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✓ **Show Achieved Indicators / Objectives Only**

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Augusta High 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

!	ID	Description	Implementation Status	Assigned To	Target Date
	ID01	A team structure is officially incorporated into the school governance policy.(36)	Limited Development 10/23/2012	Lisa Martin	03/28/2017
Initial Assessment:		We have a policy in place through the TAP system that requires a leadership team with structured support.			
How it will look when fully met:		This will look like a team charter approved by the school board and embedded within the school policy (including the staff policy book).			
Action(s)		2 of 3 (67%)			
1	4/9/13	The district leader team creates a description to take to board. <i>Notes:</i>	Complete 10/18/2016	Cathy Tanner	10/18/2016
2	4/9/13	The school board will approve the description designed by the Leadership team. <i>Notes:</i>	Complete 10/18/2016	School Board	10/18/2016
3	4/9/13	The charter will be added to the school policy handbook. <i>Notes:</i>		School Board	03/28/2017
	ID02	All teams have written statements of purpose and by-laws for their operation.(37)	Limited Development 10/29/2016	Lisa Martin	05/30/2017
Initial Assessment:		Our district leadership team has a written description in school policy, but the school teams are not. In addition, there is not a written description and statement of purpose.			
How it will look when fully met:		The team will have a written description that tells the purpose.			
Action(s)		0 of 2 (0%)			
1	10/29/16	Leadership team will create a description that gives the purpose. <i>Notes:</i>		Lisa Martin	02/28/2017
2	10/29/16	The leadership team description and purpose will be added to the policy book. <i>Notes:</i>		Lisa Martin	05/30/2017
	ID03	All teams operate with work plans for the year and specific work products to produce.(38)	Limited Development 10/23/2012		
Initial Assessment:		We have created a leadership team and are now assessing our needs to create a plan.			

How it will look when fully met:	The leadership team developed a schedule of meetings for the year. This changes as needs change. This needs to be more set and allow for more feedback. In addition, a needs assessment needs to be completed concerning professional development.		Heather Hite	05/31/2017
Action(s)	Created Date	0 of 2 (0%)		
1	4/9/13 The leadership team developed a schedule of meetings for the year. <i>Notes:</i> The leadership team developed a schedule of meetings for the year.		Heather Hite	05/30/2017
2	4/9/13 The instructional facilitators will maintain meeting records that are added to indistar. <i>Notes:</i>		Jack Broach	05/30/2017
ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The Principal provides an agenda for the Leadership Team meetings each week. The template he uses is from the Arkansas Leadership Academy. We have meetings each week and will continue them even when removed from Priority Status.	Full Implementation 11/19/2015		
ID05	The principal maintains a file of the agendas, work products, and minutes of all teams.(41)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The principal and designees for all meetings maintain sign in sheets and agendas. Afterwards, notes are kept online in a file for all to access.	Full Implementation 02/05/2017		
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 Leadership Team meets weekly. An agenda is made for each meeting. We will continue to address Teacher performance, engagement, CWT's, professional development and all aspects of the School that will lead us out of Priority Status and keep us off that same Status.	Full Implementation 11/19/2015		
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The building leadership team looks at data and needs, and then makes decisions. The team then provides that information to the staff. To continue this, we must keep the lines of communication open with the staff and the leadership team and administration.	Full Implementation 10/29/2016		
ID10	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	Implementation Status	Assigned To	Target Date
Initial Assessment:	We do this in TAP leadership. We will begin to bring in teacher observation data to the high school leadership team meeting. Priority Score: 3 Opportunity Score: 3	Limited Development 10/23/2012 Index Score: 9		
How it will look when fully met:	This will look like the leadership team analyzing school performance data and observation data to inform decisions about school needs.		Lisa Martin	05/30/2017
Action(s)	Created Date	0 of 2 (0%)		
1	4/9/13 We will determine areas of weakness. <i>Notes:</i> Our Leadership Team analyzed observation data in order to make decisions about professional development.		Leadership Team	05/30/2017
2	4/9/13 We will target strategies to meet individual needs. <i>Notes:</i> The instructional facilitators support classroom teachers in a variety of ways, including refinement areas, modeling, assistance with planning, and feedback from observations.		Leadership Team	05/30/2017
Implementation:		02/13/2014		
Evidence	2/13/2014 Our evidence includes CODE data, coaching menus, observation forms with feedback, post-conference forms, and pre-conference forms.			
Experience	2/13/2014 The TAP leadership Team analyzed CODE data to determine what individual teachers needed. Then the master and mentor teachers provide the necessary support.			
Sustainability	2/13/2014 The TAP Leadership Team will continue identifying areas in need of support, and the master and mentor teachers will continue providing a variety of support.			
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)	Implementation Status	Assigned To	Target Date

