

Minutes/Discussions

April 15, 2016

Celebrations and Successes!

- **Scott Gauntt shared that teachers are now taking ownership and coming to the district when there is a need.**
- **Kathy Goff, PCSSD, attends feeder meetings and go over questions and take care of needs. They are “getting it.”**
- **Ms. Goff also shared about the current shift taking place within PCSSD as a result of the district preparing to separate into two individual districts, a district forming out of a district.**

Janet Walker- Lafayette SD:

- Had a school within district that was previously a Priority School. Now, they are an achieving school. Conversations are taking place, including various entities, vertical team meetings, horizontal meetings, where our gaps are. We have a lot of good things going on in the district. Everyone is a part, and everyone is listening.

Lorrie Holt – Dumas High School:

- We have had vertical team meetings for a couple of years. Seeing actual processes and changes that are coming as a result of this process. High school has taken ownership of several areas pertaining to the Indicators. Conversations are even taking place outside of PLCs. Test scores are also increasing as a result. Teams are meeting on their own, giving up their time to continue and prepare for the work. I can see how this is becoming a living process vs. a stagnate process.

Bonnie Haynie – El Dorado:

- Our high school has actually bought into, latched on to several things. The common assessments have been one of those things. Taking away a lot of those excuses with reference to student achievement. Some of the things we put into place 5 or 6 years ago, found that based on the Wiseways, we did do right.

Kim

- We have the data going on at all levels. We are doing good.

Caroline Neel –

- Started having Key Leadership Team meetings. Different people participate at different times depending on what we are looking for. We also talk specifically about our Priority school and focus schools. Trusty, a school in our district moved from a “D” to a “C” and in the top 10% for growth. We have quarterly data meetings where even individual students and all of the background information is discussed by key people from all over the district discussing.
- We do need a stronger focus on monitoring plans. There are a lot of things that our people want to put in (system) that they want to work on but are having a hard to making it “fit” with the existing Indicators.

Tracy Streeter – Star City SD

- I was new to the district. Star City is known for a tremendous investment in PLCs and data. I am a results oriented person. When we looked at results, there were noticeable gaps. We had to pull those things together. No understanding of money and the process. I began asking about plans, priorities, how does it fit? What do the results say? We couldn't be satisfied with having certain things/programs in place, but then when we started pulling back that onion, there was clearly a different story...just pulling it all together. It's starting to come together. We've been able to learn to work together.

Dr. Wilde-

- We, internally, can celebrate that we have gotten through the first year or the Field Test. Now, the question is "Should we continue?" Recently disclosed by the SBE that 3 schools and 26 districts are now in Academic Distress, so there is a lot to do. We do have data piece from which to work.

Damon Dean, Crossett

- A renewed sense of the ownership of the plans is what we are seeing developing. This has not come immediately. We are seeing that they have a real sense of ownership, the weakness, strengths, and what you do about them is your plan.

What role is TESS and LEADS playing in your schools? Is it helping or adding to your plate?

Tricia Kerr – ESL

- How to integrate services for English Learners has been the thought.

Annette Carlton-Pearson

- Glad final allocations have been posted. Started looking at ACSIP verse the expenditures

Jayne Green

- It has been a relatively smooth transition for us with reference to Title I Applications. We have grown a lot as well as the districts. What is being seen in the beginning budgets and what is coming out is more closely related. Will be discussing more about inventory and the processes.

Elbert Harvey

- You are our customer. We appreciate your valuable feedback.

Pepper Wylie

- Really excited to be as far as we are on Field Test. It's pretty much been smoothing sailing.

2016-2017 School Improvement Planning

- What would be the difference
- Part of the reason we call it a field test, is that we are able to adjust and make modification. Also, there is some forgiveness with regard to timelines. Changes will be coming pertaining to

federal applications. There is the preapproval and then there is allowable. When do we submit the categorical forms? Do we need to modify the state categorical forms? Huge turnover in Federal Programs Coordinators. With not knowing the changes forthcoming with regard to ESSA.

- Another year of Field Test would probably be best.
- We need to talk more about the needs assessments. We are looking for what was your process? What were your conclusions?
- This team was in agreement that we continue with the Field Test process for the coming year.
- Is Special Ed going “all districts” next year? Yes
- We (Sped) had a pilot last year, this year it’s statewide.
- Check Sped website for updates and current postings. We are trying to make it as easy as possible.
- Issues with not having Excel on computers, not ever having used Excel, not being proficient in Excel are some possible issues to anticipate, as well as issues with Mac books not being compatible.
- Steps are being taken to make the process easier and more efficient.

Federal Programs

- The intent is not for a new application to go out, but for it to be able to used and changes made, and a another submit button.
- If you want to make changes you can. We are looking at a possible date of June 15th due date.
- Making include a box that “No changes have been made.” (Part I)
- Part II has been tweaked some. For next year, district expenditures will go on one tab and all of the individual buildings will have a tab.
- The amount that came out on final allocations will be the staring budget.
- Carryover will have to be projected.
- Indirect Cost will be the actual for the year. Indirect Cost rate for 16-17 will be actual when you start the new plan.
- More directions on the “School Budget Cost” tab.
- When you enter LEA number Cost per child will enter for that building.
- Will this be ready to be shared at the conference on May the 5th? Will there be a Commissioner’s Memo the next day or day before giving guidance?
- Districts have until August the 1st to submit if they have a reconfiguration to a building or adding a building, etc.
- Pre-approval and due in June.

