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Augusta Elementary School

9/8/2017

Comprehensive Progress Report

Mission:

Goals:

! = Past Due Actions KEY = Key Indicator

Core Function:	School Leadership and Decision Making			
Effective Practice:	Establishing a team structure with specific duties and time for instructional planning			
ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:	All team meetings have an agenda that is used to facilitate the meeting. These agendas are shared beforehand and are available for feedback. The agendas are based on the needs of the building, and are decided upon by the team. This will continue to be used by the leadership team for all meetings at the building and district level.	Full Implementation 09/23/2015		
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The district leadership team consists of the principal, curriculum coordinator, literacy and math coach, counselor, etc. meets weekly on Thursdays from 1:30-3:00. There is an agenda that is based on the needs of the school at the time (assessment, school improvement needs, etc.) In order to sustain this, scheduling needs to be addressed to ensure this for the future.	Full Implementation 10/07/2015		
Core Function:	School Leadership and Decision Making			
Effective Practice:	Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)	Implementation Status	Assigned To	Target Date
Initial Assessment:	At this time, there are some opportunities for feedback and critiques of the school's progress. The leadership team is trying to find a solution to gaining that feedback and bridging the gap between the school and the community through a community meeting that will be conducted by the Arkansas Leadership Academy. Elementary staff are asked feedback at all times concerning different areas. There is a chart in the curriculum coordinators office that is an open forum of areas that need addressed. This will continue as well as a parent survey that will be sent out in the Spring.	Full Implementation 11/28/2015		
Core Function:	School Leadership and Decision Making			
Effective Practice:	Aligning classroom observations with evaluation criteria and professional development			

		Implementation Status	Assigned To	Target Date
IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	At this time, weaknesses from observations are discussed and addressed at meetings. They are then looked for when in classrooms. All teachers make a PGP (Professional Growth Plan). This is based on their TESS evaluations, and is approved by their TESS evaluator. Their professional development in the summer is based on their PGP. Questioning has been one that most teachers are working on at this time and it has been a concern that has been addressed with improvement being seen.	Full Implementation 11/10/2015		
IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Eight professional development days were embedded into the 15-16 school year. Five of these days have already been completed. These five days included professional development that encompassed engagement strategies, based on the need from walkthrough and TESS data, a mission and vision, response to intervention, and differentiation provided by the Wilbur Mills Co-op. Three more professional development days are upcoming this year that will address technology and assessment. Lastly, teachers collaborate every other week during PLC meetings after school. This time is used to analyze and disaggregate data, vertically and horizontally align the curriculum, and provide common planning time.	Full Implementation 11/28/2015		
Core Function:	School Leadership and Decision Making			
Effective Practice:	Expanded time for student learning and teacher collaboration			
IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	We reorganized our schedule in 4-6 in October. Classes were 45 minutes and teachers did not have enough time. We adjusted and gave them a 75 minute block for all core academic subjects. We have seen significant improvement. In addition, we also added a weekly technology block for more project based learning. We are monitoring, and discussing next year to ensure student achievement.	Full Implementation 11/27/2015		
Core Function:	Curriculum, Assessment, and Instructional Planning			
Effective Practice:	Engaging teachers in assessing and monitoring student mastery			
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Teachers are using pre and post assessments. At this time, we are working toward using the results in combination with the interim assessments and state assessments to get a better view of the student. Teachers are using the pre and post assessment units to decide the next step with students. It decides what instruction the teacher will be using next to move forward.	Full Implementation 10/07/2015		
Core Function:	Curriculum, Assessment, and Instructional Planning			
Effective Practice:	Assessing student learning frequently with standards-based assessments			
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	At this time, we use TLI assessments for the quarterly assessing of our students. These assessments are aligned to the state mandated curriculum. Teachers meet after TLI assessments are given and review the needs of the students. At this time, this needs improvement. More teachers need involved in this process and there needs to be more follow up and reteaching of skills that were not mastered.	Full Implementation 11/27/2015		
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Yearly IMOs are still be used. These were set by the state previously. The leadership team monitors the progress that is being made toward these throughout the year. There does need to be changes in how often the data is looked at and more specific ways for the students to get the reteaching of skills they need to be successful.	Full Implementation 11/27/2015		
Core Function:	Classroom Instruction			
Effective Practice:	Expecting and monitoring sound instruction in a variety of modes			
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Teachers are using TLI (The Learning Institute) curriculum guides. Literacy, Math, and Science guides are provides for all grades. All teachers are not using these as they are tied to TLI assessments every quarter. TLI does not assess every subject at every level, so the accountability is not as high for the curriculum alignments to be used as rigorously. This is an area that we need to work on with teachers. We need them to see the purpose of the alignment. This is also made for difficult with the change in standards and assessments. We have discussed this throughout this year and will continue to align this summer to ensure that will continue to move forward.	Full Implementation 11/27/2015		
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)	Implementation Status	Assigned To	Target Date
Initial Assessment:	This area is being implemented at this time and has continued to grow through out this school year. We have adjusted this process and finally have it where we are consistent and seeing growth. We will be meeting soon to see what else needs to be done to continue this process and have full participation by ALL staff, and not just those literacy and math teachers.	Full Implementation 11/10/2015		
Core Function:	Family Engagement in a School Community			
Effective Practice:	Explain and communicate the purpose and practices of the school community			
FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The school has developed a Title I compact involving the school and home to enable students to experience success. They will be given out at parent teacher conferences in February of 2016. The compact will continue to be a living document and key players will be asked for their input. It was developed based on other schools and the state requirements. We hope to continue to modify it and tailor it to our school as we move forward.	Full Implementation 11/27/2015		
Core Function:	High School: Opportunity to Learn			
Effective Practice:	Ensure content mastery and graduation			
HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We are a K-6 elementary school that feeds into a 7-12 high school housed on the same campus. There are some aspects in place at this time including having a career coach on campus to assist students with college planning and individualized needs. The school is working on the follow up with students to see if they were prepared and how they are progressing. A career fair was in place this year and the 4-6 students in the elementary also participated. In addition, the computer lab teacher has been conducted research projects with the students on different careers and the requirements.	Full Implementation 11/27/2015		