

School Plan

AUGUSTA HIGH SCHOOL
320 SYCAMORE STREET, AUGUSTA, AR 72006

Arkansas Comprehensive School Improvement Plan

2014-2015

The Primary Mission of the Augusta High School is to provide an educational program that will help each student to develop personal knowledge, skills, and competence to maximum capacity, and to learn behavior patterns which will make each student a responsible member of society.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: SI_4

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Priority 1: Improve Math Skills

Goal: Augusta High School student's will achieve at least 53 percent on all Benchmark and End of Course Math Exams to surpass our 2013-2014 Annual Measurable Objective.

Priority 2: Improve Literacy Skills

Goal: All students will improve reading comprehension skills, as demonstrated in open-response questions, and writing skills in the areas of content and style.

Priority 3: Wellness

Goal: The Augusta High School will provide support for schools as they aid students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and by increasing collaboration between all segments of the school community in support of positive lifestyles.

Priority 5: Closing the Achievement Gap

Goal: Improve math skills across the curriculum for all students with the intention to close the achievement gap between the populations of African-American, Hispanic, Caucasian, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities.

Goal: Improve Literacy skills across the curriculum for all students with the intention to close the achievement gap between the populations of African-American, Hispanic, Caucasian, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities.

Priority 6: ESEA Flexibility PIP

Goal: The high school will conduct the necessary steps to improve instruction.

Priority 1: To Improve Math Skills for All Students

1. We analyzed trend data to determine the biggest concerns for our building. Grade 8 Benchmark--Areas of weakness were in Data Analysis & Probability and Algebra; Geometry--Areas of weakness were in performance on Coordinate Geometry and Transformations; Algebra I--Areas of weakness were in performance on Language of Algebra, Solving Equations & Inequalities, Linear Functions, Non-Linear Functions, Data Interpretation & Probability. Math EOC High School (Percents proficient or above) Combined population: in 2008-21.1%; 2009-48.4%; 2010-40%. Average for the past 3 years-36.5%. African-American: 2008- 17.6%; 2009- 42.6%; 2010-28.9%. Caucasian: 2008- 29.8%; 2009- 60%; 2010-59.5%. Economically Disadvantaged: 2008- 21.1%; 2009- 48.4%; 2010-33%. We will continue to work with Students with Disabilities and African-American students due to those sub-populations having the lowest percentages of proficiency. 2007-# Tested and Percent of Students Scoring Proficient/Advanced: 49 Students: 18.4% of Combined Population 33 Students: 18.2% of African-American Population 1 Student: 0% of Hispanic Population 15 Students: 20% of Caucasian Population 45 Students: 20% of Economically Disadvantaged Population 0% of LEP Population 3 Students: 0% of Students with Disabilities Population 2008-# Tested and Percent of Students Scoring Proficient/Advanced: 28 Students: 21.4% of Combined Population 18 Students: 22.2% of African-American Population 0 Students: 0% of Hispanic Population 10 Students: 20% of Caucasian Population 28 Students: 21.4% of Economically Disadvantaged Population 0 Students: 0% of LEP Population 2 Students: 0% of Students with Disabilities Population The lowest identified areas for the combined population were: Non-Linear Functions The lowest identified areas for African Americans were: Non-Linear Functions The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: Non-Linear Functions The lowest identified areas for Economically Disadvantaged students were: Linear Functions The lowest identified areas for LEP students were: N/A 2009-Tested and Percent of Students Scoring Proficient/Advanced 115 Students: 40% of Combined Student

Supporting
Data:

Population 76 Students: 28.9% of African-American Population 2 Students: 100% of Hispanic Population 37 Students: 59.5% of Caucasian Population 91 Students: 33% of Economically Disadvantaged Population 1 Student: 100% of Limited English Proficiency Population 24 Students: 45.8% of Students with Disabilities Population The lowest identified areas for the Combined Population on Grade 8 Benchmark were: Data Analysis & Probability and Algebra The lowest identified areas for African-Americans, Caucasian, Economically Disadvantaged and IEP students were: Data Analysis & Probability and Algebra The lowest identified areas for the Combined Population, African-American, Caucasian, and the Economically Disadvantaged Populations on the the EOC Algebra I exam were: Language of Algebra, Solving Equations and Inequalities, Linear Functions, Non-linear Functions, and Data Interpretation & Probability. The lowest identified areas for the Combined Population on the EOC Geometry exam were: Language of Geometry, Coordinate Geometry & Transformations, Relationships between 2 & 3 Dimensions. The lowest identified areas for the African-American population were: Language of Geometry, Coordinate Geometry & Transformations, Relationships between 2 & 3 Dimensions. The lowest areas for the Caucasian population were: Coordinate Geometry & Transformations. The lowest areas for the Economically Disadvantaged population were: Language of Geometry, Coordinate Geometry & Transformations, Relationships between 2 & 3 Dimensions.

2. Graduation Rate(%): 2008-91%; 2009-97%; 2010-78.2%
3. Attendance Rate High School(%): 2008-95%; 2009-94.3%; 2010--90%
4. The average ACT score in Mathematics for Augusta High School students in 2010 is 17.1. This is an increase from 16.5 in 2008 and 15.4 in 2009.

Goal Augusta High School student's will achieve at least 53 percent on all Benchmark and End of Course Math Exams to surpass our 2013-2014 Annual Measurable Objective.

Benchmark We analyzed benchmark data from 2013-2014 school year for Augusta High School. Grade 7 and 8 Benchmark areas of weakness were in the Geometry and Measurement strands. Algebra's areas of weakness are in Solving Equations and Language of Algebra. In each of these categories we had deficiencies in our open response questions. Augusta's High School 2014 goal is 58%. We will accomplish our goal by focusing on strategies that will help our students perform on open response questions and we will apply instructional interventions that will support our weaknesses in Measurement, Geometry, Language of Algebra, and Solving equations.

Intervention: Align mathematics curriculum to Common Core State Standards to cover ADE standards for accreditation.				
Scientific Based Research: Ruiz L. (2009, May-June). Pacing/Curriculum Mapping to Guides, Analyzing Grant, Catherine Miles; Davenport, "Principals in Partnership with Math Coaches." Principal, v88 n5 p36-41. Squires, D. A. (2009, May). "Curriculum alignment; research-based strategies for increasing student achievement." Hale, J. (2007). A Guide to Curriculum Mapping Planning, Implementing, and Sustaining the Process.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers and administrators attend professional development workshops through the cooperative and subject-area or leadership conferences to improve Instructional strategies including Benchmark and end of level testing. The number of teachers and administrators attending the workshops will vary due to the workshop being offered and the funds available. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Teachers will correlate curriculum maps to align curriculum with the Common Core State Curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Richard Greer, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Teachers will have math meetings to align curriculum vertically, establish benchmarks and standards and for each	Joe Brown, Principal	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • Administrative Staff 	ACTION \$

