



2012-2013 ARCHIVE

School Plan

Print Version

AUGUSTA HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2012-2013

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: All students will improve math procedures, with an emphasis on problem solving skills and the ability to respond to open-response items in all strands across the curriculum.

Priority 2: Improve Literacy Skills

Goal: All students will improve reading comprehension skills and writing skills in the areas of content, style, sentence formation, usage and mechanics across the curriculum on open response questions.

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 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

Supporting
Data:

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 All students will improve math procedures, with an emphasis on problem solving skills and the ability to respond to open-response items in all strands across the curriculum.

The composite score for students scoring proficient or above in Math on the end-of-course Algebra I and Geometry exams for 2011-2012 school year will meet or exceed 37.14%.

Benchmark Presently the combined population is 37.14; the African-American population is 36.23; the Hispanic population is N/A; the Caucasian population is N/A; the Economically Disadvantaged population is 37.14%; the LEP Students is N/A; the Students with Disabilities population is N/A.

Intervention: Align mathematics curriculum to Arkansas Frameworks 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
Professional Development Teachers and Administrators attend professional development workshops through the Coop 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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Teachers will correlate curriculum maps to align curriculum with the Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Teachers will have math meetings to	Thomas	Start:		

align curriculum vertically, establish benchmarks and standards and for each 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	Garner, Principal	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION \$ BUDGET:
Federal, State and Local money will be used to improve instruction. Action Type: Title I Schoolwide	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff 	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, Classroom Walk-through using Palm software and teacher protocols will be used to evaluate these programs Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION \$ BUDGET:
Teachers will correlate content curriculum maps to assist alignment of instruction to the Arkansas Frameworks. We will use classroom walk-through, student work, and interim assessments given every four and one-half 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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION \$ BUDGET:
Total Budget:				\$0

Intervention: Augusta High School will utilize released items from the End of Course Geometry and Algebra Exams across the curriculum and 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
<p>Teachers will be trained in the use of End of Course released items and the development of standards based assessments and curriculum. Action Type: Professional Development</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will integrate ACTAPP testing across the curriculum and will concentrate on open response writing in the areas of</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance 	<hr/> <p>ACTION BUDGET: \$</p>

numbers and operations, language of algebra and geometry. Vocational and Science teachers will concentrate on measurement skills. Action Type: Program Evaluation			Assessments • Teachers	
Appropriate materials and supplies will be purchased to enhance instruction Action Type: Alignment Action Type: Equity	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	• District Staff • Teachers	Title I - Materials & Supplies: \$6260.91 <hr/> ACTION BUDGET: \$6260.91
Teachers will receive MAX Teaching with Reading and Writing Training: These classroom activities will help students learn new subject matter while acquiring literacy skills in grades 7-12th. Student work, classroom walk-through, and teacher protocols will be used to evaluate these strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	• Administrative Staff • District Staff • Teachers	<hr/> 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: 07/01/2012 End: 06/30/2013	• Administrative Staff • Central Office • Performance Assessments • School Library • Teachers	<hr/> ACTION BUDGET: \$
Total Budget:				\$6260.91

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

Scientific Based Research: Edmunds, Julie A.; McCloskey, Wendy. (2009, September). "Levers 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.

Person

Actions	Responsible	Timeline	Resources	Source of Funds
<p>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</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students who are not proficient in math will attend remediation sessions in the Compass Lab, and students will be held accountable for ninety percent attendance. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Computers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students' Academic Improvement Plans, 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. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Math Committee</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Augusta High School will purchase appropriate software and equipment</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End:</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion		06/30/2013		
Parents will be encouraged to participate in the tutorial programs to help provide one on one assistance for students. Action Type: Collaboration Action Type: Parental Engagement	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Community Leaders 	<hr/> ACTION BUDGET: \$
Two instructional assistant will be hired at 1.0 FTE to provide students with Mathematic interventions.(webb/turner)	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Employee Salaries: \$15380.20 Title I - Employee Benefits: \$4305.76 NSLA (State-281) - Employee Benefits: \$3942.46 NSLA (State-281) - Employee Salaries: \$14080.00 <hr/> ACTION BUDGET: \$37708.42
Implement test-taking strategies and preparation for criterion-referenced and norm-referenced tests. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
The school will exceed State requirements in Vocational studies by adding a fourth area. A vocational teacher will be hired in this area and use real world mathematical applications in a real world and work place setting. Will also attend cluster and support the goals academic goals for the year. (hurford)	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
Total Budget:				\$37708.42

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 equipment and supplies to administer Learning Institute tests. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	ACTION BUDGET: \$
The Augusta High School will analyze test data to determine effectiveness of technology inclusion in the classrooms. Action Type: Program Evaluation	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
The Augusta High School will utilize Compass Software for tutoring and remediation. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Thomas Garner, Principa	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve literacy skills for all students

1. 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

Supporting Data:

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.