Initial Assessment:	At the high school, we have broke teachers into two teams when it comes to data. We have a Literacy team that includes English and social studies teachers, along with the arts. Our other team is a math/science team that also includes our pe/health and other career teachers.	Full Implementation 10/29/2016		
	These are the teams we will continue to use when it comes to data since that is how the data is normally broken down.			
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently teachers are divided into clusters which meet 45 minutes each week to work on an instructional strategy that was chosen based on student data from the EOC and Benchmark tests.	Limited Development 11/06/2012		
How it will look when fully met:	This will look like departmental meetings that are focused on analyzing student performance data and developing curriculum.		Lisa Martin	05/30/2017
Action(s)	Created Date	1 of 2 (50%)		
1	4/9/13 We will schedule departmental meetings with instructional facilitators in the district or coop leaders. <i>Notes:</i>	Complete 10/03/2016	Lisa Martin	05/30/2017
3	4/9/13 Instructional teams will meet to develop curriculum. <i>Notes:</i>		Instructional Facilitators	05/30/2017
Core Function:	School Leadership and Decision Making			
Effective Practice:	Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
IE05	The principal participates actively with the school's teams. (56)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The principal set the schedule to allow for clusters to meet every Wednesday during teacher prep periods. The principal along with the district leadership hired two master teachers for the high school, so leadership could be shared. Because the principal is in charge of two schools, it is often difficult to attend cluster meetings. Priority Score: 2 Opportunity Score: 2 Index Score: 4	Limited Development 11/06/2012		
How it will look when fully met:	The principal will participate actively with the school teams.	Objective Met 10/29/16	Lisa Martin	09/01/2016
Action(s)	Created Date			
1	4/9/13 The principal will maintain a calendar to ensure there will be no conflicts of school team meetings. <i>Notes:</i>	Complete 09/01/2016	Lisa Martin	09/01/2016
2	4/9/13 The principal will review the school team agenda prior to the school team meeting to ensure that she will have the background knowledge necessary to participate actively in the meeting. <i>Notes:</i>	Complete 09/01/2016	Lisa Martin	09/01/2016
3	4/9/13 Documentation of the principal's active participation will be evident from the school team sign-in sheet and minutes of the meeting. <i>Notes:</i>	Complete 09/01/2016	Joe Brown	06/25/2015
Implementation:		10/29/2016		
Evidence	10/29/2016 The agendas and sign in sheets are the evidence that the principal is involved in what is happening at meetings.			
Experience	10/29/2016 This was met by the principal being a part of all teams and active.			
Sustainability	10/29/2016 The principal will continue to be involved in all aspect of school improvement.			
IE06	The principal keeps a focus on instructional improvement and student learning outcomes.(57)	Implementation Status	Assigned To	Target Date

