

# NETWORK SCHOOLS - 3 YEAR IMPLEMENTATION SERVICES PROVIDED & COST LIST

Each ARA+ Network School Receives the Following:

YEAR	SERVICE	COST	YEARLY TOTAL COST
YEAR 1	5-Day Summer Institute	\$22,000	
	2 Onsite Professional Development Trainings	\$12,000	
	Leadership Retreats/Network Events	\$1,000	
		<b>TOTAL</b>	<b>\$35,000</b>
YEAR 2	3-Day Summer Institute	\$17,000	
	2 Onsite Professional Development Trainings	\$12,000	
	Leadership Retreats/Network Events	\$1,000	
		<b>TOTAL</b>	<b>\$30,000</b>
YEAR 3	2-Day Summer Institute	\$12,000	
	2 Onsite Professional Development Trainings	\$12,000	
	Leadership Retreats/Network Events	\$1,000	
		<b>TOTAL</b>	<b>\$25,000</b>
<b>TOTAL COST FOR 3 YEAR IMPLEMENTATION</b>			<b>\$90,000</b>



# ARKANSAS A+ SCHOOLS RESEARCH DATA STATS

## A+ Essentials classroom observation preliminary mean scores for ARA+ schools and comparison schools - Spring & Fall 2015

The classroom observations were ranked on a scale of 1-3. A score of zero was given if no A+ Essentials were observed.

ARA+ Essentials	Year 2	Year 1	Comparison
Arts Integration	1.5	1.5	.70
Experiential Learning	2.5	1.0	1.0
Multiple Learning	2.0	1.0	.90
Climate	2.5	1.5	.80

Evaluation conducted by Office of Education Policy at University of Arkansas.

A peer coaching project at Murrell Taylor Elementary began January 2016. Two Arkansas A+ Fellows and an arts education professor partnered with 6 teachers in grades K-5.

### After the Eight Week Peer Coaching Project:

**TEACHERS  
VALUED**

ARTS INTEGRATION MORE



**WERE MORE  
WILLING**

TO INTEGRATE THE ARTS  
INTO THEIR LESSONS

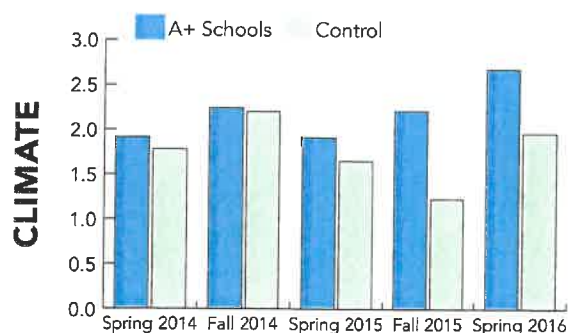


AND PERCEIVED  
**FEWER  
BARRIERS**  
ABOUT INTEGRATING  
THE ARTS

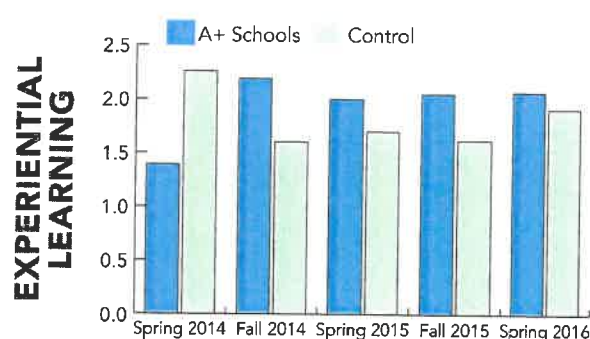


\*Ratings based on a 1-4 scale.

