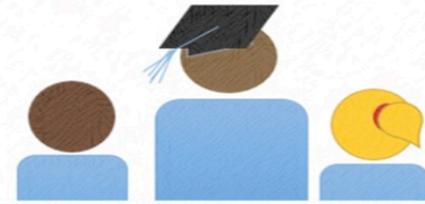




ACSIP Statewide
Field Test

Supporting Arkansas Schools for Arkansas's Future



Statewide Field Test Advisory Team meeting

Friday, April 15, 2016

9:00 a.m. to 2:00 p.m.

(lunch provided)

Pre-Read and Discussion PowerPoint

Annette Barnes,
Assistant Commissioner Public School Accountability

Elbert Harvey (ACSIP and Standards)

Bobby Lester (Federal Programs)

Meeting Focus –

Focus –
2016-2017
School year
Develop 2016-2017
schedule



4/15/16

Agenda

- **Celebrations and Successes!**
- Googledocs Mission and Vision outcomes
- 2016-2017 School Improvement Planning
 - What has to be in place before a plan is developed?
 - What constitutes a plan/process?
 - How may we help districts and schools with the selection of indicators?
 - 2015-2016 Program/Annual Evaluations and 2016-2017 Needs Assessment
- 4/7/2016 ADE meeting outcomes (Forms/ Applications/ Timeline/PD and Communication)
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 - Health and Wellness
- ACSIP (Indistar) current reality/ Data
- Commissioner Key & Debbie Coffman, Chief of Staff
- 2016-2017 Next Steps

Next Steps Successes for 04/15/2016

ADE	Team	Individuals
<ul style="list-style-type: none">• Work with Ms. Haynie to develop a Googledocs document to gather input from the team regarding the Mission, Vision, and Goals of the process• Hold internal ADE meetings to determine 2016-2017 forms and timelines for the 2016-2017 school year for review by the Statewide Advisory Team for comment• Return to the April meeting with<ul style="list-style-type: none">• A Needs Assessment sample form for the 2016-2017 school year• An annual / program evaluation sample form for the 2016-2017 school year	<ul style="list-style-type: none">• Respond to Mission and Vision by Googledocs• Return with district and school ACSIP success stories, suggestions, and questions from the various regions in the state.• Provide feedback regarding the 2016-2017 Health and Wellness form templates once available for review.	<ul style="list-style-type: none">• Ms. Haynie will work with ADE to develop the Googledocs document• Ms. Clark will submit the 2016-2017 Health and Wellness form to the team for review

Straight from those who show success!

What about students? Here is our Challenge: Search for success stories regarding instructional teams, classrooms, and students.

Submitted Arkansas ACSIP Process Success Stories





NEWPORT
SPECIAL SCHOOL DISTRICT

*Pam Clark,
Assistant Superintendent
Curriculum and Instruction*

And
***Leadership and Instructional
“TEAMS”***

E-mail / Coaching Opportunity

Hey, everyone,

Here is the data for the third, nine weeks for our literacy chart!

Please clap and cheer as you see the success we have made this year!

And, we still have more days left for more improvement!

And, wait until you see the kindergarten data at the end of the year! It is going to be amazing!

Celebrating our successes is just as important as identifying our needs!

The research we read in Wise Ways states that we are closing the achievement gap each nine weeks. This data shows where we were and where we are going!

Celebrate on!

Pam

Data Results mentioned in e-mail

April 14, 2016	First Nine Weeks Proficiency (%) of students reading above and on grade level Tier 1 expectations 80%	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks	End of Year Data for Last Year 2014-2015 DRA
First Grade (DRA-Guided Reading Levels)	69%	77%	88%		64%(DRA)
Second Grade (DRA-Guided Reading Levels)	64%	69%	76%		70%(DRA)
Third Grade (DRA-Guided Reading Levels)	62%	76%	82%		68%(DRA)
Fourth Grade (DRA-Guided Reading Levels)	50%	78%	80%		77%(DRA)
Fifth Grade (STAR Testing)	36%	48%	54%		81% (DRA)
Sixth Grade (STAR Testing)	37%	55%	51%		DRA not given in spring of 2015

1st to 4th grade give on-going
DRA – Developmental Reading Assessment Results

Reading levels are based on where the students are in the current reality.

Grades 5th and 6th also give beginning and end of year DRA, to identify progresses available after May 2016.

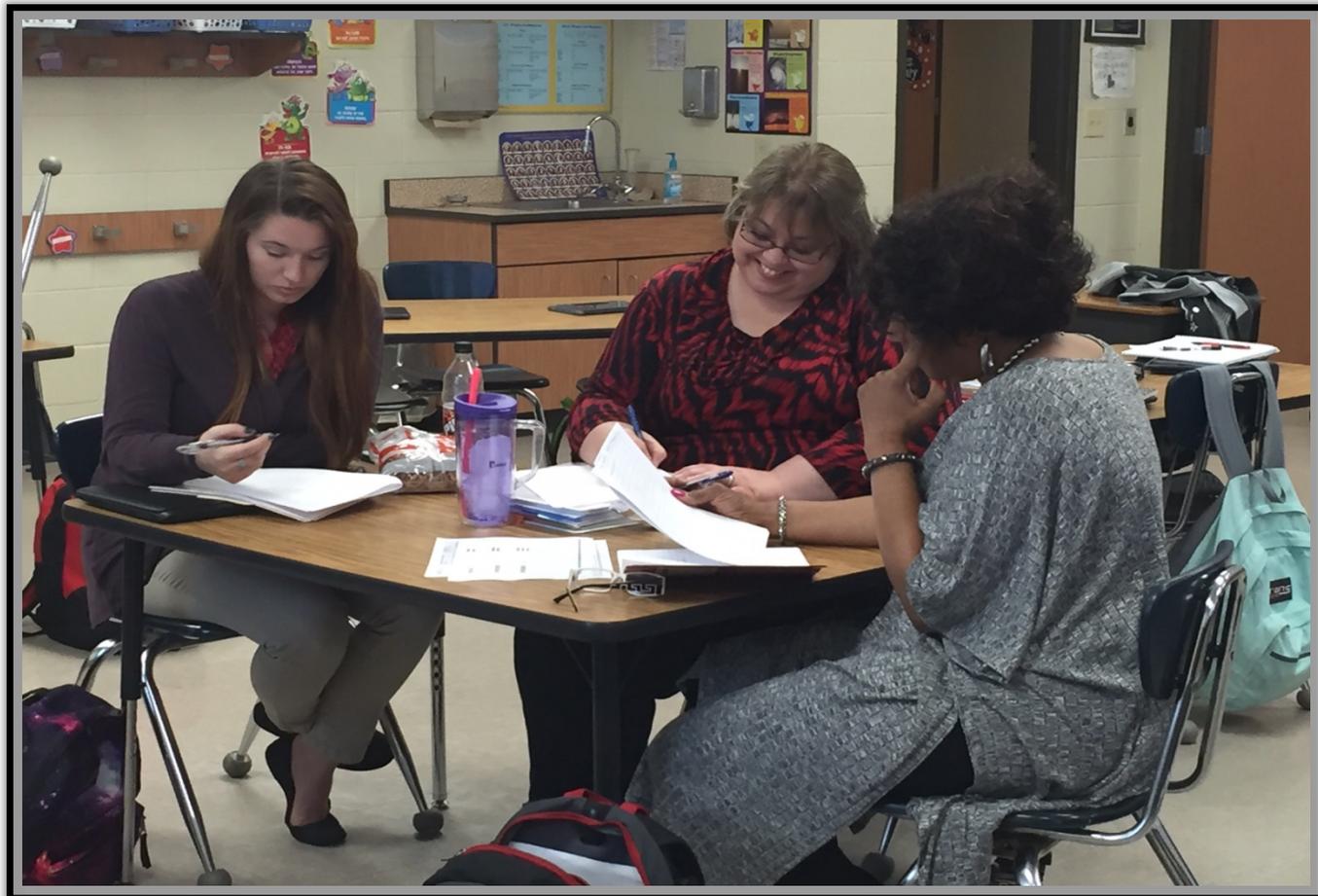
The on going reporting of success throughout the year is through Star Testing for 5th and 6th grade.

