

IS YOUR SYSTEM — MAKING AN — IMPACT?



VISION
TO
IMPACT
BE THE CHANGE

— AAEA CONFERENCE 2026 —



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LET'S TAKE INVENTORY:

**IS IT AN
INITIATIVE...
OR IS IT A
SYSTEM?**



INITIATIVE



SYSTEM

HQIM

Data Meetings

PLC Agendas

Learning Targets

Walkthroughs

Intervention Block

Common Assessments

INITIATIVE VS. SYSTEM



INITIATIVE

- Short-term
- One-time effort
- Dependent on people
- Limited impact
- Starts and stops



SYSTEM

- Sustainable
- Repeatable process
- Built into structures
- Wide-reaching impact
- Continuous improvement

SYSTEMS REQUIRE CONSISTENT INFLUENCE



HQIM



DATA MEETINGS



PLC AGENDAS



LEARNING TARGETS



WALKTHROUGHS



INTERVENTION BLOCK



COMMON ASSESSMENTS



THE REVEAL

None of these are systems.
They are **isolated initiatives**.

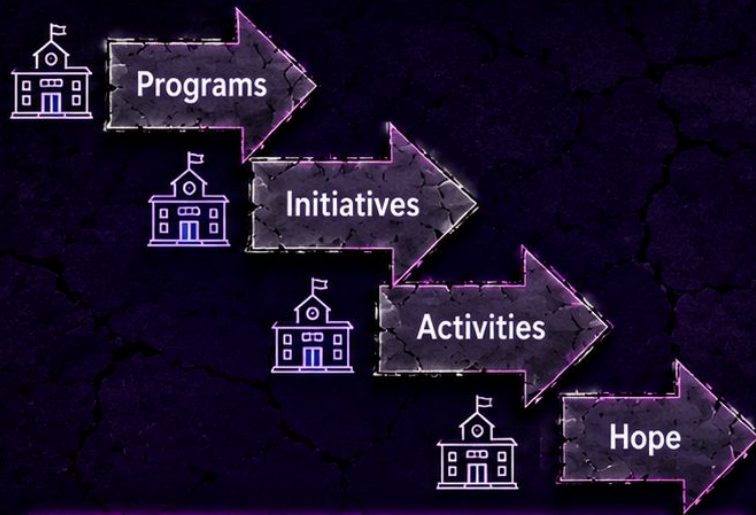


THE RULE

They only become systems
when they are **aligned and
run together** to influence
instructional decisions.

TWO MODELS OF SCHOOL LEADERSHIP

ACCIDENTAL SCHOOLS



A fractured landscape where energy is spent managing the **school**, hoping the core improves on its own.

INTENTIONAL SCHOOLS



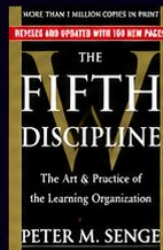
A highly coherent **systems** where every leadership action directly impacts the instructional core.

THREE RESEARCHERS WHO CAN LEAD US TO IMPROVEMENT...



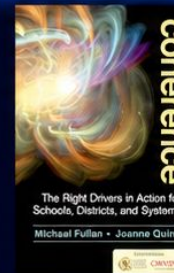
PETER SENGE –

What system is
producing these
results?



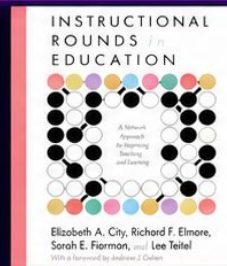
MICHAEL FULLAN –

What drivers
actually improve
the system?



RICHARD ELMORE –

Where should
improvement
efforts focus?



AAEA CONFERENCE 2026

GOOD DATA STARTS THE CONVERSATION.
BETTER SYSTEMS DRIVE CHANGE.

WHERE DO MOST SYSTEMS BREAK DOWN?

TURN AND TALK



Which area do you think is the
biggest challenge in your district or school?

Why?

THE FUNDAMENTAL QUESTION OF INSTRUCTIONAL LEADERSHIP



What Needle are you Following?



CAPACITY BUILDING

Strengthening **people**, **skills**, and systems to drive performance.

Accountability

Ensuring clarity, follow-through, and results at every level.



COLLABORATION

Working together across roles and teams to solve problems and create impact.



