

# Comprehensive Plan Report

A detailed report showing activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

September 08, 2017

## Augusta School District NCES - 502670

Key Indicators are shown in RED.

Filter: Show only the indicators included in the plan

### District Context and Support for School Improvement

Improving the school within the framework of district support

**Indicator IA13 - The district works with the school to provide early and intensive intervention for students not making progress.(13)**

**Status** In Plan / No Tasks Created

Level of Development: **Initial:** Limited Development 03/14/2017  
 Index: 3 (Priority Score x Opportunity Score)  
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: This process needs to become habitual to be fully implemented. Intervention is being provided but not where it becomes a habitual process for teachers.

**Plan** Assigned to: Not yet assigned  
 Added:

**Indicator IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)**

**Status** Tasks completed: 0 of 4 (0%)

Level of Development: **Initial:** Limited Development 10/02/2015  
 Index: 6 (Priority Score x Opportunity Score)  
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: At present the Augusta Leadership Team is involved scheduling of classes, teachers and students, and involved in the budgetary allocations of our Federal Block, along with State Categorical Funding, and with the interviewing and hiring of personnel. Our team could be more involved but it is working like it is.

**Plan** Assigned to: Cathy Garner  
 Added: 02/17/2016

decisions will be made more fully, and school leaders will be allowed the freedom to make decisions differently from the norm taking into account time constraints and accountability. The decisions and actions of the school leaders will be supported.

Target Date: 08/31/2017

**Tasks:**

1. The Counselor has the flexibility to make schedule that best suits the needs of our students.
  - Assigned to: Renee Boatman
  - Target Completion Date: 08/14/2015
  - Frequency: once a year
  - Comments: Ms. Boatman was given full autonomy to manipulate the class schedules that will have the greatest benefit for our school.
2. The Leadership Team has autonomy to alter the schedule to better utilize staff and funding.
  - Assigned to: Joe Brown
  - Target Completion Date: 08/17/2015
  - Frequency: twice a year
  - Comments: The leadership team should have the flexibility to change and manipulate the class schedule and school schedule to best utilize our staff and our funding.
3. The core leadership team, (Supt, Fed Coord, Curr Coord, princ, and SIS personnel) interviews and hires all new teachers and personnel.
  - Assigned to: Ray Nassar
  - Target Completion Date: 08/17/2015
  - Comments: The team interviews and looks over the resumes and makes calls to former employers.
4. All major stake holders within the School District were involved in the creation of Our Living Mission and Vision Statement at the beginning of the year.
  - Assigned to: Joe Brown
  - Target Completion Date: 08/14/2015
  - Frequency: once a year
  - Comments: That all stake holders should have input and a consensus in the direction that the School is going in.

**Implement** Percent Task Complete: 0 of 4 (0%)

**District Context and Support for School Improvement**

Taking the change process into account

Indicator: **IB11 - The district ensures that school improvement plans in rapid improvement situations include "quick wins," early successes in improvement.(26)**

Status: Tasks completed: 0 of 1 (0%)

Level of Development: **Initial:** Limited (3 webpages and 03/13/2017)

Subject: 0 (Priority Score: 2 (Priority Score: 2))

Priority Score: 3 (High level of problem, low priority)

	Opportunity Score:	1	(1 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 3 - requires changes in current policy and budget conditions)
<b>Plan</b>	Describe current level of development:	Fully implemented for students, more quick wins are needed for teachers	
	Assigned to:	Jack Broach	
	Adopted:	03/11/2017	
	How it will look when fully met:	Teachers will be recognized for quick wins	
	Target Date:	05/01/2017	
<b>Tasks:</b>			
	1. Mr. Broach, SIS, and Heather (ITE, SIS) will acknowledge teachers more frequently with quick wins.		
	Assigned to:	Jack Broach	
	Target Completion Date:	05/01/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	0 of 1 (0%)	