grade level as well as to analyze data to meet the needs of every student. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide		06/30/2015	<ul style="list-style-type: none"> District Staff Outside Consultants 	BUDGET:
Federal, state and local money will be used to improve instruction. Action Type: Title I Schoolwide	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
School leadership will provide professional development on analysis of test data and classroom assessments to aid in the development and use of rigorous, relevant and authentic assessments. School leadership will assist the staff in a complete analysis of assessments in all subjects with an intentional focus on core subjects. Assessment results will be used to plan instruction to meet the needs of individual students. Student work, and Classroom Walk-through data gather by the principal and other instructional coaches. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
Teachers will correlate content curriculum maps to assist alignment of instruction to the Common Core State Standards. We will use classroom walk-through, student work, and interim assessments given every nine weeks from The Learning Institute to evaluate our progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
We will have high school math departmental meetings to evaluate Benchmark, End of Course exams, and TLI data as well as other departmental concerns and strategies to improve student achievement, such as open response strategies. The \$6,000.00 will be used for the high school portion for TLI. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Richard Greer, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Augusta High School will utilize released items across the curriculum from the End of Course Geometry and Algebra Exams, as well as items from The Learning Institute and they will develop local standards based assessments in math.				
Scientific Based Research: Doug Reeves (2001) Making Standards Work. Biancarosa, G., and Snow, C. E. (2004.) Reading Next- A vision for Action and Research in Middle and High Schools Literacy: A Report from Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. SREB (2004) Literacy Across the Curriculum: Setting and Implementing Goals for Grades 6-12 (03V63). Allen, Janet. (2004) Tools for Teaching				

Content Literacy.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use of End of Course released items and the development of standards based assessments and curriculum. Action Type: Professional Development	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Teachers for grades 7-12 will utilize standards based assessments and scoring rubrics which will be used to determine progress toward math standards that are appropriate for each grade level. They will remediate where necessary. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants 	ACTION BUDGET: \$
Teachers will incorporate open ended response and end of course released items into their curriculum. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Joe Brown, Principal; Richard Greer, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Augusta High School teachers will maintain Academic Improvement Plans for each student who is not proficient on the End of Course Exams. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will integrate ACTAAP testing deficiencies across their curriculum and will concentrate on open responses in the areas of the student's weakness, shown through last years ACTAAP results. Measurement skills were the lowest scores in Seventh and Eight Grade Benchmark as well as Algebra I. For this reason our vocational teachers will also concentrate on measurement skills in areas of their curriculum that allows. Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Appropriate materials and supplies will be purchased to enhance instruction by the purchase of printers to enhance the quality of the teachers instruction. Printers will be used by teachers to print testing materials, data, and reports to send home, as well as students will use them to print reports and track their improvement throughout the school year. \$3,397.50 Action Type: Alignment Action Type: Equity	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - \$3397.50 Materials & Supplies: <hr/> ACTION BUDGET: \$3397.5

Action Type: Technology Inclusion				
Teachers will attend PLC meetings once a week where they will learn instructional strategies and techniques that will increase student achievement. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Teachers will attend Summer AP Institute to receive training in AP vertical teaming and curriculum alignment. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Performance Assessments School Library Teachers 	ACTION BUDGET: \$
Total Budget:				\$3397.5

Intervention: Implement remediation strategies in grades 7-12 to meet AIP goals.

Scientific Based Research: Edmunds, Julie A.; McCloskey, Wendy. (2009, September). "Lever for Change: Southeast Region States Initiatives to Improve High Schools. Issues & Answers." Regional Educational Laboratory Southeast. Scientific Based Research: Mertler, Craig A. "Interpreting Standardized Test Scores: Strategies for Data Driven Instructional Decision Making". Sage Publications, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will receive instruction in the use of EOC released items and how to use them in their classrooms. Action Type: Collaboration Action Type: Professional Development	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
Students who are not proficient in math will attend enrichment sessions in the APEX Lab, and students will be held accountable for ninety percent attendance. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
Students' TLI scores, EOC results, and local assessments will be utilized to determine the needs of the students who are required to receive tutoring. These students will receive point in time remediation after school and additional math instruction during school as well as in the computer lab. A 0.75 FTE will be hired to do remediation math during the day (Matt House with a salary of 26,258.68 and fringe of 6,565.05). Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff Performance Assessments Teachers 	Title I - Employee \$26258.68 Salaries: Title I - Employee \$6565.05 Benefits: <hr/> ACTION BUDGET: \$32823.73

Student data from the End of Course Algebra and Geometry scores will be analyzed to determine the effect of tutorial program on student achievement. Action Type: Program Evaluation Action Type: Title I Schoolwide	Math Committee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
Augusta High School will purchase appropriate software and equipment Action Type: Equity Action Type: Technology Inclusion	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Two instructional assistant will be hired at 1.0 FTE to provide students with Mathematics interventions (Angela Turner with salary of 14,480.20 and fringe of 3,620.05) and Victor White with salary of 21,834.00 and fringe of 5,458.50. Action Type: Equity	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	NSLA (State-281) - \$9078.55 Employee Benefits: NSLA (State-281) - \$36314.20 Employee Salaries: <hr/> ACTION BUDGET: \$45392.75
Implement test-taking strategies and preparation for criterion-referenced and norm-referenced tests. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Students will attend after school tutoring if scoring basic or below basic on the Benchmark tests. The teachers will receive \$25.00 per hour for teaching in the after school program from an outside source of funding. The \$9,000.00 is the high school portion of the transportation cost for transporting the students in the after school program. The cost is estimated from the cost from last year. The district will support one teacher in the after school program at a cost of 4,200.00 for salary and fringe of 909.30. Gloria Woods Action Type: Equity	Dr. Ray Nassar, Superintendent	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Employee \$909.30 Benefits: NSLA (State-281) - Employee \$4200.00 Salaries: <hr/> ACTION BUDGET: \$5109.3
The District will employ a Math Coach that will work with teachers to improve the quality of teaching, disaggregate test scores and provide professional development. Richard Greer 0.5 FTE for elementary and 0.5 FTE high school at a salary of 24,551.40 and fringe of 6,137.85. The district will use 6,843.23 for supplies for the math students. Materials such as	Manning	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Title I - Employee \$24551.40 Salaries: Title I - Employee \$6137.85 Benefits: Title I - Materials & \$6843.23 Supplies: <hr/> ACTION \$37532.48

individual white boards, large graphing paper, markers and other items needed for math lessons. Action Type: Professional Development				BUDGET:
Total Budget:				\$120858.26

Intervention: Implement Technology Skills in math and science classes in order to improve math skills.