COHERENCE

Aligning **goals**, systems, and **practices** so everyone is moving in the same direction.



INSTRUCTION

High-quality teaching and learning that drives student growth and achievement.

Individual Stars

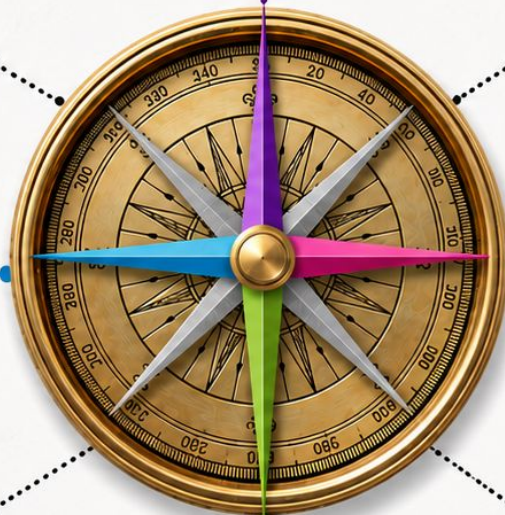
Recognizing and developing individual talent and leadership.

Fragmentation

Working in silos and losing focus.

Tech-First Solutions

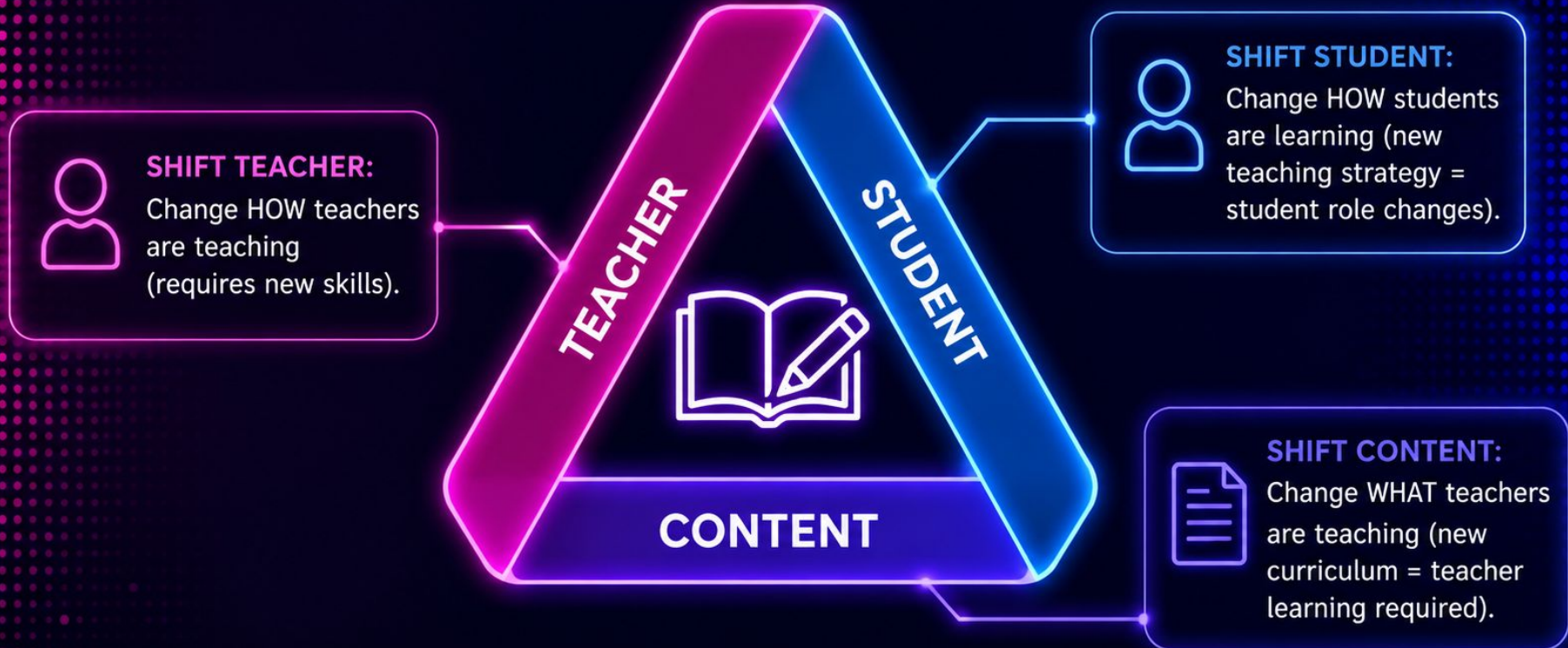
Using technology to enhance learning and efficiency.



