



ACIP

Walter Wellborn High School
Calhoun County Board of Education

Mr. Chris Hayes
135 Pinson Road
Anniston, AL 36201

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Walter Wellborn High School (WWHS) is part of the Calhoun County School System and is located at 135 Pinson Road in Anniston, Alabama. The community is located just off of Highway 202 and is adjacent to downtown Anniston and Oxford. WWHS is the hub of the traditionally hard working, blue-collar community it serves. Recently, we have seen a pick-up of available work due to the growing industries in Calhoun County.

WWHS serves approximately 540 students in grades 7-12 and is expected to grow slightly or remain steady during the 2018-19 school year. The demographic data for our school is as follows: 78% White, 19% Black, and 3% Hispanic. Our school serves students through a variety of programs such as gifted education, special education, significant cognitive delays (Emerge C), autism (Emerge A), virtual education, and distance learning courses. Additionally, we receive federal funding through Title I due to our our percentage of students receiving free or reduced lunches - we are currently at 77.5% free and reduced.

Over the past three years, WWHS has undergone many changes both academically and physically. This year, we will boast an improvement in our graduation rate from 82% to 93%. We offer competitive academic programs through both advanced placement and dual enrollment courses. Our career technical offerings have grown to include EMT/Firefighting for eligible seniors. Additionally, all students benefit from the ability to attend either a morning career academy session or an afternoon session. This breaks down a barrier for students who want to participate in band, athletics, or take additional electives that would otherwise not be available to them during the same time period they are offered to other students. We also offer, for free, a number of other learning supports available through our Title I Funding: a full time reading interventionist, strategies based programs to assist struggling students (i.e., Read 180, Math 180, and System 44), daily research based enforcement of reading and math through IXL in grades 7 and 8, ACT preparation, and an after school tutoring program. Other services offered County-wide include our PASS program and the Excel Virtual Academy.

In addition to our academic offerings, changes have occurred to the physical plant of WWHS. In May of 2018, we completed construction and renovations to the education buildings (Main Building and Mitchell Building). The improvements included new bathrooms, LED lighting, fresh paint, new ceiling tiles, new windows, new brick and an elevator. Additionally, new HVAC systems were installed to the educational buildings and the Waldrep Sports Arena. Other improvements to our school grounds include new scoreboards for football, basketball, softball and baseball fields, a backstop and net for softball, batting cages for baseball and softball, a new band concession stand, and the construction of a softball locker room atop the concession stand. Furthermore, campus beautification continues to be at the forefront of themed units via art, agriscience, and through the work of our SGA (i.e., parking lot restriping, addition of flower beds, and maintenance of those beds).

BRIEF SCHOOL HISTORY

In the spring on 1939, at the request of the people and their principal, Mr. Fred Bryant, a State Survey Committee came to Mechanicsville to determine the possibility of building a high school in the area. At that time students completing the ninth grade had to be transported to Calhoun County High School at Oxford or pay tuition to attend Anniston High School. The final recommendation of the committee was that a high school be established to serve Mechanicsville, Eulaton, and Saks communities.

After the war ended in 1945, Anniston Ordinance Depot continued to operate and expand. The workers moved their families into this area
SY 2018-2019

causing Mechanicsville School to become overcrowded. Also during this period, Eulaton School was destroyed by fire.

Dr. C. Frank Newell, Superintendent, members of Calhoun County Board of Education, and the people of Eulaton and Mechanicsville communities made plans to rebuild Eulaton School as an elementary school or establish a high school to serve both communities. All students at Mechanicsville and Eulaton Schools were given the opportunity to submit a name for the new school under construction. Mr. Walter H. Wellborn's name was selected because he was a loyal, hardworking, long-time member of the Calhoun County Board of Education who was very much responsible for the building of the school.

Walter H. Wellborn High School opened its doors on August 30, 1954, to pupils in grades seven, eight, nine, and ten with Mr. O. A. Gardner as principal. The following year grade eleven was added, and in 1956 the twelfth grade was added. In May 1957 Walter H. Wellborn High School's first class was graduated.

Our school and community are fortunate to have Wellborn Elementary School located on campus adjacent to the high school campus. In addition to drawing students from this new elementary school, Wellborn also draws students from Bynum, Coldwater, and a few from Anniston.

Many buildings and facilities have been added to the original high school structure. At the beginning of the 1968-69 school year the new football stadium was added to accommodate the many supporters of our football team. In the 1975-76 year, a new girl's dressing room was completed and put into operation. The next year, a new press box was added to the football stadium and during the 1976-77 school year a complete baseball field was added to the school campus.

In 1988-90 a new band, choral and PE dressing rooms were added in addition to the new gym, which was completed in 1993. The Howell House for our TMR program was dedicated in May of 1998.

A recent annexation has removed the Bynum and Coldwater areas from the Wellborn School District resulting in a drop in enrollment. However, Walter Wellborn High School expects to remain competitive in all areas of the school curriculum regardless of enrollment. Walter Wellborn High School's students, faculty, and staff are committed to excellence.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Walter Wellborn High School's purpose is to prepare our students to be college and career ready. We provide all students with the opportunity to gain an education which is suited to their individual needs regardless of race, sex, or socioeconomic status.

Vision

Every Walter Wellborn High School graduate will be college and career ready.

Walter Wellborn High School Beliefs

- Students should be provided with the opportunity to gain an education that is suited to their individual needs.
- Students learn most effectively in a safe and healthy environment.
- Community resources, the school staff, student commitment, and the home contribute to the development of student learning.
- Students should be disciplined to attend school regularly, without tardiness, and be prepared to learn.
- Teachers have the responsibility to promote students' abilities to become rational thinkers, problem solvers, and assume responsibility for their actions.
- Teachers should be exemplary with concern for morality and ethics.
- Administrators should provide leadership, discipline, and academic guidance.
- The community should provide financial support and give positive reinforcement to the educational process.

Walter Wellborn High School's commitment to excellence is very simple and can be divided into four categories with descriptions of how our school embodies each one:

1. Cleanliness

- Interior - maintain two active custodians, daily inspections, cleaning regimen, and high standards of care
- Exterior - faculty, staff, and students assist with actively scanning for debris and trash and disposing of items found. Maintain an active landscape management, horticulture, and agri-science class to assist with landscape management and design around the campus

2. Safety and Security

- Maintain an active school resource officer during the school day and at extra-curricular events
- Regular drug dog inspections
- Proactive bullying/harassment policies and procedures
- Regular drills (fire, severe weather, intruder, etc.)
- Strengthening home-school connections
- Family Linc Program and Services
- Connected through Virtual Alabama
- Connection with local agencies and our director of safety and security through 800mgz radios

3. Academics

- Continuous Improvement
- Continuous improvement planning via ASSIST
- District accreditation process through AdvancED (Spring 2019)
- Diagnostics and Benchmarks via Scantron Instruments
- State and Federal Monitoring Process (Fall 2018)
- Curriculum
- Data Meetings and Gap Analysis
- College and Career Readiness Standards
- Career Technical offerings via the Calhoun County Career Academy and local school
- Project-based Learning
- ARI Strategic Teaching
- Advance Placement
- Kuder and Career Preparedness Program
- Learning Supports Initiative
- Professional Development, Support, and Retention
- EDUCATEAL/Educator Effectiveness
- LEAD
- Targeted Professional Development based on data from EDUCATEAL, LEAD, and EE
- Accountability
- Transcript and four-year plan audits
- Accountability portal and Cohort data
- Financial Audits
- Reports to stakeholders via school website
- Yearly attendance and discipline reports
- Office of Civil Rights report
- Alabama Ethics Commission Report
- ACCESS for ELLs

4. Extra-curricular activities

- Football
- Volleyball
- Cheerleading
- Girls' and Boys' Basketball
- Wrestling
- Baseball
- Softball
- Golf
- Track and Field
- Special Olympics
- Band
- Choir
- Art
- FFA

ACIP

Walter Wellborn High School

- FCCLA
- Student Government Association
- Scholars' Bowl
- Abundant Life (Christian Club)
- Drama
- Robotics
- FBLA
- News Team (Panther News Network)
- Music Club (Highlander Club)
- Math Team
- Key Club

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable achievements and areas of improvement in the last three years:

1. Graduation rate improvement to 93%
2. Schedule - Eight period day (offer 400 minutes of instructional time)
3. Athletic programs have improved across the board (last football playoff appearance in 2015 - 7 consecutive years, five years playoff appearances in softball since 2013, two playoff appearances in baseball over the past five years, State Tournament qualifying wrestlers five out of the last five years, State Tournament in track five out of the last five years, and volleyball playoff appearances three out of the last five years. .
4. Parent communication has improved with the use of a school website, INow Home Portal for student progress, Twitter, Facebook, Instagram, Blackboard and YouTube (News Team events).
5. Wi-Fi ports installed throughout campus (more than 70).
6. One-to-one Chromebooks
7. More than 20% of our student body participates in Career Academy or Co-op.
8. Won an A+ College Ready Grant in 2014-15 to assist in increasing the availability of college preparatory courses available at WWHS. Currently, on year four of the grant process.
9. 2018-2019 Official Alabama Bicentennial School - notable project to include work with the upcoming Freedom Riders National Park.