Initial Assessment:	The principal is seen as an instructional leader, is visible in classrooms, and is available as support for instructional issues. To continue this, the principal must keep up to date on research, be willing to try new ideas, etc.	Full Implementation 10/29/2016		
!	IE07	The principal monitors curriculum and classroom instruction regularly.(58)	Implementation Status	Assigned To Target Date
Initial Assessment:	The principal is in the classrooms a lot, but it needs to be more. This is a time management issue and being split between buildings.	Limited Development 10/30/2016		
How it will look when fully met:	When fully implemented, the principal will be in the classrooms at least half of his/her time. They will be always giving feedback on observations, and will be available for support for any curriculum.		Lisa Martin	06/01/2017
Action(s)	Created Date	0 of 2 (0%)		
1	10/30/16 Principal will be in classrooms observing 50% of the time. <i>Notes:</i>		Lisa Martin	06/01/2017
2	10/30/16 Principal will give consistent feedback to teachers concerning instruction. <i>Notes:</i>		Lisa Martin	06/01/2017
!	IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)	Implementation Status	Assigned To Target Date
Initial Assessment:	Principal tries his best to get to each school for half of the day but on some days it works out and some days it does not.	Limited Development 11/14/2012		
How it will look when fully met:	The principal will be engaged directly with teachers through classroom observations, conferencing, and written feedback. This observation will be split between the high school and elementary campus.		Lisa Martin	10/03/2016
Action(s)	Created Date	0 of 2 (0%)		
1	4/9/13 The principal will begin the week by creating a calendar of his classroom observations and conferences. <i>Notes:</i>		Lisa Martin	05/30/2017
2	4/9/13 The principal will maintain records of the observations and conferences. <i>Notes:</i>		Joe Brown	10/03/2016
!	IE09	The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)	Implementation Status	Assigned To Target Date
Initial Assessment:	The principal uses walk through data, informals, and formals to gauge instruction. When instruction is not sound, the principal assists the teacher with strategies to make positive changes. In order to continue this, the principal must be in classrooms and aware of what is happening concerning instruction and teaching. The principal has to be involved in everything that concerns teaching and learning.	Full Implementation 10/29/2016		
!	IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)	Implementation Status	Assigned To Target Date
Initial Assessment:	At team meetings and opening assembly of the school, the principal tells of the successes in test scores and AMO status. In faculty meetings he discusses how to continue with improvement	Limited Development 11/14/2012		
How it will look when fully met:	Augusta High School will celebrate student achievement per semester by recognizing all A and A/B honor roll students. In addition, students will be recognized for their growth in literacy and math as defined by the parameters of their common formative assessment.		Lisa Martin	01/09/2017
Action(s)	Created Date	0 of 3 (0%)		
1	4/9/13 Student recognition will be scheduled for each semester. <i>Notes:</i>		Sheri Smith	01/16/2017
2	4/9/13 Certificates that reflect student achievement will be generated by teachers. <i>Notes:</i>		Sheri Smith	01/16/2017
3	4/9/13 Dates for assemblies will be communicated to parents and students through the county newspaper, school website, Facebook, and school announcements. <i>Notes:</i>		Lisa Martin	01/16/2017
!	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:	We discussed the opportunity for the parents and staff to be given a way to voice their concerns in both a formal and informal way. The idea of putting up a suggestion box was discussed and agreed that it would help and be easily assessable to the staff and community.	Limited Development 11/14/2012		

How it will look when fully met: Two times a year, the parents will be asked to participate in a survey generated by the school leadership team that will allow for opportunities to critique the school's progress and offer suggestions for improvement. Quarterly the staff will be asked to participate in a survey generated by ADE that will allow for opportunities to critique the school's progress and offer suggestions for improvement.

Jack Broach 05/30/2017

Action(s)	Created Date		0 of 3 (0%)		
1	4/9/13	The leadership team will use the ADE survey for the parents.		Jack Broach	05/30/2017
		<i>Notes:</i>			
2	4/9/13	The leadership team will use the ADE created survey for teachers.		Jack Broach	05/30/2017
		<i>Notes:</i>			
3	4/9/13	The leadership team will review the data from each survey.		Leadership Team	05/30/2017
		<i>Notes:</i>			

Core Function: School Leadership and Decision Making
Effective Practice: Aligning classroom observations with evaluation criteria and professional development

! IF01 The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65) **Implementation Status** **Assigned To** **Target Date**

Initial Assessment: The principal and master teachers complete classroom observations. 11/06/2012

How it will look when fully met: The principal will have a spreadsheet showing the areas of the TESS evaluation rubric and individual scores placed under each indicator from each observation. Teacher names will be coded. The spreadsheet will be queried and filtered for data analysis.

Lisa Martin 05/30/2017

Action(s)	Created Date		0 of 3 (0%)		
1	4/9/13	Quarterly, the principal will pull data from teacher observations.		Lisa Martin	05/30/2017
		<i>Notes:</i>			
2	4/9/13	Quarterly, the principal will share the results of observations with the leadership team.		Lisa Martin	05/30/2017
		<i>Notes:</i>			
3	4/9/13	Quarterly, the leadership team will share the latest observation data with the staff.		Lisa Martin	05/30/2017
		<i>Notes:</i>			

! IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) **Implementation Status** **Assigned To** **Target Date**

Initial Assessment: The principal and master teachers complete CWTs. 11/06/2012

Priority Score: 3 Opportunity Score: 3 Index Score: 9

How it will look when fully met: The leadership team reviewing the principal's observation reports as a means for planning professional development.

Lisa Martin 05/30/2017

Action(s)	Created Date		0 of 2 (0%)		
1	4/9/13	The leadership team will review the principal's observation reports.		Leadership Team	05/30/2017
		<i>Notes:</i> The Leadership Team review reports from EdReflect, in which areas of weakness and areas of strength are displayed.			
2	4/9/13	The leadership team will plan professional development based on their review of the principal's observation reports.		Leadership Team	05/30/2017
		<i>Notes:</i> The Leadership Team used weaknesses shown on the EdReflect report to plan professional development sessions, in which all teachers attend.			