Sixth grade teachers working with on text complexity with Dr. Dawn Bessee, Literacy Specialist from the Crowley's Ridge Cooperative.



The 6th grade teachers are analyzing the descriptors for levels of text-complexity appropriate for their students. The teachers are using this information to evaluate the rigor of their curriculum texts.

Each week grade level teams meet to read Wise Ways research, discuss data and professional development needs, and plan their next steps regarding classroom instruction.





Drew Central School District
Kim Barnes
Curriculum Director of Instruction

and

District Leadership Team

- IA14 The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)
- IA15 The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

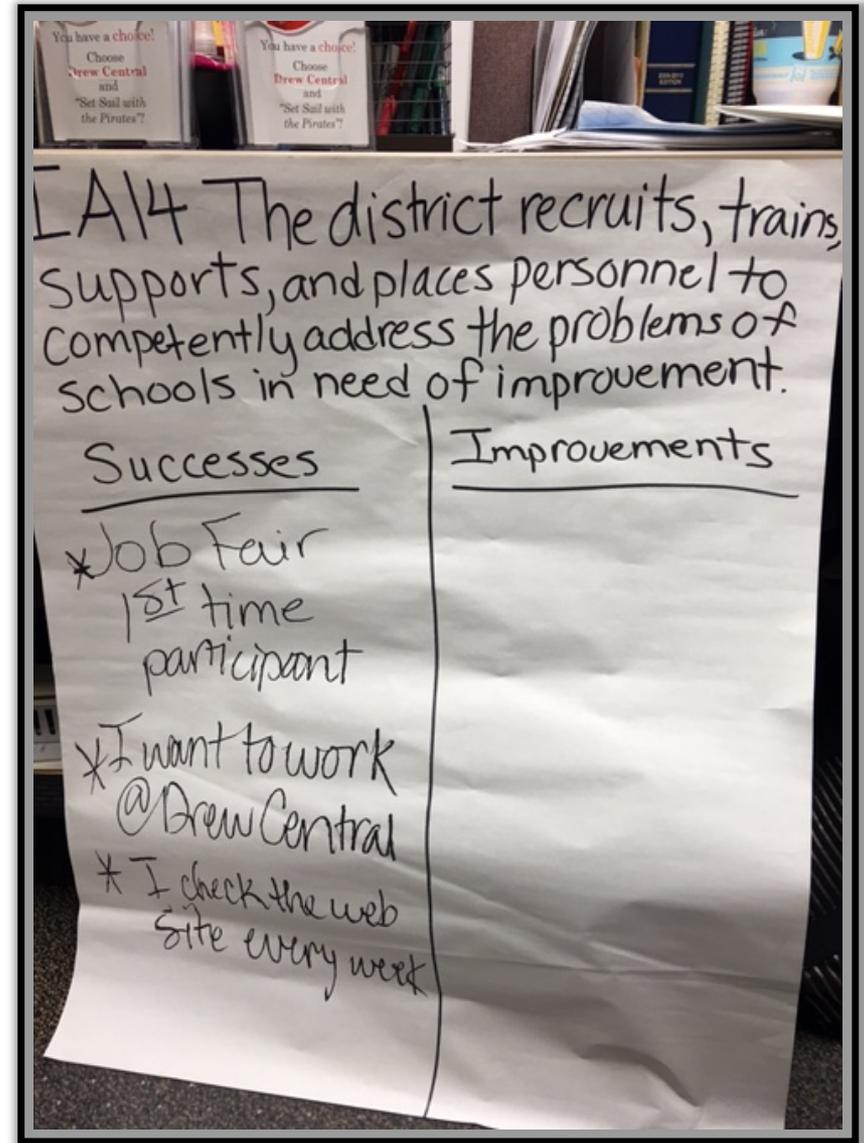
The Leadership team meet and discussed the WiseWays of the previous Indicators. We met the Highly Quality portion but diversity in Male/ Female educator representation needed to be addressed. We wanted to know how we could improve this and determine what we could do.

The literacy facilitator, as a former Wal-Mart Manager, asked the team about job fairs during the meetings. She volunteered to go to the job fair. She attended and reported back during the April 2016 meeting. Several local UAM students that were not specifically Monticello residence wanted to apply and remain in Monticello following college graduation.



The team was so happy about the successes they forgot in the moment to work on Improvements.

We learned that sometimes the team forgot to put in the ACSIP what else needed to be done to attract teachers and students to the school.



Drew Central Schools



"Anchored in Education"



You have a **choice!**

Choose
Drew Central
and

*"Set Sail with
the Pirates!"*

Brochures are being placed at the Monticello Economic Development Office and local real estate offices to showcase what Drew Central has to offer. The brochure will also be used in the future to pass out to student interns and observers as a recruitment tool.



