2022-2023
Graduate Arkansas School Improvement Plan

Contents:

School Improvement Team:

The Graduate Arkansas Inc. S.I.P. Team is inclusive of all stakeholders. This includes, but isn't limited to:

Students

Parents

Community Members

Instuctional Staff

Support Staff

Building Leadership

The Superintendent

Section 1: Overview of School Needs Assessment

Graduate Arkansas Charter School began its journey as a non-profit charter school located on the Job Corp campus in 2011. In 2013, due to Department of Labor policy changes, the campus relocated to 6724 Interstate 30 in Little Rock, Arkansas. Graduate Arkansas's model is designed to support each student's real-life situation and assist them in persevering to become productive citizens and obtain adequate employment. Graduate Arkansas refers to their students as "At-Promise" not At-Risk because "At-Risk" students are surrounded by "At-Risk" adults. Students at Graduate Arkansas are surrounded with role models who believe students can begin a fresh start. Team members work to break down the barriers that have hindered student success by helping students visualize and believe they can gain a positive, productive future.

As of July 2022, the school has over 85 students currently enrolled for the 2022-23 school year. Graduate Arkansas has been removed from priority designation and earned the following accreditations:
- Arkansas State Accredited Status

Living the Mission:
Graduate Arkansas is a non-traditional dropout recovery school serving students who are:
- Economically disadvantaged
- Youth who opted out of traditional high school
- Over aged and under credit (i.e., 17 years old with only 6 credits)
- Young parents
- Working to support family and need flexible schedule
- Working to re-enter society after being incarcerated

When you enter the school, one will immediately sense the small school atmosphere, where everyone is focused on student success. High expectations, both behavior and academic, begin when students walk through the door. It is a "safe" place where students can focus on academic success opposed to adversaries.

> *Relationships:*
> To fulfill the charter's mission, great emphasis is placed on relationships. The team at Graduate Arkansas strives to build *strong personal connections with students, families, community partners* as well as creating a culture with positive *team relations*. The "school team" consists of both instructional and support personnel including: the Child Nutrition Director, support staff/teachers, and School Resource Officers that interact with the students in both the school and home settings**.**

Collective Commitments:
- Meeting students where they are
- Assisting students in seeing their "promise"
- Helping students to graduate
- Finding the best post-secondary education option for students' futures

Professional Learning:

Graduate Arkansas prides itself on having a healthy team climate and culture. The program is reliant on an effective, positive team culture and consistent cohesiveness. To ensure consistency, the team meets daily on an as-needed basis, and works formally as a Professional Learning Community weekly. This work is centered around:
- Celebrating student successes (both academic and personal growth)
- Brainstorming solutions to student barriers
- Continuous learning
- Assisting new staff with onboarding
- Social Emotional Learning
- Professional Learning: Curriculum, assessments, data and instructional practices

Community Partnerships/Student Services:

The school facility layout lends itself to the team approach to learning. Students rotate among classes each day. Students have access to breakfast, lunch and snack through a certified Child Nutrition Consultant, whose hard work and dedication verified the charter as being 100% CEP school. Graduate Arkansas has a registered nurse (RN) that, in addition to compliance work, partners with Arkansas Department of Health (guest speakers) to provide students with opportunities at school to learn about topics such as infectious diseases, pregnancy services, and overall healthy lifestyles. These services are designed to serve the student's various needs and provide opportunities of motivation and encouragement to believe in themselves.
- Immerse Arkansas (Homeless Services)
- CADS -Central Arkansas Disability Services (Transition Program)
- Arkansas Employment Career Center
- New Beginnings (Mental Health Counseling)
- Arkansas Pregnancy Resource Center
- Attorney General Office (Cyberbullying and Cyber Safety)

Curriculum and Instruction:

Graduate Arkansas uses Edgenuity curriculum aligned to the Arkansas State Standards. This program is designed to allow for individual customization of schedules tailored to the direct needs of each student. Students work at their own pace independently while having a highly qualified instructor ready to assist when needed. Teachers can monitor student progress from their computer as well as sitting side by side with the students. Success has been found easiest when students have a positive role model guiding their learning. Each instructor focuses on their role as a mentor/advisor. Instructors serve as both an academic and life coach for the students. Every student begins with a critical thinking course which typically creates a "quick success" for the students that increases their self-confidence. The goal is that students understand they CAN complete the coursework needed to graduate. Personal Finance is another course that all students take to have the needed skills to support themselves as adults. Students can earn a community service credit while doing their court required service hours. Staff work with each student when they enroll to develop an individual learning plan that includes specific courses required to graduate.