Scientific Based Research: Scientific Based Research: Demski, Jennifer. "STEM Picks Up Speed." T.H.E. Journal, v36 n1 p22-26, Jan 2009. Wolf, Mary Ann. "High Schools: An Equation that Works." T.H.E. Journal v35 n7 p24-26, Jul 2008

Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase supplies to administer Learning Institute tests. Materials and supplies will be bubble sheets, copy paper and markers to print test and to disaggregate scores and use the results to disseminate to the faculty to improve teacher quality and for improved learning. Cost of supplies 6,000.00 Action Type: Special Education Action Type: Technology Inclusion	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Teachers 	NSLA (State-281) - \$6000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$6000
The Augusta High School will analyze test data to determine effectiveness of technology inclusion in the classrooms. Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Students take interim assessments developed by the Learning Institute every nine weeks to better acclimate them to the test-taking atmosphere and to provide formative assessment data for determining future instruction. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
The Augusta High School will utilize Apex Software and Luminosity for tutoring and remediation. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
The school will purchase various science materials for classes to use in hands on experiments related to Next Generation Science Standards that will incorporate math and science. The cost will be split between Title 1, (4,603.49) and NSLA, (2725.82).	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	NSLA (State-281) - \$2725.82 Materials & Supplies: Title I - Materials & \$4603.49 Supplies: <hr/> ACTION \$7329.31

				BUDGET:
The school will purchase document cameras for the classrooms in order to improve instruction by providing a myriad of materials to view and correct using student feedback. 6 @ \$282.61 = \$1,695.66 Action Type: Technology Inclusion	Manning	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	NSLA (State-281) - \$1695.66 Materials & Supplies: <hr/> ACTION BUDGET: \$1695.66
Total Budget:				\$15024.97

Priority 2: To improve literacy skills for all students

- The Literacy Team analyzed Benchmark data from the 2011-2012 school year for the Augusta High School. We analyzed trend data to determine the biggest concerns for our building. Literacy areas of weakness for Grade 8 Benchmark were: Multiple Choice Reading--Content and Practical Passages; Open-Response Items--Content Passages; Writing--Content and Style Domains. Literacy areas of weakness were in performance on the EOC Literacy exam were: Multiple-Choice Items Reading--Literary & Practical Passages; performance on Open-Response Items: Reading – Literary, Practical and Content Passages; Writing--Content and Style Domains. Literacy 11th Grade High School (Percents proficient or above) Combined population: in 2008-21.9%; 2009-16.7%; 2010-34%. Average of 24.2% for the past 3 years. African-American: 2008- 9.1%; 2009- 9.1%; 2010-30%. Caucasian: 2008- 50%; 2009- 30.8%; 2010-42%. Economically Disadvantaged: 2008- 21.9%; 2009- 16.7%; 2010-29%. LEP: RV for the past 3 years. We will continue to work with Students with African- American and Economically Disadvantaged students due to those sub-populations having the lowest percentages of proficiency.
- Graduation rate for 2011-2012 Augusta High School: 93.62%
- ACT scores in English for Augusta High School were 15.5 in 2010. Scores were 15.5 in 2008 and 16.0 in 2009.
- ACT scores in Reading for Augusta High School were 17.6 in 2010. This is an increase from 17.2 in 2008 and 17.3 in 2009.

Supporting Data:

Goal All students will improve reading comprehension skills, as demonstrated in open-response questions, and writing skills in the areas of content and style.

Benchmark The composite score for students scoring proficient or above on the 11th grade literacy exam, 7th grade benchmark, and 8th grade benchmark for 2014-2015 will meet or exceed 58%. Presently the composite score needed for the combined population 57.03%; the African-American population is 53.46%; the Hispanic population is N/A; the Caucasian population is 61.90%; the Economically Disadvantaged population is 57.03%; and the Students with Disabilities is 38.46%. The 2014-2015 AMO goal is 57.03% proficient in Literacy.

Intervention: Align curriculum to Common Core State Standards to cover ADE standards.				
Scientific Based Research: Wiggins, G. & McTighe, J. (2005, July 24). Understanding by Design. 2nd Ed. Hord,S.M., Sommers, W.A. (2007). Leading Professional Learning Communities: Voices from Research and Practice. Hale, J. (2007). A Guide to Curriculum Mapping Planning, Implementing, and Sustaining the Process. ADE Standards for Accreditation. State Board of Education. (2008). Block, Cathy Collins, Ed., Parris, Sheri R., (2008). Ed. "Comprehension Instruction: Research-Based Best Practices. Solving Problems in the Teaching of Literacy" Guilford Publications; Gibson, K. (2009). "Teachers Perceptions of Strategy Based Instruction for Reading Comprehension". School of Education Dominican University of California.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will align reading and writing curriculum to the Common Core State Standards by utilizing all content curriculum maps and pacing guides and implementing Professional Learning Communities (PLC) in the 2014-2015 school year. Teachers will attend workshops/conferences. In order to support literacy across curriculum, students will write in all subject areas. Reference materials and	Joe Brown, Principal; Lisa Martin, Design Coach; Jessica Stone, Literary Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	NSLA (State-281) - \$500.00 Materials & Supplies: <hr/> ACTION BUDGET: \$500

supplies for the various subjects will be purchased. The school will purchase professional development and growth books in all curriculum areas for teacher improvement and PLC book studies. Action Type: Professional Development				
Teachers will correlate content curriculum maps to assist alignment of instruction to the Arkansas Frameworks and Common Core State Standards. We will use classroom walk-throughs, student work, and interim tests given each nine weeks from The Learning Institute to evaluate our progress. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
School-wide reading and writing curriculum will be established by aligning vertically and horizontally to address Common Core State Standards for each grade level. Action Type: Alignment Action Type: Program Evaluation	Ray Nassar, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Teachers will incorporate effective teaching strategies modeled during weekly PLC meetings meetings and supported by the instructional coaches. Action Type: Professional Development Action Type: Title I Schoolwide	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Pacing guides, curriculum maps, lesson plans, instructional materials and resources are developed and aligned with frameworks for all state-mandated tested areas. Teachers will document content strands in their daily lesson plans. Action Type: Title I Schoolwide	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Principal will visit local universities in order to recruit highly qualified teachers. Action Type: Title I Schoolwide	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Provide professional development for all high school teachers, including Special Education teachers and administration in order to monitor student success in Math and Literacy using TLI. Assessment results will be used to plan instruction to meet the needs of individual students. Student work and classroom walk-throughs will be used to evaluate these programs. Action Type: AIP/IRI Action Type: Alignment	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion				
Evaluate alignment by reviewing curriculum maps, vertical alignment and test scores. The percent of students scoring proficient or above on the 11th grade Literacy exam will be used to determine effectiveness of alignment. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Teachers will be attending the Young Adult Author Series at Harding University. The YAAS has famous young adult authors come in and present strategies on getting reluctant readers interested in reading and continuing to provide support for students in selecting reading materials. Teachers will attend all four sessions on November 7th/8th, February 6th/7th, March 6th/7th, and April 17th/18th. Teachers attending will be Heather Hite, Ann Neal, Kelsea Garner, Jessica Stone, and Angela Sanders.	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The school will purchase young adult novels for the high school English classrooms. The novels will be used to assist with aligning to the Common Core State Standards in Literacy. \$600.00	Manning	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$600.00 ACTION BUDGET: \$600
Total Budget:				\$1100

Intervention: Augusta High School will implement test-taking strategies and preparation for criterion-referenced and norm-referenced tests.

