

**Augusta Public Schools  
Policy for a  
Strategic Process of Prevention and Intervention for  
Underachieving Students**

Most high achieving schools go beyond asserting that their purpose is to help all children learn. The staff in the schools, commit themselves, as educational professionals, to build into all their planning whatever programs, procedures, strategies, or steps are needed to ensure that that students are successful. The school is able to do this because they believe that student failure is not inevitable and that by working together they can make students succeed.

In order to do this, an entire ladder of opportunities for struggling students ranging from identification to extra support to mandatory enrollment in remedial interventions must take place. The effect of this range of interventions is to make clear to all students that they may not fail. The message must be that at this school, the only choice is to learn and succeed.

The steps to helping the Augusta Public Schools reach this goal include prevention and intervention.

**Prevention:**

This tactic involves spotting struggling students early and intervening promptly, by building relationships, observing students work closely, identifying student strengths and building on them, making contact with students daily, and involving students in making decisions that affect them.

**Intervention:**

This strategy is characterized by a variety of programs and strategies applied both school-wide and in each classroom. These best practice approaches target ongoing issues that students have which prevent them from being successful.

**Elementary:**

- ❖ Incoming kindergartners and first graders identified as being un-prepared for elementary school assigned to social skills and readiness classes.
- ❖ Reading readiness (Reading Recovery, Title 1) and also one-on-one tutoring with school mentors.
- ❖ All identified students are monitored continuously, and the appropriateness of the interventions is frequently reassessed (PRIDE and SAT Teams).

**Secondary School:**

- ❖ Identification of students at risk and connection with a counselor or teacher advisor the day they enroll.
- ❖ Frequent progress reports and immediate action at the first sign of problems.
- ❖ A range of interventions, some voluntary and others mandatory, are enacted at the first sign that a student is falling behind.
- ❖ Continuous monitoring: frequent individual, classroom, and grade level assessments reveal specific areas of strength and weakness.

In order for all students to be successful in the Augusta Public Schools, it is necessary for each school to develop a pyramid of intervention. This policy should be publicized to all parents and students. These intervention strategies should provide several levels of remediation including mandatory remediation for those who fail in spite of intermediate intervention.

**City of Augusta  
Department of Public Schools**

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