2. Graduation rate for 2011-2012 Augusta High School: 93.62%
3. ACT scores in English for Augusta High School were 15.5 in 2010. Scores were 15.5 in 2008 and 16.0 in 2009.
4. 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.

Goal

All students will improve reading comprehension skills and writing skills in the areas of content, style, sentence formation, usage and mechanics across the curriculum on open response questions.

Benchmark

The composite score for students scoring proficient or above on the 11th grade literacy test for 2011-2012 will meet or exceed 63.33%. Presently the composite score for the combined population 63.33%; the African-American population is 54.55%; the Hispanic population is N/A; the Caucasian population is N/A; the Economically Disadvantaged population is 63.33%; the LEP population is 63.33; and the Students with Disabilities is N/A. The 2012-2013 AMO goal is 50.23% proficient in Literacy.

Intervention: Align curriculum to Arkansas Frameworks 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 Arkansas Frameworks by utilizing all content curriculum maps and pacing guides and implement Professional Learning Communities (PLC) in the 2012-2013 school year. Teachers will attend workshops/conferences. In order to support literacy across curriculum, students will write in all subject areas. Reference materials and supplies for	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$

the various subjects will be purchased. Action Type: Professional Development				
Teachers will correlate content curriculum maps to assist alignment of instruction to the Arkansas Frameworks. We will use classroom walk-through, student work, and chunk tests given each month from The Learning Institute to evaluate our progress. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Schoolwide reading and writing curriculum will be established by aligning vertically and horizontally to address Benchmarks Standards for each grade level. Action Type: Alignment Action Type: Program Evaluation	S. Jones, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Teachers will incorporate MAX teaching strategies by develop lesson plans using the Understanding by Design theory. Action Type: Professional Development Action Type: Title I Schoolwide	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Professional Development 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.	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$

<p>Assessment results will be used to plan instruction to meet the needs of individual students. Student work, Classroom Walk-through using Palm software and teacher protocols will be used to evaluate these programs.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>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.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Thomas Garner, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>		<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

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
<p>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 content and style in the writing</p>	<p>Principal; English Teacher</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<p>————— ACTION BUDGET: \$</p>

domain. Action Type: Professional Development				
English teachers for grades 7-12 will utilize standards based assessments and scoring rubrics to determine progress toward math open response questions standards. Action Type: Collaboration Action Type: Equity	English Teachers, Literacy Committee	Start: 07/01/2012 End: 06/30/2013	<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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<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: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Student End of Course will be used to determine the effectiveness of intervention. Action Type: Program Evaluation	Literacy Committee	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Augusta High School will purchase needed equipment, supplies and materials for use with all students. Action Type: Collaboration Action Type: Equity Action Type: Special Education	S. Jones, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	Title I - Materials & Supplies: \$6262.59 ACTION BUDGET: \$6262.59
Students take interim assessments developed by the Learning Institute every nine weeks. Action Type: Alignment Action Type: Collaboration	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • School Library • Teachers 	ACTION BUDGET: \$

Action Type: Special Education Action Type: Technology Inclusion				
The school will provide tutoring and skills training for all students. Compass software will be utilized in class, after-school, and summer school programs for all students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
New teachers and administrators will be mentored using the Pathwise model. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Sandi Jones, Pathwise coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	ACTION BUDGET: \$
Purchase equipment, services, and supplies to administer Learning Institute tests. Action Type: Alignment Action Type: Equity	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Employ one instructional assistant at .50 FTE to	S. Jones, Superintendent	Start: 07/01/2012	<ul style="list-style-type: none"> • Administrative 	ACTION

