

SPARKING INNOVATION, IGNITING GROWTH
ASMSA 2025 STRATEGIC PLAN
YEAR 3 (2022-23) PROGRESS

TEACHING AND LEARNING		
<i>Cultivate a culture of dynamic teaching and learning that empowers young people to identify their passions for research, inquiry, and creative expression, develop the self-discipline necessary for success, as well as grow in their identity as emerging practitioners and professionals.</i>		
Goal	Progress	Next Steps
Strategy 1.1: Continue to build on ASMSA's faculty-supported model for student research, inquiry, and creative expression while seeking out expanded partnerships that engage talented young people with leading scholars, professionals, and organizations.	The Teaching and Learning Committee reaffirmed ASMSA's commitment to Capstone as a universal requirement for all students. The introduction of the Scholar Development Coordinator position as well as easing COVID restrictions has opened new opportunities for summer engagement. Two students received Grand Awards at the Intel ISEF. Students were recognized in a variety of state, regional, and national competitions in both Arts and STEM.	ASMSA's proximity to institutions such as UAMS, UALR, Arkansas Museum of Fine Arts, and Little Rock Technology Park could lead to internships and other student programs during the year. While individual students have done yearlong research with UAMS, a focused, institutional approach to transportation could result in more students having access.
Strategy 1.2: Fully embrace ASMSA's arts mission by expanding an institutional culture of visual and performing arts through encouraging student talents, abilities, and creativity.	The first cohort of students in the Visual Arts and Design Program of Distinction (P.O.D.) experienced a successful first year and will continue to senior-level coursework. The course requirements have been refined to provide further time for study. ASMSA hired a third full-time music instructor who brings an emphasis in brass. Music instructors began preliminary work on drafting a framework for a Music P.O.D.	As seniors in the Art P.O.D. consider college admissions, SSCs, and other staff will seek to better understand how the new sequence positions them for selective admission. The Teaching and Learning Committee will consider the Music P.O.D. pathway. Outreach will begin exploring the potential for a Summer Music Workshop. ASMSA will continue to assess the need for a fourth visual arts instructor, with an emphasis on representational painting and drawing.
Strategy 1.3: Foster inclusive and diverse learning environments through ASMSA's hiring practices, instructional strategies, and student support systems that remove systemic barriers to equity within our community of learning.	To support students in the HELIX Prep Academy, ASMSA made a late decision to add a HELIX Coordinator to the Office of Student Success. Providing consistent support to these students and families over the course of their three-year experience will be helpful in their growth.	All first-year HELIX Prep Academy students matriculated to their junior year of study at ASMSA. Academic leadership will continue to assess the best first-year sequence of courses and the availability of concurrent credit in the sophomore year. UAFS has requested ASMSA consider pathways for students to earn an Associate Degree should they have an interest.
Strategy 1.4: Focus on faculty growth and continuous improvement by offering expanded professional development, asserting leadership in instructional strategies, identifying contact points to interact with fellow educators, and sharing our best practices with national audiences.	14 faculty members received the rank of Instructor of Excellence during the initial review of Faculty Advancement. Academic leadership, HR, and the Governing Council have continued to refine the rubric. A team of faculty attended the Arts Schools Network conference in Las Vegas. Two instructors were named PAEMST state finalists. ASMSA praise from the Higher Learning Committee during a spring visit related to UAFS' accreditation.	The next academic year brings the renewal of ASMSA's accreditation through Cognia. This intensive review of institutional data and practice offers an important opportunity to review best practices. Peer-to-peer PD is being expanded throughout the year through the efforts of the Associate Deans. ASMSA will pursue Exemplary School Designation from Arts Schools Network (ASN).