Graduate Arkansas is fortunate to have a 2022-23 staff who are:
● 100% Highly Qualified or Licensed
● Diverse in their backgrounds and experience
● Role models from the community
● Trained to handle intense situations with calm, respectful actions

Classrooms are designed to give students individual space (physical distancing) that allows for peer interaction when appropriate. The climate in the classrooms promotes success and celebration. The Graduate Arkansas team works diligently to celebrate even the small successes in order to maintain a high level of motivation. Most students who attend Graduate Arkansas are older students who are looking for a fresh start. Students who "catch up" quickly often return to the traditional school setting, whereas many work for extended periods of time to graduate.

The mission of Graduate Arkansas is being fulfilled. Many of the younger students enter Graduate Arkansas, catch up and return to traditional public school. However, the older students tend to stay until completion. There have been 200 graduates over the last three years. After graduating these students have enrolled in both two- and four-year colleges, joined the military and obtained higher paying jobs.

Needs Assessment Synospsis
The needs assessment is designed to assist the Graduate Arkansas team with increasing student success. On-site observations and interviews were conducted, and data collected by the team, such as surveys, reports and historical data was reviewed. This assessment is not designed to

assess compliance with ADE standards but enhance the team's work in meeting standards. This is strictly designed to build a stronger team focused on increasing student success.

Teaching and Learning Expectations:

Students have a full understanding of what is expected the moment they walk through the door. The staff at Graduate Arkansas exhibits great consistency throughout the day. Teachers and staff both demonstrate high expectations of themselves as well as the students. The superintendent consistently works with staff as a professional learning community, looking at both quantitative and qualitative data to ensure everyone knows what is expected throughout the day in any given circumstance.

Recommendations:

1. The superintendent should continue to lead through PLC's and begin using visual representation to brainstorm and problem solve to document successful strategies and move the team to the next level of performance.
2. Teachers should continue to meet with students and parents to share expectations of individual students.

Curriculum:

The curriculum is delivered through the Edgenuity portal. The curriculum is digitally delivered, utilizing the learning management system. Digital learning will meet the needs of learners and staff with virtual instruction. Graduate Arkansas Charter School offers all the required coursework to earn appropriate credits to graduate under the guidelines of Arkansas. Students can access their coursework both on and off site. All assessments are to be given on site; however, with new COVID-19 guidelines, assessments can too be taken while online with the teacher. Every educational opportunity is in place, allowing for students' needs to be met. Courses such as Critical Thinking and Financial Literacy are key components that equip students for their next phase in life. Currently, students have post-secondary opportunities through Arkansas Workforce Ed.

Recommendations:

1. Utilize student survey data to connect students to next steps in their student success plans.
2. Expand online career education courses in areas such as business, communication/media, health care, computer science, and other areas based on the interest of students.
3. Partner with Metro and Pulaski Tech to allow students to take courses while completing their high school graduation credits.

4. Conduct a curriculum review for Math, English and Science courses.

Instructional Model:

The model utilized currently at Graduate Arkansas is heavily focused on independent work. Instructional staff facilitate learning by providing solid support in each subject area while demonstrating a cohesive approach to ensuring each student is successful. The school follows a tiered approach when identifying and implementing interventions. This Response to Intervention Plan is individualized and has proven successful in previous years.