Scientific Based Research: Trinkle, Catherine; "Reading for Meaning: Questioning"; School Library Media Activities Monthly, v25 n5 p48-50, Jan 2009 Bitter, Catherine; O'Day, Jennifer; Gubbens, Paul; Socias, Miguel. "What Works to Improve Student Literacy Achievement? An Examination of Instructional Practices in a Balanced Literacy Approach". Journal of Education for Students Placed at Risk (JESPAR), v14 n1 p17-44 Jan 2009

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be trained in the use of Benchmark and End of Course released items and the development of standards based assessments and curriculum. Teachers across the curriculum will concentrate on open response questions in practical and content areas and	Joe Brown, Principal; Jessica Stone, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$

content and style in the writing domain. Action Type: Professional Development				
English teachers for grades 7-12 will utilize standards based assessments and scoring rubrics to determine progress toward reading open response questions standards. Action Type: Collaboration Action Type: Equity	Literacy Committee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Teachers 	ACTION BUDGET: \$
Integrate ACTAAP testing format across the curriculum. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Augusta High School will develop and write Academic Improvement Plans for each student who is not proficient on the End of course Literacy Exam. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Literacy Committee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Student End of Course data will be used to determine the effectiveness of intervention. Action Type: Program Evaluation	Literacy Committee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Augusta High School will purchase supplies and materials to implement a comprehensive literacy program in all content areas. Materials and supplies will consist of journals, post it flip charts, markers and poster boards for students to use to illustrate and retell the books that they have studied and read. Action Type: Collaboration Action Type: Equity	Dr. Ray Nassar Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Students take interim assessments developed by the Learning Institute every nine weeks. Cost to TLI will be 6,000.00 Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
The school will provide tutoring and skills training for all students. APEX software will be utilized in class, after-school, and summer school programs for all students. Action Type: AIP/IRI Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$

Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion				
Teachers attend training in Advanced Placement for English and History. Books and materials will be purchased for AP courses. Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
New teachers and administrators will be mentored using the AIMM model. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Cheryl Winningham, AIMM Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Purchase equipment, services, and supplies to administer TLI (The Learning Institute) tests. Action Type: Alignment Action Type: Equity	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The school evaluates the degree to which it achieves the goals and objectives for student learning. Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
Teachers will attend weekly professional development. The strategies modeled will help students learn new subject matter while acquiring literacy skills in grades 7-12th. Student work, classroom walk-throughs, and teacher protocols will be used to evaluate these strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
The Learning Institute will be used for interim assessments with students. This formative assessment will drive instruction and reinforce the Common Core State Standards. Action Type: AIP/IRI	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Hire Career coach from East Arkansas Community College, (5,957.92) to serve as an academic coach for grades 7-12. This person will work with our students toward college readiness. Errin James Action Type: Professional	Joe Brown, Principal; Jessica Stone, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	NSLA (State-281) \$5957.92 - Purchased Services: ACTION BUDGET: \$5957.92

Development				
Total Budget:				\$5957.92
Intervention: Implement a parental involvement program to inform and involve parents in the educational process and student progress.				
Scientific Based Research: Chang, Mido; Park, Boyoung; Singh, Kusum; Sung, Youngi y. "Parental Involvement: Parenting Behaviors, and Children's Cognitive Development in Low Income and Minority Families." Journal of Research in Childhood Education, v23 n3 p309 Spr 2009. Sadler, Carol; Sugai, George. "Effective Behavior and Instructional Support; A District Model for Early Identification and Prevention of Reading and Behavior Problems". Journal of Positive Behavior Interventions, v11 n1 p35-46 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A volunteer resource book listing volunteers and times available to be compiled and made available to each teacher Action Type: Collaboration Action Type: Parental Engagement	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
The parental involvement committee will assess the parent involvement needs of each grade and the school while monitoring parental participation and parental activities Action Type: Equity Action Type: Parental Engagement	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Augusta High School will solicit parent volunteers to assist with school functions, classroom participation, tutoring, and mentoring of students Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Augusta High School will hold Student/Parent Orientation to provide parents with parental information and family kits, student schedules, personnel listings, student handbooks, parenting tips, volunteer programs, parental policies for visitation, pickups, and classroom visitation Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders School Library Teachers 	ACTION BUDGET: \$
Augusta High School will sponsor "Parents Our Partners" nights that coincide with Parent/Teacher conferences. Parents will receive information about school activities and ways of volunteering in school. This is above the requirements of Act 307. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$

<p>Augusta High School Counselor will present a career/education night that will inform parents about career, vocational, college opportunities and transitional opportunities for regular and resource students. Parents will receive information concerning how to be involved in decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Cheryl Winningham, Counselor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Outside Consultants • Public Library • School Library • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The parent resource center will be available to parents and community members. The Center will have informational packets for parents on ways they can help their children become better learners, strategies for transitioning from high school to college or the workforce, as well as, parenting skills. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Angela Sanders, Librarian, Cheryl Winningham, Counselor, Parental Involvement Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Public Library • School Library • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Parent participation numbers will be monitored to determine the effectiveness of parent activities and programs Action Type: Program Evaluation</p>	<p>Joe Brown, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • School Library • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Parents will serve as active members of the Alumni Advisory Council. Action Type: Parental Engagement</p>	<p>Dr. Ray Nassar, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teachers will be trained in methods of increasing parental involvement in their classrooms, clubs, and organizations Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Joe Brown, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Outside Consultants 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Parents will receive a copy of the school board's policy concerning the board's commitment to parental involvement Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Dr. Ray Nassar, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The district will follow the school board's policy concerning resolution of parental concerns. Action Type: Collaboration Action Type: Equity</p>	<p>Dr. Ray Nassar, Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>

Each student and his/her parents will sign an agreement with teachers and administration to each do their part in the educational process of the student Action Type: Collaboration Action Type: Equity	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
An article will be printed in the local newspaper extending thanks of the district to all parents who have attended both required parent/teacher conferences and other school activities throughout the school year Action Type: Parental Engagement	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> None 	ACTION BUDGET: \$
Evaluate all aspects of the school improvement plan annually to determine strengths, weaknesses, and overall effectiveness of the plan. Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Support the formation of a local Parent Teacher Organization by allowing parents time to meet after school in the cafeteria. Action Type: Parental Engagement Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Public Library 	ACTION BUDGET: \$
The school holds an open house/orientation for all students and parents to ease the transition between grade levels.	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Will add Learning Community Management System for parental involvement of their child's academic progress. Action Type: Parental Engagement	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
The High School will support Parental Involvement with funds of \$2,756.00 for materials and supplies to be used for newsletters, pamphlets, programs, snacks and other items as necessary. Action Type: Parental Engagement	Cheryl Winningham	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$2756.00 ACTION BUDGET: \$2756
The school will partner with Connect Arkansas and the University of Arkansas at Monticello to provide parent and student classes on computer use. Families that participate will receive a refurbished desktop computer for their home, increasing the students success at school, due to information literacy skills. The school will provide dinner and childcare for	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

the families that participate in the classes.				
Total Budget:				\$2756

Intervention: Provide an alternative learning environment

Scientific Based Research: Alternative Learning Environment Report. (2006, August 23). Little Rock, AR: Bureau of Legislative Research. Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds (2007, September). ADE 268-1. The Arkansas Department of Education. Retrieved Sunday, September 13, 2009 from http://arkansased.org/rules/rules_current.html

Actions	Person Responsible	Timeline	Resources	Source of Funds
Determine placement in ALE based on student possessing at least two of the following characteristics: disruptive behavior, drop out from school, personal or family problems or situations (abuse, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting), recurring absenteeism, or transition to or from residential programs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Utilize an ALE Placement Team composed of the school counselor, the ALE director, school principal, parent, and a classroom teacher to determine student placement in the ALE. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
ALE funds will be used to provide professional development opportunities for teachers and staff to obtain state required training and training for dealing with students in a nontraditional setting. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Provide guidance, counseling, mental health services through counseling and academic support to enable students to progress toward educational goals. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Provide a curriculum in the four core areas with online or classroom teachers aligned with regular classroom instruction and the frameworks, and opportunities for additional curriculum content areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	ACTION BUDGET: \$