Implementation: 02/13/2014

- Evidence** 2/13/2014
Our evidence includes CODE data, professional development agendas, and observation forms.
- Experience** 2/13/2014
During the summer, the TAP Leadership Team analyzed CODE reports for evaluation data. From that analysis, we planned topics for implementation during weekly professional development sessions.
- Sustainability** 2/13/2014
We will continue analyzing CODE reports for areas of weakness. Summer and weekly professional development will be determined, based on this information.

	IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently our level of development includes pd based on TESS domains and indicators.	Limited Development 11/09/2016		
How it will look when fully met:		When evaluating the TESS indicators, we will provide PD and see growth in the areas of need. Evidence will be the data from EdReflect and higher educator scores. In addition, less discipline and more engagement will be seen.		Lisa Martin	05/31/2018
Action(s)	Created Date		0 of 4 (0%)		
1	11/9/16	Complete observations to see need. <i>Notes:</i>		Leadership Team	05/31/2017
2	11/9/16	Pull data from TESS observations in EdReflect. <i>Notes:</i>		Lisa Martin	05/31/2017
3	11/9/16	Provide pd based on the areas of need in the EdReflect data. <i>Notes:</i>		Leadership Team	08/11/2017
4	11/9/16	Reflect on improvements or additional needs. <i>Notes:</i>		Leadership Team	12/22/2017
!	IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are observed by mentor and master teachers. Master teachers complete two of the four evaluations for the year. Teacher expressed that when teachers do come in for an observation, that some knowledge of the content be required. A concern of knowing whether or not a teacher was on target with the lesson was a concern when the fields of study are not connected. Priority Score: 2 Opportunity Score: 2 Index Score: 4	Limited Development 11/29/2012		
How it will look when fully met:		Teachers will observe one another using a rubric. They will gain strategies for use in their classroom.		Heather Hite	05/30/2017
Action(s)	Created Date		0 of 2 (0%)		
1	4/9/13	The teachers will observe other classroom teachers. <i>Notes:</i> All high school teachers will observe classroom teachers.		Jack Broach	05/30/2017
2	4/9/13	The teachers will post-conference with observed teachers. <i>Notes:</i> All teachers will hold informal post-conferences with the classroom teachers observed in order to discuss strategies than can be shared.		Jack Broach	05/30/2017
Implementation:			01/24/2014		
Evidence	1/24/2014	Master teachers and mentor teachers have documentation for all observations. Any modeling would include a lesson plan as documentation.			
Experience	1/24/2014	Master teachers observe classroom teachers on a weekly basis. Mentor teachers have completed observations on all of their teachers, and they are available to model anytime it is needed.			
Sustainability	1/24/2014	Master teachers will continue observing classroom teachers on a weekly basis. Mentor teachers will also continue being available to model when necessary.			
!	IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently we have teachers do ratings on indicators, but not a full self assessment.	11/09/2016		
How it will look when fully met:		Teachers will self assess at multiple times throughout the year adjusting their PGP as needed.		Lisa Martin	08/18/2017
Action(s)	Created Date		0 of 2 (0%)		
1	11/9/16	Teachers will self assess based on evaluations. <i>Notes:</i>		Lisa Martin	05/31/2017
2	11/9/16	Self assessments will be used as a reflection. <i>Notes:</i>		Lisa Martin	05/31/2017
!	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Teachers are required to complete individual growth plans. Teachers are required to update the growth plans once a week. In January they will update them twice a week.	Limited Development 11/29/2012		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:	This will look like fully implemented Professional Growth Plans for every teacher.	10/29/16 1 of 3 (33%)	Lisa Martin	11/01/2016
Action(s)	Created Date			
1	4/9/13 The teachers will update their Professional Growth Plans at the beginning of the year, middle of the year, and end of the year. <i>Notes:</i> All teachers update their PGP twice a year.	Complete 10/14/2016	Lisa Martin	11/01/2016
2	4/9/13 The principal and his/her designee will check the teachers' Professional Growth Plans at the beginning, middle, and end of the school year. <i>Notes:</i> The principal checks PGPs multiple times yearly.		Lisa Martin	11/01/2016
3	4/9/13 The principal and his designee will report progress with Professional Growth Plans to administration. <i>Notes:</i> The principal will compile a report of PGPs and their evidence of completion and needs for further implementation.		Lisa Martin	05/30/2017
Implementation:		10/29/2016		
Evidence	2/13/2014 Evidence includes weekly checklists and copies of Individual Growth Plans with feedback from the master teachers. 10/29/2016 The evidence is in the EdReflect reports.			
Experience	2/13/2014 In pursuing this objective, we provided professional development to the teachers to help with the completion of their Individual Growth Plans. Teachers completed and continue to complete updates to their growth plans weekly. Master teachers check Individual Growth Plans each week and provide feedback to the teachers. The master teachers also complete a checklist that is shared with the principal each week. 10/29/2016 We require teachers to update their PGP three times a year beginning with the 2015-2016 year.			
Sustainability	2/13/2014 Teachers will continue completing their Individual Growth Plans each week, and the master teachers will continue checking them and providing feedback. The master teachers will continue sharing the teachers' progress and feedback with the principal. 10/29/2016 We will continue to require and follow up.			
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Effective teaching is at the base of all of the PD in the high school. We are always looking for new ways to engage and extend students.	Limited Development 02/05/2017		
How it will look when fully met:				
Action(s)	Created Date			
	<i>Notes:</i>			
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)	Implementation Status	Assigned To	Target Date
Initial Assessment:	PD will be provided based on needs from TESS indicators in observations.	Limited Development 11/09/2016		
How it will look when fully met:	PD will be provided based on evaluations.		Lisa Martin	05/25/2018
Action(s)	Created Date	0 of 4 (0%)		
1	11/9/16 Complete observations. <i>Notes:</i>		Lisa Martin	05/31/2017
2	11/9/16 Pull date to see strengths and weaknesses. <i>Notes:</i>		Lisa Martin	05/31/2017
3	11/9/16 Provide pd based on EdReflect data.		Lisa Martin	08/18/2017