**Drew Central High School
Melissa Vincent
Building Administrator**

**and
Curriculum and Instructional
Development PLC**

From the High School level, the District Director of Instruction attended the High School Professional Development PLC on April 1, 2016.

The meeting agenda included ACSIP WiseWays® indicators at the top of the agenda.

The team wanted to identify how they could work during the summer and August 2016. In the beginning, they wanted to meet in June but during the conversation realized the BEST decision was to meet in August after the new hires and all the PD was completed.

During the High School meeting, the team developed a plan to have a district vertical teaming conversations in May 2016.

School Leadership Team

DCHS strives to educate the whole person by ensuring an outstanding and safe learning environment which nurtures the unique talents of the individual student.

Drew Central High School Math Lab – Room 410	Date: April 1, 2016 Time: 10:00 – 10:30 a.m.
---	---

Agenda

- Curriculum, Instruction and Professional Development
 - IIA01 – Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
 - DCHS will allocate summer PD time to work within our departments to create unit plans developed by instructional teams. Unit plans will be aligned by subject and grade level.
 - Evidence will be provided by submitting UbD unit plans.
 - IF02 – The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.
 - Principal will share summary of observations to SLT in order to drive professional development.

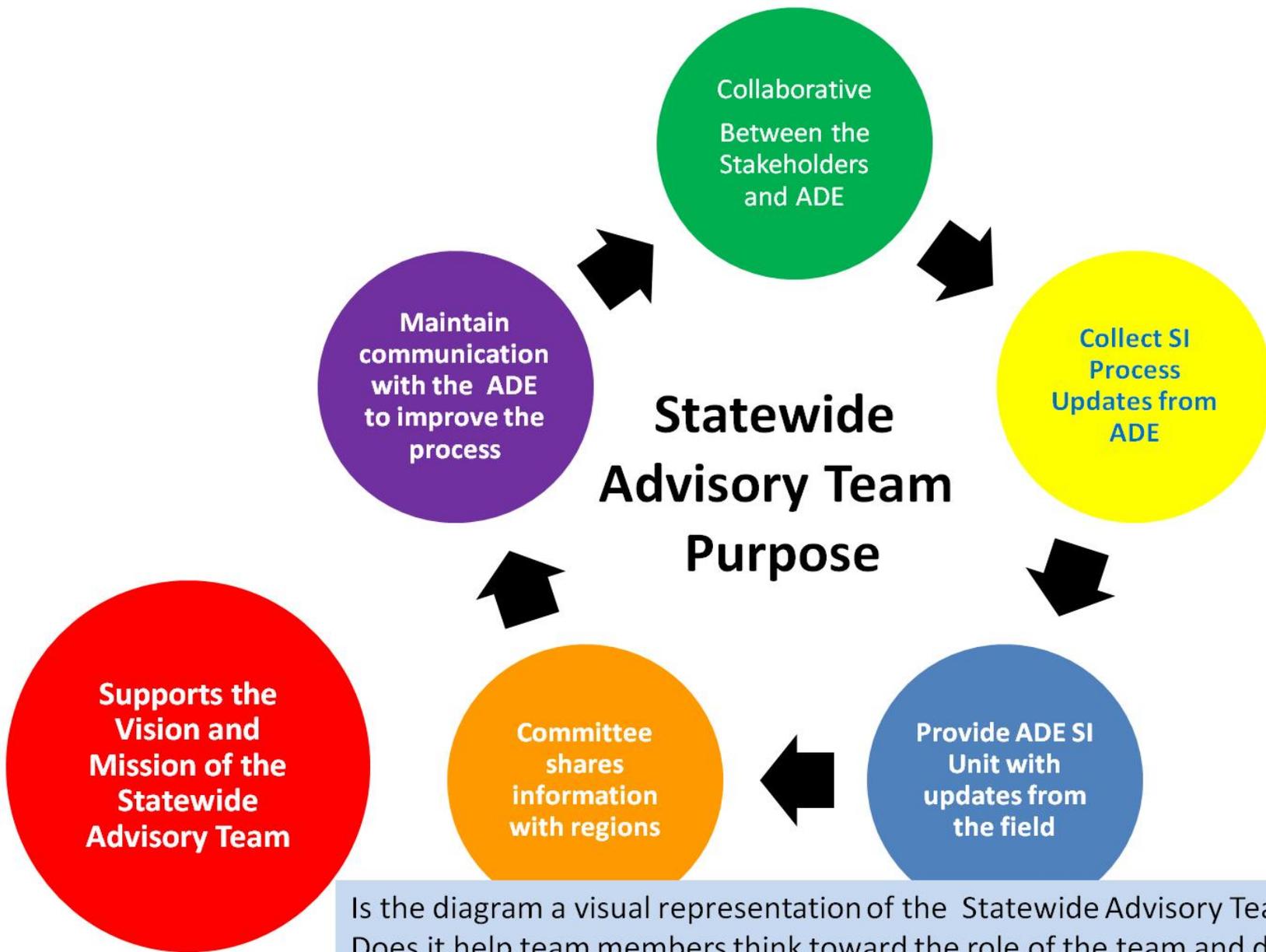
Share Wednesday

Positive thinking will let you do everything better than negative thinking will.

—Zig Ziglar

Agenda

- **Celebrations and Successes!**
- **Googledocs Mission and Vision outcomes**
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Is the diagram a visual representation of the Statewide Advisory Team?
Does it help team members think toward the role of the team and development of a Vision and Mission to lead the team's work?

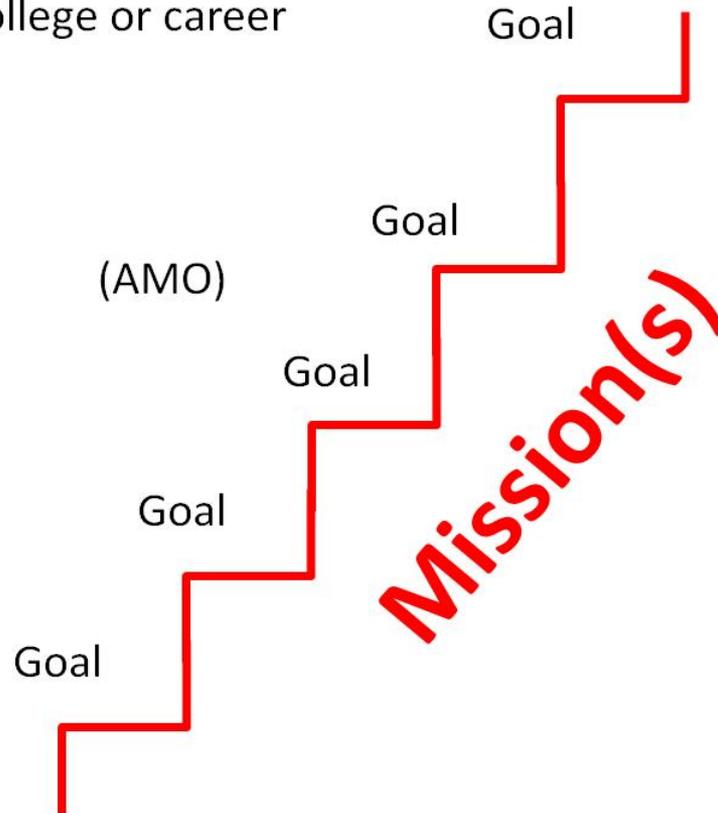
The following areas of support were identified by the team in red.



