

Maximizing Time & Meeting Standards: Smart Strategies for New Administrators

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*You cannot manage
time, BUT
you can manage
systems.*

- John C. Maxwell

Session Objectives



How will my performance be measured?

Understand the indicators, evidence, and practices that will be used to measure my effectiveness as a building leader.

What am I required to meet?

Develop a clear understanding of the Standards for Accreditation and my responsibilities for ensuring compliance and implementation within my school.

What does this look like in my schedule?

Prioritize and protect time in my schedule for the leadership actions, monitoring, and follow-up required to support instructional improvement and accreditation requirements.

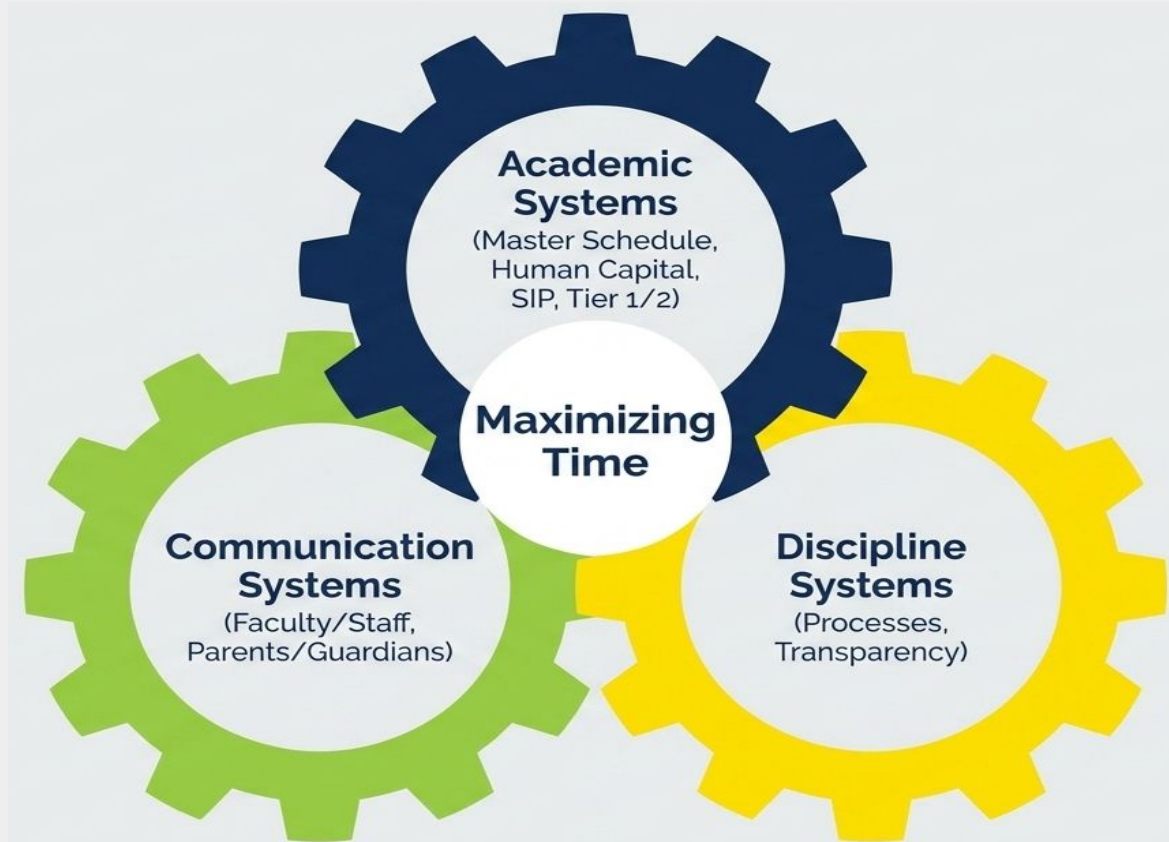
Which systems will we look at today?



