework Domain(s): Human Capital Management, Communication & Family Outreach
<i>Description of Evidence-Based Intervention – Please describe in detail the evidence-based intervention the school will use to address the root cause identified. Additionally, please be sure to consider how the domain(s) will drive successful execution.</i>		
<p>Intervention 3.1: Establish a Communications Protocol Program Select a comprehensive and confidential messaging system for teachers, students, and parents that records and archives all text, phone and email messaging</p> <p>Intervention 3.2: Safety Awareness for At-Risk Self-Harm Students Select a sensitive and confidential review software that detects certain words, language or events that recognize students are at risk of self-harm</p> <p>Intervention 3.3: Return to Live In-Person Academic and Artistic Events for Students, Parents and the Public With the return of higher percentages of students to live instruction, protocols and plan must be made to prepare for the transition to normal activities. Flexibility will be required if COVID numbers begin to spike, again. Direction will be taken by ADE and ADH in combination with CDC guidelines/recommendations</p>		
<i>Relevant Results of Needs Assessment and Conclusions of Root Cause Analysis – Please share the most germane and revelatory outcomes of the needs assessment and root cause analysis that led the school to select this particular intervention to address the challenge at hand.</i>		
<p>Due to high levels of virtual instruction in 2020-2021, SchoolStatus has been explored as a solution for archived and recorded communications. Training will be required throughout the 2021-2022 school year to maintain use and efficiency in the system.</p> <p>Due to COVID isolation in 2020-2021 school year, higher numbers of self-harm incidences have occurred. A new software has been secured to trace evidence.</p> <p>Masking, social distancing, and disinfecting/sanitizing have become part of the norm. Plans will need to be made for the transition to different circumstances for performances, exhibitions, academic events, graduation, prom and field trips or learning excursions.</p>		
Evidence Basis – What evidence basis is there for this action?	Evidence Tier: Choose an item.	
<i>Citation(s):</i> <ul style="list-style-type: none"> • District Counselors • CEO annual goals and objectives plan • myschoolinfo • eSchool 	<i>Proposed Funding Source:</i> Operating ESSER I and II Federal Funds	<i>Proposed Funding Amount:</i> \$50,000 Planning Time

Section 4: Continuous Improvement – Communication and Shared Responsibility

Partners (if applicable)
<i>In the space below, please describe the role of any lead partners or providers, and how they will be held accountable for implementing particular activities or supports as these details might be helpful in explaining the nature of the partnership.</i>
APSRC: Effective partner is developing budget and finance guidelines, and providing legal expertise University of Arkansas: Well-developed diversity, equity and inclusion training modules
Continuous Improvement and Sustainability
<i>In the space below, please describe how the work and the outcomes will be sustained beyond the funding and the implementation period outlined. In doing so, it may be worthwhile to consider the following questions: what will be the process for revising this plan, as needed? How often will the plan be revisited for revision on a regular basis?</i>
Data Analysis Project, funded by an outside source, is a year-long examination of practice, structures and protocols in order to develop a 3-5 year plan. Annual review of the CEO by the board of directors. Regular assessments of building administrators conducted by the CEO as well as supervision of teacher evaluations and observations
Transparency and Communication
<i>In the space below, please describe how this plan and the work associated with it will be transparently available to the public. Additional, please articulate a plan or protocol for communicating the information within this plan, and the progress against this plan, with parents, school staff, students, and other stakeholders, including the school-based collaborative team. Worthwhile questions to consider might be: how will this be shared and disseminated? Who will be told? How will this be updated and disseminated?</i>
A “Need to Know” mass email communication mechanism will be utilized to share timely and important information with the community and families. An “Informative” form will be developed and shared with the community and families that describes current or revised policies. Meetings between all district administrators once a month; meetings with teacher cadres on a regular basis; opportunities to meet/greet parents