deliver intensive reading interventions for students to insure student achievement. Action Type: Equity		End: 06/30/2013	Staff <ul style="list-style-type: none"> • District Staff • Teaching Aids • Title Teachers 	BUDGET: \$
The school evaluates the degree to which it achieves the goals and objectives for student learning. Action Type: Program Evaluation	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	ACTION BUDGET: \$
Teachers will receive MAX Teaching with Reading and Writing Training: These classroom activities will help students learn new subject matter while acquiring literacy skills in grades 7-12th. Student work, classroom walk-through, and teacher protocols will be used to evaluate these strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<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 Arkansas State Frameworks. Action Type: AIP/IRI	Ethan Weeks, TLI Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Hire a teacher at .6901 FTE as an academic coach for grades 7-12. This person will oversee and ensure frameworks are being taught and pacing guides are maintained. They will also help teaches plan lesson, model teaching strategies to teachers. (greer) Action Type: Professional Development	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	Title I - Employee Salaries: \$31494.75 Title I - Employee Benefits: \$8818.53 ACTION BUDGET: \$40313.28

Hire one teacher at .375 FTE for reading interventions classes to increase student achievement. (pjackson) Action Type: Equity	thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Teachers 	Title I - Employee \$17298.75 Salaries: Title I - Employee \$4843.65 Benefits: ACTION BUDGET: \$22142.4
Total Budget:				\$68718.27

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	Fed. Prog. Secretary	Start: 07/01/2012 End: 06/30/2013	<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	Lori Lombardi, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<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	Lori Lombardi, Federal Programs Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$

Action Type: Parental Engagement				
<p>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</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Lori Lombardi, Federal Programs Coordinator	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Thomas Garner, Principal	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<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.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Sonny Shields, Counselor; Family/Career Teacher; Special Ed. Teacher	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Outside Consultants • Public Library • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Special Education				
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	Sandra Jones: Librarian; Sonny Shields, Counselor; Mark Oliver: Parental Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Public Library • School Library • Teachers 	Title I - Materials & Supplies: \$1750.00 <hr/> ACTION BUDGET: \$1750
Parent participation numbers will be monitored to determine the effectiveness of parent activities and programs Action Type: Program Evaluation	Thomas Garner, Principa	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • School Library • Teachers 	<hr/> ACTION BUDGET: \$
Parents will serve as active members of the Alumni Advisory Council Action Type: Parental Engagement	S. Jones, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders 	<hr/> ACTION BUDGET: \$
Teachers will be trained in methods of increasing parental involvement in their classrooms, clubs, and organizations Action Type: Parental Engagement Action Type: Professional Development	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Outside Consultants 	<hr/> ACTION BUDGET: \$
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	S. Jones, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$

Engagement				
<p>The district will follow the school board's policy concerning resolution of parental concerns Action Type: Collaboration Action Type: Equity</p>	S. Jones, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> 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</p>	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
<p>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</p>	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • None 	<hr/> ACTION BUDGET: \$
<p>Evaluate all aspects of the school improvement plan annually to determine strengths, weaknesses, and overall effectiveness of the plan. Action Type: Program Evaluation</p>	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$
<p>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</p>	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Public Library 	<hr/> ACTION BUDGET: \$
<p>The school holds an open house/orientation for all students and parents to ease the transition between grade levels.</p>	Thomas Garner, Principa	Start: 07/01/2012 End: 06/30/2013		<hr/> ACTION BUDGET: \$
				<hr/>

Will add Learning Community Management System for parental involvement of their child's academic progress. Action Type: Parental Engagement	Thomas Garner	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
Total Budget:				\$1750

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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013		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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$

Action Type: Professional Development Action Type: Program Evaluation				
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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013		————— ACTION BUDGET: \$
ALE funds will be used to purchase instructional materials (i.e. ink and toner), supplies, and equipment to support the ALE. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013		————— 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 Action Type: Technology Inclusion	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013		————— ACTION BUDGET: \$
Evaluation 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	ALE Director	Start: 07/01/2012 End: 06/30/2013		————— 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	ALE Director	Start: 07/01/2012 End: 06/30/2013		————— ACTION BUDGET: \$

Action Type: Equity				
Action Type: Parental Engagement				
Action Type: Program Evaluation				
Total Budget:				\$0

Priority 3:

1. 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. Action Type: Collaboration Action Type: Wellness	Roy Daniels	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
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	Thomas Garner, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

to staff to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness				
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	Start: 07/01/2012 End: 06/30/2013	<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	Start: 07/01/2012 End: 06/30/2013	<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	Start: 07/01/2012 End: 06/30/2013	<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:

1. 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 and Geometry exams for the 2010-11 school year will meet or exceed 73.5%. Currently, the percentages for each population is: Combined-40%; African-American-28.9%; Hispanic-100%; Caucasian-59.5%; Economically Disadvantaged-33%; LEP-100%, Students with Disabilities-45.8%. The 2010-11 Grade 8 goal is 73.4% proficient in Math. The 2010-11 Grades 9-12 goal is 73.5% proficient in Math.
Benchmark	Math scores for the past three years reflect the following disparities between the subpopulations. In 2008, the percentages for each population were: African-American-17.6, Hispanic-0, Caucasian-29.2, Economically Disadvantaged-21.1, Limited English Proficient-0, and Students with Disabilities-0. These percentages reflect an achievement gap of 11.6% between Caucasian and African-American students; 8.1% between Caucasian and Economically Disadvantaged students; 29.2% between Caucasian students and Hispanic students, Limited English Proficient students & Students with Disabilities; 3.5% between Economically Disadvantaged and African-American students, 21.1% between Economically Disadvantaged students and Hispanic students, Limited English Proficient students & Students with Disabilities; and a gap of 17.6% between African-American students and Hispanic students, Limited English Proficient students & Students with Disabilities. In 2009, the percentages for each population were: African-American-42.6, Hispanic-100, Caucasian-60, Economically Disadvantaged-48.4, Limited English Proficient-100, and Students with Disabilities-61.5. These percentages indicate an achievement gap of 57.5% between Hispanic students and African-American students; 40% between Hispanic and Caucasian; 51.6% between Hispanic and Economically Disadvantaged students; 38.5% between Hispanic and Students with Disabilities; 17.4% between Caucasian and African-American students; 11.6% between Caucasian and Economically Disadvantaged students; 1.5% between Students with Disabilities and Caucasian students; 18.9% between Students with Disabilities and African-American students; 13.1% between Students with Disabilities and Economically Disadvantaged students; and 5.8% between Economically Disadvantaged and African-American students. In 2010, the percentages for each population were: African-American-28.9, Hispanic-100, Caucasian-59.5, Economically Disadvantaged-33, Limited English Proficient-100, and Students with Disabilities-45.8. These percentages reveal an achievement gap of 71.1% between Hispanic and African-American students; 40.5% between Hispanic and Caucasian students; 67% between Hispanic and Economically Disadvantaged students; 54.2% between Hispanic and Students with Disabilities; 30.6% between Caucasian and African-American students; 26.5% between Caucasian and Economically Disadvantaged students; 13.7% between Caucasian and Students with Disabilities; and 4.1% between Economically Disadvantaged students and African-American students.

Intervention: Augusta High School will use Measures of Academic Progress (MAP) data 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
Measures of Academic Progress (MAP) assessments will be given to all Math students and data collected to identify strengths and weaknesses for each student.	Ethan Weeks, Master Teacher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Math teachers will use Map 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.	Ethan Weeks, Master Teacher, Math Teachers	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
MAP assessments will be given periodically to measure academic growth.	Ethan Weeks, Master Teacher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Make use of NSLA funds to exceed minimum number of teachers needed and provide enrichment activities to various classes. One teacher will be employed at a .7809 fte. This teacher will use the RTI model for student interventions. (stone) Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Thomas Garner	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Employee Benefits: \$9978.83 NSLA (State-281) - Employee Salaries: \$35638.67 ACTION BUDGET: \$45617.5
The district will provide one tutor at 1.0 fte to present intervention strategies to students throughout the school who are not making AMO. (white) Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Thomas Garner	Start: 07/01/2012 End: 06/30/2013		NSLA (State-281) - Employee Benefits: \$6113.52 NSLA (State-281) - Employee Salaries: \$21834.00 ACTION BUDGET: \$27947.52
Total Budget:				\$73565.02

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.	Ethan Weeks, Master Teacher, Math Teachers	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Scientific-Based Research publications will be made available for all teachers to check out and use.	Sandi Jones, Librarian	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
JBHM will be hired as a consultant group to provide assistance in improving student achievement. Action Type: Collaboration	Lori Lombardi	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	Title I - Purchased Services: \$60000.38 ACTION BUDGET: \$60000.38
Total Budget:				\$60000.38

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 exams for the 2010-11 school year will meet or exceed 73.8% AYP. The 2010-11 AYP goal for grade 8 is 75.7% in Literacy and grades 9-12 is 75.8%. Currently, the percentage proficient for the Combined population is 36, African-American population is 16, Hispanic population is 0, Caucasian population is 20, Economically Disadvantaged population is 30, Limited English Proficient population is 0, and Students with Disabilities is 1.