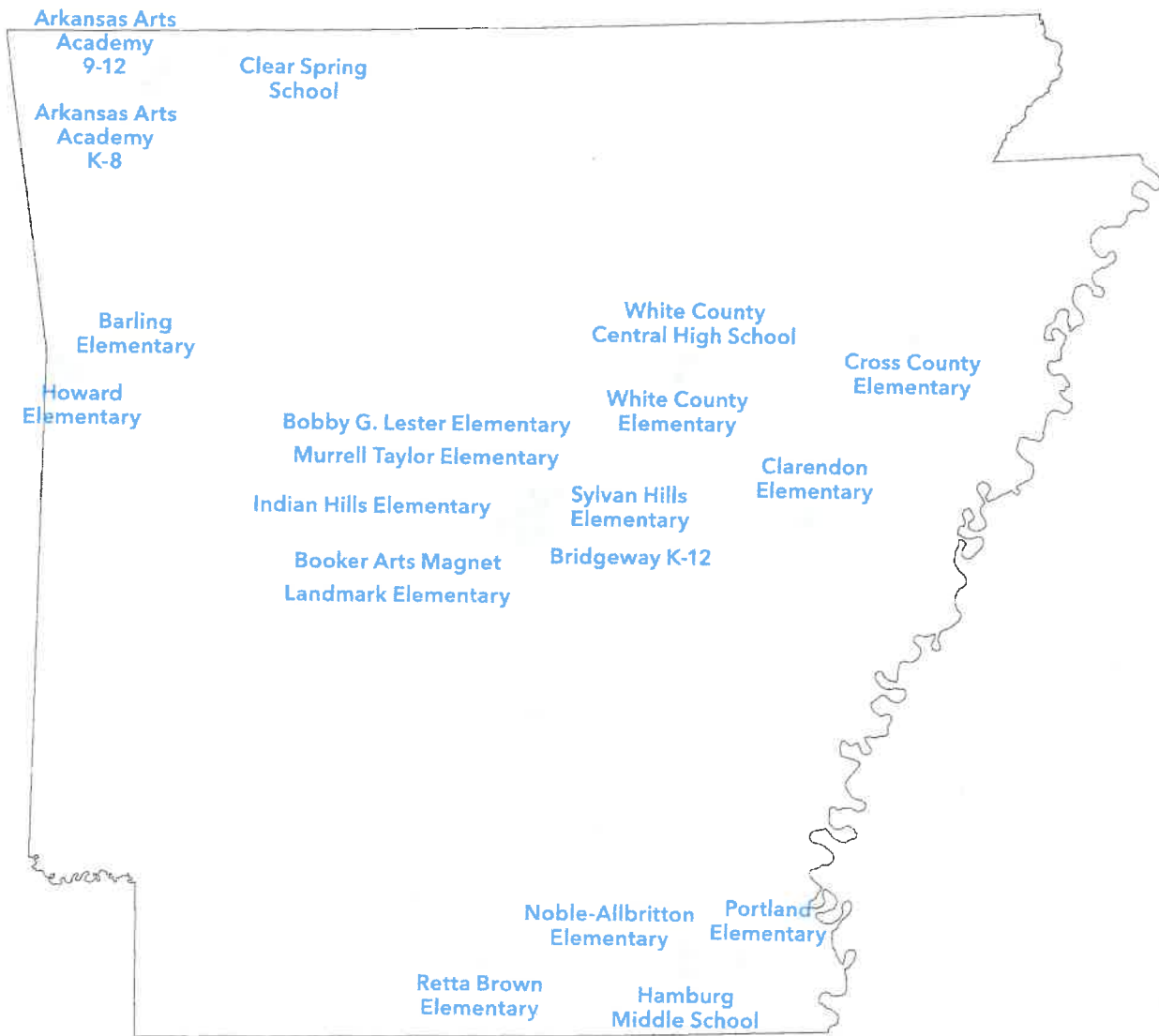
### Comparison of ARA+ and Control Schools: Year 2 Results



Study conducted by University of Central Arkansas



# 2018-2019 NETWORK MAP OF ARKANSAS A+ SCHOOLS



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ARKANSAS  
A+ SCHOOLS  
engaging curious minds



# ARKANSAS A+ SCHOOLS 2018 - 2019 NETWORK

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## **PUBLIC CHARTER SCHOOLS**