Goals for the next three years:

1. Increase technology professional development for teachers
2. Continue to move beyond the requirement for textbooks
3. Utilize project-based learning across the curriculum
4. Continue to focus on increasing CCRI for all students
5. Continue to increase the number of students attending Career Academy
6. Utilize the Kuder system to better plan for College and Career
7. Continue to offer college preparatory courses in AP and Dual Enrollment

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Current tools/methods are underway to ensure students will be college and career ready when they leave WWHS:

1. Kuder Assessment System
2. Global Scholar (benchmarking and formative assessment tools)
3. IXL
4. Career Technical programs available locally and at the Calhoun County Career Tech Center
5. Career Preparedness Course (taught in eighth and ninth grade)
6. Senior Project (portfolio required of Seniors containing college and career ready materials)
7. Mentoring Program
8. System 44 - research based reading intervention program purchased through Title I to assist students who test low in reading skills.
9. Credentialing (Business programs offer Microsoft Office Specialist (MOS) certifications)
10. Read 180 - research based reading intervention program purchased through Title I to assist students who test low in reading skills.
11. Math 180 - research based reading intervention program purchased through Title I to assist students who test low in math skills.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Faculty meetings, department meetings, Foundations meetings, Title I meetings, and continuous improvement meetings have been held to determine individual areas of strengths and weaknesses from the 2017-2018 data. Students, parents, teachers, and the school administration have a vital role in making the ACIP a success. Because this is a "working plan", parents and students will be surveyed regarding their level of satisfaction with the academic achievement and school culture. Results for any standardized academic assessments and/or parent/student surveys will be shared with the students, parents, faculty, and staff via our school's website and social media outlets. The school leadership team will meet to discuss and contribute ideas for strategies, professional development, school safety, and budget requirements. A rough draft will be compiled, and the faculty and staff will evaluate it and make suggestions for changes if needed. Revisions will be made (as needed), and the final draft will be submitted to the Calhoun County Board of Education for approval.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Mr. Christopher Hayes, Principal

Mrs. Dia Bean, Assistant Principal

Mr. Todd Ford, Guidance Counselor (7-9)

Ms. Shaa' Bolt, Guidance Counselor (10-12)

Ms. Erika Goodwin, Reading Interventionist

Miss Hunter McConathy, Social Studies and Title I Committee

Ms. Susan Maxwell, Science Department Head and Title I Committee

Ms. Amanda Tucker, Collaborative Education and Foundations Team

Miss Robin Woolsey, English and Foundations Team

Mrs. Sandy Schmick, Fine Arts and Title I Committee

Mr. Micah Junior, Science and SGA Sponsor

Mrs. Wanda King, Bookkeeper

Mr. Tyler Gable, Math and Foundations Team

Mrs. Donna Vingers, Library Media Specialist and Tech Coordinator

Miss Charissa Lambert, ELA Department Head and AP Coordinator

Mrs. Caroline Minton, Math and Title I Committee

Mrs. Beverly Butler, Collaborative and Title I Committee

Mrs. Dana Bentley, Parent

Mrs. Tracy Epps, Parent

Mrs. Mindi Amberson, Parent

Mr. Gage Connell, Student Council President

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be communicated to all stakeholders via Walter Wellborn High School's website and social media outlets. Updates will be provided as they occur and subject to approval of the Calhoun County Board of Education.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|--|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | Student Performance Data Document 2018 |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 1. | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined. | Level 3 |

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Reading in grades 7 and 8 as measured by the Fall administration of Scantron indicates black students are outperforming white students in this area.

Describe the area(s) that show a positive trend in performance.

Math in grades 7 and 8 is showing a positive trend in performance.

Which area(s) indicate the overall highest performance?

Grades 7 and 8 math indicate the overall highest performance.

In grade 10, the preACT indicates our students are performing better in the reading section.

In grade 11, the ACT indicates our students are performing better in science with reading being a close second.

In grade 12, the ACT Workkeys indicates our students are performing better in the area of work place documents with more students scoring either a 5, 6, or 7 in this area.

Which subgroup(s) show a trend toward increasing performance?

Black students show a trend toward increasing performance in grades 7 and 8.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between black and white students in the area of reading for grades 7 and 8.

Which of the above reported findings are consistent with findings from other data sources?

There is no consistency as we move up in grade level. Typically, black students are scoring lower than white students in the area of reading.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

11- ACT Math and ACT English (16.3/16.9) - Math is consistently low across all grade levels, and English is the easiest benchmark to attain at a score of 18. We feel our average score in English should be an 18 or higher.

10 - ACT English

9 - Scantron Reading at 42% below average

8 - Grade 8 Reading at 40% below average

7 - Grade 7 Reading at 37% below average

Describe the area(s) that show a negative trend in performance.

Our ACT shows a negative trend in performance across all areas. We typically see fluctuation in this data from class to class. A need for an ACT course and curricula would be helpful.

We would cite Grade 7 and 8 data as showing a trend, but our data is handled a little differently than in years past. Utilizing the Scantron Performance Assessment tools and benchmark data, we are finally able to see where students are at the beginning of the year and chart growth throughout the year to the year's end assessment and benchmark data. We expect to see growth across all areas this school year.

Which area(s) indicate the overall lowest performance?

ACT data indicates the area of overall lowest performance to be math.

Which subgroup(s) show a trend toward decreasing performance?

No trend can be noted with given data at this time.

Between which subgroups is the achievement gap becoming greater?

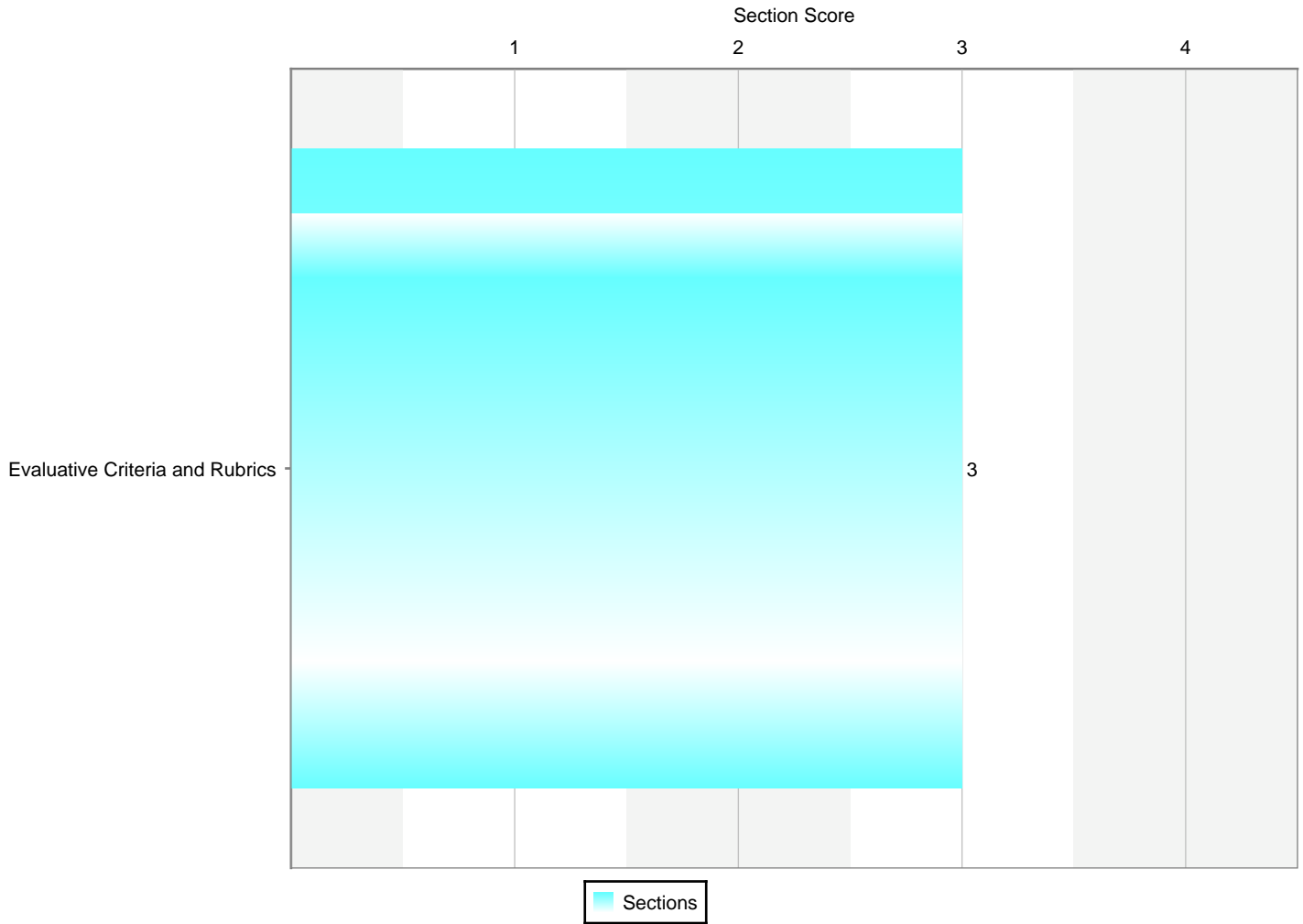
According to our data, all achievement gaps are closing among subgroups. A gap still exists between black and white students, but we are continuing to improve offerings to all students to support student learning.