Vision- Future- Dream(s)

Where we want to be.
What will this look like when we get there?

Successful at college or career

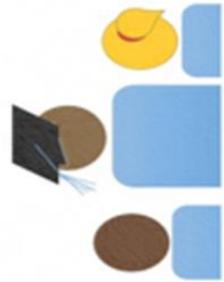


V – CR = Needs Assessment

Current Reality- Present

School Improvement
Statewide Team
Vision & Mission

*Draft – For
discussion
only. Not for
distribution*



ACSIP Statewide
Field Test

Supporting Arkansas Schools for Arkansas's Future



Best Moving Forward
Bringing all together,
Where students succeed beyond their
wildest dreams!

Draft

ACSIP Statewide Field Test 2016

Arkansas Comprehensive School
Improvement Process/Plan
(ACSIP)



"This is our chance to do what is right for
Arkansas children in education."

"This is our best chance ever in the last few
years to put the process into place. We are
looking at this as a process and a total learning
experience for our district. This is where we
have got to enable our people and empower our
schools."

Statewide Advisory Team



ARKANSAS
DEPARTMENT
OF EDUCATION

The Statewide Advisory Team is a collaboration of the Arkansas Department of Education, Arkansas Districts and Schools.



Who are we?

Caroline Neel	Janet Walker
Tracy Streeter	Kathy Goff
Teri Phalyaw	Damon Dean
Kristi Wiggins	Scott Gauntt
Bonnie Haynes	Lorne Holt
Melody Morgan	Jerri Clark
John Harris	LaDonna Spain
Chantele Williams	Alicia Fletcher
Charley Nowak	Kathy Davis
Bobby Lester	Jayne Green
Annette Pearson	Lisa Haley
	Dr. Richard Wilde

The Statewide Advisory Team was created to develop a collaborative approach to addressing School Improvement professional practices among Arkansas systems.

Support the process to steward the Vision and Mission of the State for students!

What are our goals?

- Collaborative between the stakeholders and ADE.
- Collect School Improvement Updates from ADE.
- Provide the ADE School Improvement Unit and ADE updates from the field.
- Committee participants share information with regions.
- Maintain communication with the ADE to improve the process.

In support of

K-16 Students

Teaching and Learning

Talented Teachers in underserved areas

Support outside of the classroom

Leaders and Administrators

High Need Districts and Schools

Aligned Systems and Policies



ACSIP Statewide
Field Test

Supporting Arkansas Schools for Arkansas's Future

Serving Arkansas together

SEA, LEA, Schools, Communities

"I can't tell you how comforting it is to actually know the people at ADE, especially when you have a need!"

Statewide Advisory Team

Visit us on the Web:

Statewide Field Test

<http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/acsip-statewide-field-test>

Arkansas Department of Education

<http://www.arkansased.gov/>

School Improvement Unit

<http://www.arkansased.gov/divisions/public-school-accountability/school-improvement>

Indistar

<http://www.indistar.org/>

Contact Us

ADE 501-682-1699 or 501-683-3434

Advisory Team
member _____

Contact information _____

Agenda

- Celebrations and Successes!
- Googledocs Mission and Vision outcomes
- **2016-2017 School Improvement Planning**
 - **What has to be in place before a plan is developed?**
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2016-2017 School Improvement Planning

What has to be in place before the plan is developed?

- **Vested Team- Plans are individualized depending on the building and audience. (ownership for leadership teams)**
- **Systems that allow processes / procedures for improvement to move forward**
 - **District Policy for Leadership Team planning**
 - **On-going district Support for implementation**

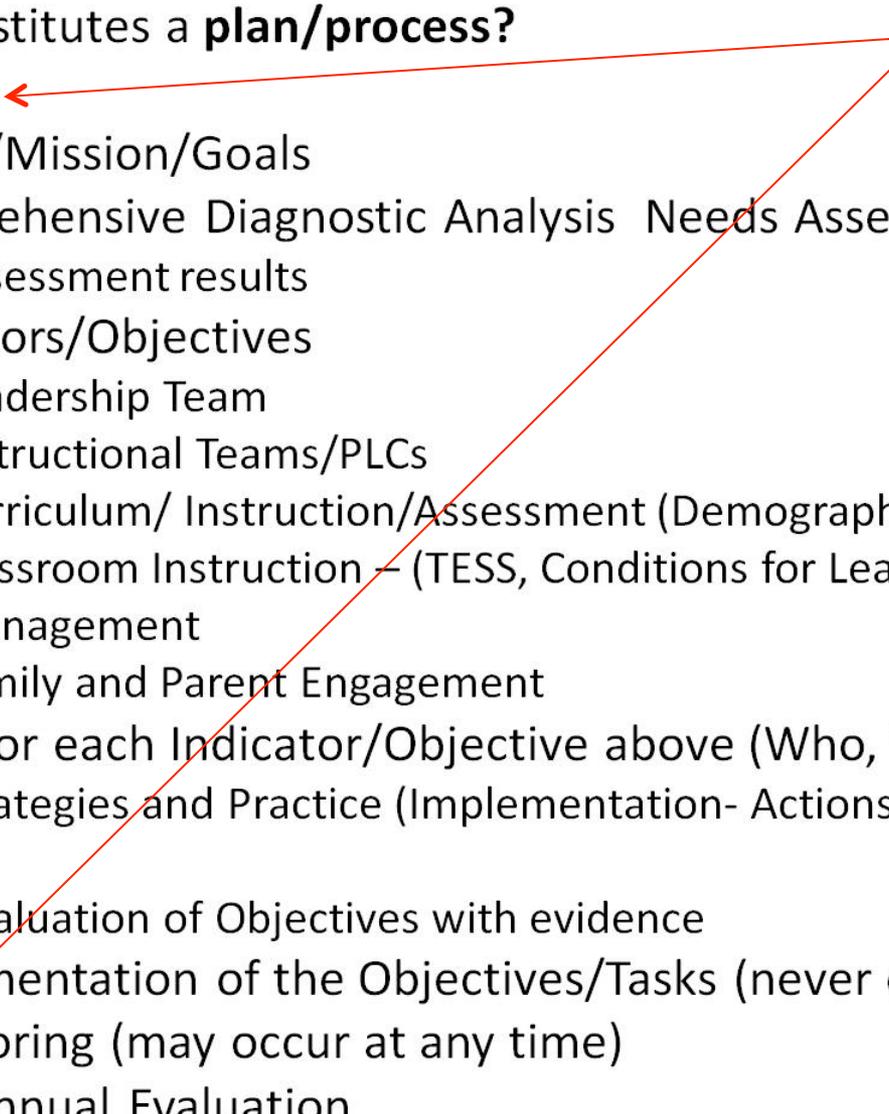
Further information is forthcoming.