Action Type: Technology Inclusion				
Maintain documentation of placement and developed exit criteria, attendance, and academic and behavior performance for each ALE student. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Analyze the effectiveness of the ALE program twice a year using methods such as surveying students and parents either through verbal contact or printed forms and examining disciplinary, academic, and attendance records. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The Augusta School District will send our ALE students to the newly formed consortium at Bald Knob, where they will receive instruction from HQT and receive social and coping skills. Action Type: Equity Action Type: HQT-Section 2141 Action Type: Technology Inclusion	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3:

- The Augusta High School Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data for school year 2011-2012: Of the students assessed, the following represents the percent of students overweight and at risk of overweight: Augusta High School: Males 37.5% Females 37.9% Body Mass Index Data for school year 2005-2006: Of the students assessed, the following represents the percent of students overweight and at risk of overweight: Augusta High School: Males 38.3% Females 44% Body Mass Index Data for school year 2011-2012: Of the students assessed, the following represents the percent of students overweight and at risk of overweight: Augusta High School: Males 44.3% Females 44.3%

Supporting Data:

Goal The Augusta High School will provide support for schools as they aid students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and by increasing collaboration between all segments of the school community in support of positive lifestyles.

Benchmark By the school year 2012-2013 there will be a decrease of the average Body Mass Index for students by ½ % as evaluated by the annual Body Mass Index Screening.

Intervention: Augusta High School will encourage strategies and activities that encourage healthy lifestyles.				
Scientific Based Research: "Childhood Obesity and Academic Outcomes." James B. Hunt Jr. Institute for Educational Leadership and Policy, Dec 2008. Lambdin, Dolly; Erwin, Heather. "School Wellness Policy: Community Connections." Journal of Physical Education, Recreation, and Dance (JOPERD), v78 n6 p29-32, Aug 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Augusta High School will ensure that they provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The school Health Index (SHI) Modules will be used to evaluate district and school effectiveness.	Roy Daniels, Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Wellness				
The school will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to staff to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Roy Daniels, Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The school will make physical activity and healthy foods widely available and encourage students to make healthy behavior choices outside the school Action Type: Alignment Action Type: Wellness	Roy Daniels, Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Augusta High school will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise student's ability to perform academically. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Roy Daniels, Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The School Health Index Module results will be monitored yearly to evaluate the effectiveness of the Wellness Program in the school. Results will be shared with staff and modifications will be made as needed. Action Type: Program Evaluation Action Type: Wellness	Roy Daniels, Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5:	To close the achievement gap in Math and Literacy between the populations of African-American, Hispanic, Caucasian, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities.
Supporting Data:	<ol style="list-style-type: none"> Math and Literacy scores for the past three years reflect the following disparities between the sub populations. In 2012, the percentages for Math proficiency were: African-American-43.33, Hispanic-n/a, Caucasian-n/a, Economically Disadvantaged-43.33, Students with Disabilities-n/a. These percentages indicate an achievement gap of 11.6% between Caucasian and African-American students; 8.1% between Caucasian and Economically Disadvantaged students; 29.2% between Caucasian and Students with Disabilities; 17.6% between African-American and Students with Disabilities, 3.5% between the Economically Disadvantaged and African-American students; 21.1% between the Economically Disadvantaged and Students with Disabilities. In 2009, the percentages for Math were: African-American-42.6, Hispanic-100, Caucasian-60, Economically Disadvantaged-48.4, and Students with Disabilities-61.5. These percentages indicate an achievement gap of 17.4% between Caucasian and African-American; 40% between Hispanic and Caucasian; 48.2% between Hispanic and African-American;
Goal	Improve math skills across the curriculum for all students with the intention to close the achievement gap between the populations of African-American, Hispanic, Caucasian, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities.
Benchmark	The composite score for students scoring proficient or above in Math on the end-of-course Algebra I, Geometry, and Benchmark Exams for the 2013-2014 school year will meet or exceed 53%. Currently, the percentages for each population is: Combined-40%; African-American-31.1%;

Hispanic-62.5%; Caucasian-49%.

Benchmark Augusta's previous math scores reflect the following: Algebra 2011 was 39%, Algebra 2012 was 53%, Geometry 2011 was 32%, Geometry 2012 was 42%, Eight Grade Benchmark 2011 was 29%, and Eight Grade Benchmark 2012 was 44%.

Intervention: Augusta High School will use The Learning Institute tests quarterly in order to identify each student's needs.

Scientific Based Research: Closing the Achievement Gap, Volume 58, Number 6, Helping All Students Achieve, Haycock (2001). Measures of Academic Progress (MAP), Northwest Evaluation Association: Engaging Every Learner, Blankstein, Cole, & Houston (2007). Diverse Learners in the Mainstream Classroom, Freeman, Freeman & Ramirez (2008). The Best Schools, Armstrong, Thomas (2006). Differentiation, From Planning to Practice, Wormeli (2007). Fair Isn't Always Equal, Wormeli (2006). Dumbing Down Our Kids-Why American Children Feel Good About Themselves But Can't Read, Write, or Add, Sykes (1995).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Learning Institute assessments will be given to all math students and data will be collected to identify strengths and weaknesses for each student.	Lisa Martin, Design Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Math teachers will use TLI data and Benchmark scores to determine areas of strength and weakness. This data will be used to create lessons targeting the needs of each individual student.	Lisa Martin, Design Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
TLI assessments will be given periodically to measure academic growth.	Lisa Martin, Design Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Augusta High School teachers will receive professional development in differentiation, cultural diversity, poverty, and closing the achievement gap in Math.

Scientific Based Research: Action 3: MAP assessments will be given periodically to measure academic growth.

Actions	Person Responsible	Timeline	Resources	Source of Funds
High expectations for students and a challenging curriculum will be the goal for all math instruction.	Richard Greer, Math Coach; Math Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Scientific-based research publications will be made available for all teachers to check out and use.	Angela Sanders, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
The school is beginning a professional development library of books for teachers to utilize in their daily instruction. Books will include literacy, math, science, social studies, art, pe, and classroom management.	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Goal Improve Literacy skills across the curriculum for all students with the intention to close the achievement gap between the populations of African-American, Hispanic, Caucasian, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities.

Benchmark The composite score for students scoring proficient or above in Literacy on the 11th grade end-of-course Literacy exam, 7th Grade ACTAAP, and 8th Grade ACTAAP for the 2013-2014 school year will meet or exceed 51.65%. In 2012 the percentage proficient for the Combined population is 47.37%, African-American population is 38.10%, Hispanic population is N/A, Caucasian population is 84.62%.

Economically Disadvantaged population is 46.43%, Limited English Proficient population is N/A, and Students with Disabilities is 7.69%.