Strategy 1.5: Provide valuable and engaging learning opportunities to students, educators, and districts across the state through a diverse portfolio of outreach, enrichment, digital learning, and educator development programs that involve all members of the ASMSA community.	STEM Pathways achieved a record enrollment of 3,300 students and educators this year despite continued flat funding in the program grant from ADE. ASMSA piloted the AP Statistics Plus model. The LEARNS Act established the "Online Course Choice" program, which will debut in 2025-26. ASMSA was the first school to receive a CS Gold Medal from ADE.	Legislation passed in the 94th General Assembly removed the computer science graduation and local instruction requirements. ASMSA will continue to assess demand for these experiences. Work will continue the exploration of additional Advanced Placement coursework that could be offered under the Online Course Choice program.

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STUDENT DEVELOPMENT		
<i>Maximize the full potential of the on-campus experience by affirming the centrality of residential life in creating a living-learning community that connects students beyond the classroom, assists in developing them as whole people, and prepares these future leaders for successful and fulfilling lives through building sustainable skills and mindsets.</i>		
Goal	Progress	Next Steps
Strategy 2.1: Implement a Student Development Curriculum that focuses on social-emotional learning, leadership development, digital citizenship, healthy relationships, and other topics that recognize students' needs as maturing young adults and engaged members of a community.	ASMSA continued participation in an NCSSS cohort of the Challenge Success survey. The survey provides insights on mental health, homework, school culture, and student demographics. With benchmarking data available, ASMSA outpaces the cohort on student engagement as well as teacher affinity for support.	ASMSA will explore participation in the yearlong training program offered by Challenge Success. Of particular interest is the SPACE framework for a holistic approach to support and school change. The Sophomore Transitions course has become the academic hub for exploring this format with additional programs in Res Life.
Strategy 2.2: Ensure that diversity, equity, inclusion, and mutual respect for all characterize our campus culture and climate.	Conversations have been framed largely around the concepts of "belonging" and "mutual respect" and the contributions to campus life and culture that all members of the community of learning make.	ASMSA will continue to be mindful of complex discussions surrounding DEI in public school settings. Discussions will focus more on the concept of "belonging," which ensures all students--no matter their background--find space to engage within the community of learning.
Strategy 2.3: Emphasize healthy habits as important components of physical well-being through campus programming and activities that support play, physical development, and balanced nutrition.	ASMSA received a grant from the Blue and You Foundation to purchase and install a vertical container farm on campus. Programs associated with this unit will cater to mental health, farm-to-school, and balanced nutrition. ASMSA returned to SLAMT for the first time since COVID-19. Water bottle stations have now been installed in all campus facilities.	Work associated with the Campus Master Plan will continue to explore future options for fitness, play, and formal sports. ASMSA acquired the large open area behind the Student Center, which was identified as an appropriate space for play. Further study will be done on a replacement for the current Fitness Center.
Strategy 2.4: Create an atmosphere conducive to healthy conversations about mental and emotional well-being by providing student-centered services and programs that address the natural challenges of both adolescence and the rigors of the ASMSA experience.	The Licensed Social Worker position has been permanently added to the annual budget after initial ESSER funds were used to create the position. Mental health staff are now available 20 hours per week in the summer to provide students with support. Nearly half of all students accessed some mental health programming this year.	ASMSA's mental health staff and Student Strategies Team remain concerned about delayed maturation as well as other issues stemming from the pandemic. Issues with socialization, community, and peer engagement will be explored in greater depth during the year ahead.
Strategy 2.5: Invest in staffing models and resources that reinforce the professionalism of and essential role played by Student Life Staff who employ best practices in fostering an inclusive and engaging residential community.	ASMSA undertook a renovation of the Assistant Dean's apartment to provide a more appropriate living space. Residential Experience Coordinator positions have been classified as 12-month positions moving forward, which adds further compensation and stability to the roles.	A primary goal for Residential Experience Coordinators is to serve as a link between parents/guardians and their student's experience on campus. We will continue to refine the system of communication and check-ins throughout the year to better support families.