2016-2017 School Improvement Planning

What constitutes a **plan/process**?

- Team
- Vision/Mission/Goals
- Comprehensive Diagnostic Analysis Needs Assessments
 - Assessment results
- Indicators/Objectives
 - Leadership Team
 - Instructional Teams/PLCs
 - Curriculum/ Instruction/Assessment (Demographics,
 - Classroom Instruction – (TESS, Conditions for Learnings- focus on Students,)
 - Management
 - Family and Parent Engagement
- Tasks for each Indicator/Objective above (Who, What, how, When, etc.)
 - Strategies and Practice (Implementation- Actions Steps)
 - PD
 - Evaluation of Objectives with evidence
- Implementation of the Objectives/Tasks (never ends)
- Monitoring (may occur at any time)
- Plan/annual Evaluation

Discussions led to the following bulleted items of discussion.



2016-2017 School Improvement Planning

How do we help the schools select Indicators to develop the plan?

- Two way communication (feedback in person and through following up coaching)
- Option to have the central office personnel attend school level leadership team meetings

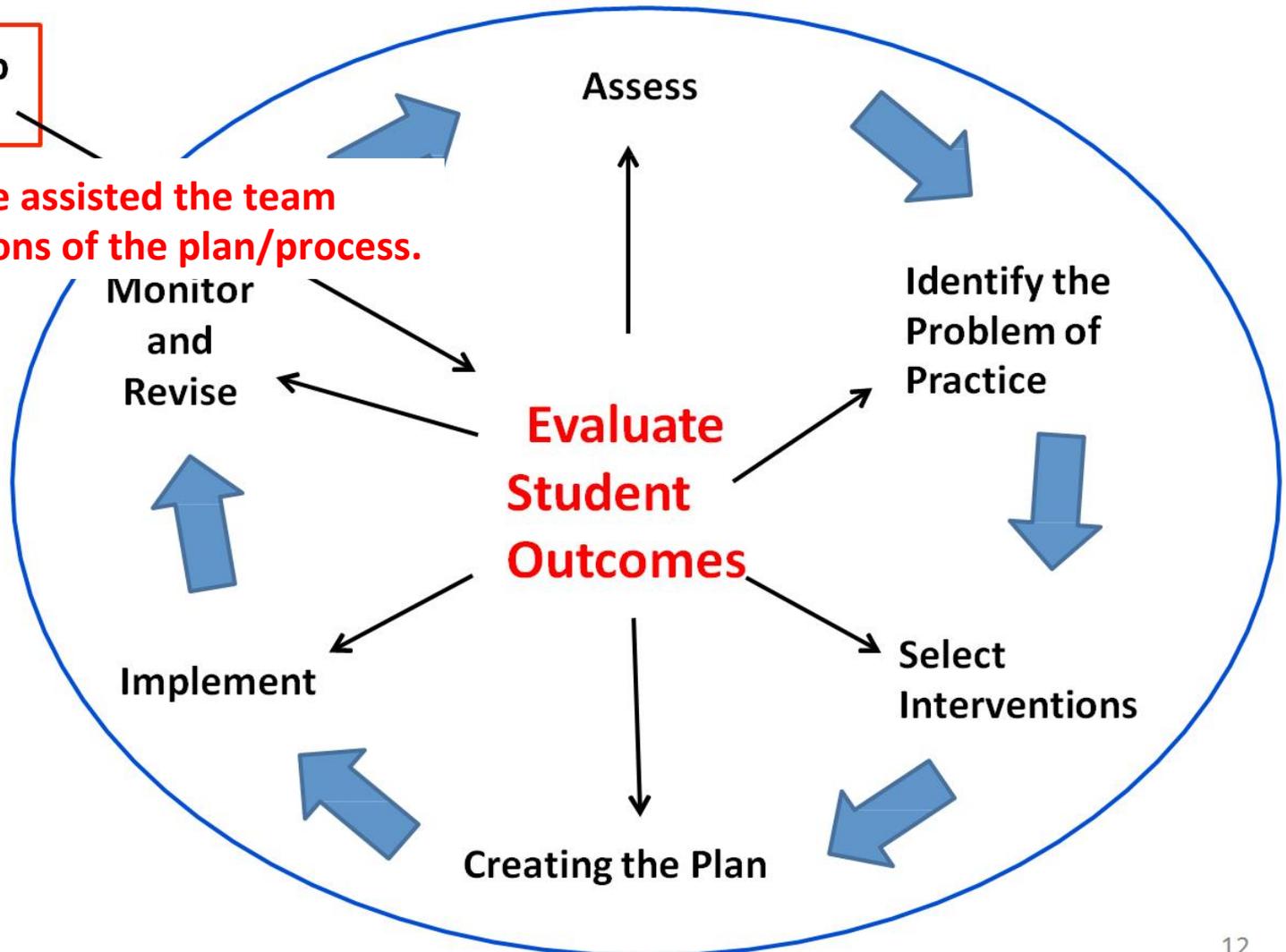
Further information is forthcoming.



Assessing the Need for Change

Form Leadership team

This cycle of change assisted the team during the discussions of the plan/process.