		<i>Notes:</i>			
4	11/9/16	Reflect on pd.		Lisa Martin	05/31/2018
		<i>Notes:</i>			
I	IF10	The principal plans opportunities for teachers to share their strengths with other teachers.(74)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are working on a plan for teachers to observe one another and share strategies and ideas. This is in progress and is a working plan at this time. We are still making changes as a team with teacher feedback.	Limited Development 10/29/2016		
<i>How it will look when fully met:</i>		When fully implemented, teachers will have the opportunity to present and become leaders in instruction and management to their peers.		Lisa Martin	09/01/2017
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	10/30/16	Teachers will present at PD on a regular basis.		Heather Hite	09/01/2017
		<i>Notes:</i>			
2	10/30/16	Teachers will share their experiences with the groups of staff or whole group.		Heather Hite	09/01/2017
		<i>Notes:</i>			
	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 11/19/2015		
<i>Core Function:</i>		School Leadership and Decision Making			
<i>Effective Practice:</i>		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>		The Augusta Schools offer an APEX class where students can work on core curriculum classes for remediation. We also provide summer school for students who have failed or are struggling in their classes.	Limited Development 11/19/2015		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
		<i>Notes:</i>			
<i>Core Function:</i>		School Leadership and Decision Making			
<i>Effective Practice:</i>		Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
	II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The Augusta School reaches out to all local Colleges to post Teaching vacancies, the Wilbur Mills Cooperative, Teach for America, Arkansas Teacher Corps and on-line posting services. We also allow and encourage current Teachers who would like to change positions to make that change, (especially in hard to staff areas), when they feel they need to for educational growth. Present reality is we do not have the funds to offer bonuses or incentives for new hires. We have started the last three years with fully certified and highly qualified staff.	Full Implementation 11/19/2015		
<i>Core Function:</i>		Curriculum, Assessment, and Instructional Planning			
<i>Effective Practice:</i>		Engaging teachers in aligning instruction with standards and benchmarks			
	IIA02	Units of instruction include standards-based objectives and criteria for mastery.(89)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers create units that include assessment and objectives that are standards based. This is an area that is still changing as we adjust to new standards.	Limited Development 10/30/2016		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				

Notes:

Core Function:	Curriculum, Assessment, and Instructional Planning				
Effective Practice:	Engaging teachers in assessing and monitoring student mastery				
IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)	Implementation Status	Assigned To	Target Date	
Initial Assessment:	We do pre and post exams for those areas that are ACTAAP tested.	Limited Development 11/29/2012			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	This will look like all teachers giving pre and post tests to assess mastery of objectives.	Objective Met 10/30/16	Lisa Martin	08/31/2016	
Action(s)	Created Date				
1	4/9/13	Teachers will identify what objectives need to assessed.	Complete 10/20/2016	Instructional Facilitators 08/31/2016	
	Notes:				
2	4/9/13	The teachers will create an assessment to measure mastery of the determined objectives.	Complete 10/20/2016	Instructional Facilitators 08/31/2016	
	Notes:				
3	4/9/13	The teachers will document pre and post assessment results.	Complete 10/20/2016	Instructional Facilitators 08/31/2016	
	Notes:				
Implementation:		10/30/2016			
Evidence					
		10/30/2016			
		We monitor this and keep the evidence for the quarterly reports.			
Experience					
		10/30/2016			
		This is completed as we have teachers make units of instruction with a pre and post assessment, complete it, and document it to be turned in to the principal.			
Sustainability					
		10/30/2016			
		This will continue to be monitored and analyzed by the leadership team. It will also be shared on the quarterly reports to ADE.			
I	IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Teachers currently give a pre-test and post-test for the strategy being implemented school wide during cluster.	Limited Development 04/01/2013			
How it will look when fully met:	This will look like all teachers implementing pre and post assessments in all subject areas.		Lisa Martin	06/15/2015	
Action(s)	Created Date		0 of 1 (0%)		
1	4/9/13	The teachers will administer pre and post tests to all students in their subject areas.		Instructional Facilitators 06/15/2015	
	Notes:				
I	IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team.(93)	Implementation Status	Assigned To	Target Date
Initial Assessment:	Our teachers are completing pre and post units and turning in data to the principal, and the principal is examining it. The next step is to have the leadership team to break down the data.	Limited Development 10/29/2016			
How it will look when fully met:	The team will go through data and calculate where the needs are. They will then take that to the staff and get feedback on next steps.		Lisa Martin	01/27/2017	
Action(s)	Created Date		0 of 3 (0%)		
1	10/29/16	Take pre and post data to the team on a regular basis.		Lisa Martin 01/27/2017	
	Notes:	need data			
2	10/29/16	Team look at data and record trends.		Lisa Martin 01/27/2017	
	Notes:	need chart paper			
3	10/29/16	Team takes trends to staff for feedback.		Lisa Martin 01/27/2017	
	Notes:				
I	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

1	4/9/13	Instructional team members will analyze varied student data.	Instructional Facilitators	06/15/2015	
		<i>Notes:</i>			
2	4/9/13	The instructional team will identify students in need of support or enhancement.	Instructional Facilitators	06/15/2015	
		<i>Notes:</i>			
!	IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		While the elementary school keeps a close eye on the students that are falling short of the proficient mark in the TLI and MAP data and making sure they are receiving the Compass remediation instruction needed. The high school is doing the same with literacy and math, more attention needs to be placed on the remediation program.	Limited Development 01/27/2013		
<i>How it will look when fully met:</i>		This will look like instructional teams reviewing pre and post test results and making decisions about the curriculum.		Lisa Martin	06/15/2015
<i>Action(s)</i>	<i>Created Date</i>		0 of 2 (0%)		
1	4/9/13	The instructional team will review pre and post test results.	Instructional Facilitators		06/15/2015
		<i>Notes:</i>			
2	4/9/13	The instructional team will make decisions about the needs of the curriculum, based on pre and post test results.	Instructional Facilitators		06/15/2015
		<i>Notes:</i>			
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
<i>Initial Assessment:</i>		Teachers in literacy and math are using a pacing guide by the Springdale school district. Some science classes use these also, as they are available. Curriculum alignment is an area we are working on currently.	Limited Development 10/30/2016		
<i>How it will look when fully met:</i>		When fully implemented, all teachers will have pacing guides that are aligned with the standards.		Lisa Martin	09/01/2017
<i>Action(s)</i>	<i>Created Date</i>		0 of 5 (0%)		
1	10/30/16	Leadership team will research curriculum.	Leadership Team		07/01/2017
		<i>Notes:</i>			
2	10/30/16	Leadership team will make a decision for adding curriculum and alignment.	Leadership Team		07/01/2017
		<i>Notes:</i>			
3	10/30/16	District will get resources for curriculum pacing guides, documents, etc. so that teachers have what they need.	Leadership Team		07/01/2017
		<i>Notes:</i>			
4	10/30/16	Teachers will train on new curriculum.	Leadership Team		07/01/2017
		<i>Notes:</i>			
5	10/30/16	Teachers will use new curriculum, along with pacing guides, and documents that show alignment to standards.	Leadership Team		09/01/2017
		<i>Notes:</i>			
!	IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.(111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are required to turn in weekly lesson plans that are monitored by instructional facilitators.	Full Implementation 10/30/2016		
!	IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives.(114)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This is simply an accountability issue. Teachers will need to maintain individual student folders that demonstrate mastery of the SLEs.	Limited Development 04/03/2013		
<i>How it will look when fully met:</i>		Each teacher will maintain individual student folders that contain pre, interim, and post assessments based on established standards consistent with the content area being taught.		Lisa Martin	06/15/2015
<i>Action(s)</i>	<i>Created Date</i>		0 of 3 (0%)		
1	4/8/13	We will provide professional development to establish expectations for individual student folders.	Instructional Facilitators		06/15/2015
		<i>Notes:</i>			