Are you leading with the **right** or **wrong** driver?

INSTRUCTIONAL CORE

Central Rule: If you change one, the other two must adjust, or the core collapses.



A SYSTEM OF STUDENT GROWTH



SYSTEM 1:

CURRICULUM SYSTEM

Do all teachers teach the intended outcomes?

1



SYSTEM 2:

INSTRUCTIONAL SYSTEM

Are students doing the cognitive work?

2



SYSTEM 3:

ASSESSMENT SYSTEM

Do CFAs actually measure proficiency?
Do we analyze thinking or just percentages?

3



SYSTEM 4:

INTERVENTION SYSTEM

Is intervention driven by evidence? How quickly do students receive support?

4



SYSTEM 5:

LEADERSHIP SYSTEM

What evidence tells us instruction is actually improving?

5



Every system matters. When each system is strong and connected, we create the conditions for **continuous student growth**.



SYSTEM 1:

CURRICULUM SYSTEM

Do all teachers teach
the intended
outcomes?

1



Do teachers know exactly
what students must learn?



Is curriculum aligned to
Arkansas Standards?



Do all teachers teach the
intended outcomes?



SYSTEM 2:

INSTRUCTIONAL SYSTEM

Are students doing
the cognitive work?

2



Can walkthroughs identify
instructional trends?



Are students doing
the cognitive work?



Are TESS expectations
visible every day?



Every system matters. When each system is strong and connected,
we create the conditions for **continuous student growth**.

LEARNING PROGRESSION & EVIDENCE TRACKER

Align Standards. Target Growth. Drive Instruction.

Standard		ALD Level 1		ALD Level 2	ALD Level 3	ALD Level 4
	Learning Ladder Progression Zone Target "I Can"	CFA	Score	DOK 1	DOK 2	DOK 3
Stretch Targets Zone						
Proficient Target Zone						
Foundational Target Zone						
Essential Vocabulary		Misconceptions			Reflection	

SECURING THE KNOTS: THE TENSION OF LOOSE VS. TIGHT

LOOSE (AUTONOMY)



Decentralized, flexible, individualized approach granting greater autonomy.



TIGHT (ASSERTIVENESS)



Non-negotiable systems, high accountability, fixed standards.

“

*“If we know anything about change, it is that **ordering people to change** doesn’t work, nor does **leaving them alone**. Effective change involves developing an engaging process that draws people into something that the vast majority of people find worthwhile while the number of skeptics becomes smaller and smaller.”*

– Michael Fullan

”

TESS CONNECT: CLASSROOM OBSERVATION CHECKLIST



LEARNING TARGET(S)

Effective Communication & Alignment

- ☒ Written and/or Verbally Stated
- ☒ LT aligned to grade level/course

Student Internalization

- ☒ Students can tell you what they are learning
- ☒ List of activities and/or topics

Red Flags: Invisible Targets

- ☒ No learning target posted/visible



STUDENT ENGAGEMENT STRATEGIES

Collaborative Grouping

- ☒ Cooperative Grouping strategies
- ☒ Small Group (includes pairs)

Whole Group Instruction

- ☒ Whole Group

Independent Work

- ☒ Independent Work (individual)



**Are your elements capturing both
effective/highly effective levels?**



SYSTEM 3:

ASSESSMENT SYSTEM

Do CFAs actually
measure proficiency?
Do we analyze thinking
or just percentages?

3

?

Do CFAs actually measure proficiency?

?

Do assessments match the rigor of ATLAS?

?

Do teachers analyze student thinking
instead of percentages?