School Level

Comprehensive Needs Assessments

Comprehensive Needs Assessment (Guides your planning)

Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from ***all four measures of data***:

- student achievement data
- school programs/process data
- perception data
- demographic data

The four types of data should be cross analyzed to identify the needs of educationally disadvantaged students.

**The above description of a *Comprehensive Needs Assessment* is included in the *Comprehensive School Supplemental Compliance Document* in the *Indistar* software in “School” sites.

Drafting of a District Level Comprehensive Needs Assessments

Please describe how the district has completed a comprehensive needs assessment of the entire district based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from multiple measures of data. This includes, for example, how the district will monitor student progress, implement effective parent and family engagement, coordinate services, effective transitions, and other administrative conditions in nature such as programs.

2016-2017 Annual Evaluation

To be completed by the District leadership team.

During the 2015-2016 school year each district and school completed a comprehensive needs assessment and school improvement plan of the entire district or school based on information included in the achievement of children in relation to the state academic content standards. Summaries of multiple measures of data are used to identify the needs of educational disadvantaged students.

Comprehensive Needs Assessment

Please describe how the school has completed a comprehensive needs assessment of the entire school based on information which included the achievement of children in relation to the state academic content standards. The summary should include information from all four measures of data - student achievement data, school programs/process data, perception data, and demographic data. The four types of data should be cross-analyzed to identify the needs of educationally disadvantaged students.

6-15-426 (h) At the end of the year, the school district assesses the effectiveness of an intervention/other action included in ACSIP in improving student performance & include the assessment in the ACSIP for the following year. *Write the statements as if you are convincing the internal and external community and colleagues of evaluation outcomes.*

1. How did the implemented plan meet the identified needs from the district's and schools' compiled needs assessment and analysis from multiple measures of data (*teacher-leader practice/PD, student performance, student safety and discipline, parent/ family and community involvement, health and wellness, student special needs, etc.*) Ark. Code § 6-15-426

Guiding questions to frame thoughts-

- In the district analysis of each school's improvement data, what were the improvements and/or deficits in student performance in relation to the content standards?
- How do multiple sources of data indicate annual academic improvement for educationally disadvantaged students?
- If applicable, what evidences indicate a successful plan of action to address schools in school improvement (Needs Improvement, Focus, Priority, Academic Distress)?

2. What challenges were faced while implementing the plan? How will the team use the identified challenges to make improvements in planning for next year?

3. Reflecting on the current year's outcomes, what has the team learned from this year's cycle of change/planning and evaluation processes?

2016-2017 District and School Indicators (Non Priority and Focus)

- Review progress of the 2015-2016 Objectives and Tasks as part of the 2015-2016 Program Evaluation process
- Re-Task the 2015-2016 Indicators where needed for continued implementation toward full implementation as defined by WiseWays® research (This becomes a part of the 2016-2017 plan)
- Conduct a comprehensive diagnostic analysis/ needs assessment to determine overall needs
- Begin with aligning Indicators of effective practice to the needs identified in the needs assessment to assess, plan, and monitor and continue the process for the 2016-2017 school year (The number of Indicators are determined by need; however, ADE select 1 and the district select 3 when working and supporting the schools.)

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- 2016-2017 Next Steps

The ADE Internal ACSIP Statewide Field Test Team met on April 7, 2016 to work through the following agenda.



ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future



ADE ACSIP Statewide Field Test Team

AGENDA
Thursday, April 7, 2016
9:00 a.m. to 2:00 p.m.

2016-2017 Calendar, State Conferences, and Training

2016-2017 District and School Indicators

2016-2017 Timelines

2016-2017 Forms/Applications and processes of completion

1st of May Commissioner's Memo – Where are we going next?

May 4-6, 2016 AAFC Conference Presentations

Other

April Calendar

◀ ▶ April 2016		Search ACS				
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
3/27 - 4/1	Mar 27	28	29	30	31	Apr 1
4/3 - 8	3	4	5	6	7 Internal ADE Statewide I	8
4/10 - 15	10	11	12	13	14	15 Statewide Field Test Adv
4/17 - 22	17	18	19	20	21	22
4/24 - 29	24	25 Presentations for the Mi	26	27	28	29

May Calendar

◀ ▶ May 2016		Search ACS				
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	May 1	2	3	4	5	6
5/1 - 6				AAFC Conference; Hot Springs, AR		
					SI SW Team (2 hour sess	
	8	9	10	11	12	13
5/8 - 13					9:00am Internal ADE Sta	
	15	16	17	18	19	20
5/15 - 20						
	22	23	24	25	26	27
5/22 - 27						
	29	30	31	Jun 1	2	3
5/29 - 6/3						

June Calendar

◀ ▶ June 2016

Search ACS

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
5/29 - 6/3	May 29	30	31	Jun 1	2	3
	5	6	7	8	9	10
6/5 - 10						
	12	13	14	15	16	17
6/12 - 17						
	19	20	21	22	23	24
6/19 - 24		2016 School Improvement Conference				
	26	27	28	29	30	Jul 1
6/26 - 7/1						

August Calendar

◀ ▶ August 2016

Search ACSI

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
7/31 - 8/5	Jul 31	Aug 1	2	3	4	5
		AAEA Conference; Little Rock, AR				
8/7 - 12	7	8	9	10	11	12
8/14 - 19	14	15	16	17	18	19
8/21 - 26	21	22	23	24	25	26
8/28 - 9/2	28	29	30	31	Sep 1	2

2016-2017 Timeline

Summer/Fall 2016 Semester

June 15

Federal Applications and Budget Summaries are due

June 30

Last day for 2015-2016 General Description modifications

October 1

State Categorical General Descriptions are due

December 1

Preliminary Comprehensive Plans are submitted

Spring 2017 Semester

March 30

2016-2017 Comprehensive

Plans are submitted for review

2016-2017 Possible School Improvement Updates

Docs and Links Resources

- Comprehensive Needs Assessment Guidance
- Annual / Program Evaluation Guidance

Completed Forms

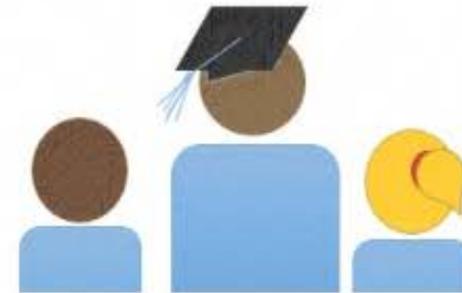
- Separate State Categorical Funds into separate reports on the complete forms tab for submission.

