

1 AR App

Improving Academic Outcomes

2024-2025 Planning Guide



Moving to One District Plan



In the new planning process:

**Superintendents will lead their districts in developing
one strategic district plan.**



This one plan will consolidate 17 separate applications into one!

The AR App



The AR App is a single application that allows school districts to systematically plan and target funding sources toward identified needs while simultaneously applying for federal funding on one timeline.

Grants Included in 2023-2024 AR App

- ESSA
 - Title I Part A
 - Title I Part C (Migrant)
 - Title I Part D Subpart 2
 - Title II
 - Title III
 - Title IV
 - Title V
- IDEA

Plans Included in 2023-2024 AR App

- Enhanced Student Achievement Funding (ESA)
- Health and Wellness Plan
- Retention and Recruitment Plan
- Alternate Learning Plan
- Gifted and Talented Application
- English Learner State Plan
- Family and Community Engagement Plan
- District Literacy Support Plan (Act 1082)
- District Plan of Support

Application Section



Tab	Focus
Home	Directions for AR App
District	Contact Info., Goals, Assurances, Transfer
Improving Academic Outcomes	Access to Core- Curriculum and Professional Learning Supplemental Supports-MTSS and program supports Transitions or Extended Opportunities- Family and Community- strategies and partnerships
Safe and Healthy Schools	Emphasizes the need for all districts to have schools that are safe and secure.
Quality Educational Workforce	Allows for districts to outline their retention and recruitment plans based on the needs on analysis of district data.
State Programs	ALE, ELL, Gifted and Talented, Health & Wellness, and ESA
Title Funds	Assurances and additional info for Title I, II, III, IV, V

Guidance Deep Dive: Improving Academic Outcomes



Planning Framework



The AR App is structured around a Planning Framework. The framework has 3 sections, which include questions, indicators, and resources to support planning.

Section	Questions	Response Guidance
Improving Academic Outcomes	<p>Every school system will answer each question in each section to articulate its commitment to the key priorities.</p> <p>The responses also cover all grant requirements.</p>	<p>This tells districts what ADE is looking for in each response. The guidance helps districts develop a high-quality plan and meet federal and state requirements.</p>

Improving Academic Outcomes (1/8)



Access to Core (1 of 2)

	Question	Response Guidance
P1.1	Identify High Quality Instructional Materials (HQIM) for core instruction in literacy and math in Step 1 and Step 2.	<p>Districts should review the AR ED Reports High Quality Instructional Material (HQIM) list and identify each HQIM Core Program they use in Section 1 of the table (HQIM Core Program column) and what grades the program will be used in (Grade Levels column).</p> <p>In ELA, districts must identify based on Scarborough's rope their Word Recognition and Language Comprehension programs in K-2. Districts may include a foundational skills curriculum in all other grades. Mark N/A if the district does not use HQIM in a content area.</p>
P1.2	Identify Professional Learning in Step 3 and Step 4 [ESEA § 2001 to 2104 Title II for supplemental professional learning only]	<p>Districts should review the AR Professional Learning Partner Guide and identify each High Quality Professional Learning partner they plan to use to support their Math and ELA HQIM in Section 2 of the table. List any partners for each grade level that the district works with for HQPL. Mark N/A if the district does not use HQPL.</p> <p>In addition, districts should list any additional ELA/Math professional learning they provide outside of the HQPL list of partners.</p>

Improving Academic Outcomes (2/8)



Access to Core (2 of 2)

	Question	Response Guidance
P1.3	Identify High Quality Supplemental Instructional Materials for grades K-12 in steps 1, 2, 3, and 4. [ESEA § 1112(b)(1)(C)]	<p>Districts should list up to three of their supplemental instructional materials used with the majority of students that support a systematic Tier II or Tier III intervention they will be using for each specific program and grade band in the table. Districts should also include any additional HQPL partners and professional learning they will provide for supplemental instruction in the relevant column.</p> <p>For Special Education, districts should list supplemental instructional materials that are not reflected in the core. These materials may provide additional support to address specific skills related to IEP goals. These materials may include but are not limited to online or published curricular resources.</p>
P1.4	How is the district supporting teachers and building administrators to improve literacy instruction aligned with the Science of Reading (SoR)?	Districts should select “yes” for all options they will use to support teachers and administrators to improve literacy instruction aligned to the Science of Reading.
P1.5	What supports will the district provide general education teachers to meet the needs of students with disabilities and English Learners to access core instruction?	Districts should select “yes” for all options they will use to support general education teachers in meeting the needs of students with disabilities and English learners.