Recommendations:

1. Create a more formal documented RTI Plan to allow a more efficient understanding for new teachers to the model.
2. Utilize data from a locally chosen assessment to provide "intervention" for struggling students.
3. Set visual goals with students and establish a consistent method of reviewing student progress and identifying the "why" behind students not completing courses in a timely manner

Data Analysis:

In the observation time frame (August -September), analyzing data has not been observed. Therefore, these recommendations may be changed upon discussing this process with staff. Teachers have demonstrated knowledge of student levels, and the superintendent has shared times in which data is utilized.

Recommendations:

1. Create a process that is utilized routinely to look at both quantitative and qualitative data:

   a. Attendance: Analyze weekly and continue phone follow up; consider using an app to send a message immediately to students when absent; add attendance incentives.

   b. Number of credits earned: Run reports and discuss as a team who is close to completion in a specific course. By assigning one teacher a group of students, teachers could rotate weekly with their students creating bi-weekly tasks for each teacher, however weekly there would be a discussion of student progress.

   c. Student "Real Life" Circumstances: The majority of students at Graduate Arkansas have moments of dysfunction in their lives.

Understanding this is crucial. The need for adult mentors is key to assisting students to see "Education" as the avenue to changing their "current life". It has been noted that every student's situation is handled on an as needed basis.

2. Teachers/Staff could consider identifying students with similar situations and providing outside services to small groups. Collecting data on the effectiveness of services could help establish a road map for future students with similar situations.

Wrap Around Services:

Graduate Arkansas staff is connected to every student that enters the door. The Special Education Director and Registered Nurse have partnered with several organizations to assist students with various health conditions, while providing seminars to proactively prevent health concerns in the future.

Recommendations:
1. Increase the amount of Mental Health Services provided to students.
2. Increase the amount of awareness for public services for families.
3. Increase the amount of College and Career Awareness and Motivational Seminars.
4. Continue providing services to young parents, special needs and court ordered students.
5. Provide professional learning on Social Emotional Learning and Develop a Plan of Implementation.

Instructional Management:

Graduate Arkansas has one superintendent. The role of this individual includes the responsibilities typically found in traditional school superintendent, principal, counselor and district testing coordinator. The superintendent is often pulled to mandatory state meetings with people from these key positions. In addition, the superintendent is responsible for all observations of classroom instruction, overall discipline decisions as well as the upkeep of the facility.

Recommendation:
1. Hire a full-time Assistant Director to support the Superintendent with all classroom instruction observations and overall discipline decisions and monitor and complete all state mandated documents. There could be someone already on staff who could possibly teach day and assist. Making this a formal designee/job description would allow someone else to attend some of the state mandated meetings.

2. The Graduate Arkansas Team should continue their collective understanding and growth surrounding supporting learners with high trauma levels and learning deficits. This will continue to allow the removal of barriers to learning in a more efficient manner.

Shared Leadership:

The staff at Graduate Arkansas demonstrates a strong team approach daily. The Superintendent has done an exceptional job of delegating and allowing the staff "ownership" in the daily decisions made on campus.

Building a team takes time and commitment. The director has done a great job in taking care of the staff, as well as the students. This campus environment is more intense than a traditional educational setting and being a team is crucial for success of both students and staff.

Recommendations:
1. Again, the Superintendent would greatly benefit from having a full-time Assistant Director.
2. Additional celebration of both students and staff.
3. Additional training on "team" could be incorporated in the professional development plan. This would allow the new teachers to understand how the team functions and become a part of the team more quickly.

Lead Learner (Superintendent) Motivate, Coach, Monitor:

The Lead Learner in this school would be the person who is titled: Superintendent. This assessment included interviewing staff, the superintendent and observing "how" the team operates when the superintendent is present, in meetings on-site or off-site. It is quickly noted that she is always in direct contact with the team. The staff expressed how they not only enjoy working with her, but she is greatly respected, and everyone is quick to follow her direction. I have not observed anyone upset or disgruntled when asked to do a task that may not be the norm or typical for their titled position. The Superintendent works to motivate, coach and monitor the instruction as well as manage all the required tasks in running a school. Stephen Covey states one must sharpen their saw. That is my recommendation for this school leader to ensure she continues with her enthusiasm and desire to assist every student that walks through her door, regardless of their past.