Domain 1: School Organization & Management	Domain 2: School Culture & Climate
1A. Organizational Focus Unique to school's identity; Promoted; Supports monitoring for continuous improvement	2A. Safe & Orderly Facilities; Student handbook; Crisis management plans; Perceptions
1B. School Plan Student-focused; Collaborative & strategic; Progress monitoring & revision	2B. Equitable & Culturally Responsive Welcoming; Culturally competent; Supporting programs or initiatives
1C. Time Management Strategies & tools; Master schedule	2C. School Discipline System Positive & unbiased; Growth-path orientation; Protected learning participation
1D. School Resource Management Efficient and effective use; Equitable consideration & distribution	2D. Family & Community Engagement Communication; Meaningful family involvement; Strategic community partnerships
1E. Shared Leadership & Responsibility Principal efficacy; Leadership development; Shared responsibility	2E. Collaborative Teaming Systemic support; Teaming skillset; Individual & team accountability
Domain 3: Teaching & Learning	Domain 4: Human Capital Management
3A. Curriculum Provided & available; Clear content & expectations; Supported planning & implementation	4A. Personal Professional Practice Ethical behavior; Organizational & Interpersonal Skills Research orientation
3B. Instruction Student-focused; Reflection-driven; Protected instructional time	4B. Personnel Management Recruitment & hiring; Induction & career pathways; Conflict resolution
3C. Observations & Ratings Strategic observations; Actionable feedback/coaching; Needs-based professional learning	4C. Educator Professional Capital Instructional capital; Social capital; Decisional capital
3D. Appropriate Instructional Support for ALL Students Organized interventions for additional learning supports; Accelerated learning for the gifted; Aligned curriculum & instructional practices with feeder/connecting schools	4D. School Advocacy Educates self & others on issues; Shares the story; Leverages multiple media formats
3E. Effective Instructional Change Leadership Comm:consistent and connected; Support for planning & implementation; Cultural incorporation	4E. Contributions to the Profession Professional associations & resources; Beginning educators



Maximizing Time with Productive Systems



System 1

Academic Systems

- Master Schedule
- Human Capital
- School Improvement Plan

“Most crucial leadership skill is systems thinking.”

- Mary Johnstone-Louis
Forbes 2025- Global Uncertainty
Said Oxford Business School

LEADS Standard 1C: Time Management



<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Poor personal or organizational time management exists. Or Is not prepared to lead or participate in activities due to poor organization or planning. Or The master schedule is not properly designed resulting in wasted time or confusion.	Some of the school master schedule is based on building or adult convenience. The schedule includes some components of the school's teaming structure. Some of the systems and schedules are in place when school begins. Working to organize and manage personal and organizational time.	The school master schedule is based on student learning needs, not on building or adult convenience. The schedule includes the school's teaming structure. Systems and schedules are in place when school begins. Organizes and manages personal and organizational time.	<i>Facilitates one or more:</i> Has a regular daily schedule (with few exceptions). Realistic about what s/he can do; what should be done by others, and what really doesn't need to be scheduled. Delegates & asks for help when needed. Open door time is scheduled. A closed-door time focusing on administrative work is included.



1C: Time Management:

Master Schedule and Human Capital

Before school starts, what do I need to know?



- Master Schedule
- Daily Schedule
- Schedules for students before school begins

What is your system for distributing IEP, 504 and EL accommodations and modifications?

Resource

Accreditation Help Desk



Valuable Resources for Human Capital



Quick access to the essential sites, tools, and resources you'll need throughout the hiring and onboarding process.

AELS

Accreditation Help Desk

DESE Licensure Office

Course Code Management System

Licensure Rules

Job Code Management System

Background Checks

LEA Insights

Standards for Accreditation

Master Schedule and Human Capital



Background Checks

6 CAR § 61-502

Each public school district shall not employ personnel, whether licensed or non-licensed, who have not completed a background check pursuant to Arkansas Law or DESE rules.

Teacher Licensure

Arkansas Code § 6-17-309

A class of students shall not be under the instruction of a teacher who is not licensed to teach the grade level or subject matter for more than sixty (60) consecutive school days in the same class during a school year.

