

Schools of Innovation Application 2017-2018

School Name: Augusta High School

LEA# 7401003

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Section 1 : Narrative description of the Innovation plans

Innovation narrative should include

- A brief description of the school demographics & learning data trends
- Rationale which answers why you want a school of innovation and what specific student needs it will meet
- A brief description for the proposed innovation and how it will work to impact student learning

Augusta High School, located in Woodruff County, is the consolidation of Augusta and Cotton Plant High Schools. Both towns, Augusta and Cotton Plant, are small, rural, agricultural towns located in one of the poorest areas of Delta Arkansas. Buses transport the students from Cotton Plant to Augusta for a roundtrip commute of approximately 54 miles. Augusta High School is 100% free and reduced lunch, 100% low poverty, and many students come from single-parent/single-guardian homes and could be classified as homeless. AHS students fall behind academically and become disengaged in the learning process due to academic skill gaps and social challenges. 2017 scores reflect an increase in academic growth but the traditional academic settings do not meet the challenges faced by students due to financial, personal, social/emotional as well as educational needs.

Augusta High School will use various models to design their plan of innovation. If given approval as a School of Innovation, Augusta High School will change the systems currently in place to create a student-focused culture based on individualized educational and career planning for all students. With the assistance of counselors, academic classroom teachers, and teacher-mentors, students will have a voice in their personalized educational plans. Students will be involved in decision-making and instruction will focus on skills and practices that enable independent problem-solving. The relevancy of instruction to students' educational and career goals will close the achievement gap. The competency-based model of learning will allow students who need more assistance to receive the assistance needed and will allow the students who are more advanced to continue working at their pace without interruption plus control their pace of learning. This plan will provide our students with a choice of a traditional class schedule, flex class schedule, accelerated digital mastery learning, virtual and/or concurrent credit for students in 9th-12 grades. Offering alternative flexible academic delivery systems that can work within students' schedules will encourage increased student participation and enhance the potential for increased graduation rate. Augusta High School plans to allow all students opportunities to explore new avenues for college and career readiness through high school credit courses, certifications acquired during high school in college and technical classes, non-credit opportunities or classes such as actual job employment, job shadowing, service learning, or community projects. A School of Innovation is needed to allow us to individualize student learning and improve instruction for all students by bringing more career readiness opportunities to our students.

Section 2: General Questions

Special Conditions (Check all that apply.) (NOTE: This language may change under ESSA)

- Facilities Distress
- Rewards School for Growth
- Rewards School for Performance

Link to your School Improvement Plan:

Augusta High School is currently classified as a Priority School.

School Rating

- A
- B
- X C
- D
- F

Is this a new LEA?

- Yes
- X No

If Yes, Please Explain

Supports and service organizations assisting your school.

 x Arkansas Department of Education (ADE)

 x Arkansas Public Resource Center (APSRC)

 x Education Renewal Zone (ERZ)

 Other -Please list below:

Exploring and Learning Phase 1: The work in this section is suggested before completing the School of Innovation Plan and Goals in the application.

Exploring and Learning Phase 1 Work Sept. 2017-Jan 2018	
<p>September 26-27 September 27, 2017 4:00-5:00</p> <p>October 3, 2017 October 11, 2017</p>	<ul style="list-style-type: none"> ● Fall Innovation Summit in September ● Information session for prospective SOI schools on second day of summit ● Deadline to Submit Intent to Apply ● Attend SOI Application Meeting

Exploring and Learning Phase 1 Capacity Building up to Submission of Application on February 5, 2018 Complete the following chart that details the professional development plan.

Professional Development Plan Part 1— Exploring and Learning Phase 1 learning up to submission of application

Date	Describe Activity	Number of participants	Roles in School
Sept 26-27, 2017	Innovation for Education Summit	5	2 administrators 3 teachers
October 11, 2017	SOI assistance in Plummerville	5	2 administrators 3 teachers
November 16, 2017	SOI assistance in Plummerville	5	3 teachers 3 administrators
December 6, 2017	SOI assistance at Crowley's Ridge Co-Op	2	2 administrators

Section 4: The School's Vision and Mission



The school's **Vision and Mission** will align to the innovative work. Please indicate if your vision and mission are:

_____ new ___x___ revisited _____reworded ___completely revised

If you completed any of the steps above, briefly explain your process and the stakeholders involved

Augusta High School previously submitted a SOI during SY 2016-2017. The Vision and Mission of AHS was revisited during this new process.