ARKANSAS ARTS ACADEMY ELEMENTARY  
ARKANSAS ARTS ACADEMY HIGH SCHOOL

## **PRIVATE SCHOOLS**

CLEAR SPRING SCHOOL - EUREKA SPRINGS

## **JACKSONVILLE SCHOOL DISTRICT**

BOBBY G. LESTER ELEMENTARY  
MURRELL TAYLOR ELEMENTARY

## **CLARENDON SCHOOL DISTRICT**

CLARENDON ELEMENTARY

## **CROSS COUNTY SCHOOL DISTRICT**

CROSS COUNTY ELEMENTARY  
TECHNOLOGY ACADEMY

## **FORT SMITH SCHOOL DISTRICT**

HOWARD ELEMENTARY  
BARLING ELEMENTARY

## **NORTH LITTLE ROCK SCHOOL DISTRICT**

INDIAN HILLS ELEMENTARY

## **LITTLE ROCK SCHOOL DISTRICT**

JOSEPH R. BOOKER ARTS  
MAGNET ELEMENTARY

## **ELDORADO SCHOOL DISTRICT**

RETTA BROWN ELEMENTARY

## **HAMBURG SCHOOL DISTRICT**

HAMBURG MIDDLE SCHOOL  
PORTLAND ELEMENTARY  
NOBLE-ALLBRITTON ELEMENTARY

## **PULASKI COUNTY SPECIAL SCHOOL DISTRICT**

LANDMARK ELEMENTARY  
SYLVAN HILLS ELEMENTARY

## **WHITE COUNTY CENTRAL SCHOOL DISTRICT**

WHITE COUNTY CENTRAL ELEMENTARY  
WHITE COUNTY CENTRAL HIGH SCHOOL

## **NORTH LITTLE ROCK**

THE BRIDGEWAY SCHOOL -  
BRIDGEWAY HOSPITAL



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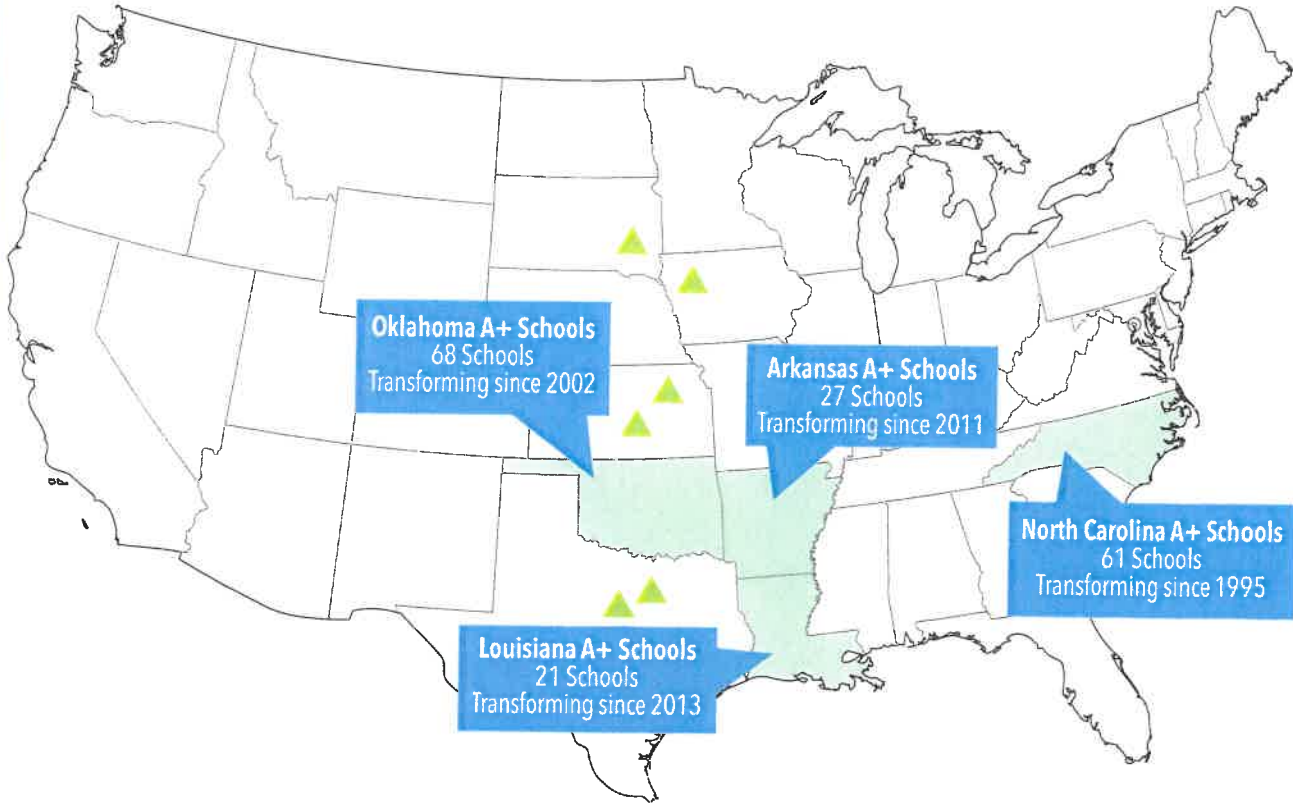