USING STANDARD-BY-STANDARD DATA TO PINPOINT STUDENT STRENGTHS AND GAPS

Essential Standard	Date	Proficiency Scale										Goal	
		0	10	20	30	40	50	60	70	80	90		100
7-PS1-4	11.18.24										89		80%
	1.17.25										96		80%

Essential Standard	Date	Proficiency Scale											Goal
		0	10	20	30	40	50	60	70	80	90	100	
7-PS1-1	1.24.25										90		80%

Essential Standard	Date	Proficiency Scale										Goal	
		0	10	20	30	40	50	60	70	80	90		100
7-PS1-5	1.24.25	74											80%
	2.13.25	74											80%

Essential Standard	Date	Proficiency Scale										Goal	
		0	10	20	30	40	50	60	70	80	90		100
7-LS1-6	4.11.25	77											80%



SEE THE DATA.

Identify student proficiency on each standard.



FIND THE PATTERNS.

Highlight strengths to build on and gaps to address.



TAKE ACTION.

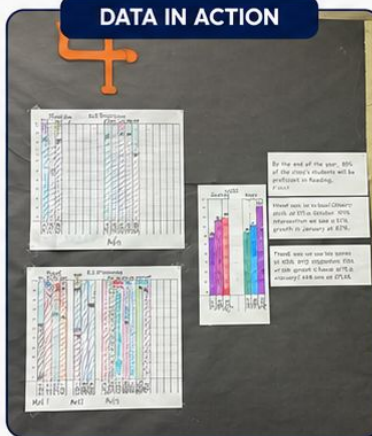
Use evidence to plan targeted instruction and track growth.

“

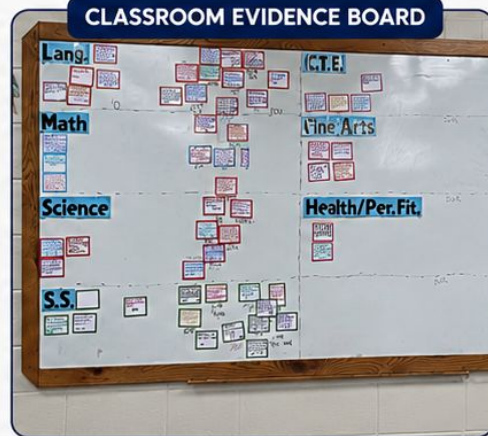
"How can we use standard-by-standard data to pinpoint student strengths and gaps in learning?"

”

DATA IN ACTION



CLASSROOM EVIDENCE BOARD



BETTER DATA. BETTER DECISIONS. BETTER OUTCOMES.

Every standard tells a story. Let's use the data to help every student succeed.



SYSTEM 4:

INTERVENTION SYSTEM

Is intervention driven
by evidence? How
quickly do students
receive support?

4



How quickly do students receive support?



Is intervention driven by evidence?



Who monitors effectiveness?



SYSTEM 5:

LEADERSHIP SYSTEM

What evidence tells us
instruction is actually
improving?