Comprehensive Plan (ACSIP)

- District and School Indicators

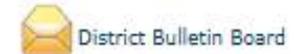


ACSIP Statewide Field Test



Supporting Arkansas Schools for Arkansas's Future

Dashboard
Arkansas TEST School District



Share this guest login with staff, school board, parents, and others
Guest Login - Password / **guestdar1319 - guestdar1319**

Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / **LTD1319 - LTD1319**

- Home
- Complete Forms**
- Submit Forms/Reports
- Docs & Links
- Coaching

Form	Status	Description/Instructions
Important Message !!! -->		Please be sure to save all forms often as you work. Additionally, please check internet connectivity to make sure your session has not timed out ('Refresh' page to determine).
District Parental Involvement Policy	Accepted	<p>Optional planning template that can be used to create required plan. This plan must be sent for state review by October 1</p> <p>The form must then be submitted and posted to your district website by October 21st.</p> <ul style="list-style-type: none"> • Complete (Tab2) • Send to state for review using the 'Save and Send for Review' button (located at bottom of form) • Once reviewed by the state, update if needed • Click 'Save and Preview' at bottom of form to create a pdf, and... • Post to website <p>NOTE: Parental Involvement Plans will NOT display on the ACSIP (Indistar®) Guest page. All Schools and Districts must post plans to their websites.</p> <p>If federal funds are being transferred, you must complete this form and upload into the Document Upload by May 1, 2016.</p> <ul style="list-style-type: none"> • Complete form • Upload to Title I folder
2015-16 Notice of Funds Transferred		

[State Categorical Program General Description](#)

Districts and schools will develop and submit to the ADE a general description for the use of state categorical funds. Schools only complete general descriptions for activity budgeted in APSCN at the building level. Allowable expenditures found in Special Needs Funding rules, as budgeted in APSCN, will be utilized by legislative audit to determine the appropriateness of expenditures.

- Complete (Tab2)
- Submit on Tab 3 of Dashboard

The 2016-17 form information remains the same as the 2015-2016 format with each State fund sources located on a separate form.

Arkansas

Arkansas Public District and School General Description for the use of State Categorical Funding

District	<input type="text"/>	LEA #	<input type="text"/>
-----------------	----------------------	--------------	----------------------

Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

State Categorical General Description



(Completed at the District and Building Levels)



State Categorical Supplemental Forms

- General Description use of funds
 - *Evaluation of Interventions*
 - *Any supplemental forms required by legal following rule modifications**
 - *Required at both the School and District levels*

*Rules in accordance with Act 841 have not yet been revised.

The team developing the ACSIP plan should consider at a minimum the following rules:

Student Special Needs Funding Rules	<a href="http://www.arkansased.gov/public/userfiles/rules/Current/ade268_SpecNeedsFundin
g - June 2012.pdf">http://www.arkansased.gov/public/userfiles/rules/Current/ade268_SpecNeedsFundin g - June 2012.pdf
ACTAAP Rules	<a href="http://www.arkansased.gov/public/userfiles/rules/Current/ACTAAP-FINAL -
September 2014.pdf">http://www.arkansased.gov/public/userfiles/rules/Current/ACTAAP-FINAL - September 2014.pdf



Act 841

Statute

A.C.A. § 6-15-425

A.C.A. § 6-15-426

A.C.A. § 6-15-431

A.C.A. § 6-15-2106

A.C.A. § 6-15-2201

A.C.A. § 6-15-2202

A.C.A. § 6-17-2402

A.C.A. § 6-20-2303

A.C.A. § 6-20-2305

SECTION 1.

- Arkansas Code § 6-15-426(f) and (g), concerning school improvement, are amended to read as follows:
- **(f) (1) The comprehensive school improvement plan shall**
 - Be **based on an analysis of student performance data and other relevant data** that provide **a plan of action to address deficiencies in student performance and any academic achievement gap** evidenced in the Arkansas Comprehensive Testing, Assessment, and Accountability Program.

- **(2) The comprehensive school improvement plan shall include a general description of the public school or school district's use of categorical funding for:**
 - (A) Alternative learning environments;
 - (B) Professional development;
 - (C) English-language learners; and
 - (D) National school lunch students,
as defined by § 6-20- 34 2303(12)(A).

 - **(g) Any public school or school district classified as in school improvement under § 6-15-425 shall, with the assistance of the department, develop and file with the department a revised comprehensive school improvement plan meeting the requirements of this section and containing any additional requirements determined necessary by the department to ensure that all students in the public school or school district have an opportunity to demonstrate proficiency on all portions of the state-mandated assessments.**

SECTION 2.

- Arkansas Code § 6-15-426(i)(1)(A) and (B), **concerning school improvement, are repealed.**

SECTION 3.

- Arkansas Code § 6-15-2201(c)(2), concerning the implementation of a state system of school improvement and accountability, is amended to read as follows:
 - (2) **The department shall monitor the development and implementation of the revised school improvement plan.**

SECTION 4.

- Arkansas Code § 6-15-2202(b)(1)(B), **concerning National School Lunch Act funds and national school lunch student state categorical funds in a school improvement plan, is repealed.**



State Categorical General Description

- General Descriptions are developed and submitted for use of State funds in ACSIP.
- Funding details will be included in APSCN to be used by legislative audit to determine the appropriateness of expenditures.
- Allowable verses approvable
- This is not a budget but a program description to be completed by the program personnel.



2016-17 General Description

Report for NSLA- State 281

District or School

LEA #

Revenue: 32381

Source of Funds: 281

Date of modifications:



Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

Guiding Questions:

- **What** is the process for determining the funding source needs at the district and school?
- Describe how the programs, positions, or other **expenditures support needs**?
- **How** does the district intend to evaluate the **effectiveness of the programs and positions**?

District		LEA #	
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Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

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ALE – State 275

2015-16 General Description Report for ALE- State 275

District:		LEA #	
Revenue:	32370	Source of Funds:	275
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.

- Salaries and Benefits
- Purchase Service
- Materials and Supplies
- Capital Outlay

1. Reference the need to determine the alignment of fund support.
2. Include the Program Evaluation results for each area.

District		LEA #	
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Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

ELL – State 276

2015-16 General Description Report for ELL- State 276

District:		LEA #	
Revenue:	32371	Source of Funds:	276
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ELL programs, positions, and other expenditures.

- Salaries and Benefits
- Purchase Service
- Materials and Supplies
- Capital Outlay

1. Reference the need to determine the alignment of fund support.
2. Include the Program Evaluation results for each area.