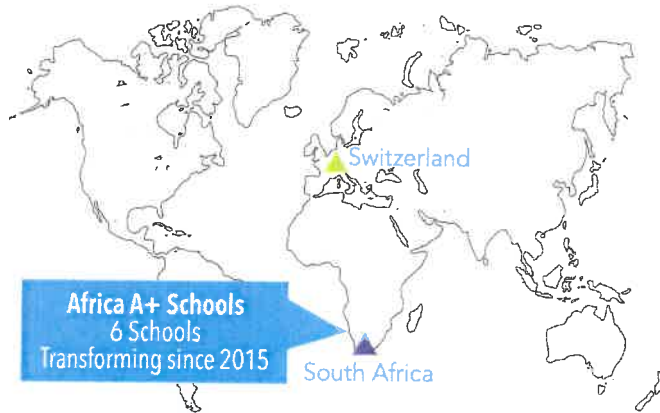


# NATIONAL A+ SCHOOLS CONSORTIUM

Successfully using the arts as a catalyst for transforming schools since 1995



- A+ Schools Network
- Pilot Schools
- International A+ Schools Network



For more information visit our page  
<http://www.nationalaplusschools.org>



revised 11/2017

# GET TO KNOW ARKANSAS A+ STAFF

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## Melanie Landrum

Executive Director

Melanie Landrum has been an Elementary and Middle School Principal in Tennessee and Arkansas. She received her BaEd from the U of North Florida and MaEd from the U of Memphis in Ed Leadership and Ed Psychology/Research. While in Tennessee she led a Professional Development School partnered with the U of Memphis where she also taught undergraduate studies. While Principal in Arkansas she was one of three schools in central Arkansas who implemented the A+ Model in 2012.

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## Rachel Belmon

Program Director

Rachel has experience with expanding the A+ network across the United States. As an OKA+ fellow, she had the pleasure of conducting workshops and presenting model lessons with ARA+ during our institute at UCA in Conway. Rachel assisted the 2012 ARA+ schools with onsite professional development workshops. She has also worked with LAA+ and has been a part of establishing the Kansas A+ pilot program. She currently resides in Sherwood and is working on her Master's in Education Administration at UALR.

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## Hung Pham

Fellows Development Coordinator

Hung is the Director for the Center for Children & Youth, an endowed initiative of the University of Arkansas College of Education and Health Professions. As part of the ongoing partnership between CCY and Arkansas A+ Schools, Hung serves as A+ Fellows Development Coordinator and acts as a liaison for schools in the NW Arkansas region. Hung is a graduate of the MFA Creative Writing program at the University of Arkansas in Fayetteville and was a recipient of the 2014 Arkansas Arts Council Individual Artist Fellowship for his fiction.

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# WHAT PEOPLE ARE SAYING ABOUT **ARKANSAS A+ SCHOOLS**

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## **Commissioner Johnny Key:**

**May 17, 2017 Arkansasns for the Arts hosted the first Arkansas Arts Roundtable:  
Why the Arts are Essential to Southeast Arkansas?**

"The A+ Schools organization reinforces why arts in the classroom is so effective with younger kids, and that we can't just drop it in middle school and high school... A+ teachers understand that connection, understand how integration of the arts into the delivery of education is so critical to student success."

## **A+ Principal Jason Young:**

"Every great thing ever created by man comes from Art. Art connects culture, communication, cooperation and creativity. Arkansas A+ Schools helps support our job as a school to nourish that."

## **Retired Superintendent of White County School District Sheila Whitlow:**

"Through my own experiences and the observations of staff during the summer professional development, I realized the power of focused and engaging training facilitated by the A+ Fellows. Teachers were provided experiential learning opportunities to deepen their understanding of the eight essentials. It was through these learning experiences that they were motivated to provide the same opportunities for learning to their students. For students fortunate to be in an A+ classroom, participating in art, music, movement, and storytelling activities develops language, mathematics, science, and social skills. A+ sparked excitement for teaching and learning. All students benefit from a school that embraces the A+ Essentials."



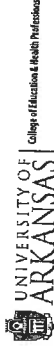
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# TESS Correlations With A+ Schools Essentials



## Unsatisfactory

### 1a: Demonstrating Knowledge of Content and Pedagogy

In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

### 1b: Demonstrating Instructional Outcomes

Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.