Benchmark Literacy scores for the past three years reflect the following disparities between the subpopulations. In 2008, the percentages for Literacy proficiency were: African-American-9.1, Hispanic-NA, Caucasian-50, Economically Disadvantaged-21.9, Limited English Proficient-NA, Students with Disabilities-0. These percentages indicate an achievement gap of 40.9% between Caucasian and African-American students; 28.1% between Caucasian and the Economically Disadvantaged students; 50% between Caucasian students and Students with Disabilities; 12.8% between Economically Disadvantaged students and African-American students, 21.9 between Economically Disadvantaged students and Students with Disabilities; and 9.1% between African-American students and Students with Disabilities. In 2009, the percentages for Literacy proficiency were: African-American-9.1, Hispanic-0, Caucasian-30.8, Economically Disadvantaged-16.7, Limited English Proficient-0, and Students with Disabilities-0. These percentages indicate an achievement gap of 21.7% between Caucasian and African-American students; 14.1% between Caucasian and Economically Disadvantaged students; 30.8% between Caucasian students and Hispanic, Limited English Proficient, and Students with Disabilities; 7.6% between Economically

Disadvantaged students and African-American students; 16.7% between Economically Disadvantaged and Hispanic, Limited English Proficient, and Students with Disabilities; and 9.1% between African-American students and Hispanic, Limited English Proficient, and Students with Disabilities; 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.

Intervention: Augusta High School will use the Measures of Academic Progress (MAP) data 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
Measures of Academic Progress (MAP) assessments will be given to all English students and data collected to identify strengths and weaknesses for each student.	Ethan Weeks, Master Teacher	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Literacy teachers will identify each student's areas of weakness and will develop lessons to address individual needs. MAP data and Benchmark scores will be used to determine areas of need.	Ethan Weeks, Master Teacher; Literacy Teachers	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
MAP assessments will be given periodically to measure academic growth.	Ethan Weeks, Master Teacher	Start: 07/01/2012 End: 06/30/2013		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.	Ethan Weeks, Master Teacher; Literacy Teachers	Start: 07/01/2012 End: 06/30/2013		_____
				ACTION BUDGET: \$
Scientific-Based Research publications will be made available for all teachers to check out and use.	Sandi Jones, Librarian	Start: 07/01/2012 End: 06/30/2013		_____
				ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data:

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

Benchmark To meet ESEA benchmarks and to improve instruction.

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 Action Type: ADE Scholastic Audit	Thomas Garner	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Outside Consultants • Public Library • School Library • Teachers • Title Teachers 	_____
Augusta High school will use an interim assessment every 4 1/2 weeks using TLI data to track progress towards reaching AMO.	Thomas Garner	Start: 07/01/2012 End: 06/30/2013		_____
				Title I - Purchased \$4333.33 Services: ACTION BUDGET: \$4333.33
Total Budget:				\$31333.33

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	Thomas Garner	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Teachers 	ACTION BUDGET: \$
The high school leadership team will work on assessing the Indistar indicators twice a month.	Thomas Garner	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Outside consultant JBHM will be hired to provided additional support based our needs assessment indicating leadership as an area of need.	Scott Jones, Superintendent	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Jackie Powell	Classroom Teacher	Drug/ Safe School
Classroom Teacher	Jessica Stone	English	Literacy
Classroom Teacher	Leslie Norton	Science	Data/Research
Classroom Teacher	Paula Jackson	Health/PE teacher	Drug/Safe School
Classroom Teacher	Phillip Hambrick	Classroom Teacher	Literacy
Classroom Teacher	Richard Greer	Math Instructor	Math
Non-Classroom Professional Staff	Roy Daniels	Special Education	Data/Research, Grant Planning Committee
Non-Classroom Professional Staff	Sandra Jones	Librarian	Data/Research
Non-Classroom Professional Staff	Sonny Shields	High School Counselor	Data Research
Parent	Bobby Brown	Augusta Housing Authority	Parent
Parent	Debi Martin	Parent	Title I
Parent	Tammie Watkins	Parent	Parent
Principal	Thomas Garner	Principal	All Committees

