



**WELCOME**

**Augusta School District**

From Compliance to Best Practice:

**A Culture of Learning**

# Group Norms

## Be...

Positive  
Prepared  
Motivated  
Driven  
Engaged  
Smart  
Friendly  
Open

## Don't Be...

Negative  
Unprepared  
Lazy  
Rude  
Loud  
Late  
Distracted  
Uncooperative

# Other Norms

Polite technology

Write questions on sticky notes,  
and place them on the edge of  
the table.

# Community Building

Stand up, hand up, pair up!

Share one personal or professional celebration with your partner.

# More Community Building

Snack Sponsors for PLCs

Snacks at Weekly Leadership Meetings

Food for Special Occasions

Having Fun Together

Teacher Appreciation Week

# Agendas

Created by the principal  
Emailed to team the night before

Includes approximate time, person responsible, learning focus, and intended results

# Agendas continued...

Celebrations (Personal or Professional)

Indistar Indicators

Classroom Walk-through Schedule

Data Updates

IMO Discussions

Upcoming Events / Planning

# Who is in our LT?

SIS – Pam Clark

ALA – Jerry Vaughn

Central Office – Michael Manning

K-12 Principal – Joseph Brown

Curriculum – Lisa Martin

Math – Richard Greer

Literacy – Jessica Stone

Counselor – Cheryl Winningham

# When and Where?

Every Thursday  
9:00am – 11:30am (or until...)  
Leadership Office

	Year 1	Year 2	Year 3
<p><b>Perception</b> (Within and outside the district)</p>	<ul style="list-style-type: none"> <li>• Priority status</li> <li>• Toxic culture</li> <li>• Visitors uncomfortable</li> <li>• No student voice</li> <li>• No teacher voice</li> <li>• Transient teachers</li> <li>• Scholastic audit (red and not shared)</li> </ul>	<ul style="list-style-type: none"> <li>• Priority status</li> <li>• Teacher turn over (-)</li> <li>• Student voice (behind the scenes)</li> <li>• Mission and vision</li> <li>• SWOT (no action taken)</li> </ul>	<ul style="list-style-type: none"> <li>• Met year 1</li> <li>• Teacher turn over (+) (support and relationships)</li> <li>• Student voice feedback (transparent, surveys, parties, honor roll, ball games, awards)</li> <li>• Teacher feedback and voice is used</li> <li>• Teacher Appreciation Week</li> <li>• Visitors positive feedback (email)</li> <li>• Newspaper coverage</li> <li>• Open communication (data, IMOs, AMOs, TLI)</li> </ul>

**Co-op /  
Outside  
Resources**

**Year 1**

- Strained relationship
- Prior bad relationship
- Disconnected focus
- Deep Knowledge Leadership Team (ALA - Arkansas Leadership Academy) - reluctant

**Year 2**

- Planned support dates with entire team
- Deep Knowledge Leadership Team

**Year 3**

- On-going and open, reciprocal communication
- LDC (Literacy Design Collaborative)
- MDC (Math Design Collaborative)
- STEM Center
- ADE Support
- Arkansas Teacher of the Year
- Deep Knowledge Leadership Team (Progressive)

	Year 1	Year 2	Year 3
Indistar	<ul style="list-style-type: none"> <li>• Overwhelming</li> <li>• Compliance</li> <li>• Assessing (other people)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating plan with some ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Filtered through academic lens</li> <li>• Building process / system</li> <li>• Monitoring</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>• TAP</li> <li>• Observations (Compliance; individual)</li> </ul>	<ul style="list-style-type: none"> <li>• TAP</li> <li>• Collaborative planning with meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans (feedback and follow-through)</li> <li>• Classroom Walk-throughs as group</li> <li>• TESS</li> <li>• BloomBoard</li> </ul>

**Professional Learning Communities (PLCs)**

**Year 1**

- Cluster (based on prep times)
- Overall strategies (not personalized)
- AES separated from AHS

**Year 2**

- Cluster (based on prep times)
- Began personalizing based on content
- AES separated from AHS

**Year 3**

- 4 hour blocks of PD (connected to Indistar indicator)
- Multiple groupings (content, grade, building, etc)
- More unification of AES and AHS
- Book studies
- PLC defined roles
- Data disaggregation and plan for support

	Year 1	Year 2	Year 3
Data	<ul style="list-style-type: none"><li>● Literacy - 52%</li><li>● Math - 39%</li><li>● No follow-through</li><li>● Lack of focused roles</li><li>● Someone else's data form</li><li>● No teacher input on data</li></ul>	<ul style="list-style-type: none"><li>● Literacy - 64%</li><li>● Math - 50%</li><li>● On academic distress</li><li>● More defined roles</li><li>● Own data form</li></ul>	<ul style="list-style-type: none"><li>● Literacy - 82% (TLI Projection)</li><li>● Math - 67% (TLI Projection)</li><li>● Off academic distress</li><li>● New roles</li><li>● Form revised based on need</li><li>● Teachers disaggregate data and use for planning</li></ul>