### 1c:

Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.

### 1d: Demonstrating Knowledge of Resources

Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.

### 1e: Designing Coherent Instruction

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.

## Proficient

Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.

Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the internet.

Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.

## Distinguished

Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive including those available through the school or district, in the community, through professional organizations and universities, and on the internet.

Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

## A+ Correlation

A-1, A-3, A-4, Cu-5, MLP-1, MLP-2, EL-3, EL-5

MLP-1, MLP-2, MLP-3, MLP-4, MLP-5, EL-3, EL-5, EL-6, EA-2, EA-4, EA-5

A-1, A-2, A-4, Cu-3, EL-6, EA-1, EA-2, EA-3, EA-4, EA-5

Cu-6, MLP-5, EL-3, Co-1, Co-2, Co-3, Co-4, Co-5, In-2, In-3, In-4, In-6, CI-1, CI-2, CI-3

A-1, A-2, A-3, A-4, A-5, Cu-1, Cu-2, Cu-3, Cu-4, Cu-5, Cu-6, MLP-1, MLP-2, MLP-3, MLP-4, MLP-5, EL-1, EL-2, EL-3, EL-4, EL-5, EL-6, EA-1, EA-2, EA-3, EA-5



<p><b>1f: Designing Student Assessments</b></p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>	<p>EL-1, EL-4, EL-6, EA-1, EA-2, EA-3, EA-4, EA-5, In-2, Cl-1, Cl-2</p>
<p><b>2a: Creating an environment of respect and rapport</b></p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.</p>	<p>Cu-6, MLP-5, EL-1, EL-5, EA-3, Co-1, Co-4, In-2, Cl-1, Cl-2, Cl-3, Cl-4, Cl-5</p>
<p><b>2b: Establishing a culture for learning</b></p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>	<p>Cu-6, EL-1, EL-4, EL-5, EA-1, EA-3, EA-4, Co-1, Co-4, Co-5, In-2, In-3, In-7, Cl-1, Cl-2, Cl-3, Cl-4, Cl-5</p>
<p><b>2c: Managing classroom procedures</b></p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>	<p>Co-1, Co-4, In-1, In-2, In-3, In-4, Cl-1, Cl-2, Cl-3, Cl-4, Cl-5</p>
<p><b>2d: Managing Student Behavior</b></p>	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects student</p>	<p>Cl-1, Cl-2, Cl-4, Cl-5, In-2</p>
<p><b>2e: Organizing physical space</b></p>	<p>The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>	<p>Cl-1, Cl-2, Cl-4, Cl-5, In-2, In-3, In-4, In-5</p>

**3a: Communicating with students**

The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

A-1, A-2, A-3, A-4, A-5, Cu-1, Cu-2, Cu-3, Cu-4, Cu-5, Cu-6, MLP-1, MLP-2, MLP-3, MLP-4, MLP-5, EL-1, EL-2, EL-3, EL-4, EL-5, EL-6, EA-1, EA-2, EA-3, EA-5

**3b: Using questioning / prompts and discussion**

Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

Cu-1, Cu-5, EL-1, EL-4, EA-3, Cl-1, Cl-2, In-2

**3c: Engaging students in learning**

The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.

A-1, A-2, A-3, A-4, A-5, Cu-1, Cu-2, Cu-3, Cu-4, Cu-5, Cu-6, MLP-1, MLP-2, MLP-3, MLP-4, MLP-5, EL-1, EL-2, EL-3, EL-4, EL-5, EL-6, EA-1, EA-2, EA-3, EA-5

**3d: Using Assessment in Instruction**

There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

EA-1, EA-2, EA-3, EA-4, EA-5

**3e: Demonstrating flexibility and responsiveness**

Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.

A-1, A-2, A-3, A-4, A-5, Cu3, Cu5, MLP1, MLP-2, MLP-3, MLP-4, MLP-5, EL-1, EL-2, EL-3, EL-4, EL-5, EL-6, EA-2, EA-3, EA-4, EA-5,

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.

While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning

Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.

The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.

Teacher uses a variety of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.

Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

A-1, A-2, A-3, A-4, A-5, Cu-1, Cu-2, Cu-3, Cu-4, Cu-5, Cu-6, MLP-1, MLP-2, MLP-3, MLP-4, MLP-5, EL-1, EL-2, EL-3, EL-4, EL-5, EL-6, EA-1, EA-2, EA-3, EA-5

Cu-1, Cu-5, EL-1, EL-4, EA-3, Cl-1, Cl-2, In-2

A-1, A-2, A-3, A-4, A-5, Cu-1, Cu-2, Cu-3, Cu-4, Cu-5, Cu-6, MLP-1, MLP-2, MLP-3, MLP-4, MLP-5, EL-1, EL-2, EL-3, EL-4, EL-5, EL-6, EA-1, EA-2, EA-3, EA-5

EA-1, EA-2, EA-3, EA-4, EA-5

A-1, A-2, A-3, A-4, A-5, Cu3, Cu5, MLP1, MLP-2, MLP-3, MLP-4, MLP-5, EL-1, EL-2, EL-3, EL-4, EL-5, EL-6, EA-2, EA-3, EA-4, EA-5,

<p><b>4a:</b> Reflecting on Teaching</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Cu-2, Cu-3, Cu-4, Cu-5, Cu-6</p>
<p><b>4b:</b> Maintaining Accurate Records</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning, and non-instructional records, is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.</p>	<p>EA-4, EA-5, Co-4, In-2</p>
<p><b>4c:</b> Communicating with Families</p>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.</p>	<p>A-6, MLP-5, C3, Cl-4, Cl-5, Co-5</p>
<p><b>4d:</b> Participating in a Professional Community</p>	<p>Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</p>	<p>A-3, A-5, A-6, Cu-4, Cu-6, Cl-1, Cl-2, Cl-3, Cl-4, Cl-5, In-1, In-2, In-3, In-4, In-6, In-7, EA-3, Co-1, Co-2, Co-3, Co-4, Co-5</p>
<p><b>4e:</b> Growing and Developing Professionally</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>	<p>Cu-1, Cu-2, Cu-6, Cl-3, In-6</p>
<p><b>4f:</b> Showing Professionalism</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<p>Cu-1, Cu-6, EL-4, In-2, In-5, In-6, Cl-1, Cl-3, Cl-4, Co-5, EA-4</p>

## F. Title IV, Part A, Student Support and Academic Enrichment Grants

### 1. Use of Funds (ESEA section 4103(c)(2)(A))

*Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.*

The Arkansas Department of Education (ADE) understands that much like students, schools are unique. As such ADE encourages LEAs to acknowledge these differences and align supports and funding to provide differentiation between schools. The ADE believes that there must be space for innovation, and states must support innovation through funding, autonomy, and flexibility where allowable. In an effort to encourage Arkansas LEAs to provide a well-rounded, student focused education within a safe and civil environment, the ADE currently supports a number of efforts and opportunities. Some of these efforts are programs, such as:

- **The Arkansas Advanced Initiative for Math and Science (AAIMS):** An initiative to strengthen Advanced Placement in math, science and English courses while increasing the number of participants with an emphasis on equity
- **Advanced Placement (AP) courses:** State legislation requires Advanced Placement offerings in all secondary schools and provides funding for Advanced Placement exams
- **Dual Enrollment:** Initiative for high school student's enrollment in postsecondary coursework for college credit
- **A+ schools for expansion of the arts:** Provides a rigorous academic program with a purposed integration of the arts
- **Arkansas School for Mathematics, Science and the Arts:** A public, residential high school for academically advanced juniors and seniors
- **Arkansas Network of Science, Technology, Engineering, and Math (STEM) Centers:** Serve to enrich the knowledge and teaching practices of teachers in Science, Technology, Engineering, and Mathematics by linking institutions of higher education to K-12 public schools and businesses. The centers also provide services, current information, and resources for teachers, administrators, and students as it relates to trends in STEM education
- **Comprehensive School Counseling:** Provides counseling focused on career, academic, and social/emotional development for all students provided within the structure of a multi-tiered system of support
- **Reading Initiative for Student Excellence (R.I.S.E.):** R.I.S.E. Arkansas is a statewide reading campaign aimed at changing the culture of reading in the state by coordinating with community partners, parents, and teachers to establish the importance of reading in homes, schools, and communities. The state is also supporting professional development to strengthen instruction in the classroom based on the science of reading
- **ARKidsCanCode:** Initiative for promoting K-12 computer coding to advance critical thinking, logic, and problem solving while learning to create technology
- **Computer Science Specialists:** In the interest of providing Arkansas educators with access to quality computer science professional development, the ADE Office of Computer Science has provided grants for Computer Science Specialists
- **Governor's School:** A six-week summer program available to rising high school seniors that seeks to engage students in exploring cutting-edge theories in the arts, civics, math and sciences, and to develop a greater understanding of how art, culture, and knowledge change with time
- **Schools of Innovation:** An application process by which all schools in Arkansas can apply to design new and creative alternatives to the existing instructional and administrative practices
- **The ACT:** College entrance assessment accessible for free to all high school juniors in the state of Arkansas
- **Arkansas Better Chance:** State grants for funding pre-schools in low-socioeconomic communities and neighborhoods.