**Indicator IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)**

<b>Status</b>	Tasks completed: 0 of 2 (0%)		
	Level of Development:	<b>Initial:</b> Limited Development (10/02/2015)	
	Index:	4	
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)	
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
	Describe current level of development:	The Augusta Schools is on an eight period day, allowing for an extra period for students who need remediation, credit recovery or simply more practice in a particular subject area. The students needing the afore mentioned help are scheduled in the APX Lab which is a computer based self pacing program for them to work on for their extra period.	
<b>Plan</b>	Assigned to:	Joe Brown	
	Adopted:	02/22/2016	
	How it will look when fully met:	Students needing extra time for study in particular classes will be afforded the opportunity to work in the APX Lab.	
	Target Date:	08/17/2015	
	<b>Tasks:</b>		
	9. 200 Literacy goal is being applied for for an after school program for remediation to improve learning at the Elementary School.		
	Assigned to:	Jack Broach	
	Target Completion Date:	05/01/2017	
	Priority Score:	1	

Comments:	2015 implementation to support remediation for elementary
1. Students use the APX platform for remediation and for credit recovery to ensure passing courses and to be on track for graduation	
Assignment:	Blaine Leatham
Target Completion Date:	08/07/2015
Frequency:	daily
Comments:	All students that need help in classes will get help.
Implement Percent Task Complete:	0 of 2 (0%)

## District Context and Support for School Improvement

### Clarifying district-school expectations

**Indicator IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)**

**Status** Tasks completed: 0 of 2 (0%)

Level of Development:	<b>Initial:</b> Limited Development 11/20/2015
Index:	0 (Priority Score x Opportunity Score)
Priority Score:	3 (3 = highest, 2 = medium, 1 = lowest)
Opportunity Score:	0 (3 = relatively easy to address, 2 = accomplished within current policy and budget conditions, 1 = requires changes in current policy and budget conditions)
Describe current level of development:	Currently the Augusta School uses the ELI (The Learning Institute), for the majority of our core classes. We also have grade-level curriculums K-12, and subject matter curriculums. We are moving in the direction of having all curriculum aligned with the state standards.

<b>Plan</b> Assigned to:	Joe Brozo
Added:	07/27/2016
How it will look when fully met:	The faculty will have one document per curricula to use as a map for their teaching.
Target Date:	08/27/2016

#### Tasks:

1. Curriculum guidelines are followed by the math and literacy coaches to meet the requirements and alignment of curriculum by the state Department of Education.

Assignment:	Joe Brozo
Target Completion Date:	08/27/2016
Comments:	See below and item K-12 for collaboration
2. Curriculum guidelines will be used to create one core book of our students.	
Assigned to:	Joe Brozo
Target Completion Date:	08/27/2016
Comments:	See below and item K-12 for collaboration

Implement Percent Task Complete: 0 of 2 (0%)

**School Leadership and Decision Making**

Establishing a team structure with specific duties and time for instructional planning

**Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)**

**Status Objective Met - 11/7/2016**

Level of Development:

**Initial:** Limited Development 10/02/2015

**Objective Met - 11/07/2016**

Index:

9 (Priority Score x Opportunity Score)

Priority Score:

3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3 (3 - relatively easy to address, 2 - can be completed within current policy and budget conditions, 1 - requires change in current policy and budget conditions)

Description current level of development:

Augusta School District Leadership Teams will quickly continue, provide feedback and direction, and provide support and resources to the school leadership teams. The DLE will set district school improvement priorities, manage data analysis with guidance of ADE School Improvement Unit, the focus will be change of culture and curriculum alignment.

**Plan**

Assigned to:

Cathy Tanner

Added:

02/22/2016

stage of implementation (1-5):

Leadership team structure will be officially incorporated into school board policy.

target date:

10/18/2016

**Tasks:**

1. Superintendent Cathy Tanner will submit policy for adding leadership team structure to school board policy.

Assigned to:

Cathy Tanner

Target completion date:

10/18/2016

Comments:

The Augusta School Board approved policy for adding Leadership Teams.

Task Completed:

10/18/2016

**Implement**

Percent Task Complete:

1 of 1 (100%)

Objective Effective Date:

11/07/2016

Approved:

11/7/2016 Board approved and executed

Verified:

11/7/2016 Done

Completed:

11/7/2016 School board policy