District		LEA #	
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Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

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NSLA – State 281

2015-16 General Description Report for NSLA- State 281

District:		LEA #	
Revenue:	32381	Source of Funds:	281
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.

- Salaries and Benefits
- Purchase Service
- Materials and Supplies
- Capital Outlay

1. Reference the need to determine the alignment of fund support.
2. Include the Program Evaluation results for each area.

District		LEA #	
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Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

[Student Special Needs Funding Rules](#)

[ACTAAP Rules](#)

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute		
A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

Directions:

1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

Note: Please review your responses if you are copying and pasting from word. There may be some compatibility issues that will need to be edited. If you must copy and paste, please copy into notepad first.

PD – State 223

2015-16 General Description Report for PD- State 223

District:		LEA #	
Revenue:	32256	Source of Funds:	223
Date of modifications:			

Please provide a general description including the purpose and program evaluation of the ALE programs, positions, and other expenditures.

- Salaries and Benefits
- Purchase Service
- Materials and Supplies
- Capital Outlay

1. Reference the need to determine the alignment of fund support.
2. Include the Program Evaluation results for each area.

Title I /Fed Programs and Federal Grants Management

Special Education

Health and Wellness

Gathering feedback regarding the 2016-2017 Health and Wellness processes.

How do we address highlighted portions of the following Health and Wellness items within the next few slides.

Additional hints:

check rules to ensure all required areas are listed;

check with CNU to see what can be incorporated

Health and Wellness School Improvement Priority

Section I: School Information

School Year:

District LEA Number:

School District:

LEA Number:

LEA Name:

District Wellness Committee Chair

Chair Email:

Chair Phone:

School Improvement Status:

District Wellness Committee Members {HINT: define role and organization; link to Rules Section 6}

Enter Chair/Co-chair (Optional)

First Name/ Last Name/ Position or Role/ School or Organization

Enter Committee Members

First Name/ Last Name/ Position or Role/ School or Organization

Option to Add More

Section II: Needs Assessment

School Health Index Assessment

Check box if submitting SHI online reference number {HINT: link to online version}

Check box if submitting paper copy of SHI Scorecard {HINT: link to paper version}

(Talk to Assessment/Curriculum/Homeschools on faxing in documentation)

School Level Body Mass Index {HINT: ACHI website; additional data suggestions SI Protocol doc}

School level classification for overweight

School level classification for obese

Any additional health and wellness related data (KEEP???)

Notes:

Add boxes and rough out the form
AR Center for Health Improvement
Additional data optional to develop
the NA

Please verify that you have looked at
_____ and reviewed that information.

Section III. Health and Wellness Goals

(Provide a detailed description of each required activity)

Goal 1: How will the LEA provide coordination and support to create a healthy nutrition environment for students? {HINT: see below; link to mandates}

REQUIREMENT 1: Coordinate with child nutrition personnel to ensure menus are reviewed quarterly by the district wellness committee and healthy food choices are being marketed

REQUIREMENT 2: Ensure that all students served by the LEA receive grade-appropriate nutrition education

REQUIREMENT 3: Ensure the district policy is in compliance with federal and state mandates (look at 1220 to see where the rules requires the district to ensure compliance)

Activity	Person responsible	Timeline
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Section III. Health and Wellness Goals

(Provide a detailed description of each required activity)

Goal 2: How will the LEA provide coordination and support to create an environment for students to be physically active? {HINT: see below; link to mandates}

REQUIREMENT 1: Ensure that minimum levels of physical education and physical activity are being provided. If more than the minimum is being provided, please provide a description.

REQUIREMENT 2: Ensure that physical activity is implemented across the curriculum for all grade levels.

REQUIREMENT 3: Ensure that the district policy is in compliance with federal and state mandates.

Activity	Person responsible	Timeline
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Goal 3: How will the LEA promote a healthy school environment that promotes learning throughout the school culture? {HINT: see below; link to PD resources}

REQUIREMENT 1: Provide professional development for staff that includes nutrition and physical activity

Activity	Person responsible	Timeline
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Section III. Health and Wellness Goals

(Provide a detailed description of each required activity)

Goal 4: (Optional) How will the LEA address other healthy disparities trending among students.

Activity	Person responsible	Timeline
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Anything beyond state or federal health requirements; related directly to supporting an academic goal set for the school. EXAMPLE

Agenda

- Celebrations and Successes!
- Googledocs Mission and Vision outcomes
- 2016-2017 School Improvement Planning
 - What has to be in place before a plan is developed?
 - What constitutes a plan/process?
 - How may we help districts and schools with the selection of indicators?
 - 2015-2016 Program/Annual Evaluations and 2016-2017 Needs Assessment
- 4/7/2016 ADE meeting outcomes (Forms/ Applications/ Timeline/PD and Communication)
- Unit conversations
 - Federal Programs
 - Special Education
 - Health and Wellness
- **ACSIP (Indistar) current reality/ Data**
- **Commissioner Key & Debbie Coffman, Chief of Staff**
- **2016-2017 Next Steps**

Where are we now to move forward?

ADE Mission and Vision Development Process

1:30 p.m. to 2:00 p.m.

Commissioner Key
and
Ms. Coffman, ADE Chief of Staff

Share the process for drafting the
ADE Mission, Vision, and Goals and
the alignment of the Statewide
Field Test Advisory Team Work





Vision

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.



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.



Values

Leadership

- a. Striving to be a model of excellence that is dedicated to high standards, the whole child, and effective results.
- b. Driving action toward excellence through informed risk-taking.
- c. Protecting the public trust by ensuring quality and accountability.

Support

- a. Collaborating with others through mutual respect, trust, and professionalism.
- b. Communicating in an open, honest, and transparent manner.
- c. Fostering new ideas and promoting effective practices.

Service

- a. Providing quality service in a respectful, effective, and professional manner.
- b. Administering agency programs and services with integrity, honesty, and transparency.
- c. Leveraging state resources in a wise, efficient, and productive manner.



Goals

1. Each student will meet or exceed readiness benchmarks along the pathway to graduate prepared for college, career, and community engagement.
2. Each student will meet or exceed his/her expected individual growth annually.
3. Each student will develop and apply personal competencies that foster learning, community engagement, and success in life.
4. Each student will be actively engaged in college, career preparation, military service, and/or competitive employment one year after graduation.
5. The Arkansas Department of Education will build the capacity of each team member to provide efficient and effective customer service that benefits students, respects taxpayers, and serves stakeholders.

Next Steps for 2016 - 2017

ADE	Team	Individuals