2	4/8/13	Assessments maintained in the folder have consistent measurement criteria. <i>Notes:</i>	Instructional Facilitators	06/15/2015	
3	4/8/13	Assessments within student folders measure student performance in more than two ways. <i>Notes:</i>	Instructional Facilitators	06/15/2015	
!	IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The teachers do test frequently and maintain the student test results but are not using a variety of methods.	Limited Development 04/03/2013		
<i>How it will look when fully met:</i>		Student performance will be measured by assessing in more than two ways.		Lisa Martin	06/15/2015
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	4/8/13	The school will provide professional development for ESchool. <i>Notes:</i>		Cheryl Winningham	06/15/2015
2	4/8/13	Teachers will give copies of assessments to the principal. <i>Notes:</i>		Joe Brown	06/15/2015
3	4/8/13	The principal will review varied assessments from teachers. <i>Notes:</i>		Joe Brown	06/15/2015
4	4/8/13	The principal will provide feedback regarding varied assessments. <i>Notes:</i>		Joe Brown	06/15/2015
!	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
<i>Initial Assessment:</i>		Teachers are now required to use pre and post test for all teaching. We now require the teachers to turn into the office copies of the pre and post test with list of how the students performed on each so we can track the progress of each student. We are doing the pre and post tests but have just initiated the process so we are not fully Implemented at this time but will be by end of year.	Limited Development 11/19/2015		
<i>How it will look when fully met:</i>					
<i>Action(s)</i>	<i>Created Date</i>				
		<i>Notes:</i>			
!	IIIA35	Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This is a 50/50 split. Some rooms this is happening on a daily basis and some are lacking in engagement.	Limited Development 04/03/2013		
<i>How it will look when fully met:</i>		The students are actively engaged --pair/sharing, working together, ability grouping, working on projects, asking and answering questions, building data bases, excel activities on the computers, and doing research. The leadership team may conduct engagement sweeps. The evidence is feedback from walk throughs.		Lisa Martin	12/30/2016
<i>Action(s)</i>	<i>Created Date</i>		2 of 3 (67%)		
1	2/13/14	The Leadership Team will create a form for collecting student engagement data. <i>Notes:</i>	Complete 09/20/2016	Lisa Martin	09/01/2016
2	4/8/13	Members of leadership team including principal and school improvement specialist will conduct engagement sweeps. <i>Notes:</i>	Complete 09/16/2016	Leadership Team	08/31/2016
4	4/8/13	Professional development will be provided to the staff with the after school meetings, co-op specialists and other outside providers. <i>Notes:</i>		Leadership Team	08/31/2016
Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound homework practices and communication with parents			
!	IIIB01	All teachers maintain a file of communication with parents.(150)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers should be keeping a parent-contact log in their rooms. The document should be reviewed by the master teachers and principal. Another accountability issue.	Limited Development 04/03/2013		
<i>How it will look when fully met:</i>		Each certified staff member will have a evidence of communication to parents.		Lisa Martin	09/01/2016