# A+ Essentials: A Set of Commitments <sup>TM</sup>

A+ Essentials revised and adopted by the National A+ Schools Consortium, October 2016.



<p><b>Arts</b></p> <p>In A+ Schools the arts are:</p> <ul style="list-style-type: none"> <li>experienced daily through instruction, integration and exposure</li> <li>inclusive of drama, dance, music, visual arts, creative writing and media arts</li> <li>included in curriculum planning and design</li> <li>integrated in all content areas</li> <li>valued as essential to creativity, learning and personal experiences</li> <li>a part of the school's internal and external identity</li> </ul>	<p><b>Curriculum</b></p> <p>In A+ Schools curriculum is addressed through:</p> <ul style="list-style-type: none"> <li>developing teacher skills in creating effective and engaging instruction</li> <li>ongoing curriculum exploration and planning</li> <li>intentional two-way integration of the arts and other disciplines</li> <li>horizontal and vertical alignment of standards</li> <li>enhanced conceptual connections</li> <li>collaborative development of integrated lessons and units</li> </ul>	<p><b>Multiple Learning Pathways</b></p> <p>In A+ Schools multiple learning pathways include:</p> <ul style="list-style-type: none"> <li>Multiple Intelligences (MI) theory and practice</li> <li>brain research and brain-based philosophies</li> <li>a focus on building 21<sup>st</sup> century and higher order thinking skills</li> <li>creating and balancing learning opportunities that support the whole child</li> <li>intentional opportunities for students, families, community to develop understanding of how people learn</li> </ul>	<p><b>Experiential Learning</b></p> <p>In A+ Schools experiential learning:</p> <ul style="list-style-type: none"> <li>creates student engagement</li> <li>is grounded in arts-based and hands-on learning experiences</li> <li>provides integrated and authentic connections to real-life application</li> <li>models the creative process and inquiry-based instruction</li> <li>allows for understanding of entry points and differentiated instruction</li> <li>provides multi-faceted assessment opportunities</li> </ul>
<p><b>Enriched Assessment</b></p> <p>In A+ Schools enriched assessment is:</p> <ul style="list-style-type: none"> <li>a reflective practice that is designed for learning</li> <li>inclusive of arts and multiple learning pathways</li> <li>on-going, integrated, experiential and collaborative</li> <li>used both as a self-assessment tool by teachers and students and to help meet school system requirements</li> <li>instrumental in creating a comprehensive picture of student understanding</li> </ul>	<p><b>Collaboration</b></p> <p>In A+ Schools collaboration is:</p> <ul style="list-style-type: none"> <li>valued and intentional</li> <li>fostered by administration and faculty</li> <li>prioritized through designated time for classroom and special area teachers to plan together</li> <li>experienced throughout the day and in many ways</li> <li>utilized to build relationships within and outside the school community</li> </ul>	<p><b>Infrastructure</b></p> <p>In A+ Schools infrastructure:</p> <ul style="list-style-type: none"> <li>supports the A+ philosophy</li> <li>fosters supportive and shared leadership</li> <li>addresses daily logistics to allow for collaboration</li> <li>provides time, space and resources to support implementation</li> <li>continually maintains a shared vision and develops faculty commitment</li> <li>provides relevant professional development and mentoring</li> <li>is reflected at all levels</li> </ul>	<p><b>Climate</b></p> <p>In A+ Schools climate is enhanced through:</p> <ul style="list-style-type: none"> <li>building collaborative skills that create an environment of respect and support</li> <li>developing a creative community that is fun and engaging for teachers and students</li> <li>focusing on life-long learning for the entire school community</li> <li>working towards a common vision and shared decision-making</li> <li>sharing and celebration</li> </ul>