Which of the above reported findings are consistent with findings from other data sources?

All data sources available and utilized by WWHS indicate consistency with the finding that math is our greatest area of weakness.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|---------------------------|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | | WWHS Leadership Team 2018 |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|----------------|----------------|
| 2. | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | EEOC statement | EEOC Statement |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|--|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Christopher M. Hayes Principal Walter Wellborn High School 135 Pinson Road Anniston, AL 36201 256-741-7601 | Signature - Christopher M. Hayes |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|-------------------------|
| 4. | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes | | Parent Involvement Plan |

ACIP

Walter Wellborn High School

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|----------------------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d)) and was jointly developed with parents of participating students. | Yes | | WWHS School-Parent Compact |

Plan for ACIP 2018-2019

Overview

Plan Name

Plan for ACIP 2018-2019

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | Maintain adequate progress in English Proficiency/ELL | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 2 | Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments. | Objectives: 2 Strategies: 2 Activities: 3 | Organizational | \$8000 |
| 3 | Provide a safe and collaborative culture. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 4 | Prepare and Support Teachers and Leaders to Graduate College-and-Career-Ready Students | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$78058 |
| 5 | Identify barriers to teaching and learning and align support systems to address barriers in an effort to promote healthy development for all students to improve student performance | Objectives: 2 Strategies: 2 Activities: 7 | Organizational | \$94200 |
| 6 | Maintain graduation rate at 90% or better. | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$0 |

Goal 1: Maintain adequate progress in English Proficiency/ELL

| Status | Progress Notes | Created On | Created By |
|--------|--|--------------------|-----------------------|
| N/A | See K. Sparks with details. Adequate progress was made in ELL. Training was held in August for high school teachers with regard to ELL. K. Sparks visited during the first two weeks of school and provided ELL training in a faculty meeting. | September 12, 2018 | Mr. Christopher Hayes |

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency on the ACCESS assessment in English Language Arts by 05/23/2019 as measured by data from the ACCESS Assessment.

Strategy 1:

ELL - Teachers will participate in ongoing discussion groups, attend SAMUEL meetings, and collaborate with other ELL teachers in order to support the ELL population.

Category: Develop/Implement Learning Supports

| Activity - Departmental Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Departmental meetings will be necessary for staff development and collaboration. | Professional Learning | 08/07/2017 | 05/23/2019 | \$0 | No Funding Required | ELL Staff |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------|-------------------|-----------------------|
| In Progress | | February 07, 2014 | Mr. Christopher Hayes |

| Activity - SDAIE strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Utilized to further the progress of ELL students. Strategies utilized throughout the year. | Academic Support Program | 08/07/2017 | 05/23/2019 | \$0 | No Funding Required | All |

ACIP

Walter Wellborn High School

| Status | Progress Notes | Created On | Created By |
|-------------|---|-------------------|-----------------------|
| Completed | Training administered to faculty and staff by M. Collett. | February 07, 2014 | Mr. Christopher Hayes |
| In Progress | | February 07, 2014 | Mr. Christopher Hayes |

| Activity - WIDA | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Supports academic language development for students. Standards will be posted in each classroom. | Academic Support Program | 08/07/2017 | 05/23/2019 | \$0 | No Funding Required | All |

| Status | Progress Notes | Created On | Created By |
|-------------|----------------|-------------------|-----------------------|
| In Progress | | February 07, 2014 | Mr. Christopher Hayes |

Goal 2: Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments.

Measurable Objective 1:

collaborate to increase the number of students scoring proficient in Math by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

(shared) Strategy 1:

Professional Development for Teachers and Administrators - Providing professional development for teachers and administrators will help increase student engagement in classrooms, produce greater clarity relating to standards based instruction and feedback, improve overall results on State assessments, and produce better outcomes for our students as they advance their education.

Teachers will need access to professional learning suited to the students needs and the needs of the teacher as described in their PLP and school improvement plan.

The strategy will be monitored via Educator Effectiveness, Foundations Walkthroughs, Walkthroughs, Scantron, and ELEOT and standardized testing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

| Activity - Marzano Training - The New Art and Science of Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|--------------------|--|
| The New Art and Science of Teaching will introduce, train, and support teachers to use time-tested, teacher-approved, research-based strategies and the data to support them. | Recruitment and Retention, Policy and Process, Professional Learning, Direct Instruction, Academic Support Program | 10/02/2018 | 05/23/2019 | \$8000 | Title I Schoolwide | All content area teachers and administration |

(shared) Strategy 2:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|---|
| Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Tutoring, Direct Instruction, Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 | No Funding Required | All responsible teachers and administration |

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| Activity - IXL | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|--------------------|--|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Policy and Process, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |

Measurable Objective 2:

collaborate to increase the number of students scoring proficient in Reading by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

(shared) Strategy 1:

Professional Development for Teachers and Administrators - Providing professional development for teachers and administrators will help increase student engagement in classrooms, produce greater clarity relating to standards based instruction and feedback, improve overall results on State assessments, and produce better outcomes for our students as they advance their education.

Teachers will need access to professional learning suited to the students needs and the needs of the teacher as described in their PLP and school improvement plan.

The strategy will be monitored via Educator Effectiveness, Foundations Walkthroughs, Walkthroughs, Scantron, and ELEOT and standardized testing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

| Activity - Marzano Training - The New Art and Science of Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--|------------|------------|--------|--------------------|--|
| The New Art and Science of Teaching will introduce, train, and support teachers to use time-tested, teacher-approved, research-based strategies and the data to support them. | Recruitment and Retention, Policy and Process, Professional Learning, Direct Instruction, Academic Support Program | 10/02/2018 | 05/23/2019 | \$8000 | Title I Schoolwide | All content area teachers and administration |
|---|--|------------|------------|--------|--------------------|--|

(shared) Strategy 2:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|---|
| Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Tutoring, Direct Instruction, Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 | No Funding Required | All responsible teachers and administration |

| Activity - IXL | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|---|--|------------|------------|-----|--------------------|--|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Policy and Process, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |
|---|--|------------|------------|-----|--------------------|--|

Goal 3: Provide a safe and collaborative culture.

Measurable Objective 1:

collaborate to decrease student survey satisfaction by 2% for negative indicators with regard to climate and culture items "how do you feel when you complete your assignments at school", "things you do in class", and "how you feel at school", by 05/23/2019 as measured by student climate and culture survey data.

Strategy 1:

Special Education State Personnel Development Program - SPDG will assist the school in providing positive outcomes in our school climate and culture. Faculty and staff will receive training and professional development in CHAMPS and Foundations. This training will assist in creating a uniform language at the school and assist with providing expectations for common areas and classrooms. These research based programs will help to improve the overall climate and culture of the school.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Special Education State Personnel Development Grant Program, Discipline in the Secondary Classroom, and Foundations Books A-D.

| Activity - Foundations Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|--|---|-------------------|-------------------|------------|-------------------------|------------|
| <p>Foundations training will run through SPDG and the Calhoun County School System. The program will focus on improving climate and culture results within the local school by creating a culture of collaboration, consistency, and transparency.</p> | <p>Recruitment and Retention, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>District Funding</p> | <p>All</p> |
|--|---|-------------------|-------------------|------------|-------------------------|------------|

Goal 4: Prepare and Support Teachers and Leaders to Graduate College-and-Career-Ready Students

Measurable Objective 1:

achieve college and career readiness via increasing student engagement and collaboration in the classroom, increasing proficiency levels on standardized tests (i.e., Scantron, ACT, ACT Workkeys), assisting students in reaching one of the CCRI's (with a focus on individual life goals) by 05/23/2019 as measured by the number of students reaching one of the CCRI's by senior year.

Strategy 1:

Administrator and Teacher Professional Development - Teachers and Instructional Leaders will attend professional development and conferences that will include using technology effectively in the classroom to promote 21st century skills, identifying ways teachers can use technology to enhance learning through research communication, collaboration and productivity strategies and tools through hands on learning and collaborating with colleagues. Additionally, teachers and leaders will attend PD to support college and career ready standards for our State.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

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| Activity - Ongoing Professional Learning for Librarians | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---------------------|
| Librarians participate in ongoing professional development each month to help both teacher and student success in CCRS. | Professional Learning | 08/07/2018 | 05/23/2019 | \$0 | No Funding Required | Librarians and Tech |

| Activity - Teacher Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|-------------------------------------|-------------------|
| <p>Teachers will attend training aligned to their respective courses that involve enriching the standards, increasing student engagement, implementation of technology and technology coaching to prepare students to be ready for college and/or a career. Substitutes will be provided for training days.</p> <p>Training will consist of the following: Ron Clark Academy NCTE Teacher your Heart Out Conference Dream Deferred College Board Conference ACT State Conference NSTA Conference ASTA Conference NCTM Conference IXL Training</p> | Recruitment and Retention, Policy and Process, Professional Learning, Academic Support Program | 08/07/2018 | 05/23/2019 | \$72304 | Title II Part A, Title I Schoolwide | All |

| Activity - Administrator Training and Conferences | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|-------------------------------------|-------------------|
| Administrators will attend training, conferences, and professional development to promote positive growth with regard to the total school program. Administrator participation in professional organizations is required and will contribute to overall professional growth and retention of highly qualified, highly trained leaders to support teachers. | Recruitment and Retention, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program | 08/07/2018 | 05/23/2019 | \$5754 | Title II Part A, Title I Schoolwide | Administration |

Goal 5: Identify barriers to teaching and learning and align support systems to address barriers in an effort to promote healthy development for all students to improve student performance

Measurable Objective 1:

collaborate to establish and maintain programs and policies to ensure student success by 05/23/2019 as measured by student participation in programs, surveys, program review, and revision of policies .