Recommendations:
1. Continuous reading and applying what have been proven successful best practices in other schools. Look for evidence-based practices, not just

research based ones.

Resources (Funding, Facilities, Technology):

While conducting walk throughs on numerous visits the following areas were examined:

Facilities- both use of space and condition of space

Technology- Network, Hardware and Software

Facilities and Technology:

Use of Space: It is evident that the students are the focus of every space in the building. Students have computer stations in every room. While technology is necessary for all coursework, desktop stations are becoming a thing of the past. The following suggestions derive from observations while working with the school team.

Recommendations:

1. The Superintendent makes every effort to build capacity in every staff in leadership roles.
2. Cafeteria dining space is not connected to the kitchen area. Ideally the child nutrition staff would be able to go from one area to the other without placing everything on a cart and rolling it down the hallway.
3. The technology server room has a door open to allow for proper heating/cooling of servers. However, it is suggested that the servers be placed in a more secure location with proper ventilation.
4. Complete remodel of additional unused space as funding is made available.
5. Collaborate with APSRC to secure funding to move into a more viable building.
6. Continue to contract with a local technology support company to assist with hardware repairs and preparing newly acquired devices for Graduate Arkansas use. Graduate Arkansas currently contracts with WIRED Technologies to meet the needs of the school.

Quality/Credentials:

All instructional staff are degreed, meet Arkansas Highly Qualified status, or are licensed teachers. Graduate Arkansas is fortunate to have Math and English instructors with degrees in their certified fields. Many traditional schools struggle to find this level of quality instructors. Graduate Arkansas instructors are also currently pursuing higher education degrees and/or furthering their learning.

Experience:

In addition to the Superintendent having more than 30 years of educational experience, the instructional staff at Graduate Arkansas has an extensive individual and combined professional résumé.

> Recommendations:
> 1. In most credit recovery schools, it is difficult to retain high-quality staff. With this understanding, making the work environment favorable and healthy for all staff is a major priority. It is recommended that Graduate Arkansas continue to provide the best training and support possible for the staff, including the provision of financial incentives for attendance and graduates produced.

Professional Development Plan:

Graduate Arkansas current Professional Development Plan includes:

- All state required professional development (i.e., ethics, testing, McKinney Veto, Mandated Reporter, Human Trafficking, Parent Involvement, etc.)
- Current book study is following- up professional development to previous educational consultant on-site workshops. The book is titled Work Together! How to be professional, improve staff teamwork and eliminate toxic people from the workplace environment, by Jesse Jackson Ill http://bestmancompany.com/
- New teacher training that includes multiple topics
- Content Specific/Differentiated Interests on AR IDEAS.

Recommendations:
1. Document/Plan a yearlong PD Calendar including embedded PD through PLC's.
2. As a PLC select common topics to study and utilize evidence-based strategies to work as a highly effective PLC.
3. Develop a culture where 100% staff are present and participating.
4. Utilize findings from annual evaluation of goals to build the upcoming PD.

Communication:

The staff strives to communicate with each other on a daily as needed basis. The layout of the building easily allows for instructor communication. In addition, the instructors work to effectively communicate with the students, families, and other community resource people.

> *Parent Communication:* The staff communicates with parents in the following ways:
>> 1. Phone calls as needed

2. Parent Conferences
3. Virtual and In-Person Meetings

Recommendations:

1. Develop a handout to give to older students and parents with expectations for communicating.
2. Ensure Social Media is utilized effectively

Recruitment and Retention Efforts:

Graduate Arkansas's most successful way of reaching disengaged students is by word of mouth and local Hip Hop radio stations. In addition to fellow classmates, Graduate Arkansas receives many recommendations from people who work in outside agencies and have contact with potential students through the services they offer. Examples are probation officers, court, police officers who patrol neighborhoods, DHS workers, etc.