# Recognition

Apple 1:1

Indistar

BloomBoard

OEP

Academic Distress

Report Card Grades

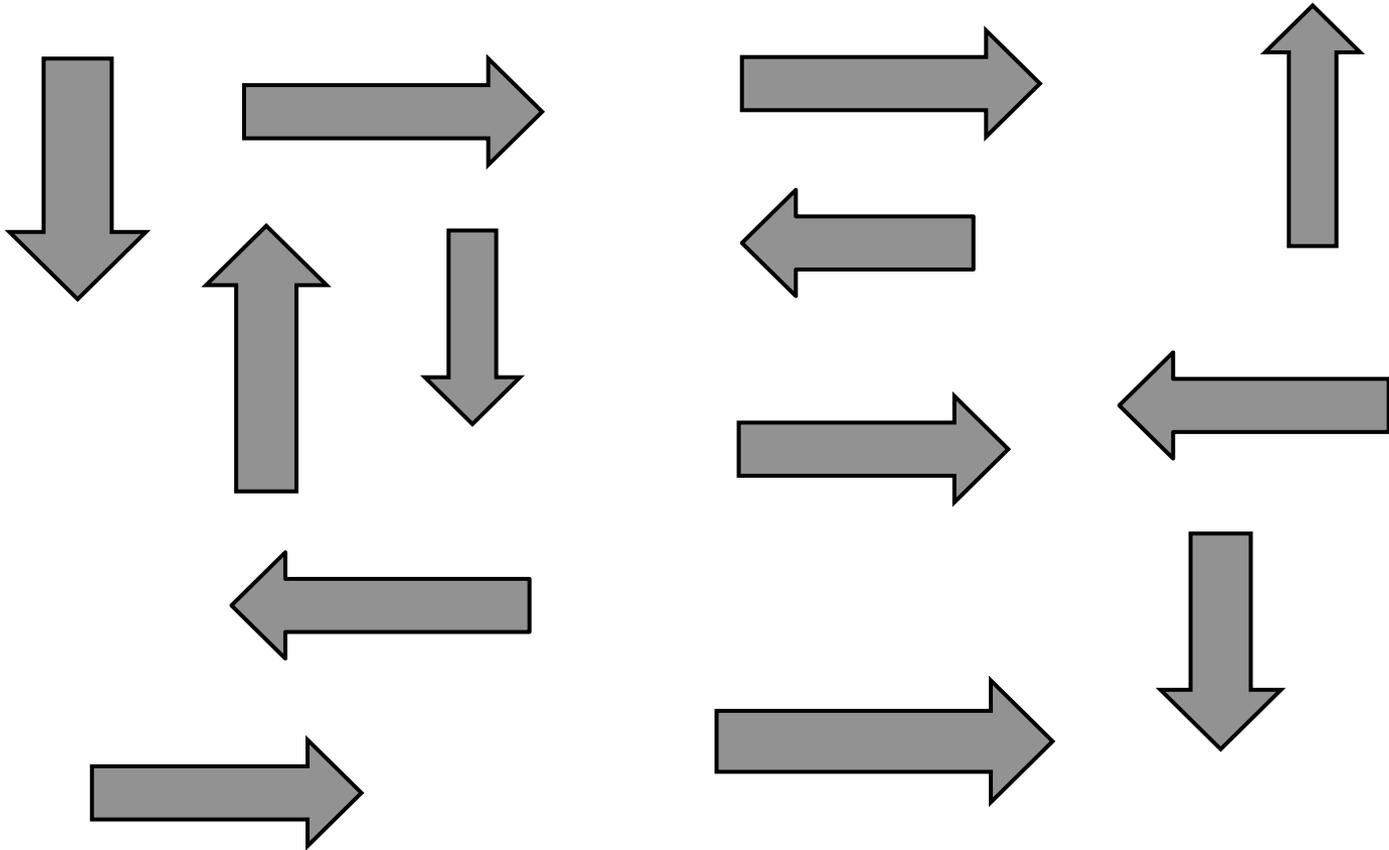
Deep Knowledge Leadership Team

Conference

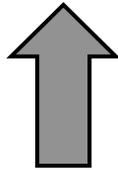
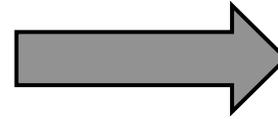
96% Graduation Rate

100% seniors accepted to college

# ASD Then...



# ASD Now



# Questions

Write any questions on sticky notes, and give them to Mr. Brown.

# Contact Information

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