Strategy 2.6: Continue to involve students as full stakeholders in discussions on institutional policy and campus planning so that decision-making is student-centered.	Campus leadership engaged in regular discussions with the SGA President as well as the Executive Board regarding their needs and recommendations. The group also used their space on the Governing Council to offer student perspectives.	Campus leadership will work with SGA and students to better process and understand data gathered from the Challenge Success survey to focus responses on student mental health, well-being, belonging, sleep, and other topics.

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ENROLLMENT GROWTH		
<i>Expand enrollment to serve more students statewide through targeted growth models that reflect our commitment to stewardship of the public investment in ASMSA.</i>		
Goal	Progress	Next Steps
Strategy 3.1: Work with members of the Arkansas General Assembly, University of Arkansas System, and other ASMSA stakeholders to develop and implement a sustainable funding formula that enables the school to increase enrollment.	Completion of the Selig Hall restoration now brings full enrollment capacity to 260 students. Due to the strength of EETF funding at present as well as a desire to observe the shape of “school choice” in the LEARNS Act, ASMSA did not pursue changes to our funding formula in the 94th General Assembly, though it engaged legislators on the extent to which ASMSA could either participate in or benefit from school choice.	Campus Leadership and the Board of Visitors will seek engagement with Governor Sanders and her staff on how ASMSA represents a maximal approach to school choice as enrollment is not tethered to income or geography. The Online Course Choice system does present a potential underwriting stream for an online cohort of ASMSA students.
Strategy 3.2: Strengthen curricular options, methods of engagement, and unique experiences for students in the arts while developing recruitment and admissions procedures directed toward students with specific arts interests.	Dr. Robert Fant was selected after a national search to become ASMSA’s third full-time music instructor. His experience in brass will allow for further growth and expansion of the music program while reaching additional students. Recruiting for Arts opportunities continues to be a priority for admissions.	As mentioned elsewhere, faculty and academic leadership will begin the exploration of a Music P.O.D. The hiring of a new Digital Arts instructor will allow for the revitalization of the Capstone course in Film/Multimedia as well as other digital arts electives beginning in Fall 2023.
Strategy 3.3: Explore alternative enrollment models such as commuter options and online programs that recognize students’ and families’ individual needs, thereby increasing access to ASMSA’s quality programs.	The Online Course Choice program developed under the LEARNS Act creates a significant opportunity for ASMSA to continue to expand its presence in either supplemental or full-stack online learning for interested students. Eight instructors received supplemental payment to develop AP courses, with seven already earning AP certification.	Admissions and Outreach staff will begin assessing interest in online coursework across three domains: an AP Capstone Pathway for fully-online learners, critical/strategic needs languages not available elsewhere in Arkansas, and other supplemental elective coursework in STEM.
Strategy 3.4: Continue the sophomore early entrance pilot program to determine its overall effectiveness and potential for future expansion as a means of supporting students in need of academic acceleration and intellectual peers.	The Sophomore Early Admissions program has exited the pilot stage with the fifth cohort selected. The Governing Council engaged in discussions about opportunities associated with a three-year program of students and has encouraged potential growth in these options moving forward.	Admissions staff as well as a special committee on Sophomore Admissions will continue to refine ASMSA’s approach to these points of entry. A potential discussion will focus on streamlining enrollment into a single pathway compared to the current differentiated approaches with Early Entrance and HELIX.
Strategy 3.5: Continue to ensure equity in access for geographically, economically, and racially diverse students who face opportunity gaps and do not share the same level of preparatory experiences and support as some of their peers.	Enrollment of low-income students was 35% for AY23. The average household income for students enrolled in the HELIX Prep Academy was \$45,000. Enrollment for AY24 has seen a significant increase in African American/Black students, with ASMSA consistently reaching 10% enrollment in recent cycles. Students represented 54 of 75 counties compared to the annual goal of 60 counties.	ASMSA will continue to work to increase the enrollment of students in traditionally underrepresented populations, to reach equity with state population percentages while being mindful of recent Supreme Court decisions that affect affirmative action programs. Admissions will also seek to reach counties that have not had a student enrolled at ASMSA in the previous five years.