Recommendations:

1. To eliminate 17-year-old and older entering with less than 10 credits (earned in 3 years of HS); partner with local school districts to identify failing freshman --- early identification is key to student success. Example: Students could attend Graduate Arkansas and "catch up" then return to traditional school.
2. Advertise this option in areas where families/students understand this option. Target the younger students.
3. Distribute flyers in local venues where young people frequent such as community centers, local convenience stores, etc.

Community Involvement:

Graduate Arkansas currently works to bring the community to the students versus taking the students to the community. Due to COVID, in person speakers will be limited, but meetings will continue to take place via zoom or in person as scheduled.

Recommendations:

1. Provide zoom sessions via a community advisory group.
2. Based on student interests, find organizations to partner with a specific group to include some out of school experiences. Students need to see themselves as positive citizens in the community.

*It is noted that security is a major factor in this suggestion. Therefore, possibly make this a privilege for those making both academic and lifestyle progress.

Families:

The staff works with families on an individual basis and in parental engagement meetings.

Recommendations:

1. Host events that include invitations to families, such as celebrations and recognition events.
2. Survey parents to see what services they may be interested in participating in.
3. Host family sessions on the extended days of school and partner with outside agencies to provide informational sessions to both the parents and students.

Partnerships:

The staff works with government agencies to link students to needed services.

Recommendations:

1. Build partnerships with business organizations to help sponsor family events.
2. Build partnerships with additional business organizations to sponsor on-site guest speakers for career awareness. (Plan in advance and center career awareness around a theme)
   a. Develop a standard set of expectations so that all professionals share the same set of information.

   Example: 1st 9 weeks: Healthcare

   Bring in various healthcare workers from different positions
   (from CAN to PA, from Radiology Tech to Radiologist)

Transition to Career (Work or College--end result is a career):

It is understood that the first goal is to assist students who have disengaged from the educational setting. The goal is to graduate with a high school diploma to obtain a higher paying job in the end. This path looks different for every student who enters Graduate Arkansas.

Recommendations:

1. From the beginning "focus" on the end goal----higher paying job by establishing where the student wants to go once the high school education is complete.
2. Create a process that is focused on the long-term goal with short term goals and a culture that speaks of the long-term goal as if it WILL HAPPEN.

Suggested Resources:

Needs Assessment Section:	Suggested Resources to Support Recommendations
Curriculum	www.sreb.org
Instructional Model	www.solutiontree.com Book: Simplifying Response to Intervention Authors: Buffum, Mattos and Weber http://www.solutiontree.com/simolifvina-resoonse-to-intervention.html
Data Analysis Wrap Around Services	SMART GOALS: http://www.mindtools.com/pages/article/smart-goals.html Book: Got Data Now What? Authors: Lipton and Wellman http://www.solutiontree.com/got-data-now-what.htm http://casel.org/core-competencies/ http:/medium.com/inspired-ideas-prek-12/5-guiding-principles-of-social-emotional-learning-2f9fb554edad http://www.edweek.org/media/150305Presentation(4pm).pdf
Instructional Management: MissionNision	Book: Good to Great Author: Jim Collins https://www.jimcollins.com/article_topics/articles/good-to-great.html http://www.jimcollins.com/tools/tools.html Book/Video: 3rd Edition Learning by Doing Authors: DuFour, DuFour, Eaker, Many and Mattos) https://www.solutiontree.com/learning-by-doing-pd-video-pialist.html
Instructional Management: Shared Leadership	https://www.solutiontree.com/free-resources/picatwork/lbd3 www.solutiontree.com Book/Video Series: Are we a Group or a Team? Author: Mattos https://www.solutiontree.com/are-we-a-group-or-a-team.html Book: Amplify Your Impact-Coaching Collaborative Teams in PLC's at Work Authors: Many, Maffoni, Sparks and Thomas https://www.solutiontree.com/amplify-our-impact.html
Instructional Management: Lead Learner	Book: Developing the Leader with You Author: John Maxwell