Strategy 1:

ASLDE Learning Supports - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - Parent Resource Room and Parent Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|--------------------|-------------------|
| Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers. Purchase student planners with Title I Parent School Compact. | Policy and Process, Parent Involvement | 08/07/2018 | 05/23/2019 | \$2963 | Title I Schoolwide | All |

| Activity - CHAMPS and Foundations Model | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|---|-------------------|-------------------|------------|----------------------------|------------|
| <p>U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.</p> | <p>Recruitment and Retention, Career Preparation/Orientation, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program</p> | <p>08/07/2018</p> | <p>07/31/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>All</p> |
|--|---|-------------------|-------------------|------------|----------------------------|------------|

| Activity - Why Try Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|-------------------|-------------------|-------------------|---------------------------|--|
| <p>The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school.</p> | <p>Behavioral Support Program, Academic Support Program</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$5000</p> | <p>Title I Schoolwide</p> | <p>Administration, counseling, and PST</p> |

| Activity - After School Tutoring/Modified PASS/Attendance Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|-------------------|-------------------|-------------------|---------------------------|--|
| <p>The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 5PM to serve students who need assistance in their area of expertise. A typical schedule will be Tuesday and Thursday meetings with Math, Reading, English, ACT tutoring, Detention (behavior and attendance) with transportation provided. APEX, ACCESS Distance Learning, and IXL will be provided. Again, we will begin providing transportation this school year, making failure and attendance not an option.</p> | <p>Class Size Reduction, Career Preparation/Orientation, Behavioral Support Program, Tutoring, Policy and Process, Academic Support Program</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$39236</p> | <p>Title I Schoolwide</p> | <p>Administration, Counselors, PST, Attendance, Teachers</p> |

| Activity - Read/Math 180, Systems 44, and ACT Prep Student Consumables/Software | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|--------------------|---|
| Student resources and supplies will be purchased annually. | Tutoring, Professional Learning, Direct Instruction, Academic Support Program, Technology | 08/07/2018 | 07/31/2019 | \$40001 | Title I Schoolwide | Administration and Responsible Teachers |

Measurable Objective 2:

collaborate to increase proficiency of students and teachers in Pre-AP/AP courses by 05/23/2019 as measured by teacher walkthroughs/observations and the number of students scoring 3, 4, or 5 on AP exams.

Strategy 1:

A+ College Ready Program - Through a "Program Grant" provided by ALSDE and A+ College Ready, Walter Wellborn High School will implement, with 80% fidelity, the Laying the Foundations/Pre-AP curriculum in grades seven through ten. The curriculum design has been shown to increase the rigor of coursework as well as increase the performance of involved students on standardized tests like the ACT ASPIRE and ACT. Likewise, WWHS will send other teachers to AP training over the summer using Title I monies (AP Lit, AP Lang, & AP U. S. History). Additionally, all students taking AP classes will be required to take the AP exam in the Spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Program, Advanced Placement Initiative, and Laying the Foundations Initiative. (<http://www.apluscollegeready.org/data-presentations>)

| Activity - AP/PAP/LTF Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs). | Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 | No Funding Required | Funding referenced earlier in Teacher PD. All staff participating. |

| Activity - AP Test Scholarship and Dual Enrollment Scholarship | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--------------------|--|
| Provide scholarships to students to take AP tests. Dual enrollment scholarships will also be provided to all students who demonstrate need but are not eligible for the scholarship awarded through JSU or GSCC. | Academic Support Program | 08/07/2018 | 07/31/2019 | \$7000 | Title I Schoolwide | Administration, Counseling, and AP Coordinator |

Goal 6: Maintain graduation rate at 90% or better.

Measurable Objective 1:

collaborate to maintain graduation rate at 90% or better by 05/23/2019 as measured by percentage of students graduating with a high school diploma in current and past cohorts..

Strategy 1:

ALSDE Learning Supports Programs - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board and our graduation rate through graduation focused based programs.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - PASS/EXCEL/AFTER SCHOOL TUTORING | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|---|-------------------|-------------------|------------|----------------------------|------------|
| <p>PASS and EXCEL: Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online. After School Tutoring/Modified PASS/Virtual: Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery.</p> | <p>Career Preparation/Orientation, Behavioral Support Program, Tutoring, Academic Support Program</p> | <p>08/07/2018</p> | <p>07/31/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>All</p> |
|---|---|-------------------|-------------------|------------|----------------------------|------------|

| Activity - Career Academy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------------|-------------------|-------------------|-------------------|----------------------------|--|
| <p>Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class.</p> | <p>Career Preparation/Orientation</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>CA Staff, local staff, and administration</p> |

| Activity - Mentoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|-------------------|-------------------|-------------------|----------------------------|-------------------|
| <p>The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on reaching all students. It will also create an outlet and adult mentor for students who otherwise wouldn't have one.</p> | <p>Recruitment and Retention, Career Preparation/Orientation, Behavioral Support Program, Tutoring, Policy and Process, Technology</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>All</p> |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------|---|--|------------|------------|-------------------|-------------------|
| Foundations Training | Foundations training will run through SPDG and the Calhoun County School System. The program will focus on improving climate and culture results within the local school by creating a culture of collaboration, consistency, and transparency. | Recruitment and Retention, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 | All |
| Total | | | | | \$0 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|--|------------|------------|-------------------|-------------------|
| Parent Resource Room and Parent Involvement | Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers. Purchase student planners with Title I Parent School Compact. | Policy and Process, Parent Involvement | 08/07/2018 | 05/23/2019 | \$2963 | All |

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|---|--|---|-------------------|-------------------|----------------|---|
| <p>Teacher Professional Development</p> | <p>Teachers will attend training aligned to their respective courses that involve enriching the standards, increasing student engagement, implementation of technology and technology coaching to prepare students to be ready for college and/or a career. Substitutes will be provided for training days.</p> <p>Training will consist of the following: Ron Clark Academy NCTE Teacher your Heart Out Conference Dream Deferred College Board Conference ACT State Conference NSTA Conference ASTA Conference NCTM Conference IXL Training</p> | <p>Recruitment and Retention, Policy and Process, Professional Learning, Academic Support Program</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$71804</p> | <p>All</p> |
| <p>AP Test Scholarship and Dual Enrollment Scholarship</p> | <p>Provide scholarships to students to take AP tests. Dual enrollment scholarships will also be provided to all students who demonstrate need but are not eligible for the scholarship awarded through JSU or GSCC.</p> | <p>Academic Support Program</p> | <p>08/07/2018</p> | <p>07/31/2019</p> | <p>\$7000</p> | <p>Administration , Counseling, and AP Coordinator</p> |
| <p>Why Try Program</p> | <p>The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school.</p> | <p>Behavioral Support Program, Academic Support Program</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$5000</p> | <p>Administration , counseling, and PST</p> |
| <p>After School Tutoring/Modified PASS/Attendance Support</p> | <p>The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 5PM to serve students who need assistance in their area of expertise. A typical schedule will be Tuesday and Thursday meetings with Math, Reading, English, ACT tutoring, Detention (behavior and attendance) with transportation provided. APEX, ACCESS Distance Learning, and IXL will be provided. Again, we will begin providing transportation this school year, making failure and attendance not an option.</p> | <p>Class Size Reduction, Career Preparation/Orientation, Behavioral Support Program, Tutoring, Policy and Process, Academic Support Program</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$39236</p> | <p>Administration , Counselors, PST, Attendance, Teachers</p> |
| <p>IXL</p> | <p>IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students.</p> | <p>Policy and Process, Academic Support Program</p> | <p>08/07/2018</p> | <p>05/23/2019</p> | <p>\$0</p> | <p>All On Funding: purchased last school year and will be purchased again when subscription runs out.</p> |