Literacy scores for the past three years reflect the following disparities between the subpopulations. In 2010, the percentages for Literacy proficiency were: African-American-23.5, Hispanic-NA, Caucasian-47.8, Economically Disadvantaged-27.9, Limited English Proficient-NA, and Students with Disabilities-6.3. These percentages indicate an achievement gap of 24.3% between Caucasian and African-American students; 19.9% between Caucasian and Economically Disadvantaged students; 41.5% between Caucasian students and Students with Disabilities; 4.4% between Economically Disadvantaged and African-American students, 21.6 between Economically Disadvantaged students and Students with Disabilities; and 17.2% between African-American students and Students with Disabilities. In 2011, the percentages for Literacy proficiency were: African-American-10, Hispanic-0, Caucasian-40, Economically Disadvantaged-21, Limited English Proficient-0, and Students with Disabilities-0. These percentages indicate an achievement gap of 30% between Caucasian and African-American students; 19% between Caucasian and Economically Disadvantaged students; 40% between Caucasian students and Hispanic, Limited English Proficient, and Students with Disabilities; 11% between Economically Disadvantaged students and African-American students; 21% between Economically Disadvantaged and Hispanic, Limited English Proficient, and Students with Disabilities; and 10% between African-American students and Hispanic, Limited English Proficient, and Students with Disabilities; In 2012, the percentages for Literacy proficiency were: African-American-38.10, Hispanic-0, Caucasian-84.62, Economically Disadvantaged-46.43, Limited English Proficient-0, and Students with Disabilities-7.69. These percentages indicate an achievement gap of 46% between Caucasian and African-American students; 38% between Caucasian and Economically Disadvantaged students; 77% between Caucasian students and Hispanic, Limited English Proficient, and Students with Disabilities; 8% between Economically Disadvantaged students and African-American students; 39% between Economically Disadvantaged and Hispanic, Limited English Proficient, and Students with Disabilities; and 31% between African-American students and Hispanic, Limited English Proficient, and Students with Disabilities.

Benchmark

Intervention: Augusta High School will use data from The Learning Institute in order to identify each student's needs.

Scientific Based Research: Closing the Achievement Gap, Volume 58, Number 6, Helping All Students Achieve, Haycock (2001). Measures of Academic Progress (MAP), Northwest Evaluation Association: Engaging Every Learner, Blankstein, Cole, & Houston (2007). Diverse Learners in the Mainstream Classroom, Freeman, Freeman & Ramirez (2008). The Best Schools, Armstrong, Thomas (2006). Differentiation, From Planning to Practice, Wormeli (2007). Fair Isn't Always Equal, Wormeli (2006). Dumbing Down Our Kids-Why American Children Feel Good About Themselves But Can't Read, Write, or Add, Sykes (1995).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Learning Institute assessments will be given to all English students and data will be collected to identify strengths and weaknesses for each student.	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Literacy teachers will identify each student's areas of weakness and will develop lessons to address individual needs. The Learning Institute data and Benchmark scores will be used to determine areas of need.	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
TLI (The Learning Institute's) assessments will be given periodically to measure academic growth.	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Augusta High School teachers will receive professional development in differentiation, cultural diversity, poverty, and closing the achievement gap in Literacy.

Scientific Based Research: Closing the Achievement Gap, Volume 58, Number 6, Helping All Students Achieve, Haycock (2001). Measures of Academic Progress (MAP), Northwest Evaluation Association: Engaging Every Learner, Blankstein, Cole, & Houston (2007). Diverse Learners in the Mainstream Classroom, Freeman, Freeman & Ramirez (2008). The Best Schools, Armstrong, Thomas (2006). Differentiation, From Planning to Practice, Wormeli (2007). Fair Isn't Always Equal, Wormeli (2006). Dumbing Down Our Kids-Why American Children Feel Good About Themselves But Can't Read, Write, or Add, Sykes (1995).

Actions	Person Responsible	Timeline	Resources	Source of Funds
High expectations for students and a challenging curriculum will be the goal for all academic areas.	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Scientific-based research publications will be made available for all teachers to check out and use.	Angela Sanders, Library Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Augusta High School will implement a three year plan as the required steps as outlined in the ESEA document for a Priority school.

1. The Augusta High School represents grades 7-12. We will implement a three year plan. Our campus received the status of Priority School for the 2012-2013 school year due to the fact that our graduation rate did not meet AMO. Our graduation rate for AMO was 82.05 which fell short by 1.11 point. This year our AMO target for graduation is 84.69%.
2. We will implement a three year plan. For 2011-2012 Augusta High School met our AMO for both literacy and math with scores of 47.37 for literacy and 46.39 for math.
3. We will implement a three year plan. Our projected goal for this tested year (2012-2013) should reflect that our AMO for literacy should be 46.28 and our AMO for math should be 47.15
4. We will implement a three year plan. In January 2012, we signed our MOU with the Arkansas Leadership Academy to become our external provider for the next 3 years.
5. We have conducted a comprehensive needs assessment that examines the needs of the school, teachers, students, and community. In this needs assessment, we have addressed our strengths and weaknesses. Data sources include scholastic audit, TLI performance data, ACTAAP testing data, and teacher observation data.
6. We are implementing various reform strategies to become an achieving school. Book studies are being used at the district level on the following books: "Enhancing Professional Practice: A Framework For Teaching" by Charlotte Danielson, "Engaging Students with Poverty in Mind" by Eric Jensen, and "The Core Six: Essential Strategies for Achieving Excellence with the Common Core" by Harvey Silver, Thomas Dewing, and Matthew Perini. The Danielson book deals with teaching strategies, levels of implementation, and the teacher evaluation system (TESS). The Jensen book is a necessity for our district, due to being 100% free/reduced lunch status. It deals with poverty students and what teachers can do differently when dealing with them in the classroom. The strategies will be implemented with fidelity by all staff members. The "Core Six" book gives six strategies that are used by achieving schools to educate their students to the fullest. We are implementing those strategies in classrooms. All strategy implementations will be monitored using TESS data and TLI data throughout the school year. End of year testing will be used to assess our implementation of the strategies at the end.
7. An effort is made to ensure all staff are qualified and certified for their teaching positions. The majority of staff is certified for their assignment, but less than 10% of staff are on an ALP or going through the APPEL program at this time. All of those are making adequate progress toward their full certification. Staff are recruited through calls, emails, fliers, etc. to multiple universities and organizations.
8. All professional development is high quality and essential for student growth. Strategies presented by outside providers (Wilbur D. Mills) include: differentiation, autism, dyslexia, AP/PAP training, behavior tools, TESS law, etc. In house professional development provided includes the following: lesson planning, curriculum design and alignment, etc. All teachers will be participating in these professional developments as part of their PGP (Professional Growth Plans) to improve their practice and student growth and achievement.
9. Our district policy to attract highly qualified staff as modified to include contacting local universities for input. We have contacted departmental chairs in universities to get lists of the current graduates, resumes, etc. Our leadership teams have also made fliers to attract professional, qualified applicants.
10. In order to increase parental involvement, we are implementing many things including a community planning meeting by our Deep Knowledge Team through the Arkansas Leadership Academy. Also a newsletter and social media page are being used to keep parents up to date and involved. An ALL CALL system is being used by the district to inform parents, guardians, and community of events.
11. The school has an ABC Preschool on campus that is included in the elementary building. The preschool is involved in all student programs at the school. The preschool students tour buildings, interview with personnel, etc. to acclimate them to the building to make a smoother transition to kindergarten.