Resources: Condition of Space Professional Development	https://store.johnmaxwell.com/Developing-the-Leader-Within-You-DVD-Training Curriculum_p_714.html Book: Leaders of Learning Authors: DuFour and Marzano https://www.solutiontree.com/leaders-oflearning.html Book: Heart Author: Timothy Kanold https://www.solutiontree.com/products/heart.html Book: Scaling Up Excellence Authors: Roberts I. Sutton and Huggy Rao https://www.amazon.com https://www.apa.org/pi/ses/resources/indicator/2013/05/urban-schools.aspx https://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improvingstudent-outcomes/ www.solutiontree.com http://www.allthingsplc.info/ Book: Find Your Why Author: Simon Sinek https://startwithwhy.com/find-your-why/ Book: Transforming School Culture Author: Anthony Muhammad https://www.solutiontree.com/products/transforming-school-culture-2nd.html The RTI Toolkit: https://www.solutiontree.com/rti-toolkit.html Solution Tree Global PO Subscription https://www.solutiontree.com/globalpd Video: Timebomb- The Cost of Dropping Out Author: Mike Mattos http://www.solutiontree.com/products/timebomb.html Video Series: Targeting Behavior and Academic Interventions Authors: Mattos and Buffum https://www.solutiontree.com/products/targeting-behavior-acadmicinterventions-dvd.html
Communication	Book: Social Media for School Leaders: A Comprehensive Guide to Getting the Most out of Facebook, Twitter, and Other Essential Web Tools Author: Dr. Brian Dixon

Section 2: School Improvement Plan with Implementation Plan

This action plan is a suggested set of goals for the 2022-23 school year. It is advised that the team schedule continuous goal setting/reflection sessions to evaluate the progress of the charter renewal goals. Annually, a goal reflection session should be utilized to modify actions for the upcoming year to improve the overall school environment and increase student success. This is to be a living document that will be utilized to implement the evidence based school improvement model strategy found at:

> U.S. Department of Education. (2016). Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments.
> http://www2.ed.gov/policy/elseclleg/essa/guidanceuseseinvestment.pdf

The Graduate Arkansas team will work to implement the 5-step process listed in the downloadable document above. This document explains each step in the process with implementation strategies. This suggested implementation plan should support the Arkansas Department of Education recommended process and consists of the following steps:

1. Identify Local Needs
2. Select Relevant, Evidence Based Strategies
3. PLAN for Implementation
4. Implement
5. Examine and Reflect

Based upon the on-site needs' assessment conducted, goals were established in these areas:

- Student Success
- Health, Wellness and Community Involvement
- Professional Learning
- Facilities and Technology

Identified Goals:
1. Students will increase literacy and math progress by 5% in one or more of these areas:
    a. State Assessments
    b. Local Assessments
    c. Number of Credits earned in English and Math
2. Students will increase attendance by 15% over time of year to be determined by 1st quarter attendance compared to 4th quarter attendance.
3. Students will increase participation by 25% in community services offered by the school.
4. The Professional Learning Community at Graduate Arkansas will increase team effectiveness measured annually by surveys as well as increase in student success. (Goals above)
5. Graduate Arkansas Charter School facility and technology infrastructure will meet a higher standard than "Warm, Dry and Safe".The facility and technology services will become "State of the Art" within the next 5 years.

Identified Interventions and Practices:
1. The staff will work as a team to utilize best practices to monitor student progress and identify individual needs for intervention.
2. The staff will work as a team to continually monitor student performance and provide personalized intervention according to the developed RTI Plan.
3. The staff will work as a team to guide students on goal setting to increase the amount of class participation (attendance) and course completions.
4. A Community Advisory Group will be utilized to identify areas of need. The school team will coordinate with area agencies to collaborate on ways to increase participation and the number of services offered.

Professional Learning:
1. The staff will continuously learn new teaming strategies in order to strengthen the effectiveness.