The school's **Vision** statement

Vision Statement: Augusta School District will become a high achieving school through quality competency-based instruction, positive partnerships between teachers and students, increased parental involvement, and increased community/stakeholder involvement.

The school's **Mission** statement

Augusta High School is committed to providing all students with an education that meets their individual needs and goals. For our students to be productive citizens, instruction will be student-centered with emphasis on problem-solving. Academic skills, soft skills, social skills, and career planning will be major components of instruction. We achieve this through student centered instruction using personalized education plans and rigorous real-world challenges.

Section 5: Goals and Anticipated Outcomes

Identify the school of innovation goals and performance targets.

These may include, but are not limited to, the following goals outlined in [AR Code § 6-15-2803 \(2016\)](#)

(Example of Goal Writing Worksheet at end of Application Form)

Note: Limit the response to no more than five (5) goals.

Goal 1	Augusta School District will increase opportunities for Career and College Readiness for all students.
Goal 2	Augusta School District will create a culture and climate of high expectations for all students.
Goal 3	All students at Augusta School District will show growth in all core content classes.

Section 6: Goal Timeline

Please connect the SOI goals to the innovation, rationale, and timeline for implementation. Note: limit the response to no more than five (5) goals.

Goal	Innovation	Rationale	Timeline
Goal 1:	Augusta School District will increase opportunities for Career and College Readiness for ALL students.	Less than 25% of the 2017 graduating seniors are enrolled in post-secondary educational programs and 90% of these students have had to complete some form of remediation classes during their freshmen year at college. Students who enroll in post-secondary education are students who come from homes where	Beginning Spring 2017 and ongoing with review.

		education is a priority and from homes where their parents attended post-secondary schools. Students who are fortunate to enter the workforce enter at minimum-wage salary level but unemployment is high among recent graduates due to lack of work available, lack of necessary job skills, and a means of transportation to get to the job site.	
Goal 2:	Augusta School District will create a culture and climate of high expectations for all students.	In 2016, the Augusta District Leadership Team and the ADE School Improvement Unit conducted a comprehensive needs assessment. Recommendations given from School Improvement Unit were to focus on culture/ climate and alignment of curriculum. The 2016-2017 school year was centered around focusing on creating a culture and climate of high expectations at Augusta High School. Teacher-Mentors were assigned and they have played a significant role in changes in culture and climate.	Beginning fall 2016 and ongoing with review.
Goal 3:	All students at Augusta School District will show academic growth in all core content classes.	During the 2016-2017 school year, AHS lacked an aligned curriculum. At the beginning of the 2017-2018 school year, K-12 math and literacy programs were aligned. With aligned math/reading programs and embedded professional development to support the curriculum, AHS staff will be equipped with skills needed to	Beginning Spring 2018 and ongoing with review.

		<p>support educational needs of all students.</p> <p>Teachers will use data to support RTI for all students. RTI will be provided during school hours and in afterschool programs.</p> <p>With an aligned curriculum, students will have a better opportunity to achieve academic success which will allow students to take ownership of their learning and have a voice in their career plans.</p> <p>Teacher-Mentors will work with students to create their personalized goals.</p>	
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Section 7: SOI Innovation Plan Proposed Actions

Describe the school of innovation plan. The action plan must include details such as curriculum to be used, changes to schedules, and changes to courses.

Complete the following ACTION Plan Timeline

Date From-To	Goal #	Action	Expected Outcome	Materials & Resources Needed
Spring 2018 - onward	1	Provide students with information on new college and career courses added to 2018-2019 registration form.	Increase in number of students enrolled in college and career classes.	Informational meetings/CAP meetings on career classes for students and parents
Spring 2018 - onward	2	During mentoring time, use Peak University and virtual field trips to introduce students to career opportunities available through career and college classes.	<p>Students become interested in career planning and take ownership of their academic class schedules and goals.</p> <p>Students will connect the importance of</p>	<p>Peak University curriculum;</p> <p>Mentor Time;</p> <p>Virtual field trips;</p> <p>College/technical school visits;</p> <p>Speakers</p>