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ADVOCACY AND PARTNERSHIPS		
<i>Strengthen internal and external partnerships with local, state, and national stakeholders that create committed and vocal advocates for the essential leadership role that ASMSA plays within Arkansas education as well as economic and community development.</i>		
Goal	Progress	Next Steps
Strategy 4.1: Develop a framework for alumni to share perspective and experience that supports students' personal and professional development in addition to institutional advancement.	The Scholar Development Coordinator began to work with an alumni group on opportunities for student summer internships across a variety of sectors. The "Alumni Pathways" speaker series was offered quarterly through both online and in-person formats to provide students with avenues to see how ASMSA can position their career prospects. The Homecoming Weekend event in October has created space for specialized programs and direct connections with students.	Continued emphasis will be placed on growing participation in various AAFA events throughout the year, including adding regional mixer events similar to the successful one in Northwest Arkansas. The most significant priority will be establishing the National Alumni Advisory Council, which ensures alumni across the country can meaningfully engage with ASMSA's work.
Strategy 4.2: Reinforce to legislators and other leaders the value of the state's commitment to talented young people so that the decision-makers understand their return on investment in ASMSA.	ASMSA partnered with Boyette to complete an Economic and Social Impact Study, the first since 2006. Over a five-year period, ASMSA had a \$104 million impact on the state and doubled the return on the public investment in the school. The study also explored ASMSA's impact on Hot Springs and Garland County.	Campus leadership will continue to use the Impact Study as a tangible articulation of the school's benefit through ongoing conversations with external stakeholders. ASMSA is working with partners to host Gov. Sanders on campus. ASMSA is also following the Making Education Affordable and Accessible Act , bipartisan legislation filed by Sen. Boozman on concurrent credit programs.
Strategy 4.3: Utilize the ASMSA Parents Association and Parents Advisory Council to promote direct communication, gain insights on family needs, and represent ASMSA daily in communities across the state.	ASMSA held monthly meetings of the Parents Advisory Council as well as quarterly forums for all parents and guardians. They continue to be helpful in creating space for questions and discussion. A Vice-Chair was added to the Parents Advisory Council for AY23 who will serve as Chair in AY24.	Campus leadership will work with the PAC to develop a shared program of interest this year. Parent observations and feedback are an important component in Cognia's accreditation progress. ASMSA will use this data to best assess what area on which we can best focus
Strategy 4.4: Expand ASMSA's position in the Hot Springs community as a hub for educational discussions, cultural enhancement, intellectual debate, and economic development.	ASMSA received the Hot Springs Metro Partnership's historic preservation award for the Selig Hall restoration. Over the past decade, as noted in the Impact Study, the school has invested nearly \$30 million in downtown through campus facilities.	Outreach staff will return to a conversation exploring a Cultural Enhancement Series that partners ASMSA with local arts, education, and other cultural non-profits. The 2024 Solar Eclipse presents an additional opportunity for ASMSA to contribute to community conversations.
Strategy 4.5: Prioritize fundraising efforts to reflect the ASMSA Foundation's commitment to direct student support, faculty innovation, programmatic development, and facilities needs.	Though ASMSA experienced a transition in the role of Director of Institutional Advancement, the Foundation Fund did generate over \$300,000 in gifts, grants, and dividends for the first time since FY19. ASMSA received a grant from the Blue and You Foundation for the first time. A Music Support Fund was established during the online Day of Giving in April.	New leadership will assess the overall strategy of the school's development program and increase membership within the Foundation Fund Board of Ambassadors. The goal is to increase participation by alumni, former parents, as well as corporate stakeholders from across the state. Continued emphasis will be placed on permanent endowments.