Action(s)	Created Date		0 of 2 (0%)		
1	4/8/13	Communicate expectation to the staff. A document format will be explained by the principal.		Lisa Martin	09/01/2016
		Notes:			
2	4/8/13	The principal will review the parent/document log before the end of each quarter.		Lisa Martin	09/01/2016
		Notes:			
IIIB03		All teachers check, mark, and return homework.(152)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers grade work, give feedback, and return to students in a timely manner. This includes entering grades into ESchool.	Full Implementation 10/30/2016		
I		IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers report to parents with progress reports at 4 and a half weeks and with report cards. Other than this, little communication is happening that shows the mastery of the SLEs.	Limited Development 04/03/2013		
How it will look when fully met:		Parents/teachers/students will have joint conferences with all 3 participating focusing on the student's level of master.		Heather Hite	06/22/2015
Action(s)	Created Date		0 of 4 (0%)		
1	4/8/13	Teachers, with the support of instructional facilitators, will analyze student achievement data.		Lisa Martin	06/15/2015
		Notes:			
2	4/8/13	Teachers, with the support of instructional facilitators, will analyze student achievement data.		Lisa Martin	06/15/2015
		Notes:			
3	4/8/13	Conferences will be scheduled to accommodate students/parents/teachers.		Joe Brown	06/22/2015
		Notes:			
4	4/8/13	A protocol for conferences will be developed to ensure continuity.		Leadership Team	06/15/2015
		Notes:			
Core Function:		Classroom Instruction			
Effective Practice:		Expecting and monitoring sound classroom management			
IIIC04		Students raise hands or otherwise signal before speaking.(159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		This was also an issue with our scholastic audit. We are having a problem with "shout-outs." We have addressed this in two faculty meetings and are in the process of monitoring the issue and providing feedback to the specific teachers.	Limited Development 04/03/2013		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:		Students will wait to be recognized by the teacher before responding.	Objective Met 10/30/16	Lisa Martin	08/22/2016
Action(s)	Created Date				
1	4/8/13	The principal will analyze walk-through data to determine effectiveness of objectives.	Complete 08/15/2016	Lisa Martin	08/22/2016
		Notes:			
2	4/8/13	The principal will communicate focus walk data to the teachers to inform them of the degree of implementation.	Complete 08/15/2016	Lisa Martin	08/22/2016
		Notes:			
3	4/8/13	We will provide professional development to establish skill sets for appropriate student response.	Complete 08/15/2016	Lisa Martin	08/22/2016
		Notes:			
Implementation:			10/30/2016		
Evidence					
		10/30/2016			
		All classrooms use the same expectations when it comes to speaking.			
Experience					
		10/30/2016			
		This is a standard that was set by staff.			

Sustainability

10/30/2016

Staff being consistent and having clear expectations will ensure this continues.

	IIC08	All teachers display classroom rules and procedures in the classroom. (163)	Implementation Status	Assigned To	Target Date
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Initial Assessment: The staff develops rules and procedures as a team in the summer. They then all display those in their classrooms in order to provide a consistent and united front. This gives students the expectation in all rooms. This will be continued and updated as needed.

Full Implementation
10/29/2016

	IIC10	All teachers reinforce classroom rules and procedures by positively teaching them.(165)	Implementation Status	Assigned To	Target Date
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Initial Assessment: At the moment, classroom rules and procedures are not actually taught. They are simply mentioned to students at the beginning of the school year in each classroom. After the first quarter, data was gathered from discipline referrals and addressed with the entire student body. However, next year, the entire first week of school will be dedicated to teaching classroom rules and procedures. It will also be heavily emphasized that teachers are consistent in every classroom when enforcing the rules.

Limited Development
11/20/2015

How it will look when fully met:

Action(s) Created Date

Notes:

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
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Initial Assessment: A compact was recently presented to and approved by the leadership team that encompasses the above mentioned items (responsibilities and expectations of students and parents). The compact will be distributed at the next parent/teacher conference meeting. In doing so, student achievement data will be used to guide teachers in their practice and will involve parents in their child's learning. This process will also crosswalk with the Response To Intervention process.

Limited Development
11/20/2015

Priority Score: 3 Opportunity Score: 3 Index Score: 9

How it will look when fully met: The title 1 compact will be created using ADE guidelines. It will be added to the student handbook.

Objective Met **Lisa Martin** **08/15/2016**
10/29/16

Action(s) Created Date

1 10/29/16 The title 1 compact is created using ADE guidelines Complete 08/15/2016 Lisa Martin 08/15/2016

Notes:

2 10/29/16 The title 1 compact will be added to the student handbook. Complete 08/15/2016 Lisa Martin 08/15/2016

Notes:

Implementation: 10/29/2016

Evidence

10/29/2016
The title 1 compact is in the student handbook.

Experience

10/29/2016
The title 1 compact was created using ADE guidelines.

Sustainability

10/29/2016
The title 1 compact will be updated as necessary.

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
<i>Initial Assessment:</i>	<p>The Augusta School works with all students 7-12 to ensure that they know what the options of going to college or vocational training. We also take the Juniors and Seniors for College visits and for College Career Fairs. This year we held the first annual local career day in which we had 15 different careers represented and allowed all 4 thru 12 grade students to attend.</p> <p>We test our students using the ASVAB and ACT tests.</p> <p>We have a Career Coach hired who's job is to help Junior and Seniors to fill out College Applications and Financial Aid Applications.</p> <p>We also offer College classes for concurrent credit and of course AP classes that can be tested out for College Credit.</p>	Full Implementation 11/19/2015		