		Students will attend Honors Assembly for Class of 2018	high expectations to local and state scholarships.	
Fall 2018 - onward	3	Students will review transcripts to determine strengths and weaknesses of educational plan based on career choices. Students will review their personal performance data to set goal for academic growth in all core content classes.	Mentors teachers, counselor, and career coach will work closely with students to plan the fall class schedule based on each student's individual career focus and to establish a climate of high expectations.	Individual student transcripts; Individual assessment reports

In the following table, list the Waiver information needed:

- Each law, rule and standard by title, number and description for which a waiver is requested
- A rationale for each waiver requested
- An explanation of the way that each waiver would assist in implementing the educational program of the school of innovation

The linked chart may assist: [Commonly Granted Waivers](#)

Waiver sought	Rationale	Explanation
ADE Rules Governing Teacher Licensure: Standards of Accreditation: 15.03; Teacher Licensure Arkansas Code Annotated: 6-15-1004; 6-17-309; 6-17-919; 6-17-401; 6-17-902; 6-17-908;	Declining enrollment is projected for the next four years at Augusta High School. Due to low enrollment (148 students) currently enrolled at Augusta High School and in order to fulfill the requirements of Standards for Accreditation, Augusta High School has to become innovative to prepare students to be both college and career ready. ASD has to hire teachers who are multi-certified. Teachers have as many as four different class preparations daily. When multi-certified teachers cannot be hired, teachers are asked to complete an Alternative Licensure	Meeting requirements of Standards for Accreditation places a financial burden on small schools. Teachers hired need to be multi-certified or agree to seek further education to be allowed to teach additional content classes. It is difficult to find and retain qualified teachers in many subject areas. Hiring teachers with non-traditional programs of study and licensure will allow us to offer a wider range of courses to our students