Improving Academic Outcomes (3/8)



Supplemental Supports (1 of 3)

	Question	Response Guidance
P1.6	Explain the process the district uses to identify students as at-risk for academic failure or in need of additional services. Title I ESEA § 1112(b)(1)(B)]	This is the opportunity for districts to describe their process for RTI or MTSS. Districts should list all data sources including but not limited to: screeners, diagnostic, interim, and curriculum-embedded assessments to identify students at risk for academic failure or in need of additional services. Districts should also describe how they analyze the most current state assessment and progress assessment data as part of their student identification process.
P1.7	How will the district progress monitor and support identified students? [Title I ESEA 1112(b)(1)]	Describe the district's progress monitoring systems including: frequency, personnel involved, and monitoring tools. Describe any professional learning communities or collaborative teaming to support identified students in the classroom and during intervention time, if applicable.
P1.8	What accelerated learning opportunities will be offered to students next year?	Districts should select "Yes" for all accelerated coursework options they plan to offer for SY24-25 for each grade band.
P1.9	What supplemental supports are available to increase access to and success in accelerated learning opportunities?? [Title I ESEA § 1112(b)(10) & (13)]	Districts should select all supports that they are using to increase access and success in accelerated learning opportunities.

Improving Academic Outcomes (4/8)



Supplemental Supports (2 of 3)

Question	Response Guidance
<p data-bbox="112 467 734 532">Describe supplemental academic services for the following: [ESEA § 1112(b)(1)(c); §1301]</p> <p data-bbox="112 576 164 603">ALE</p> <p data-bbox="112 647 396 674">EL (LIEP) (if applicable)</p> <p data-bbox="112 718 183 745">SPED</p> <p data-bbox="112 789 390 816">Migrant (if applicable)</p> <p data-bbox="112 860 357 887">Title I (if applicable)</p> <p data-bbox="25 1040 100 1067">P1.10</p>	<p data-bbox="799 287 1870 418">Districts should list their 2-3 highest spending priorities for each program by grade band, including what supports are provided. The supports described should be beyond the details already provided in the Access to Core section. For any non-applicable groups, districts should enter N/A as a response.</p> <p data-bbox="799 461 1870 489">For ALE, the response should include which grade bands have alternative education supports.</p> <p data-bbox="799 532 1879 691">For EL, the response should be focused on supports beyond meaningful access to core for identified EL students. Districts may consider describing elements such as additional language classes, tutoring, language labs, afterschool, weekend, or summer programming, informational/orientation sessions for parents, and professional development for ESOL trained personnel.</p> <p data-bbox="799 734 1899 865">For SPED, the response should be focused on supports beyond meaningful access to the general education core for students served under the Individuals with Disabilities Education Act (IDEA). Districts may consider specialized personnel, curricular accommodations/modifications, accessible educational materials, academic interventions, supports and services.</p> <p data-bbox="799 909 1879 969">Migrant (if applicable): Districts may consider describing before and after school programs and summer programs, provide specific interventions, high-dosage tutoring, and in-home services.</p> <p data-bbox="799 1013 1879 1073">Title I (if applicable): Districts may consider describing before and after school programs and summer programs, provide specific interventions, high-dosage tutoring, and in-home services.</p>

Improving Academic Outcomes (5/8)



Supplemental Supports (3 of 3)

Question	Response Guidance
<p>P1.11</p> <p>Describe specific supplemental and additional wrap-around supports for the following: [ESEA § 1112(b)(6); 1113(c)(3)(i); 1111(g)(1)(E)] ALE SPED EL (if applicable) Migrant (if applicable) Title I (if applicable)</p>	<p>Districts should list the supplemental and wrap-around supports provided and what partners provide them (if applicable). For any non-applicable groups, districts should enter N/A as a response.</p> <p>For ALE programs, consider individual needs of students, including the placement criteria and student action plan. Districts should also include services such as mental health therapy, behavioral therapy, school-based counseling, etc.</p> <p>For SPED programs, districts may consider describing personal care, behavior/mental health support, assistive technology devices/services, specially designed instruction, related services (Paraprofessionals, Speech, OT, PT, Audiology), Extended School Year, and/or compensatory education.</p> <p>For EL, include language-based supports and any services to ensure parents fully understand the wrap-around supports available for their children, such as translation or interpretation.</p> <p>For Migrant, districts should list all the supplemental and wrap-around supports are provided and what partners provide them (if applicable).</p> <p>For Title I, districts should list all the supplemental and wrap-around supports are provided and what partners provide them (if applicable).</p>

Improving Academic Outcomes (6/8)



Transitions or Extended Opportunities (1 of 2)

	Question	Response Guidance
P1.12	<p>Describe your transition strategies for students: [Title I ESEA § 1112(b)(10) & (13) & ESEA § 1301 to 1309]</p> <p>Pre-K to Kindergarten Transition between elementary to middle school Transition between middle to high school High school to post-secondary, military, and/or career</p>	<p>For each transition listed, districts should select all applicable strategies that they are implementing to prepare students to successfully move to the next level.</p>
P1.13	<p>How will the district implement Student Success Plans for students in grades 8-12?</p>	<p>Districts should describe their procedures to ensure that all students have access to a personalized Student Success Plan and how the Plan is updated annually to reflect student progress and path to graduation. Details should include how families are involved in understanding and contributing to the student's plan.</p>
P1.14	<p>What early childhood access and opportunities does your district provide for your community to ensure kindergarten readiness? [ESEA § 1113(c)(5)]</p>	<p>Districts should select all opportunities the district is providing for the community.</p>

Improving Academic Outcomes (7/8)



Transitions or Extended Opportunities (2 of 2)