1C: Time Management: Master Schedule & Human Capital



Scenario: Hiring a New Teacher and Onboarding

A special education teacher notifies you that she will be on maternity leave for 90 days. As the building administrator, you must ensure students continue receiving required services, maintain special education compliance, and support a smooth transition for students, families, and staff.

Practical Actions

Call DESE Licensure office about options for additional licensure codes, long-term sub, or TLP

Begin looking for a substitute with a special education degree, could be retired.

Review case loads and create a transition plan to determine if the assigned students can be dispersed.

6 CAR § 180-706 governs substitute teachers and timelines

Assign a mentor teacher to provide guidance, answer questions, and model effective practices.

Schedule regular check-ins during the first weeks to provide feedback, support, and problem-solving.

Observations and School Improvement

LEADS Standard 3C: Observation and Ratings

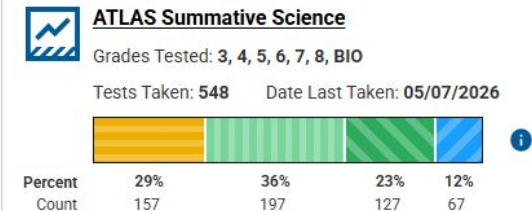
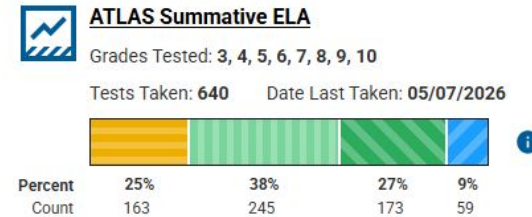
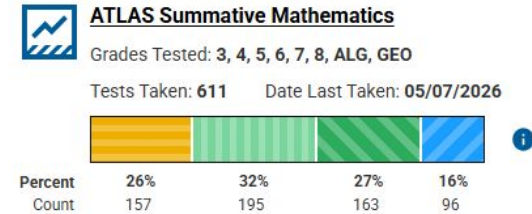
<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
An organized system of instructional observations is not established or maintained. Or Observations are punitive or not beneficial. Or There are no attempts to provide aligned professional learning for instructional improvement.	An organized system of teacher evaluation is communicated to some teachers.  Some classroom visits result in specific & actionable feedback.  Is aware of the importance of peer learning through teaming and observations but no system exists.  Some alignment between classroom practices and professional learning exists.  	An organized system of teacher evaluation is clearly communicated to teachers. Classroom visits are frequent, resulting in specific & actionable feedback. Observation protocols are followed. The principal promotes peer learning through teaming and observations. Ensures alignment between classroom practices and professional learning.	Learning walks follow established effective protocols. District academic leaders participate and a collaborative focus for improvement results.

What will you be observing and progress monitoring?



Start with your School Improvement Goal.

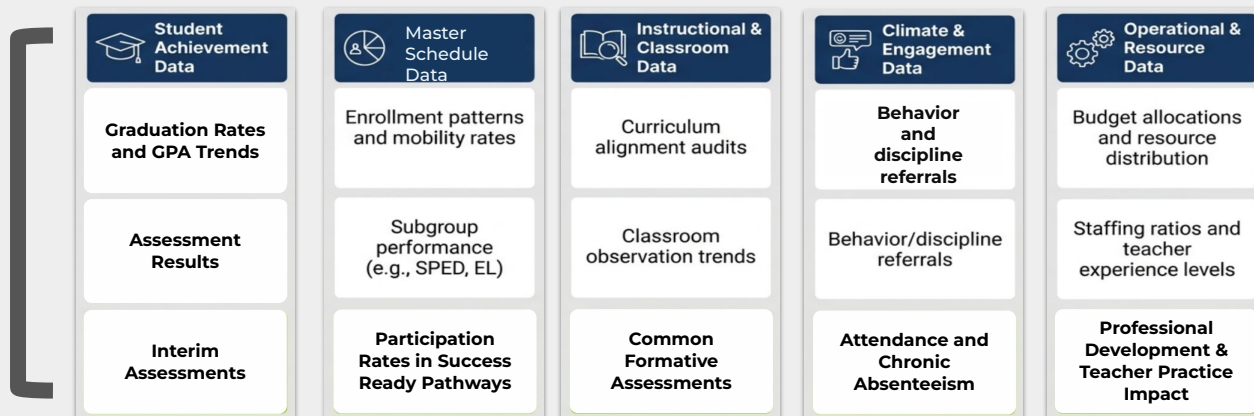
- Check that your goal is identifying where the greatest need exists.