	<p>Plan or students are enrolled in digital classes.</p> <p>Teachers in the Augusta School District currently receive the minimal teacher salary requirements. With projected teacher shortages, Augusta High School cannot compete with schools who pay higher than minimal teacher salaries. An ALP (Alternative Licensure Plan) creates a financial burden for teachers, digital classes create financial burdens for the school, and digital classes are not conducive to learning for students. Students who are struggling learners benefit more from teacher interaction rather than digital classes. To prevent using online classes for required courses but only offered one to two periods a day, Augusta High School would like the flexibility to allow a certified teacher on staff to teach the required course.</p> <p>The Augusta School District request waivers which will allow core teachers to teach core and non-core classes without additional licensure requirements or completion of ALP.</p> <p>The Augusta School District request a waiver that will allow four-year degreed individuals or a two-year degreed (whose license is the equivalent of a four-year degreed individual such as a RN) who does not possess teaching licensure to be employed as teachers and blended learning facilitators in core, non-core, and career-ready classes on a limited basis. Many of these two-year/four-year degreed individuals have strong backgrounds in the areas of science and math. This request is driven by the difficulty of obtaining licensed teachers in certain trade, vocational career, core, and noncore offerings. This waiver will allow AHS to offer technical courses that would not otherwise be available for low-income/poverty students in a traditional public school setting. The</p>	<p>This waiver will allow the Augusta School District the flexibility to identify those individuals best suited to facilitate and educate the educational programs. The Augusta School District will put the best teacher available in classes with our students.</p> <p>This waiver is needed for Goals 1, 2, and 3.</p>
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	<p>educator will meet requirements such as completion of criminal background check, Child Maltreatment registry, and required professional development required by the Augusta School District.</p> <p>Currently, Augusta High School offers three (3) approved career clusters through ADE Career and Technical Education program and plan to add additional career focus paths. Completing a pathway in these career fields opens real doors of opportunities in the job market. Beginning Fall 2017, Augusta High School was approved for the JAG (Jobs for Arkansas Graduates) Program and AHS recently submitted a program approval for Health Sciences with hopes of being approved for Fall 2018. Partnerships have been formed with opportunities in the job market. Some of the participating partners are ArCare; Augusta Police Department, Woodruff County Sheriff Department, Arkansas State Police, and Arkansas Game and Fish Commission; Arkansas State University at Newport; Augusta School District; Land of Frost; Bryce Corporation; Sloan Industry; Riverwind Bank plus several other businesses and professionals.</p> <p>The Augusta School District requests a waiver that will allow a Native-speaking paraprofessional who is currently employed by the district the opportunity to teach Spanish classes. The ultimate goal will be to offer Spanish for high school credit in the 7th and 8th grades. During the first year of SOI, virtual classes may be used with the Native-speaking paraprofessional as the facilitator.</p> <p>The Augusta School District also request a waiver to allow</p>	
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	<p>non-licensed individuals to teach keyboarding, which will allow an additional Information Technology Career Focus Path class to be added in grades 9-12 and taught by a certified teacher. Augusta is a 1:1 school, every student in grades K-12 will have access to technology. Keyboarding, through the use of digital classes and facilitated by paraprofessionals will be implemented in grades 4-12.</p>	
<p>Planned Instructional Time Arkansas Code Annotated: 6-16-102, 6-18-211, and 6-18-213 (a) (2) Standards for Accreditation 10.01.4 ADE Rules Governing Mandatory Attendance Requirements for Students in Grades 9-12</p>	<p>Augusta High School is grades 7-12. 100% of our students are low poverty and face many situations that are beyond their control. AHS will be using flex, blended, and online courses to create opportunities for all students. Implementing this new scheduling could also allow extended learning time for core classes and recovery of lost credit. With flex scheduling, students in grades 7 and 8 can stay on track to graduate. This is a means to decrease the number of high school drop-outs who have had to quit school to enter the workforce due to financial hardships. The applicant is not asking for a waiver of graduation requirements but only the waiver of the 30 hour week requirement for students in grades 7-12. In order to support our efforts to personalize student learning and increase student achievement, students will be dismissed from school at 1 p.m. once a month for the purpose of teachers and staff collaborating academically and to work on student's personalized educational plans.</p>	<p>Flex, blended learning, and on-line classes could allow students to be engaged in learning at night and weekends and to decrease the number of high school drop-outs who have had to quit school to enter the workforce due to financial hardships. This attendance waiver will also allow for flexible learning pathways that provide for the needs of students who cannot attend school due to situational financial, personal, and/or interpersonal limitations. Connection to the school day will be adhered to with parent/teacher contact monthly, required attendance/participation for immediate interventions, grade monitoring and student action program meetings, and attendance documentation.</p> <p>This waiver is needed for Goals 1, 2, and 3.</p>
<p>Planned Instructional Time, ADE Rules: Section 14.03 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts</p>	<p>This waiver request is in relation to 'seat time' not graduation requirements. All applicable course frameworks and standards will be fully adhered to and taught. The independent learning time is dependent on the student maintaining his grades at an</p>	<p>Granting of this waiver will allow Flex Mod schedules to use larger blocks of time to provide students support in areas needed, close the achievement gap, receive credit recovery, and guarantee more student success in</p>

	<p>acceptable level. Opportunities for digital course delivery or virtual classes designed for self-paced learning could find students mastering course content in less than 120 clock hours. If mastery is determined, students would advance on to the next course in relation to 'seat time' not graduation requirements.</p>	<p>personalized educational plans. Embedded PLCs will be in place for collaboration around student data and progress.</p> <p>Mentoring will be implemented with daily student-mentor interactions and ongoing parent support.</p> <p>This waiver is needed for Goals 1, 2, and 3.</p>
<p>Governing Standards of Accreditation of Arkansas Public Schools and School Districts Class Size and Teaching Load Standards of Accreditation Standard 10.02.5 Arkansas Code Annotated 6-17-812 Compensation for teaching more than the maximum number of students</p>	<p>Use of a flex schedule could result in a teacher having more than 30 students in a digital blended class. Students following a flex schedule will be allowed to find a comfortable class in which to work and get support. Augusta High School has experienced declining enrollment over several years keeping new class offerings at a minimum. Sometimes two classes are needed only because there are 31-33 students in a class. Waiving this student limit would allow another class to be offered by the teacher but would have no adverse effect on digital instruction since the students will follow their own pace. A flex schedule would allow teachers to implement more differentiated RTI strategies, enrichment opportunities, and project based learning. Enrollment of home school students could result in a class over 30 students.</p>	<p>A flex schedule will best serve the differentiated needs of our students and use teachers in the most efficient manner. The waiver from maximum class size requirements will be necessary for teachers and students to choose when and where to participate in the learning process.</p> <p>The teacher will not have more than 175 students per day.</p> <p>This waiver is needed for Goals 1, 2, and 3.</p>
<p>Library Media Specialist Arkansas Code Annotated: 6-25-103 Library Media Services Program defined; 6-25-104 Library Media Specialist Qualification ADE Rules 16.02.3 Library Media Specialist Requirements</p>	<p>With the enrollment numbers at Augusta School District, the media specialist is .5 high school and .5 elementary. To maximize the position of media specialist for the purpose of serving the needs of our students by assisting teachers with research and digital classes, Augusta High School would like the media specialist to become a "Digital Learning Facilitator". The digital learning facilitator will schedule digital meetings, virtual</p>	<p>The responsibilities of media specialist and digital learning facilitator overlap but more flexibility is needed within the position of media specialist.</p> <p>This waiver is needed for Goals 1, 2, and 3.</p>