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|--|--|--|------------|------------|-----------------|--|
| Administrator Training and Conferences | Administrators will attend training, conferences, and professional development to promote positive growth with regard to the total school program. Administrator participation in professional organizations is required and will contribute to overall professional growth and retention of highly qualified, highly trained leaders to support teachers. | Recruitment and Retention, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program | 08/07/2018 | 05/23/2019 | \$4754 | Administration |
| Read/Math 180, Systems 44, and ACT Prep Student Consumables/Software | Student resources and supplies will be purchased annually. | Tutoring, Professional Learning, Direct Instruction, Academic Support Program, Technology | 08/07/2018 | 07/31/2019 | \$40001 | Administration and Responsible Teachers |
| Marzano Training - The New Art and Science of Teaching | The New Art and Science of Teaching will introduce, train, and support teachers to use time-tested, teacher-approved, research-based strategies and the data to support them. | Recruitment and Retention, Policy and Process, Professional Learning, Direct Instruction, Academic Support Program | 10/02/2018 | 05/23/2019 | \$8000 | All content area teachers and administration |
| Total | | | | | \$178758 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--------------------------|------------|------------|-------------------|--|
| AP/PAP/LTF Teacher Training | This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs). | Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 | Funding referenced earlier in Teacher PD. All staff participating. |
| Ongoing Professional Learning for Librarians | Librarians participate in ongoing professional development each month to help both teacher and student success in CCRS. | Professional Learning | 08/07/2018 | 05/23/2019 | \$0 | Librarians and Tech |

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|----------------------------------|---|--|------------|------------|-----|---|
| PASS/EXCEL/AFTER SCHOOL TUTORING | PASS and EXCEL: Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online. After School Tutoring/Modified PASS/Virtual: Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. | Career Preparation/Orientation, Behavioral Support Program, Tutoring, Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 | All |
| SDAIE strategies | Utilized to further the progress of ELL students. Strategies utilized throughout the year. | Academic Support Program | 08/07/2017 | 05/23/2019 | \$0 | All |
| Mentoring | The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on reaching all students. It will also create an outlet and adult mentor for students who otherwise wouldn't have one. | Recruitment and Retention, Career Preparation/Orientation, Behavioral Support Program, Tutoring, Policy and Process, Technology | 08/07/2018 | 05/23/2019 | \$0 | All |
| Departmental Meetings | Departmental meetings will be necessary for staff development and collaboration. | Professional Learning | 08/07/2017 | 05/23/2019 | \$0 | ELL Staff |
| CHAMPS and Foundations Model | U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. | Recruitment and Retention, Career Preparation/Orientation, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 | All |
| Career Academy | Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class. | Career Preparation/Orientation | 08/07/2018 | 05/23/2019 | \$0 | CA Staff, local staff, and administration |

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|-----------------------------------|---|--|------------|------------|-----|---|
| WIDA | Supports academic language development for students. Standards will be posted in each classroom. | Academic Support Program | 08/07/2017 | 05/23/2019 | \$0 | All |
| Read 180, System 44, and Math 180 | Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Tutoring, Direct Instruction, Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 | All responsible teachers and administration |
| Total | | | | | \$0 | |

Title II Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--|------------|------------|-------------------|-------------------|
| Administrator Training and Conferences | Administrators will attend training, conferences, and professional development to promote positive growth with regard to the total school program. Administrator participation in professional organizations is required and will contribute to overall professional growth and retention of highly qualified, highly trained leaders to support teachers. | Recruitment and Retention, Behavioral Support Program, Policy and Process, Professional Learning, Academic Support Program | 08/07/2018 | 05/23/2019 | \$1000 | Administration |
| Teacher Professional Development | Teachers will attend training aligned to their respective courses that involve enriching the standards, increasing student engagement, implementation of technology and technology coaching to prepare students to be ready for college and/or a career. Substitutes will be provided for training days. Training will consist of the following: Ron Clark Academy NCTE Teacher your Heart Out Conference Dream Deferred College Board Conference ACT State Conference NSTA Conference ASTA Conference NCTM Conference IXL Training | Recruitment and Retention, Policy and Process, Professional Learning, Academic Support Program | 08/07/2018 | 05/23/2019 | \$500 | All |
| Total | | | | | \$1500 | |

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|---|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | Stakeholder Feedback Data Document 2018 |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants. | Level 3 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity. | Level 3 |

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Students - school safety and having sufficient supplies

Parents - Interactions with staff

Faculty and Staff - Physical spaces and feelings while at work

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Nothing to note at this time - surveys were completed on eProve (no data for comparison).

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Which four of the following words or phrases best describes what you think of your colleagues, in general? Inconsistency was noted as a problem. This was also noted in our CHAMPS training and Foundations team meetings.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

All surveys are from eProve

Students - Using a rubric to help me complete an assignment, things you do in class, and how do you feel when you complete your assignments at school.

Parents - the kinds of things your child is most often doing at school

Faculty and Staff - how you feel at work when completing your responsibilities, what students most often do in your classroom

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

No areas show a trend toward decreasing stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

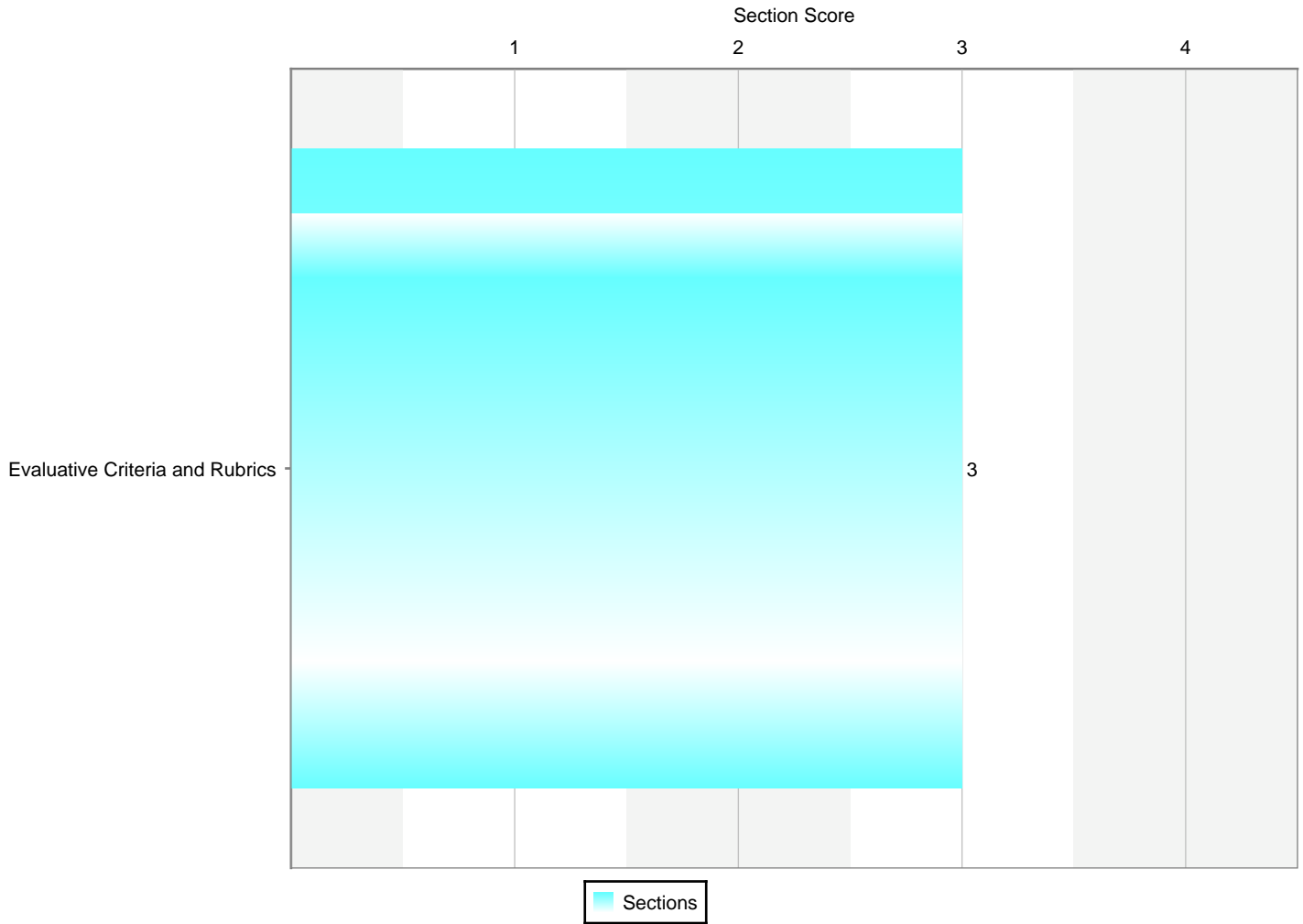
Most of the results are positive. Our job will be to address the areas of weakness noted in the stakeholder feedback data document to increase stakeholder feelings about the school in the areas of weakness.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Students and teachers feel the same when completing work at school. They do not feel the same when talking about what students are doing at school.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The initial comprehensive needs assessment at Walter Wellborn High School was conducted in July. The following data was analyzed for strengths, weaknesses, concerns, and needs related to the school-wide/continuous improvement:

1. Student Achievement Data: The leadership team and data team analyzed student achievement data available from the Scantron, ACT, and Work Keys.
2. School Program Improvement: Data was analyzed by the WWHS Learning Supports Committee over a series of regular meetings during the 2017-18 school year and in to the summer. School programs such as ALSDE Learning Supports for discipline and attendance, Career Technical Education Programs, and Fine Arts Programs were analyzed for their effectiveness in increasing student attendance, completion of assignment, and decreasing the failure rate. Furthermore, the leadership team utilized data and feedback to determine next steps for the 2018-19 school year related to student engagement, student attendance, and discipline.
3. Student, Parent, and Staff Perceptions: Surveys from Spring 2018 were analyzed by members of the Continuous Improvement Team/Leadership team and strengths, weaknesses, concerns, and needs were noted.