5

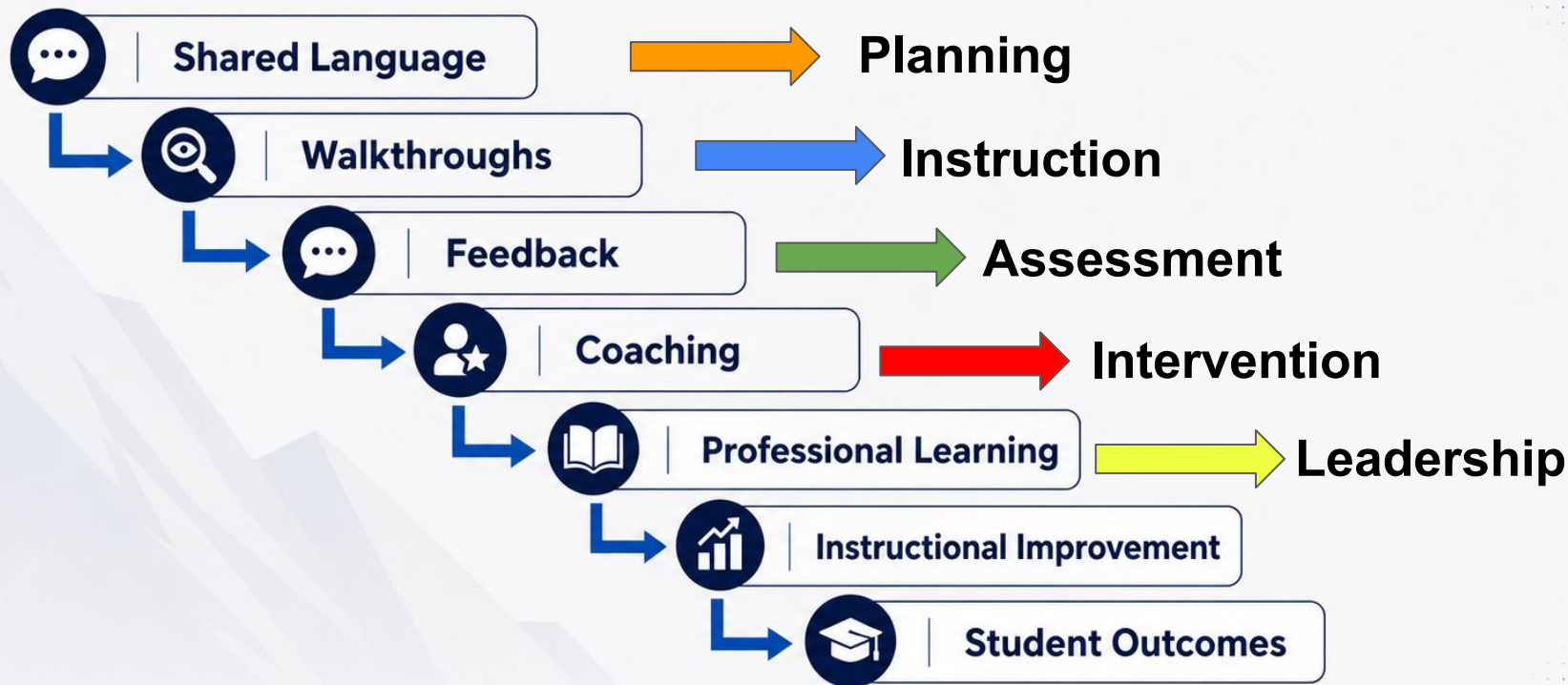


What evidence tells us instruction is
improving?



How often do leaders provide feedback?

FROM PIECES TO PERFORMANCE



WHAT GETS MONITORED GETS IMPROVED — WHEN SUPPORT FOLLOWS.

A SYSTEM OF STUDENT GROWTH



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TURN AND TALK

Which System is your current: **Strength** and which is your current **weakness**?

2025–2026 ACHIEVEMENT PROGRESS REPORT



DISTRICT NAME: Arch Ford County District



SCHOOL NAME: Archibald High School

The following table displays your campus's two-year average percentage of students performing at ATLAS Achievement Levels 3–4 for each reporting category. Review the color-coded indicators to determine whether your campus is meeting or exceeding the Arkansas state average rate for student achievement in each reporting category.

PERFORMANCE INDICATORS



GREEN: Meets or exceeds the Arkansas state average rate of achievement.



RED: Falls below the Arkansas state average rate of achievement.

STATE AVERAGE REFERENCE AND CAMPUS DATA

2025–2026 ATLAS Reporting Category	2025–2026 % ELA Achievement Increase	2025–2026 % Reading Achievement Increase	2025–2026 % 3–8 Math Achievement Increase	2025–2026 % Algebra Achievement Increase	2025–2026 % Geometry Achievement Increase	2025–2026 % Math Combined Achievement Increase	2025–2026 % Science Achievement Increase	2025–2026 % Biology Achievement Increase	2025–2026 % Science Combined Achievement Increase
State Average	4.70%	5.20%	5.40%	6.10%	4.90%	5.50%	5.80%	5.00%	5.70%
Building Average	4.37%	7.80%	1.50%	2.50%	3.30%	6.80%	2.70%	12.20%	0.80%

REFLECTIVE QUESTIONS

- ? In which reporting categories is our campus meeting or exceeding the Arkansas state average?
- ? Which areas represent strengths that should be celebrated and sustained?
- ? Which reporting categories indicate opportunities for improvement, and what systems or instructional practices should we strengthen during the upcoming school year?

DIAGNOSING SYSTEM BREAKDOWNS

Which system needs attention with each campus?