Supporting Data:

12. School improvement plans are changed and adapted according to the student achievement data from the TLI and ACTAAP assessments. Teachers are a part of the planning when it comes to data breakdowns and analysis. Teachers, in groups, look at data and identify deficient areas. After the areas of weakness are identified, the teachers then choose strategies from the Core Six book to enhance learning in all grades.
13. Students who are not performing at grade level are identified through a process and given assistance to bring them to a proficient range. After school tutoring and remediation is provided for students not achieving. Various learning styles are addressed by teachers in the classroom with varied instructional practices like group work, content vocabulary instruction, reading for meaning, etc. Remediation is offered to all 7-12 students in the Enrichment computer lab using APEX software, ACT prep software, etc. This allows our students to have opportunities for improvement on different levels and subjects.
14. The school has conducted the needs assessment and part of that includes identifying resources that they have available. Some resources include utilizing the Wilbur D Mills Cooperative and the Harding University Math and Science STEM center as major resources for our teachers when improving their instruction and classroom delivery of content. In addition, the school has made use of grants available to supplement instruction in the classroom. Grants have included the Economics Arkansas grant, the Stock Market Games grant, the REACH grant from the Arkansas Humanities Council, etc. All of these gives us resources that will enable teachers to teach at a higher level.

Goal	The high school will conduct the necessary steps to improve instruction.
Benchmark	To meet ESEA benchmarks and to improve instruction.
Benchmark	Student Progress achievement for literacy. By October 2014, 57.03% of students will be projected proficient on the first TLI module from the 7th, 8th, 9th, 10th, and 11th grade. (The overall goal to make AMO will be 57.03%.)
Benchmark	Student Progress Achievement for Literacy: By December 2014, 57.03% of students will be projected proficient on the second TLI module from 7th, 8th, 9th, 10th and 11th grade. (The overall goal to make AMO will be 57.03% of students.)
Benchmark	Student Progress Achievement for Literacy: By March 2015, 57.03% of students will be projected proficient on the third TLI module from the 7th, 8th, 9th, 10th and 11th grade. (The overall goal to make AMO will be 57.03% of students.)
Benchmark	Student Progress Achievement for Literacy: By May 2015, 57.03% of students will be projected proficient on the fourth TLI module from 7th, 8th, 9th, 10th and 11th grade. (The overall goal to make AMO will be 57.03% of students.)
Benchmark	Student progress achievement for math: By October 2014, 57.72% of students will be projected proficient on the first TLI module from 7th and 8th grade, Algebra I, Geometry, and Algebra II. (The overall goal to make AMO will be 57.72% of students.)
Benchmark	Student progress achievement for math: By December 2014, 57.72% of students will be projected proficient on the second TLI module from 7th and 8th grade, Algebra I, Geometry, and Algebra II. (The overall goal to make AMO will be 57.72% of students.)
Benchmark	Student progress achievement for math: By March 2015, 57.72% of students will be projected proficient on the third TLI module from 7th and 8th grade, Algebra I, Geometry, and Algebra II. (The overall goal to make AMO will be 57.72% of students.)
Benchmark	Student Safety and Discipline: Each 9 weeks the leadership team will compare absenteeism to the TLI data looking for trends in low performing students and their correlation to attendance.
Benchmark	Parent and Community Engagement: By September 2014, the high school teachers will contact 75% of their students' parents.
Benchmark	Parent and Community Engagement: By March 2015, 100% of the high school teachers will make contact with 80% of the students' parents.
Benchmark	Changing Leader and Teacher Practice: By October 2014, the principal will conduct 4 classroom walkthroughs for each classroom teacher with verbal and written feedback.
Benchmark	Changing Leader and Teacher Practice: By January 2015 the principal will conduct 1 TESS evaluation for each of his assigned teachers.
Benchmark	Changing Leader and Teacher Practice: By March 2015, the leadership team will conduct 200 classroom walkthroughs with verbal and written feedback.
Benchmark	Changing Leader and Teacher Practice: By October 2014, 90% of all classroom teachers will turn in weekly, effective lesson plans.
Benchmark	Changing Leader and Teacher Practice: By March 2015, 90% of all classroom teachers will turn in effective lesson plans on time.
Benchmark	By May of 2014, each tested area in math will meet or exceed an IMO of 57.72%.
Benchmark	Student progress achievement for math: By May 2015, 57.72% of students will be projected

proficient on the fourth TLI module from 7th and 8th grade, Algebra I, Geometry, and Algebra II.
(The overall goal to make AMO will be 57.72% of students.)

Intervention: scholastic audit will be conducted on October 28				
Scientific Based Research: dept of ed				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Scholastic audit will be conducted. SIG1003a Action Type: ADE Scholastic Audit	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers Outside Consultants Public Library School Library Teachers Title Teachers 	ACTION BUDGET: \$
Augusta High school will utilize an interim assessment, provided by TLI, every 9 weeks to track progress towards reaching our AMO.	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Arkansas Leadership Academy School Support will be hired to provide on site support to increase student achievement. Action Type: Collaboration	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Purchase materials and supplies for book study with the leadership team and other staff. Book studies will include TESS rubric studies, dealing with poverty students, and engaging students of varying learning styles. Action Type: Collaboration Action Type: Professional Development	Michael Manning, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Indistar will be implemented to improve instruction.				
Scientific Based Research: ESEA				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A needs assessment will be conducted to assess the indicators for effective teaching. The PIP will be developed throughout the year once the Indistar indicators are assessed. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Teachers 	ACTION BUDGET: \$

The district leadership team (consisting of academic coaches, principal, and federal coordinator) will work on assessing the Indistar indicators twice a month.	Joe Brown, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: A team structure will be officially incorporated into the school governance policy. (36)

Scientific Based Research: Wiseways				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The charter will be added to the school policy handbook. Action Type: ADE Scholastic Audit Action Type: Collaboration	School Board	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The school board will approve the charter designed by the leadership team. Action Type: ADE Scholastic Audit Action Type: Collaboration	School Board	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
The leadership team will create a charter. Action Type: ADE Scholastic Audit Action Type: Collaboration	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: All teams will operate with work plans for the year and specific work products to produce.

Scientific Based Research: Wiseways				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Meeting facilitators will maintain agendas and notes from each after school meeting. Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The instructional coaches will create a long range plan for after school meetings and book studies. Action Type: ADE Scholastic Audit Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: All teams will maintain official minutes of their meetings. (40)

Scientific Based Research: Wiseways				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Meeting facilitators will maintain a record of meeting minutes in the office. Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
An official document will be created to maintain minutes.	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
Upon receipt of the documents, the principal will maintain the records in the appropriate binder. Action Type: Alignment Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Team leaders will be required to maintain a record of all agendas, work products, and minutes for the principal. Action Type: ADE Scholastic Audit Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Binders will be created for each school team. Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The district's leadership team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (45)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district leadership team will use observation data (classroom walk throughs) to inform decisions about professional development. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
We will target efforts to meet individual needs. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Professional Development	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
We will determine areas of weakness. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Instructional Teams will 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)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
Instructional teams will meet to develop curriculum. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Instructional teams will	Lisa Martin, Design Coach;	Start:	<ul style="list-style-type: none"> Administrative Staff 	

analyze student performance data. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Jessica Stone, Literacy Coach; Richard Greer, Math Coach	07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
We will schedule departmental meetings. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The principal will participate actively with the school's teams. (56)