Year-Long Learning:
- Research Social Emotional Learning Strategies (pilot to see if affective and reflect)
- Behavior Support Programs (pilot strategies to see if affective and reflect)
- Continuous Learning of Team Strategies

Weekly Team Meetings will include learning/reflection on the following topics:
Fall 2022:
- Goal Setting: School Goals-Team Goals-Teacher Goals-Student Goals
- Professional Learning Teams: Assess-Establish Team Goals that align w/School Goals (Pilot strategies with students and reflect)

Spring 2023:
- Reflect on the effectiveness of strategies utilized in the intervention plan. Determine what areas need improved and research strategies to budget for Fall

2023.
- Assess current goals to determine success and identify areas of focus.

Monitor Intervention Implementation:
Personalized Intervention:
Staff will monitor student progress utilizing percentages earned on assignments and number of credits earned to determine students who need additional intervention.

Student Goal Setting:
Staff will be trained on setting goals with students. Goals will be established and assessed quarterly to see if this strategy is effective within the given student population. This strategy will continue through spring to determine effectiveness of student goal setting.

The Community Advisory Group will assess student services and programs. The group will reflect on the number of services offered and number of participants in order to determine areas of focus.

Evaluation of Interventions:
Spring 2023: The team will analyze all goals and reflect. This reflection will be utilized to establish action goals for the 2023-2024 school year.

Goal 1: Student Success- Students will increase progress in literacy and math by 5% in one or more areas: state assessments, local assessments, ELA and Math credits earned, and progress of goals completion.					
Implementation Strategy	**Timeframe of Work**	**Responsible Person**	**Resources Needed Required Actions**	**Professional Development and Resources**	**Progress Notes of Implementation**
Give local literacy and math assessments to students.	2021-2022 SY	DTC Instructional Staff	Identification of assessments that will be used. Assessment Trainings	Identified local assessment training, as needed.	
Give state assessments to students.	2021-2022 SY	DTC Instructional Staff	Identification of assessments that will be used. Assessment Trainings	ACT and ACTaspire Other assessment training, as needed.	
Instructional team members meet with and set short term learning goals with individual students.	Weekly 2021-2022 SY	Instructional Staff Building Leadership	Goal setting folders to include progress of individual student short term goals.	https://kappanonline.org/goal-setting-practices-support-learning-culture-no rdengren/ https://www.sreb.org/general-information/step-1-preliminary-research-anD-goal-setting	
Collaborative	Quarterly	Superintendent	Student	https://www.as	

			Outcomes	cd.org/el/articles/how-student-progress-monitoring-improves-instruction https://www.mctrains.com/wp-content/uploads/2017/06/Removing-Barriers-Research-Based-Strategies-for-Teaching-Those-Who-Learn-Differently.pdf	
meetings to discuss individual student progress data.	2021-2022 SY	Building Leadership Instructional Staff	Student Barriers		

Evidence of Successful Strategy:
-https://eddata.com/2018/03/assessment-improves-learning/
-https://files.eric.ed.gov/fulltext/ED589978.pdf
-https://kappanonline.org/goal-setting-practices-support-learning-culture-nordengren/

Goal 2: Student Success- Students will increase attendance by 15% over time of year to be determined by 1st quarter attendance compared to 4th quarter attendance.

Implementation Strategy	Timeframe of Work	Responsible Person	Resources Needed Required Actions	Professional Development and Resources	Progress Notes of Implementation
Research evidence based tools and strategies for effective social emotional learning.	2022-23 SY	Superintendent Building Leadership Instructional Staff	SEL courses added in LMS *G.U.I.D.E. for Life*	SEL Courses SEL Strategies Training	
Research	2022-23 SY	Superintendent	Implement	Behavior	

evidence based tools and strategies for effective behavior support programs.		Building Leadership Instructional Staff	behavior management strategies.	Management Strategies Training https://flpbis.cbcs.usf.edu/docs/Evidence-based_Classroom_Practices.pdf https://ceedar.education.ufl.edu/wp-content/uploads/2015/11/Behavior-Management-tier-two-and-three-strategies.pdf	
Implementation of social/emotional learning and behavior support programs.	2022-23 SY	Superintendent Building Leadership Instructional Staff	*G.U.I.D.E. for Life*	Training on selected programs to be implemented, as needed.	