	field trips, and assist in implementation of blended learning when needed. In order to use the skills of the library/media specialist to the maximum potential to serve the needs of our students, this position would be refined also to include its use as a flex-pod and the library/media specialist as a flex-pod supervisor. Most tasks will be completed within the setting of the library which means students will not be neglected library time and will continue to check out books and other resources.	
ADE Rules Governing Educator Licensure Grading Scale 6-15-902	Technical career training offerings may require a non traditional grading scale, such as 'Pass or Fail'. The waiver request is for non-core courses that lend themselves to alternative descriptions of 'mastery'	The grading scale of the community college affiliate will be used in terms of grading in these courses. This waiver is needed for Goals 1, 2, and 3.

Section 9: Council of Innovation

The Council of Innovation is composed of teachers, classified employees, the building principal or designee, parents, community members, students, and minority membership in schools with at least a 10% minority student population. The council shall generate innovative ideas and proposals of its own and from other stakeholders to determine the content of the plan that will be voted on by the school employees.

Council of Innovation

Minority populations that comprise over 10% of school population (List all minorities that are over 10%) _Richard Greer, Maria Hinojosa, Allen Brown, Tia Tripp, Zackavion Brown, Jharysse Neal, B. Brown, Willie White, Roy Daniels

(Minority representation on council is required for each 10% minority)

Name of council member	Representative group	Minority Yes/no	Council Position	Date elected
Jay Murphree	Administrator	N	Member	8/10/2017
Debra Neal	Parent	Y	Member	3/10/2017
Robert Beard	Community	N	Member	3/10/2017

Brenda Key	Community	N	Member	3/10/2017
Jackie Powell	Community	Y	Member	3/10/2017
April Grisham	Parent	N	Member	3/10/2017
Haley Hedden	Teacher	N	Member	8/10/2017
Matt House	Teacher	N	Member	8/10/2017
Michael Allen	Teacher	N	Member	8/10/2017
Gloria Woods	Teacher	Y	Member	1/10/2018
Richard Greer	ELEM Administrator	Y	Member	3/10/2017
Maria Hinsonjosa	Parent	Y	Member	3/10/2017
Allen Brown	Parent	Y	Member	1/10/2018
Shandon Nichols	Community	N	Member	3/10/2017
Debi Moore	Classified Staff	N	Member	3/10/2017
Victoria Valentine	Student	N	Member	1/10/2018
Tia Tripp	Student	Y	Member	1/10/2018
Zakavion Brown	Student	Y	Member	1/10/2018

Cierra Valentine	Student	N	Member	1/10/2018
Hayden Flowers	Student	N	Member	1/10/2018
Rickey Hammons	Student	N	Member	1/10/2018
Jharysse Neal	Student	Y	Member	1/10/2018
Carrie Tayler	Classified Staff	Y	Member	3/10/2017
B. Brown	Community	Y	Member	3/10/2017
Willie White	Community	Y	Member	3/10/2017
Ricky Pilcher	School-Community Liasion	N	Member	3/10/2017
Roy Daniels	Athletic Director	Y	Member	3/10/2017
Janice Beard	Community	N	Member	1/10/2018

Section 10: Shared Leadership

Shared Leadership

Complete the following chart to document collaborative opportunities for shared leadership with all stakeholders including staff, parents, and community members about the School of Innovation.