Scientific Based Research: wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
Documentation of the principal's active participation will be evident from the meetings' sign-in sheets and minutes of the meetings. Action Type: ADE Scholastic Audit Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
The principal will review the meeting agendas prior to the meeting to ensure that he will have the background knowledge necessary to participate actively in the meeting. Action Type: ADE Scholastic Audit Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The principal will maintain a calendar to ensure there will be no conflicts of school team meetings. Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal will maintain records of the observations and pre and post conferences. Action Type: Equity Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The principal will begin the week by creating a calendar of his classroom	Joe Brown, Principal	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

observations and conferences. Action Type: Collaboration Action Type: Equity		End: 07/01/2015		BUDGET:
Total Budget:				\$0

Intervention: The principal will celebrate individual, team, and school successes, especially related to student learning outcomes. (61)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
A date for each assembly will be communicated to parents and students through the county newspaper, school website, and school announcements. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Student achievement will be acknowledged and celebrated. Action Type: Collaboration Action Type: Parental Engagement	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Assemblies will be scheduled each quarter. Action Type: Collaboration Action Type: Parental Engagement	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The principal will offer frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)

Scientific Based Research: wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The leadership team will use the data from the surveys in developing the ACSIP. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
The leadership team will review the data from each survey. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The leadership team will create a survey on Survey Monkey for teachers. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The leadership team will create a survey for the parents. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The principal will compile reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
Quarterly, the leadership team will share the latest evaluation data with the staff. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Quarterly, the principal will share the results of the latest evaluations with the leadership team. Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Quarterly, the principal will gather the data from BloomBoard, which reflects teacher evaluations. Action Type: Collaboration Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning professional development. (66)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The leadership team will plan professional development based on their review of the principal's observation reports. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Program Evaluation	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The leadership team will review the principal's observation reports. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management. (68)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The instructional coaches will provide modeling to classroom teachers when necessary. Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The instructional coaches will provide teachers with feedback. Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The instructional coaches will observe all the classroom teachers. Action Type: Collaboration Action Type: Program Evaluation	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: TESS evaluators will observe all the classroom teachers.

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The teachers will maintain their Professional Growth Plans (PGPs) Action Type: ADE Scholastic Audit Action Type: Collaboration	Joe Brown, Principal; Lisa Martin, Design Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
All staff will maintain their records and artifacts as related to their TESS evaluations and PGP.	Joe Brown, Principal; Lisa Martin, Design Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Professional development of individual teachers will include an emphasis on indicators of effective teaching. (71)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The instructional coaches will follow-up with teachers, providing observation, modeling, or team teaching as necessary. Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The instructional coaches will model effective teaching practices during weekly after school meetings. Action Type: Alignment Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The classroom teachers will attend weekly after school meetings that focus on book studies, student data, effective teaching, and proven instructional strategies. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (88)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The instructional teams will develop objectives that are aligned to the standards. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Instructional teams will identify the standards that apply to their grade level. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (91)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The teachers will document pre and post assessment results. Action Type: Collaboration	Teachers	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The teachers will create an assessment to measure mastery of the determined objectives. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will identify what objectives need to be assessed. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction. (92)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The teachers will administer pre and post tests to all students in their subject areas. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The principal will review varied assessments from teachers. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The teachers will modify instruction based on pre-test results. Action Type: Alignment Action Type: Equity	Teachers	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

The teachers will analyze pre-test results. Action Type: Alignment Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: All teachers will re-teach based on post-test results. (95)

Scientific Based Research: Wiseways				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The teachers will reteach based on analyzed post-test results. Action Type: Alignment Action Type: Collaboration	Master Teachers	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
The coaches and teachers will analyze post-test results. Action Type: Alignment Action Type: Collaboration	Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Units of instruction will include specific learning activities aligned to objectives. (96)

Scientific Based Research: Wiseways				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The teachers will plan instructional activities aligned to the objectives. Action Type: Alignment Action Type: Collaboration	Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
The coaches will provide modeling of learning activities. Action Type: Collaboration	Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Instructional Teams will use student learning data to identify students in need of instructional support or enhancement. (108)

Scientific Based Research: Wiseways				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The instructional team will identify students in need of support or enhancement. Action Type: Alignment Action Type: Equity	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Instructional team members will analyze varied student data. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Instructional Teams will 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)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The instructional team will make decisions about the needs of the curriculum, based on pre and post test results. Action Type: Alignment Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The instructional team will review pre and post test results. Action Type: Alignment Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: All teachers will maintain a record of each student's mastery of specific learning objectives. (114)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
Assessments within student folders measure student performance in more than two ways. Action Type: Alignment Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Assessments have consistent measurement criteria. Action Type: Alignment Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
We will provide professional development to establish expectations for individual student folders. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Leadership Team	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (115)

Scientific Based Research: Wiseway

Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal will provide feedback regarding varied assessments. Action Type: Collaboration Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers will give copies of assessments to the principal. Action Type: Alignment Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The school will provide training for ESchool. Action Type: Collaboration Action Type: Professional Development	Cheryl Winningham	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The principal will review varied assessments from teachers. Action Type: Alignment Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Students will be engaged and on task. (144)

Scientific Based Research: Wiseway

Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development will be provided to the staff with the after school meetings, cooperative specialists, staff, and outside providers. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
The leadership team will conduct engagement sweeps. Action Type: ADE Scholastic Audit Action Type: Collaboration	Lisa Martin, Design Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The principal will conduct engagement sweeps. Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: All teachers will maintain a file of communication with parents. (150)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal will review the parent/document log before the end of each semester. Action Type: Collaboration Action Type: Parental Engagement	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Communicate expectations to the staff. A document format will be explained by the principal. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: All teachers will systematically report to parents the student's mastery of specific standards-based objectives. (155)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
A protocol for conferences will be developed to ensure continuity. Action Type: Collaboration Action Type: Parental Engagement	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Conferences will be scheduled to accommodate students/parents/teachers. Action Type: Collaboration Action Type: Parental Engagement	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers with the support of	Lisa Martin, Design	Start:	<ul style="list-style-type: none"> Administrative 	

instructional facilitators will analyze student achievement data. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Coach; Jessica Stone, Literacy Coach; Richard Greer, Math Coach	07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students will raise hands or otherwise signal before speaking. (159)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
We will provide professional development to establish skill sets for appropriate student response. Action Type: Collaboration Action Type: Professional Development	Jerry Vaughn	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The principal will communicate focus walk-through data to the teachers to inform them of the degree of implementation. Action Type: ADE Scholastic Audit Action Type: Collaboration	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The principal will analyze walk-through data to determine effectiveness of objective. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Joe Brown, Principal	Start: 07/01/2014 End: 07/01/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Chad Floyd	Health/PE teacher	Drug/Safe School
Classroom Teacher	Jackie Powell	Classroom Teacher	Drug/ Safe School
Classroom Teacher	Kelsea Garner	Classroom Teacher	Literacy
Non-Classroom Professional Staff	Cheryl Winningham	High School Counselor	Data Research
Non-Classroom Professional Staff	Jessica Stone	Literacy Coach	Literacy
Non-Classroom Professional Staff	Lisa Martin	Design Coach	Data/Research, Grant Planning Committee
Non-Classroom Professional Staff	Richard Greer	Math Coach	Math
Parent	Bobby Brown	Augusta Housing Authority	Parent
Parent	Debi Martin	Parent	Title I
Parent	Tammie Watkins	Parent	Parent
Principal	Joe Brown	Principal	All Committees