What were the results of the comprehensive needs assessment?

Title I Comprehensive Needs Assessment Online Document for 2018 (Copy and paste the link for detailed information)

<https://drive.google.com/file/d/1-niWYoam6JImJ59sq-hDmUfAgmaavnMR/view?usp=sharing>

What conclusions were drawn from the results?

Title I Comprehensive Needs Assessment Online Document for 2018 (Copy and paste the link for detailed information)

<https://drive.google.com/file/d/1-niWYoam6JImJ59sq-hDmUfAgmaavnMR/view?usp=sharing>

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Title I Comprehensive Needs Assessment Online Document for 2018 (Copy and paste the link for detailed information)

<https://drive.google.com/file/d/1-niWYoam6JImJ59sq-hDmUfAgmaavnMR/view?usp=sharing>

How are the school goals connected to priority needs and the needs assessment?

School goals directly reflect our needs assessment both locally and at the District level.

How do the goals portray a clear and detailed analysis of multiple types of data?

Goals include and address data from multiple measures, eProve Survey Data, and local data and programs.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals included in the WWHS ACIP address the needs of the whole school population because the data has been derived from assessments and surveys administered school-wide using a variety of formats from digital to paper.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments.

Measurable Objective 1:

A 2% increase of Seventh and Eighth grade students will demonstrate a proficiency "Exceeding" and "READY" as defined by Scanton Performance Series Benchmarks in Reading by 05/31/2018 as measured by Scantron Performance Series.

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - Stride Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Stride Academy is a research based program available to all grade levels through a grant from CLAS/Motivated Data. | Academic Support Program | 08/07/2017 | 05/31/2018 | \$0 - No Funding Required | All |

| Activity - Teacher Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-----------------------------|-------------------|
| Teachers will receive professional development services and/or books to support growth and positive student outcomes in their respective subject areas with regard this specific need. | Professional Learning | 08/07/2017 | 05/31/2018 | \$7500 - Title I Schoolwide | All |

ACIP

Walter Wellborn High School

| Activity - After School Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|-------------------|
| The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 7PM to serve students who need assistance in their area of expertise. A typical schedule will be Monday, Tuesday, Thursday, and Friday meetings with Math, English, Social Studies, and Science meeting in that order. APEX or Distance Education will be provided. | Academic Support Program | 08/07/2017 | 05/30/2019 | \$0 - Title I Schoolwide | All |

Strategy2:

Read 180 and System 44 - Read 180 and System 44 are research based programs for reading that address the needs of low performing students. They will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Read 180 and System 44

| Activity - Read 180 and System 44 PD and Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|------------------------------|
| Training and support will be provided for the teachers of our reading intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Academic Support Program Professional Learning | 08/07/2017 | 05/31/2018 | \$0 - No Funding Required | Read 180 and System 44 staff |

| Activity - Purchase student consumables | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|--------------------|
| Student resources and supplies will be purchased annually. | Direct Instruction Academic Support Program | 08/07/2017 | 05/31/2018 | \$3000 - Title I Schoolwide | Admin and teachers |

Measurable Objective 2:

A 2% increase of Seventh and Eighth grade students will demonstrate a proficiency "READY" or "Exceeding" as defined by Scantron Performance Series in Mathematics by 05/31/2018 as measured by Scantron Performance Series.

Strategy1:

Math 180 - Math 180 is a research based program for mathematics that addresses the needs of low performing students. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Math 180

ACIP

Walter Wellborn High School

| Activity - Purchase student consumables | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|-------------------|
| Student resources and supplies will be purchased annually. | Academic Support Program Direct Instruction | 08/07/2017 | 05/31/2018 | \$3000 - Title I Schoolwide | Admin and teacher |

| Activity - Math 180 Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|----------------------|
| Math 180 professional development and support will be provided for the person teaching Math 180. This learning will assist the teacher in providing the best instruction for students assigned to the program. | Professional Learning Academic Support Program | 08/07/2017 | 05/31/2018 | \$6000 - Title I Schoolwide | Math interventionist |

Strategy2:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - Teacher Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-----------------------------|-------------------|
| Teachers will receive professional development services and/or books to support growth and positive student outcomes in their respective subject areas with regard this specific need. | Professional Learning | 08/07/2017 | 05/31/2018 | \$7500 - Title I Schoolwide | All |

| Activity - After School Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|-------------------|
| The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 7PM to serve students who need assistance in their area of expertise. A typical schedule will be Monday, Tuesday, Thursday, and Friday meetings with Math, English, Social Studies, and Science meeting in that order. APEX or Distance Education will be provided. | Academic Support Program | 08/07/2017 | 05/30/2019 | \$0 - Title I Schoolwide | All |

| Activity - Stride Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Stride Academy is a research based program available to all grade levels through a grant from CLAS/Motivated Data. | Academic Support Program | 08/07/2017 | 05/31/2018 | \$0 - No Funding Required | All |

Measurable Objective 3:

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A 2% increase of Seventh and Eighth grade students will demonstrate a proficiency "Ready" or "Exceeding" in Science by 05/31/2018 as measured by the Scantron Performance Series Assessment..

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - After School Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|-------------------|
| The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 7PM to serve students who need assistance in their area of expertise. A typical schedule will be Monday, Tuesday, Thursday, and Friday meetings with Math, English, Social Studies, and Science meeting in that order. APEX or Distance Education will be provided. | Academic Support Program | 08/07/2017 | 05/30/2019 | \$0 - Title I Schoolwide | All |

| Activity - Stride Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Stride Academy is a research based program available to all grade levels through a grant from CLAS/Motivated Data. | Academic Support Program | 08/07/2017 | 05/31/2018 | \$0 - No Funding Required | All |

| Activity - Teacher Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-----------------------------|-------------------|
| Teachers will receive professional development services and/or books to support growth and positive student outcomes in their respective subject areas with regard this specific need. | Professional Learning | 08/07/2017 | 05/31/2018 | \$7500 - Title I Schoolwide | All |

Goal 2:

Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments.

Measurable Objective 1:

collaborate to increase the number of students scoring proficient in Math by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|--------------------------|--|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Direct Instruction Tutoring Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All responsible teachers and administration |

Strategy2:

Professional Development for Teachers and Administrators - Providing professional development for teachers and administrators will help increase student engagement in classrooms, produce greater clarity relating to standards based instruction and feedback, improve overall results on State assessments, and produce better outcomes for our students as they advance their education.

Teachers will need access to professional learning suited to the students needs and the needs of the teacher as described in their PLP and school improvement plan.

The strategy will be monitored via Educator Effectiveness, Foundations Walkthroughs, Walkthroughs, Scantron, and ELEOT and standardized testing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

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Walter Wellborn High School

| Activity - Marzano Training - The New Art and Science of Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|---|
| The New Art and Science of Teaching will introduce, train, and support teachers to use time-tested, teacher-approved, research-based strategies and the data to support them. | Academic Support Program Direct Instruction Professional Learning Recruitment and Retention Policy and Process | 10/02/2018 | 05/23/2019 | \$8000 - Title I Schoolwide | All content area teachers and administration. |

Measurable Objective 2:

collaborate to increase the number of students scoring proficient in Reading by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

Professional Development for Teachers and Administrators - Providing professional development for teachers and administrators will help increase student engagement in classrooms, produce greater clarity relating to standards based instruction and feedback, improve overall results on State assessments, and produce better outcomes for our students as they advance their education.

Teachers will need access to professional learning suited to the students needs and the needs of the teacher as described in their PLP and school improvement plan.

The strategy will be monitored via Educator Effectiveness, Foundations Walkthroughs, Walkthroughs, Scantron, and ELEOT and standardized testing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Alabama Standards for Instructional Leaders (ALSIL). Retrieved from

http://www.alsde.edu/home/general/plan_2020_esea.aspx

| Activity - Marzano Training - The New Art and Science of Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|---|
| The New Art and Science of Teaching will introduce, train, and support teachers to use time-tested, teacher-approved, research-based strategies and the data to support them. | Professional Learning Academic Support Program Policy and Process Recruitment and Retention Direct Instruction | 10/02/2018 | 05/23/2019 | \$8000 - Title I Schoolwide | All content area teachers and administration. |

Strategy2:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|--------------------------|---|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Academic Support Program Policy and Process | 08/07/2018 | 05/23/2019 | \$0 - Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Academic Support Program Direct Instruction Tutoring | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All responsible teachers and administration |

Goal 3:

Provide a safe and collaborative culture.

Measurable Objective 1:

collaborate to decrease student survey satisfaction by 2% for negative indicators with regard to climate and culture items "how do you feel when you complete your assignments at school", "things you do in class", and "how you feel at school", by 05/23/2019 as measured by student climate and culture survey data.

Strategy1:

Special Education State Personnel Development Program - SPDG will assist the school in providing positive outcomes in our school climate and culture. Faculty and staff will receive training and professional development in CHAMPS and Foundations. This training will assist in creating a uniform language at the school and assist with providing expectations for common areas and classrooms. These research based programs will help to improve the overall climate and culture of the school.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Special Education State Personnel Development Grant Program, Discipline in the Secondary Classroom, and Foundations Books A-D.