Include all meetings pertaining to the School of Innovation. Include meetings that occurred before Council of Innovation was formed. Include Council of Innovation meetings.

Meeting date	Meeting Purpose	Focus Audience	Number of Attendants	Meeting Outcome/Planned next steps
10/10/2017	Introduce components of SOI to teachers	Faculty, Administration	21	Teachers will visit SOI website to find more information about Schools of Innovation; AES talked about the progress of their SOI.
10/20/2017	Informational meeting High School Faculty and Staff	Faculty, Administration	40	Information and training
11/1/2017	Early Release Day – SOI Planning	Faculty, Administration	40	List of community members and students to be contacted
11/2/2017	SOI visit to Cross County	Teacher SOI Council	6	Observed SOI process at Cross County
11/16/2017	Early Release Day – SOI Planning	Faculty Administration	35	Make changes to last year's SOI plan; Revisit mission and vision
11/29/2017	Early Release Day – SOI Planning	Faculty Administration	37	SOI student representatives were elected to SOI council; Discussed waivers
12/13/2017	SOI visit to Pangburn	7 th /8 th grade teachers	5	Observe SOI process in middle school
1/24/2018	SOI Planning	Faculty/ Administration SOI Council Members	48	Discuss roles of community members, students, SOI teacher council, and high school staff

1/26/2018	PLC review of SOI waivers	Faculty/ Administration	28	Review waivers and determine if correct waivers were selected
1/31/2018	District Leadership Team Meeting	DLT	8	Review total plans for revision
2/1/2018	SOI Council Meeting	SOI Council	14	Discuss completed SOI with community, staff, students, and parents on council
2/1/2018	Vote on SOI plan and application	Faculty Administration	35	Vote passed 35-0 in favor of SOI
2/2/2018	Completed SOI Application	SOI Leadership	5	Completed SOI Application

Section 11: Election Results

School Name: Augusta High School

Election Result:

Faculty and staff of the school must vote on the innovation plan presented by the Council of Innovation. Sixty percent of the school employees must vote in favor for the application to be submitted to the ADE. Provide the election result below:

Number of Licensed and Classified Staff 35

Number of Staff who voted 35

Number of Staff who voted for the Proposed Plan 35

Number of Staff who voted against the proposed plan 0

Percentage of staff voting in favor of the proposed plan of innovation 100

Section 12: Professional Development Scope

School Name: Augusta High School

Professional Development Plan

The purpose of the proposed professional development planning is to ensure staff have the capacity for the changes proposed by the innovation plan.

Complete the following chart that **details** the professional development plan.

Professional Development Plan —Implementation of SOI plan during Building Phase

Date	Audience for PD	Purpose of PD	Alignment to innovation plan/goals
Spring 2018	Classroom Teachers	Formulate plans for class scheduling	Allow the SOI plan to drive the scheduling of classes
Spring 2018	Classroom Teachers and students	Visit more SOI schools	Learn daily processes for implementation of SOI to be more effective
Spring 2018	Classroom Teachers	PLC time for RTI and Leadership training	To be more effective in facilitation of the SOI plan
Spring 2018	Teacher-mentors	SOI training to be able to explain SOI at Parent/Teacher conferences	Involve parents and other stakeholders in order to remain informed of SOI effectiveness
Spring 2018	Teachers	Computer applications training	To facilitate blended and digital learning
Spring 2018	Teachers	Project-based learning training	To assist in helping students to become more self-reliant, and to facilitate learning
Spring 2018	Teachers	More staff development for STEM activities	To provide continuity from the elementary STEM program to help students become prepared for real-world career opportunities

Spring 2018	Classroom teachers	Classroom management training	To improve culture and climate to maximize learning
Spring 2018	Classroom teachers	Poverty training and seminars	To raise awareness of poverty as it relates to learning
Spring 2018	Classroom teachers	Engage NY training	To increase math scores
Spring 2018	Classroom teachers	Renaissance Learning Training	To increase literacy scores
Spring 2018	Classroom teachers, administration, counselor	Update course catalog	To include flex schedule course offerings
Spring 2018	Classroom teachers, teacher-mentors	Career Action Plan (CAP) training	To assist students in formulating a roadmap to careers and career success