Tier 1 Instruction



Being data rich
can be
overwhelming.



Then, start in the classroom.

What are teachers doing?

What are students doing?

Ask students, what are you learning?

Building Profiles: The Quadrants



**High Achievement,
High Growth**

**Low Achievement,
High Growth**

**High Achievement,
Low Growth**

**Low Achievement,
Low Growth**

High Achievement, High Growth

This building demonstrates a highly coherent system where standard-aligned, high-rigor Tier 1 instruction is happening daily across all classrooms. Core instruction is strong, and robust tracking systems ensure that any small learning gaps are addressed immediately before they widen.

What Building Leaders Should Look For / Next Steps:

- **Verify Sustainability:** Ensure that this high performance is consistent across all student subgroups, including the bottom quartile.
- **Examine Replication Potential:** Audit their collaborative team protocols and data-tracking systems to serve as a blueprint for underperformance.
- **Focus on Enrichment:** Check if Tier 1 instruction includes extended learning opportunities or extension activities that continue to push top-performing students.

Low Achievement, Low Growth

This profile indicates that instruction is likely below grade level or severely misaligned across the board. Tier 1 core instruction lacks rigor, and the intervention systems (Tier 2 and Tier 3) are either disconnected from core standards or failing to track whether students are actually mastering prerequisite skills.

What Building Leaders Should Look For / Next Steps:

- **Audit Tier 1 Alignment:** Conduct immediate walkthroughs to check if classroom activities and assessment practices are actually aligned to grade-level standards and Achievement Level Descriptors (ALDs).
- **Review Curriculum Fidelity:** Look for major gaps or inconsistent implementation of the curriculum from classroom to classroom.
- **Rebuild Intervention Foundations:** Investigate whether current interventions are scaffolded to help students reach grade-level expectations or if they are simply repeating low-level work.

High Achievement, Low Growth

While overall proficiency looks positive—often due to strong historical student baseline skills—students are not making meaningful progress over the school year. This typically indicates a lack of instructional urgency, low expectations for continuous growth, or weak Tier 2 intervention systems that fail to track live student progress.

What Building Leaders Should Look For / Next Steps:

- **Evaluate Rigor & Differentiated Instruction:** Walk classrooms to determine if teachers are teaching to the ceiling or if instruction stalls once students hit basic "proficiency" targets.
- **Check Live Progress Monitoring:** Examine how the school tracks standard mastery dynamically rather than relying solely on end-of-year results.
- **Review Tier 2 Interventions:** Ensure that intervention systems are tightly aligned to core standards and actively driving growth for students who may be missing specific concepts.

Low Achievement, High Growth

This profile shows that things are moving in the right direction. High growth indicates that effective Tier 2 and Tier 3 interventions are likely in place, or that Tier 1 practices are steadily improving. However, historical gaps or lingering inconsistencies in Tier 1 instructional rigor prevent these gains from translating into high overall proficiency yet.

What Building Leaders Should Look For / Next Steps:

- **Identify Tier 1 Gaps:** Walk every classroom to pinpoint exactly where inconsistencies in grade-level rigor or instructional practices are occurring.
- **Review Assessment Practices:** Check if classroom assessments match the high expectations of state standards or if they lean toward lower-level tasks.
- **Capitalize on Growth Drivers:** Isolate what is working well in their collaborative teams or intervention blocks (especially within the bottom quartile) and anchor those successes into standard daily core instruction.

Goal Setting: What goal moves data forward?



SPECIFIC

What outcomes might you envision for these goals?