Special Ed and of their assurances are still due June 1st.

Title III –

Changes were made to try to avoid duplication. Not sure when that will be due. Adding pieces to the application that were asked on the Home Language Survey as that survey will no longer be given.

State Categorical

- As long as expenditure is in an allowable area and noted in their General Description...It is allowable. We are not approving. We will skim through the district to make sure of what is being placed in the district. Who is responsible in the district to make sure that the buildings are spending the money within allowable areas? If Superintendent signs that all of the expenditures are allowable, then things are taken care of.
- Just a little "Assurance Page" with some assurances will take care of that. This is a compliance item. We have to verify that someone in the district is looking at those items.
- This is a forms that the superintendent would likely have to sign.

How may we help districts and schools with the selection of Indicators?

- There should be at least a minimum number of Indicators that the district is requiring of the schools, was one suggestion.
- What if the state said, the districts should have *at least one* Indicator that you're working on, with the district determines in terms of improvement? There was apprehension about what districts would actually choose.
- The districts could possibly choose three (3) additional. This would take into consideration the capacity with which each school is working.
- The districts could also follow this same number.
- A concern would be the whole monitoring of that. How would you keep up with who is doing what? How is everything kept current? We would need training.
- It is about doing the work with quality and depth of work that produces improvements.
- For things continued, "*How do the schools check off every year that Indicators have been reviewed?*" Is another question.
- Take the suggestions to today and write up the intended change (ADE gives 1, districts select 3) to be sent out statewide to inform.
- Last year, there was a focus around forms and money changes, and at the district level. Should be thinking about talking specifically allowing schools to come to training and focusing on Indistar? Should we be redirecting our efforts?
- This is the hiring season. Throughout the interviews that have taken place (in Sped) we have asked about Indicators. Very few applicants had interactions with the Indicators, much less Wiseways and research. This is with teachers and school leaders alike.
- All audiences need to know about the information.
- If a district has 12 or more schools, we could possibly ask if they would like to do trainings jointly. Trainings could take place in auditoriums if coops are too small.
- We really want people to understand the system. Audience should be anyone who is going to be involved in the process.
- Have coop specialists been involved? It depends on the coop.
- We will be looking at a timeline as well as Commissioner's Memos.
- Possible videos ideas for trainings: webinars, youTube, videos in Indistar (how to utilize the system)

By statute and rule what do we need to do as far as needs assessment?

- 2012 Rules are in Indistar, but there is an update on the ADE Website. There are also new updates have been submitted but not added (dyslexia, etc.)
- Each section of the rules has information pertaining to needs assessments. For example:
- NSLA – 6.00 Special Needs – National School Lunch Act
 - 6.08
- PD –
 - 7.06.2, 7.06.03, 7.06.2.2
- Discussions took place surrounding what type of form would be best for submitting the General Description in the future. Should we keep the current form, an expandable form, including rules under each section, or a form similar to ESL example provided by Ms. Kerr were discussed.
- We really want to make sure districts are providing what is needed.
- We have to go down the path that is was legislative that there was a General Description. Then there is the question, *“What is general verse specific?”*
- Doc and Links would house the guidance (expandable form, for example).

Health and Wellness

- Form was patterned after the Professional Development format (example from Mrs. Jerri Clark)
- Section 1 is district information - Section with 1220 with “hint” box.
- Chair of the Committee would serve as the contact for ADE (District Wellness Committee Chair)
- Section 2 required data.
- SD will be allowed to use the paper copy if they are not technologically savvy.
- Wellness Folder could be added for uploads.
- BMI Section – “Hint” would provide most up to date BMI reports.
- School level BMI – links will take you to that data.
- Section III Health and Wellness goals. “Hint” next to each suggested goal provides priorities for each goals.
- Information, resources, and guidance will hopefully be located in “Doc and Links.”

Commissioner Johnny Key and Chief of Staff, Debbie Coffman

Process for drafting the ADE Mission and Vision process

- Every month, we work with a group of support folks (like coops, for state department). The one we are currently working with is out of Oklahoma. We are also working with Sam Reddy.
- The **Vision** we have developed is:
The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.
- I have tried to pull all groups in when talking about various initiatives.
- **Mission:**
The Arkansas Department of Education provides leadership, support, and service to schools, districts and communities so every student graduates prepared for college, career, and community engagement.

- We have to also have a set of values by which we conduct ourselves as an agency. The areas: *leadership, support, and service*. We know that test scores are important, but it's broader than that.
- Finally, there are 5 goals. It's not going to be a plan that you put on a binder or put on a shelf, or signs you put on a wall.
- After you have set goals, you have to develop strategies. We are in the next steps. What happens in year 1?...year 2? We are looking at a 5, 10, 20 year approach.
- We hope that this approach takes hold, and districts and schools pattern after.
- Email with feedback and suggestions.

Debbie Coffman

- This process is fluid. We are moving back and forth to meet the need. Continue to check back in to see if any changes have been made (to current draft of mission and vision).
- Do not tell districts and schools is an ADE mandate. Have conversations and schools, don't just print it off and hand it out.

Possible Meeting Dates

- June 7th – 9th (Dr. Wilde stated that this week would work better for the S I Unit.). Jerri Clark is available on the 7th, but not the 8th or 9th.
- June 14th
- June 7th has been decided as the next meeting date.

Next Steps

- Googledocs will be left open
- Continue to think about the Mission and Vision.
- Work with Indistar to explore how this will look in a test site. Due date for this form is yet to be determined.