Evidence of Successful Strategy:
https://ccrscenter.org/sites/default/files/AakCCRS_competence_BasedEducation_OAUC.pdf
https://www.evidencebasedteaching.org.au/improve-school-attendance/
https://educationnorthwest.org/sites/default/files/increasing-student-attendance.pdf
https://www.edgenuity.com/solutions/social-and-emotional-learning/#courses

Goal 3: Health, Wellness, Community- Students will increase participation by 25% in community services offered by the school.

Implementation Strategy	Timeframe of Work	Responsible Person	Resources Needed Required Actions	Professional Development and Resources	Progress Notes of Implementation
Develop a	2022-23 SY	Superintendent	Volunteers	Routine	

Community Advisory Committee		Leadership Team	consisting of key staff, parents of minor students, adult student (over 18)	committee meetings to discuss findings needed to keep up to date on successful actions.	
Evaluate current programs/services	2022-23 SY	Superintendent Leadership Team	Evaluation Tools: -parent surveys -student surveys	FERPA Trainings	
Plan/Develop calendar of events to implement during SY.	2022-23 SY	Superintendent Leadership Team	Provide calendar well in advance to coordinate with community services as well as plan around other school requirements.	Dedicated meeting times and facility to conduct meetings	

Evidence of Successful Strategy:
https://nces.ed.gov/pubs2004/2004365.pdf
https://dese.ade.arkansas.gov/Files/20201210135703_Service_Learning_in_Arkansas_Toolkit_and_Resource_Directory.pdf
https://thebridgeteencenter.org/news/the-importance-of-community-service-in-a-teens-life
https://www.nea.org/student-success/engaged-families-communities/family-support

Goal 4: Professional Learning- The Professional Learning Community at Graduate Arkansas will increase team effectiveness measured annually by surveys as well as increase in student success. (Goals above)					
Implementation Strategy	**Timeframe of Work**	**Responsible Person**	**Resources Needed Required Actions**	**Professional Development and Resources**	**Progress Notes of Implementation**
Assess Current PLC Team Norms and effectiveness	2022-23 SY	Leadership Team Superintendent	www.solutiontree.com *PLC Assessment* https://assessment.tki.org.nz/Using-evidence-for-learning/Target-setting	Collaborate as a PLC to utilize resources that are available.	
Improve PLC Practices	2022-23 SY	Instructional Staff Leadership Team Superintendent	www.solutiontree.com *Mattos: Are We a Group or a Team*	Work through series and determine action steps to include in this action plan.	
Plan for 2023-24 SY	2022-23 SY	Instructional Staff Leadership Team Superintendent	www.solutiontree.com *DuFour, DuFour, Eaker, Many, Mattos: 3rd Ed. Learning by Doing*	Focus on each section and change practices for the following school year as the team determines.	
Evidence of Successful Strategy: https://files.eric.ed.gov/fulltext/EJ1113856.pdf https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/ages/developingandsustaininghighperformanceworkteams.aspx					

https://www.ncbi.nlm.nih.gov/books/NBK310388/
https://www.solutiontree.com/our-solutions/plc-at-work

Goal 5: Facilities/Technology- The Graduate Arkansas Charter School Facility and Technology Infrastructure will meet a higher standard than "Warm, Dry and Safe".
The facility and technology services will become "State of the Art" within the next 5 years.

Implementation Strategy	Timeframe of Work	Responsible Person	Resources Needed Required Actions	Professional Development and Resources	Progress Notes of Implementation
Upgrade current facility flooring and paint		Leadership Team Superintendent	Allocated funding Contractor		
Conduct technology infrastructure review		Leadership Team Superintendent	Allocated funding Technology Service Company		
Contract on-site tech support services		Leadership Team Superintendent	Allocated funding Technology Service Company		
Remodel space currently not being utilized		Leadership Team Superintendent	Allocated funding Architectural analysis of space		

Evidence of Successful Strategy:
http://www.apa.org/pi/ses/resources/indicator/2013/urban-schools.aspx
https://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/