MEASURABLE

What might you notice when success emerges?

ATTAINABLE

What steps seem most likely to support progress?

RELEVANT

How might these goals connect to your priorities?

TIME-BOUND

What time frames might keep momentum moving?

EVIDENCE-BASED

What data could help shape your next steps?



School Goal Stem



School Goal Structure

By [date], [school name] will increase [specific student outcome] as measured by [named assessment], from [use 2026 Atlas Summative as baseline data] to [target], resulting in approximately [number] additional students meeting expectations. Progress will be monitored using [interim assessments, CBMs, and HQIM-aligned measures] aligned to grade-level standards.

Example

By May 2027, Arkansas School will increase the percentage of students scoring proficient or advanced (Levels 3 and 4) in ELA on the ATLAS Summative Assessment from 38% (114 of 300 students) to 50% (150 of 300 students), resulting in approximately 36 additional students demonstrating proficiency. Progress toward this goal will be monitored through PLC data reviews, quarterly interim assessments, curriculum-based measures, student work analysis, instructional walkthroughs, and targeted instructional adjustments aligned to grade-level standards.

Teacher/Student Goal Stem



Teacher/Student Goal Structure

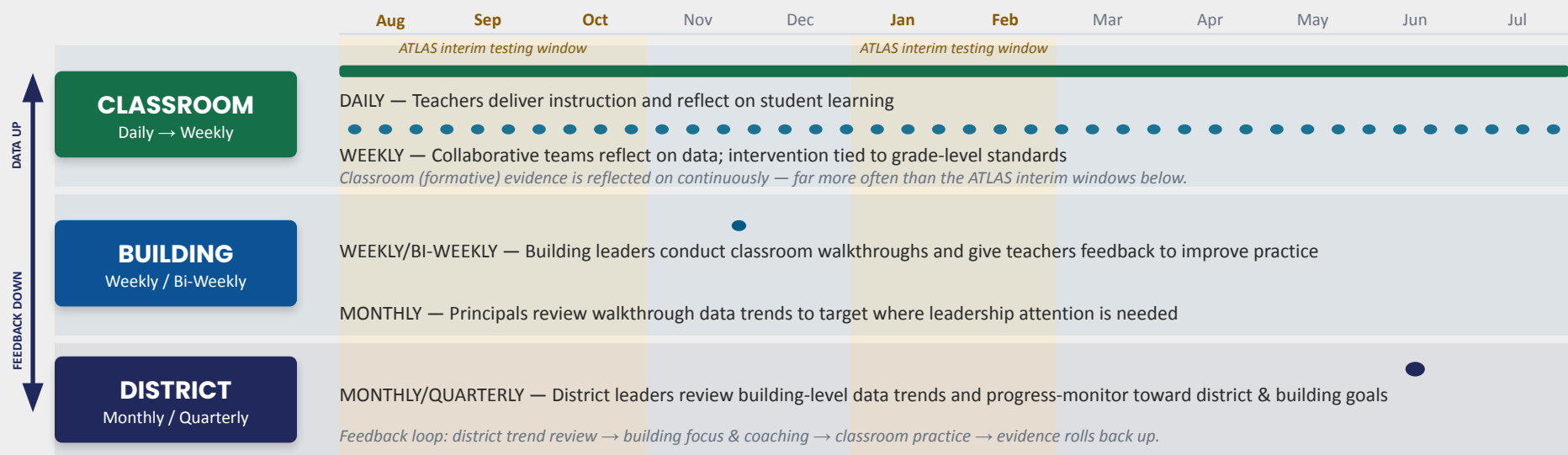
By [date], [teacher/classroom/grade level] will increase the number and percentage of students demonstrating [specific skill or outcome] from [baseline] to [target], resulting in approximately [number] additional students meeting grade-level expectations. Progress will be monitored through [CBMs, student work analysis, benchmark assessments, and/or HQIM-embedded measures] aligned to grade-level standards.