ACIP

Walter Wellborn High School

| Activity - Foundations Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-------------------------|-------------------|
| Foundations training will run through SPDG and the Calhoun County School System. The program will focus on improving climate and culture results within the local school by creating a culture of collaboration, consistency, and transparency. | Recruitment and Retention Professional Learning Behavioral Support Program Academic Support Program Policy and Process | 08/07/2018 | 05/23/2019 | \$0 - District Funding | All |

Goal 4:

Identify barriers to teaching and learning and align support systems to address barriers in an effort to promote healthy development for all students to improve student performance

Measurable Objective 1:

collaborate to increase proficiency of students and teachers in Pre-AP/AP courses by 05/23/2019 as measured by teacher walkthroughs/observations and the number of students scoring 3, 4, or 5 on AP exams.

Strategy1:

A+ College Ready Program - Through a "Program Grant" provided by ALSDE and A+ College Ready, Walter Wellborn High School will implement, with 80% fidelity, the Laying the Foundations/Pre-AP curriculum in grades seven through ten. The curriculum design has been shown to increase the rigor of coursework as well as increase the performance of involved students on standardized tests like the ACT ASPIRE and ACT. Likewise, WWHS will send other teachers to AP training over the summer using Title I monies (AP Lit, AP Lang, & AP U. S. History). Additionally, all students taking AP classes will be required to take the AP exam in the Spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Program, Advanced Placement Initiative, and Laying the Foundations Initiative.

(<http://www.appluscollegeready.org/data-presentations>)

| Activity - AP Test Scholarship and Dual Enrollment Scholarship | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|--|
| Provide scholarships to students to take AP tests. Dual enrollment scholarships will also be provided to all students who demonstrate need but are not eligible for the scholarship awarded through JSU or GSCC. | Academic Support Program | 08/07/2018 | 07/31/2019 | \$7000 - Title I Schoolwide | Administration, Counseling, and AP Coordinator |

| Activity - AP/PAP/LTF Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs). | Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | Funding referenced earlier in Teacher PD. All staff participating. |

Measurable Objective 2:

collaborate to establish and maintain programs and policies to ensure student success by 05/23/2019 as measured by student participation
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in programs, surveys, program review, and revision of policies .

Strategy1:

ALSDE Learning Supports - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - After School Tutoring/Modified PASS/Attendance Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|---|
| The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 5PM to serve students who need assistance in their area of expertise. A typical schedule will be Tuesday and Thursday meetings with Math, Reading, English, ACT tutoring, Detention (behavior and attendance) with transportation provided. APEX, ACCESS Distance Learning, and IXL will be provided. Again, we will begin providing transportation this school year, making failure and attendance not an option. | Class Size Reduction Career Preparation/ Orientation Tutoring Policy and Process Behavioral Support Program Academic Support Program | 08/07/2018 | 05/23/2019 | \$39236 - Title I Schoolwide | Administration, Counselors, PST, Attendance, Teachers |

| Activity - CHAMPS and Foundations Model | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. | Policy and Process Academic Support Program Behavioral Support Program Career Preparation/ Orientation Recruitment and Retention Professional Learning | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All |

ACIP

Walter Wellborn High School

| Activity - Read/Math 180, Systems 44, and ACT Prep Student Consumables/Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|---|
| Student resources and supplies will be purchased annually. | Tutoring Professional Learning Academic Support Program Technology Direct Instruction | 08/07/2018 | 07/31/2019 | \$40001 - Title I Schoolwide | Administration and Responsible Teachers |

| Activity - Why Try Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------------------------|
| The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school. | Academic Support Program Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | Administration, counseling, and PST |

| Activity - Parent Resource Room and Parent Involvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------------|------------|------------|-----------------------------|-------------------|
| Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers. Purchase student planners with Title I Parent School Compact. | Parent Involvement Policy and Process | 08/07/2018 | 05/23/2019 | \$2963 - Title I Schoolwide | All |

Goal 5:

Maintain graduation rate at 90% or better.

Measurable Objective 1:

collaborate to maintain graduation rate at 90% or better by 05/23/2019 as measured by percentage of students graduating with a high school diploma in current and past cohorts..

Strategy1:

ALSDE Learning Supports Programs - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board and our graduation rate through graduation focused based programs.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

ACIP

Walter Wellborn High School

| Activity - Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|-------------------|
| The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on reaching all students. It will also create an outlet and adult mentor for students who otherwise wouldn't have one. | Technology Recruitment and Retention Policy and Process Tutoring Behavioral Support Program Career Preparation/Orientation | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All |

| Activity - PASS/EXCEL/AFTER SCHOOL TUTORING | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-------------------|
| PASS and EXCEL: Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online. After School Tutoring/Modified PASS/Virtual: Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. | Academic Support Program Behavioral Support Program Career Preparation/Orientation Tutoring | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All |

| Activity - Career Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------------|------------|------------|---------------------------|---|
| Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class. | Career Preparation/Orientation | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | CA Staff, local staff, and administration |

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments.

Measurable Objective 1:

collaborate to increase the number of students scoring proficient in Math by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their

needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|--------------------------|--|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Academic Support Program Policy and Process | 08/07/2018 | 05/23/2019 | \$0 - Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Tutoring Direct Instruction Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All responsible teachers and administration |

Measurable Objective 2:

collaborate to increase the number of students scoring proficient in Reading by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

Professional Development for Teachers and Administrators - Providing professional development for teachers and administrators will help increase student engagement in classrooms, produce greater clarity relating to standards based instruction and feedback, improve overall results on State assessments, and produce better outcomes for our students as they advance their education.

Teachers will need access to professional learning suited to the students needs and the needs of the teacher as described in their PLP and school improvement plan.

The strategy will be monitored via Educator Effectiveness, Foundations Walkthroughs, Walkthroughs, Scantron, and ELEOT and standardized testing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Alabama Standards for Instructional Leaders (ALSIL). Retrieved from

http://www.alsde.edu/home/general/plan_2020_esea.aspx

ACIP

Walter Wellborn High School

| Activity - Marzano Training - The New Art and Science of Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|---|
| The New Art and Science of Teaching will introduce, train, and support teachers to use time-tested, teacher-approved, research-based strategies and the data to support them. | Direct Instruction Academic Support Program Policy and Process Professional Learning Recruitment and Retention | 10/02/2018 | 05/23/2019 | \$8000 - Title I Schoolwide | All content area teachers and administration. |

Goal 2:

Provide a safe and collaborative culture.

Measurable Objective 1:

collaborate to decrease student survey satisfaction by 2% for negative indicators with regard to climate and culture items "how do you feel when you complete your assignments at school", "things you do in class", and "how you feel at school", by 05/23/2019 as measured by student climate and culture survey data.

Strategy1:

Special Education State Personnel Development Program - SPDG will assist the school in providing positive outcomes in our school climate and culture. Faculty and staff will receive training and professional development in CHAMPS and Foundations. This training will assist in creating a uniform language at the school and assist with providing expectations for common areas and classrooms. These research based programs will help to improve the overall climate and culture of the school.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Special Education State Personnel Development Grant Program, Discipline in the Secondary Classroom, and Foundations Books A-D.

| Activity - Foundations Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-------------------------|-------------------|
| Foundations training will run through SPDG and the Calhoun County School System. The program will focus on improving climate and culture results within the local school by creating a culture of collaboration, consistency, and transparency. | Behavioral Support Program Policy and Process Professional Learning Academic Support Program Recruitment and Retention | 08/07/2018 | 05/23/2019 | \$0 - District Funding | All |

Goal 3:

Identify barriers to teaching and learning and align support systems to address barriers in an effort to promote healthy development for all students to improve student performance

Measurable Objective 1:

collaborate to establish and maintain programs and policies to ensure student success by 05/23/2019 as measured by student participation in programs, surveys, program review, and revision of policies .

Strategy1:

ALSDE Learning Supports - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - Why Try Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------------------------|
| The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school. | Academic Support Program Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | Administration, counseling, and PST |

| Activity - Parent Resource Room and Parent Involvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers. Purchase student planners with Title I Parent School Compact. | Policy and Process Parent Involvement | 08/07/2018 | 05/23/2019 | \$2963 - Title I Schoolwide | All |

| Activity - Read/Math 180, Systems 44, and ACT Prep Student Consumables/Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|---|
| Student resources and supplies will be purchased annually. | Professional Learning Technology Direct Instruction Academic Support Program Tutoring | 08/07/2018 | 07/31/2019 | \$40001 - Title I Schoolwide | Administration and Responsible Teachers |

ACIP

Walter Wellborn High School

| Activity - After School Tutoring/Modified PASS/Attendance Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|---|
| The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 5PM to serve students who need assistance in their area of expertise. A typical schedule will be Tuesday and Thursday meetings with Math, Reading, English, ACT tutoring, Detention (behavior and attendance) with transportation provided. APEX, ACCESS Distance Learning, and IXL will be provided. Again, we will begin providing transportation this school year, making failure and attendance not an option. | Behavioral Support Program Tutoring Career Preparation/ Orientation Policy and Process Class Size Reduction Academic Support Program | 08/07/2018 | 05/23/2019 | \$39236 - Title I Schoolwide | Administration, Counselors, PST, Attendance, Teachers |

| Activity - CHAMPS and Foundations Model | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-------------------|
| U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. | Career Preparation/ Orientation Academic Support Program Behavioral Support Program Recruitment and Retention Policy and Process Professional Learning | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All |

Measurable Objective 2:

collaborate to increase proficiency of students and teachers in Pre-AP/AP courses by 05/23/2019 as measured by teacher walkthroughs/observations and the number of students scoring 3, 4, or 5 on AP exams.