A	CAMPUS A	
	Achievement	↓
	Growth	↑
	Instruction	Strong
	CFA's (Alignment)	Poorly Aligned

B	CAMPUS B	
	Achievement	↑
	Growth	↓
	Curriculum	Strong
	Intervention	Little to None

C	CAMPUS C	
	CFA's	High Scores
	ATLAS	Low Scores
	VAM	< 78

 **SYSTEM 1:**

CURRICULUM
SYSTEM

1

 **SYSTEM 2:**

INSTRUCTIONAL
SYSTEM

2

 **SYSTEM 3:**

ASSESSMENT
SYSTEM

3

 **SYSTEM 4:**

INTERVENTION
SYSTEM

4

 **SYSTEM 5:**

LEADERSHIP
SYSTEM

5



FOCUS: Identify the system that is the leverage point. Strengthening that system will drive student growth.

CONNECTING THE EVIDENCE CYCLE

DATA DOESN'T IMPROVE INSTRUCTION.
LEADERSHIP DECISIONS IMPROVE INSTRUCTION.



DISCUSSION:

Where does evidence stop flowing in your district?

Where does the cycle break?

SYSTEM FOR STUDENT GROWTH AUDIT TOOL



<https://tinyurl.com/AAEA26Systems>

Use this tool to audit the strength of your systems and identify opportunities for improvement. Rate each statement based on how consistently it is true across your school.

RATING SCALE:

☐ Always

☐ Usually

☐ Sometimes

☐ Rarely



SYSTEM 1: CURRICULUM SYSTEM

Do all teachers teach the intended outcomes?

	Always	Usually	Sometimes	Rarely
1 I know exactly what students are expected to learn for each unit.	☐	☐	☐	☐
2 The curriculum I teach is aligned to the Arkansas Academic Standards.	☐	☐	☐	☐
3 I teach the district's guaranteed and viable curriculum.	☐	☐	☐	☐
4 I use common learning targets that are consistent across my grade level or course.	☐	☐	☐	☐
5 My lessons stay focused on the intended learning outcomes.	☐	☐	☐	☐
6 The instructional materials I use support the district curriculum.	☐	☐	☐	☐
7 Our team collaborates to ensure students receive the same essential learning, regardless of teacher.	☐	☐	☐	☐
8 I know what students must master before moving to the next unit or grade level.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- ☐ Curriculum maps or pacing guides
- ☐ Standards-aligned lesson plans
- ☐ Common learning targets
- ☐ Common assessments
- ☐ District-approved instructional resources
- ☐ PLC planning documents
- ☐ Student work aligned to standards
- ☐ Teacher understanding of essential standards



SYSTEM 4: INTERVENTION SYSTEM

Is intervention driven by evidence? How quickly do students receive support?

	Always	Usually	Sometimes	Rarely
1 Students are identified for intervention using multiple sources of data.	☐	☐	☐	☐
2 Students receive intervention soon after a need is identified.	☐	☐	☐	☐
3 Intervention is matched to each student's specific skill gaps.	☐	☐	☐	☐
4 Intervention occurs consistently as scheduled.	☐	☐	☐	☐
5 Student progress is monitored regularly.	☐	☐	☐	☐
6 Intervention groups are adjusted based on student progress.	☐	☐	☐	☐
7 Teachers and interventionists regularly collaborate to review student data.	☐	☐	☐	☐
8 The effectiveness of intervention is routinely evaluated.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- ☐ Universal screening and assessment data
- ☐ Progress monitoring data
- ☐ Clear intervention criteria
- ☐ Data meeting/RTI documentation
- ☐ Student intervention schedules
- ☐ Evidence of instructional adjustments
- ☐ Skill-based intervention groups
- ☐ Students exiting or entering intervention based on results



SYSTEM 2: INSTRUCTIONAL SYSTEM

Are students doing the cognitive work?