Example

By May 2027, Mrs. Smith's Grade 2 classroom will increase the number of students meeting grade-level expectations in foundational literacy skills from 12 of 20 students (60%) to 18 of 20 students (90%), resulting in approximately 6 additional students demonstrating proficiency in decoding and encoding grade-level words. Progress will be monitored through curriculum-based measures (CBMs), student work analysis, benchmark assessments, and ongoing review of standards-aligned instructional data.

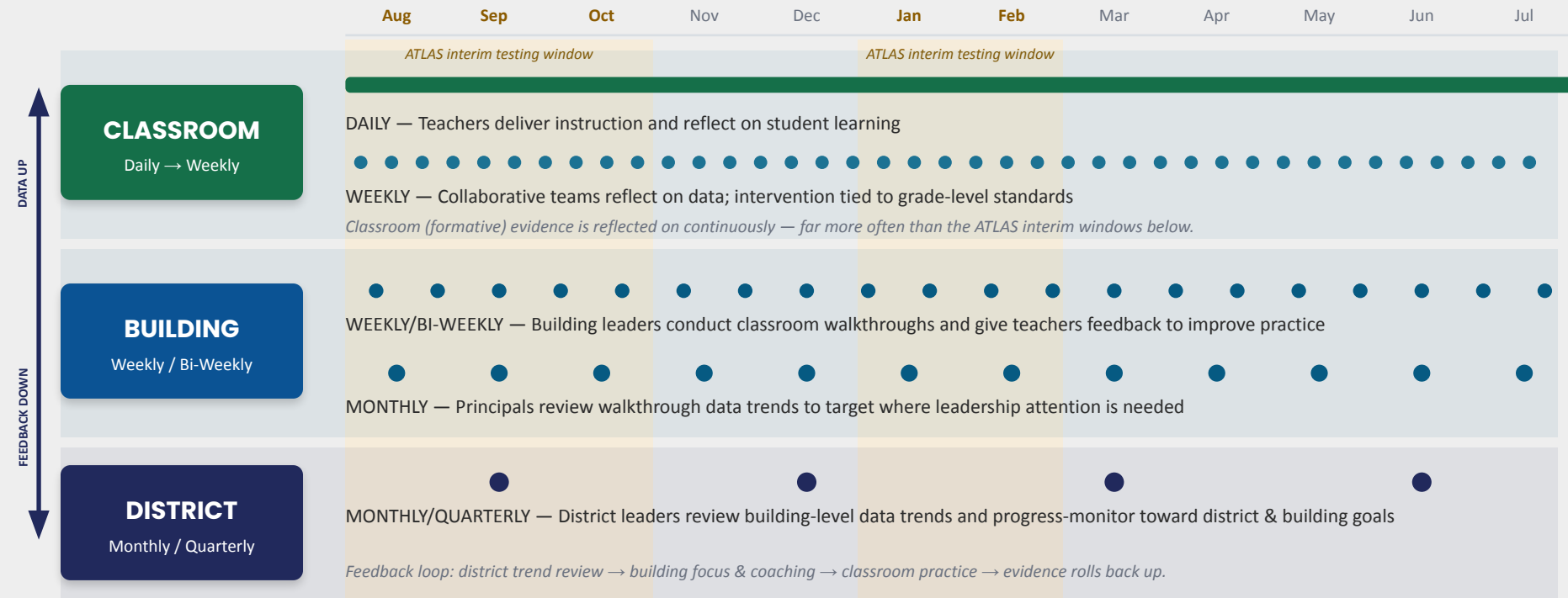
View of What's Required

Classroom → Building → District cycles across the school year



- ATLAS interim window
- recurring cycle check-in

- ATLAS interim window
- recurring cycle check-in



3C: Observations & Ratings and 2C: Discipline System



Scenario: Leading Teams Toward Results

A new building principal has reserved 9:00–11:00 a.m. for classroom walkthroughs and observations. Fifteen minutes into the block, a fight breaks out between two students, and reports suggest the incident may be linked to ongoing bullying. With student safety, parent communication, and a potential investigation to address, the principal must respond to the immediate situation while protecting time for instructional leadership.