	Question	Response Guidance
P1.15	<p>What additional services does the district provide to early childhood at-risk subgroups? [ESEA § 1113(c)(5) & ESEA § 1304(c)(4)]</p> <p>Economically Disadvantaged EL SPED Migrant (if applicable)</p>	<p>Please select all additional early childhood services that your district is providing for the different subgroups (Economically Disadvantaged, SPED, EL (if applicable), and Migrant (if applicable)).</p>
P1.16	<p>For the 2024-25 school year, districts are required to offer at least one success-ready pathway aligned to the high-wage and high-growth requirement. Which success-ready pathway will your school offer that aligns to these requirements?</p>	<p>Starting in Fall 2024, all districts are required to offer at least one career-ready pathway that is aligned to high-wage, in-demand industries. The drop down menu lists all current offerings that meet this criteria. Districts should select all pathways from this list that they are offering in SY24-25, with a minimum of one (1) required.</p>

Improving Academic Outcomes (8/8)



Family & Community Engagement

	Question	Response Guidance
P1.17	What actions and activities does the district provide to promote Family and Community Engagement? [ESEA § 1116(a)(3)(D) & §1304(c)(3)]	Districts should check each strategy they will use to engage family and community members.
P1.18	Select which of the following methods the district uses to collaborate and engage with families, the community, and stakeholders to provide information to parents regarding academic opportunities for students.	Districts should check each strategy they will use to engage family and community members.
P1.19	Which of these collaborative partnerships with outside organizations does the district engage in to provide academic enrichment activities, tutoring, behavior support, health/social services, family engagement, and career/postsecondary opportunities for students and their families outside of school?	Please select all organization types that your district has a collaborative partnership with to provide the family and community engagement supports listed.

Moving Forward



AR App Support



AR App Planning Guide

Key dates

Checklist

Response Guidance

Recorded Section Overviews

Upcoming Support

Office Hours

Program Specific Webinars

District AR App Team Support

Information

Commissioner's Memo

AR App Webpage

Questions

ARApp@ade.arkansas.gov

Timeline



KEY DATES

Date	Key Action
April 1	AR App Commissioner Memo anticipated release
April - June 28	School systems complete the AR App.
May - June	ADE will provide webinar and office hour support
June 28	AR App is due.
July 1	ADE Provides Substantial Approval; AR App grant period; implementation begins.
July 1 – Oct 1	ADE Review of Applications

Appendix 1: The Planning Process



Completing the AR App (1/4)



STEP 1: BUILDING A TEAM. Districts must convene a team with decision-making capacity & cross-functional expertise in order to complete the AR App.

Key Step	Purpose
Build Team	District leadership creates a planning team responsible for completing the AR App. The team should have decision-making authority and expertise in the following areas: academic content, assessment, high school programming, workforce talent, diverse student populations, early childhood, federal grant programs, budgeting, and finance.
Assign Planning Lead	District leadership selects a planning lead to oversee and coordinate the planning process. The planning lead is responsible for setting and facilitating a schedule of regular planning meetings to ensure timely completion of the AR App and will be the primary point of contact for ADE related to the AR App.
Assign AR App Completion Responsibilities	Planning Lead determines the team members responsible for completing each application section.

Completing the AR App (2/4)



STEP 2: DEVELOP A PLAN AND APPLICATION. Districts must meet regularly and gather feedback to complete their application.

Key Step	Purpose
Collect Feedback from School Leaders	District leadership solicits feedback from school leaders on the district plan. This process should allow school leaders to share their unique needs aligned to the indicators in the District Planning Framework.
Hold Planning Team Meetings and Select Strategies	Planning team 1) reviews data to determine areas for improvement; 2) conducts and completes a needs assessment based on district data sources available; 3) uses the District Planning Framework to select relevant strategies from each domain to address areas of improvement; and 4) collaborates with key personnel to develop initial thinking on school and district plans.
Hold Planning Team Meeting(s) to Complete AR App	Based on the strategy discussion and funding proposal, the planning team develops and answers to all application questions in the AR App Workbook.

Completing the AR App (3/4)



STEP 3: SUBMIT PLAN AND APPLICATION. Districts finalize and enter their application.

Key Step	Purpose
Complete Assurances and Contacts	To ensure ADE contacts the Planning Lead with questions related to AR App, districts must review and, if needed, update the contact information within the submission platform. Districts will also sign-off on assurances for ESSA and IDEA.
Upload ARApp to Indistar	Planning lead and district leadership select one person to submit the AR App in Indistar. This team member enters answers into the AR App Workbook and uploads the workbook into Indistar. Additional document uploads are also required as part of the AR App submission. Please see the Submission Checklist in the Planning Guide for full details.
Verify Information	District leadership approves submissions after a final review to ensure the completeness and accuracy of responses.



STEP 4: BEGIN PLAN IMPLEMENTATION. Districts put their plan into action.

Key Step	Purpose
Publish plan to the district website	Ensure that public reporting requirements are met.
Communicate Plan to school leaders	Provide clarity on the district's strategies, as well as build a community of practice for implementation.
Use the AR App to Develop the District Budget Submission	Align spending behind the district's priorities.