Strategy 4.6: Explore methods to reach varied audiences by using traditional and evolving media to provide a snapshot of daily life and learning on campus, celebrate achievement, and articulate a full narrative of the unique opportunities and experiences available exclusively at ASMSA.	ASMSA participated in KATV (ABC-11) special college planning segment in October. The videos were also available on the school's social channels. New videos were also produced that focused on music, languages, and extracurriculars.	With the hiring of a new Digital Arts Instructor, academic leadership was requested to explore that at least one assignment from the digital photography, graphic design, and multimedia courses helps to produce authentic, student-facing content that can be shared across ASMSA's social channels.

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FACILITIES EXPANSION		
<i>Grow facilities and implement long-range strategies to meet the needs of expanded enrollment, academic experiences, student life, recreation, and community engagement.</i>		
Goal	Progress	Next Steps
Strategy 5.1: Review and update the Campus Master Plan to redevelop a facilities growth pathway in accordance with institutional needs.	Work stalled on the revisions to Campus Master Plan while the school sought renewal of the on-call architectural services contract. Conversations did continue on what would be the likely next series of projects once the former hospital complex has been demolished.	Work will resume in earnest on the 2023 Campus Master Plan. Stakeholders will weigh in on preliminary designs and offer their perspectives on the order of priority for future facilities: Downtown Arts Center, athletic/play spaces, fitness center, additional housing, parking, and other needs.
Strategy 5.2: Initiate efforts to expand ASMSA's dedicated arts facilities in collaboration with community partners that lead to the full realization of the school's legislated arts mission.	Campus leadership has identified the Arts Center as the next logical choice once the hospital has been demolished and the site rehabilitated. Discussions began on the earliest potential timeline for the completion of a facility as well as preliminary cost estimates and space needs. No conclusion was reached on if the facility will focus on music, visual arts, or both.	ASMSA will re-engage with parties interested in a downtown performing arts center to understand how private support might supplement existing funding. The Board of Visitors has identified working with the Governor's Office for one-time capital funds related to the project as their top priority for the year ahead.
Strategy 5.3: Formalize steps that will lead to vacating the former hospital complex by creating a plan to transfer teacher offices, maintenance, and other programs to permanent locations using new or existing facilities.	ASMSA completed the transfer of the Academic and Administration Building as well as all supplemental land parcels within the campus from the City of Hot Springs. Construction began on the \$5 million Campus Administration Building, which is scheduled for completion in late March 2024.	A standing committee will meet bi-weekly beginning in August to discuss all necessary logistics for exiting the hospital in mid-2024. ASMSA will return the facility to the City of Hot Springs no later than December 31, 2024.
Strategy 5.4: Expand and create student residences as well as shared and recreational spaces to fully support the emotional, social, physical, and academic needs of students.	The restoration of Selig Hall was completed in 2022, which increased enrollment by 24 seats and allowed ASMSA to match higher enrollment interest from female students. The facility included a Community Kitchen, Student Union, and Mental Health Hub in addition to a renovated Auditorium.	ASMSA has made an offer to purchase the former Mountain Valley Warehouse that is interior to the campus. The site could be appropriate for a future gymnasium as was explored in the 2008 Campus Master Plan. ASMSA will continue to explore avenues for the construction of a 40-bed residence hall that would grow total residential enrollment to 300 students.
Strategy 5.5: Advocate for the creation of a Public Residential Schools Facilities Fund by the Arkansas General Assembly that brings ASMSA into parity with other public high schools.	No progress has been made on this item. The Schools for the Deaf and Blind did receive sizable one-time commitments from the Governor this year to address ongoing deferred maintenance and capital needs, setting the template for future ASMSA discussions.	Campus leadership has identified funding support for capital projects as its greatest need from the Board of Visitors in the year ahead, with a goal of engaging with the Governor and local legislators toward proposing a bill for the 95th General Assembly in 2025. ASMSA will study how the bill might benefit other programs such as the Schools for the Deaf and Blind.