Practical Actions

Acknowledging that discipline will always take away your time if you allow it.

Establish a school behavioral team to create consistent expectations.

Ensure policies are being followed and discipline timelines are being met.

Stabilize the environment and make sure everyone is safe by utilizing available personnel.

Conduct scheduled observation depending on severity of behavior concern.

Post-conference with teacher on observation/walkthrough.

System 2

Discipline Systems

- Teachers
- Students
- Parents/ Guardians



LEADS Standard 2C: School Discipline System

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
There is not a building level plan for student discipline. Or Students who need help with behavior issues are taken out of the classroom, placed in public areas. They may also be directed to activities which could be considered rewards.	Understands the importance of an established school-wide discipline system that considers the needs of all students, but currently a system with issues exists. Researches resources to positively support students. Most of the time, behavior consequences take students away from learning. Working to ensure that policies, procedures & copies of forms are available in handbooks.	The school-wide discipline system is proactive, clear, and considers the needs of all students. Positive support is in place for students. Most of the time, behavior consequences do not take students away from learning. Behavior expectations & responses to behavior are fair & consistent.	The discipline system defines the roles & responsibilities of staff & administration. Discipline supports & includes, not removes & isolates. Students are taught behavioral expectations and what success looks like.

What am I required to do?

- Follow District Discipline Policies
- Communicate with Parent/ Guardians regarding Discipline
- Report discipline concerns



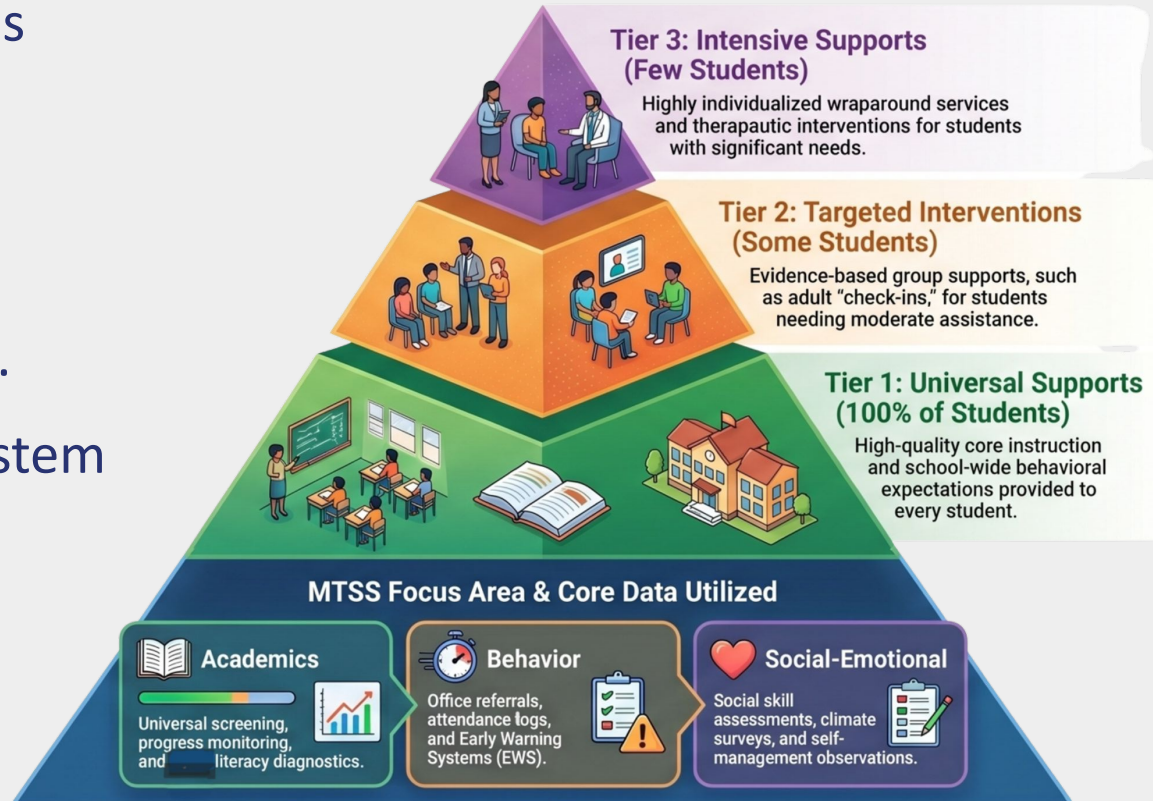
What are the parent communication guidelines and timelines around my district's Bullying Policy? What system is in place to ensure I meet the policy guidelines?