	Always	Usually	Sometimes	Rarely
1 Students are actively engaged in learning throughout the lesson.	☐	☐	☐	☐
2 Teachers ask questions that require students to think, explain, and justify their answers.	☐	☐	☐	☐
3 Students do more of the thinking than the teacher.	☐	☐	☐	☐
4 Instruction is aligned to the rigor of the Arkansas Academic Standards.	☐	☐	☐	☐
5 Teachers regularly check for understanding and adjust instruction.	☐	☐	☐	☐
6 Students are expected to discuss, write, solve, or create during lessons.	☐	☐	☐	☐
7 TESS instructional expectations are consistently evident across classrooms.	☐	☐	☐	☐
8 Walkthrough data is used to identify instructional strengths and next steps.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- ☐ Students explaining their thinking
- ☐ Student collaboration and discourse
- ☐ High-quality questioning and discussion
- ☐ Teacher responding to student evidence
- ☐ Grade-level, rigorous tasks
- ☐ Student ownership of learning
- ☐ Frequent checks for understanding
- ☐ Consistent instructional practices across classrooms



SYSTEM 3: ASSESSMENT SYSTEM

Do CFAs actually measure proficiency? Do we analyze thinking or just percentages?

	Always	Usually	Sometimes	Rarely
1 Common Formative Assessments (CFAs) measure the intended learning targets.	☐	☐	☐	☐
2 Assessments match the rigor of the Arkansas Academic Standards and ATLAS.	☐	☐	☐	☐
3 Teachers use common assessments across the grade level or course.	☐	☐	☐	☐
4 Assessment questions require students to demonstrate understanding, not just recall.	☐	☐	☐	☐
5 Teachers analyze student work to identify misconceptions and next instructional steps.	☐	☐	☐	☐
6 Assessment results are used to adjust instruction and intervention.	☐	☐	☐	☐
7 Students receive timely, actionable feedback on their learning.	☐	☐	☐	☐
8 PLC teams use assessment data to improve instruction, not just report percentages.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- ☐ Common Formative Assessments (CFAs)
- ☐ PLC data analysis protocols
- ☐ Standards-aligned assessment items
- ☐ Error analysis or misconception discussions
- ☐ Balanced Depth of Knowledge (DOK) levels
- ☐ Intervention or reteaching plans based on assessment results
- ☐ Student work samples with teacher feedback
- ☐ Common scoring guides or proficiency criteria



SYSTEM 5: LEADERSHIP SYSTEM

What evidence tells us instruction is actually improving?

	Always	Usually	Sometimes	Rarely
1 Leaders conduct regular classroom walkthroughs.	☐	☐	☐	☐
2 Teachers receive timely, actionable feedback.	☐	☐	☐	☐
3 Walkthrough data is analyzed to identify schoolwide trends.	☐	☐	☐	☐
4 Professional learning is based on walkthrough and student data.	☐	☐	☐	☐
5 Leaders monitor the implementation of instructional expectations.	☐	☐	☐	☐
6 PLC meetings focus on improving teaching and learning.	☐	☐	☐	☐
7 School improvement decisions are driven by evidence, not opinions.	☐	☐	☐	☐
8 Leaders regularly monitor whether instructional changes improve student outcomes.	☐	☐	☐	☐

EVIDENCE LEADERS SHOULD LOOK FOR:

- ☐ Walkthrough schedules and completion rates
- ☐ PLC agendas and meeting notes
- ☐ Teacher feedback records
- ☐ Instructional action plans
- ☐ Schoolwide walkthrough trend reports
- ☐ Student achievement and growth data
- ☐ Professional development plans tied to data
- ☐ Evidence of continuous improvement cycles (Plan → Implement → Monitor → Adjust)

THE SYSTEMS CHECK

Ask yourself about every single initiative on your campus. **Can every teacher answer:**

1. What are we doing?
2. Why are we doing it?
3. How do we do it?
4. How will we know it is working?
5. What happens next if it isn't?

IF NOT—THE SYSTEM ISN'T FINISHED.

INITIATIVES CREATE ACTIVITY. **SYSTEMS** CREATE **RESULTS**.

Great schools are not built through isolated programs.
They are built through aligned systems where every decision
is connected by a common purpose: improving student learning.



ALIGNED

Every part
works together
with purpose.



FOCUSED

Resources and
energy go where
they matter most.



CONSISTENT

Strong practices
are implemented
with fidelity.



MEASURABLE

We track what
matters and use
it to drive growth.



SUSTAINABLE

Results improve
because systems
create momentum.

YOU ARE GETTING RESULTS... NOW WHAT?



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