All Stakeholders must understand the system.

Discipline Systems: Working Together to Create Safety



- District Discipline Policies
- School Expectations
- School Behavior Matrix- Classroom, Hallway, Restroom, Cafeteria, etc.
- Multi-Tiered Support System (MTSS)
- Wrap around supports



System 3

Communication Systems

- Internal: Faculty and Staff
- External: Parents/ Guardians and Community

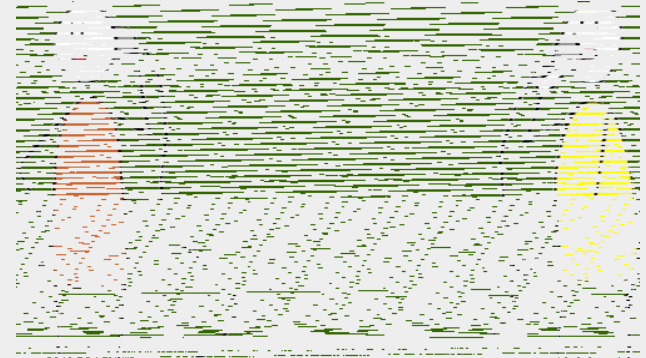
LEADS Standard 2D: Family & Community Engagement

<i>Unsatisfactory</i>	<i>Progressing</i>	<i>Effective</i>	<i>Highly Effective</i>
Does not seem to be aware of the importance of family & community engagement.	Recognizes the need for implementing a plan to welcome families & community members into the school.	Welcomes and values families and community members.	Regular two-way meaningful communication exists.
Or			
Families and/or community members are involved in the school without direction or in unproductive ways.	A Family and Community Engagement plan is being created or updated.	A current Parent and Family Engagement Plan contains all required content.	Families are productively involved in learning (for their students and themselves).
	Academics, goals, and supports students need to succeed are inconsistently communicated.	Communication is provided regarding academics, goals, and supports students need to succeed.	Family and community engagement is constantly monitored and adjusted as needed.
	Some communication tools and displays up to date.	Communication tools and displays are kept up to date.	

What am I required to do?



- Parent Engagement Plan (PTO)
- Communicate with Parents/ Guardians
- Follow District Policies
- Communicate Student Success Plans
- Communicate Support Plans- IEP/504/EL
- Communicate IRP/ MIP



How does this look in my schedule?



Internal Systems:

Communicating with Staff

- Style?
- Frequency?
- Policy?
- Emergency System?
- Support Partner?

In-Office Communication Style:
Open-door policy?

How does this look in my schedule?



External Systems:

Communicating with Parents, Guardians and Community Members

- Style?
- Frequency?
- Policy?
- Emergency System?
- Support Partner?

Does your school district have policies around communication of events? How aware is the public of the great things happening in your building?

Communication Systems



JANUARY 2021						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

What is the primary purpose of your calendar? (Is it front-facing for the public, or internal for staff?)

What is the operational protocol? (How does a teacher place an event on the calendar?)

What is the distribution method? (How are these scheduled events actively communicated to parents?)

6

Consistent Systems In High Achieving Schools

- ① Strong Tier 1 is the non-negotiable foundation
- ② Formative assessment drives daily instructional decisions
- ③ Fluid, data-responsive tiered intervention
- ④ Culture is the engine—relationships and belonging come first
- ⑤ Collaborative structures sustain the work
- ⑥ Leadership is instructional and empowering, not just managerial