Strategy1:

A+ College Ready Program - Through a "Program Grant" provided by ALSDE and A+ College Ready, Walter Wellborn High School will implement, with 80% fidelity, the Laying the Foundations/Pre-AP curriculum in grades seven through ten. The curriculum design has been shown to increase the rigor of coursework as well as increase the performance of involved students on standardized tests like the ACT ASPIRE and ACT. Likewise, WWHS will send other teachers to AP training over the summer using Title I monies (AP Lit, AP Lang, & AP U. S. History). Additionally, all students taking AP classes will be required to take the AP exam in the Spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Program, Advanced Placement Initiative, and Laying the Foundations Initiative.

(<http://www.apluscollegeready.org/data-presentations>)

ACIP

Walter Wellborn High School

| Activity - AP Test Scholarship and Dual Enrollment Scholarship | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|--|
| Provide scholarships to students to take AP tests. Dual enrollment scholarships will also be provided to all students who demonstrate need but are not eligible for the scholarship awarded through JSU or GSCC. | Academic Support Program | 08/07/2018 | 07/31/2019 | \$7000 - Title I Schoolwide | Administration, Counseling, and AP Coordinator |

| Activity - AP/PAP/LTF Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs). | Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | Funding referenced earlier in Teacher PD. All staff participating. |

Goal 4:

Maintain graduation rate at 90% or better.

Measurable Objective 1:

collaborate to maintain graduation rate at 90% or better by 05/23/2019 as measured by percentage of students graduating with a high school diploma in current and past cohorts..

Strategy1:

ALSDE Learning Supports Programs - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board and our graduation rate through graduation focused based programs.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - Career Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------------|------------|------------|---------------------------|---|
| Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class. | Career Preparation/Orientation | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | CA Staff, local staff, and administration |

| Activity - PASS/EXCEL/AFTER SCHOOL TUTORING | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-------------------|
| PASS and EXCEL: Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online. After School Tutoring/Modified PASS/Virtual: Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. | Behavioral Support Program Tutoring Career Preparation/Orientation Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All |

| Activity - Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on reaching all students. It will also create an outlet and adult mentor for students who otherwise wouldn't have one. | Technology Policy and Process Career Preparation/ Orientation Behavioral Support Program Tutoring Recruitment and Retention | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All |

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments.

Measurable Objective 1:

collaborate to increase the number of students scoring proficient in Math by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---|
| <p>Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis.</p> <p>If training is needed, the Title I budget will be amended to support the need.</p> | Academic Support Program Direct Instruction Tutoring | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All responsible teachers and administration |

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|--------------------------|--|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |

Measurable Objective 2:

collaborate to increase the number of students scoring proficient in Reading by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|---|
| <p>Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis.</p> <p>If training is needed, the Title I budget will be amended to support the need.</p> | Direct Instruction Academic Support Program Tutoring | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All responsible teachers and administration |

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|--------------------------|--|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |

Goal 2:

Provide a safe and collaborative culture.

Measurable Objective 1:

collaborate to decrease student survey satisfaction by 2% for negative indicators with regard to climate and culture items "how do you feel when you complete your assignments at school", "things you do in class", and "how you feel at school", by 05/23/2019 as measured by student climate and culture survey data.

Strategy1:

Special Education State Personnel Development Program - SPDG will assist the school in providing positive outcomes in our school climate and culture. Faculty and staff will receive training and professional development in CHAMPS and Foundations. This training will assist in creating a uniform language at the school and assist with providing expectations for common areas and classrooms. These research based programs will help to improve the overall climate and culture of the school.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Special Education State Personnel Development Grant Program, Discipline in the Secondary Classroom, and Foundations Books A-D.

| Activity - Foundations Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-------------------------|-------------------|
| Foundations training will run through SPDG and the Calhoun County School System. The program will focus on improving climate and culture results within the local school by creating a culture of collaboration, consistency, and transparency. | Policy and Process Academic Support Program Recruitment and Retention Professional Learning Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$0 - District Funding | All |

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College-and-Career-Ready Students

Measurable Objective 1:

achieve college and career readiness via increasing student engagement and collaboration in the classroom, increasing proficiency levels on standardized tests (i.e., Scantron, ACT, ACT Workkeys), assisting students in reaching one of the CCRI's (with a focus on individual life goals) by 05/23/2019 as measured by the number of students reaching one of the CCRI's by senior year.

Strategy1:

Administrator and Teacher Professional Development - Teachers and Instructional Leaders will attend professional development and conferences that will include using technology effectively in the classroom to promote 21st century skills, identifying ways teachers can use technology to enhance learning through research communication, collaboration and productivity strategies and tools through hands on learning and collaborating with colleagues. Additionally, teachers and leaders will attend PD to support college and career ready standards for our State.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Alabama Standards for Instructional Leaders (ALSIL). Retrieved from
http://www.alsde.edu/home/general/plan_2020_esea.aspx

| Activity - Ongoing Professional Learning for Librarians | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Librarians participate in ongoing professional development each month to help both teacher and student success in CCRS. | Professional Learning | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | Librarians and Tech |

| Activity - Teacher Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|-------------------|
| Teachers will attend training aligned to their respective courses that involve enriching the standards, increasing student engagement, implementation of technology and technology coaching to prepare students to be ready for college and/or a career. Substitutes will be provided for training days. Training will consist of the following: Ron Clark Academy NCTE Teacher your Heart Out Conference Dream Deferred College Board Conference ACT State Conference NSTA Conference ASTA Conference NCTM Conference IXL Training | Policy and Process Academic Support Program Recruitment and Retention Professional Learning | 08/07/2018 | 05/23/2019 | \$71804 - Title I Schoolwide | All |

| Activity - Administrator Training and Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Administrators will attend training, conferences, and professional development to promote positive growth with regard to the total school program. Administrator participation in professional organizations is required and will contribute to overall professional growth and retention of highly qualified, highly trained leaders to support teachers. | Behavioral Support Program Policy and Process Recruitment and Retention Academic Support Program Professional Learning | 08/07/2018 | 05/23/2019 | \$4754 - Title I Schoolwide | Administration |

Goal 4:

Identify barriers to teaching and learning and align support systems to address barriers in an effort to promote healthy development for all students to improve student performance

Measurable Objective 1:

collaborate to establish and maintain programs and policies to ensure student success by 05/23/2019 as measured by student participation in programs, surveys, program review, and revision of policies .

Strategy1:

ASLDE Learning Supports - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas.

Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004)

NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - Why Try Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------------------------|
| The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school. | Academic Support Program Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | Administration, counseling, and PST |

| Activity - Parent Resource Room and Parent Involvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------------|------------|------------|-----------------------------|-------------------|
| Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers. Purchase student planners with Title I Parent School Compact. | Parent Involvement Policy and Process | 08/07/2018 | 05/23/2019 | \$2963 - Title I Schoolwide | All |

| Activity - CHAMPS and Foundations Model | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|-------------------|
| U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. | Recruitment and Retention Behavioral Support Program Academic Support Program Career Preparation/ Orientation Professional Learning Policy and Process | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All |

| Activity - Read/Math 180, Systems 44, and ACT Prep Student Consumables/Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|---|
| Student resources and supplies will be purchased annually. | Academic Support Program Direct Instruction Technology Professional Learning Tutoring | 08/07/2018 | 07/31/2019 | \$40001 - Title I Schoolwide | Administration and Responsible Teachers |

ACIP

Walter Wellborn High School

| Activity - After School Tutoring/Modified PASS/Attendance Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|---|
| The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 5PM to serve students who need assistance in their area of expertise. A typical schedule will be Tuesday and Thursday meetings with Math, Reading, English, ACT tutoring, Detention (behavior and attendance) with transportation provided. APEX, ACCESS Distance Learning, and IXL will be provided. Again, we will begin providing transportation this school year, making failure and attendance not an option. | Tutoring Class Size Reduction Academic Support Program Career Preparation/Orientation Policy and Process Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$39236 - Title I Schoolwide | Administration, Counselors, PST, Attendance, Teachers |

Measurable Objective 2:

collaborate to increase proficiency of students and teachers in Pre-AP/AP courses by 05/23/2019 as measured by teacher walkthroughs/observations and the number of students scoring 3, 4, or 5 on AP exams.

Strategy1:

A+ College Ready Program - Through a "Program Grant" provided by ALSDE and A+ College Ready, Walter Wellborn High School will implement, with 80% fidelity, the Laying the Foundations/Pre-AP curriculum in grades seven through ten. The curriculum design has been shown to increase the rigor of coursework as well as increase the performance of involved students on standardized tests like the ACT ASPIRE and ACT. Likewise, WWHS will send other teachers to AP training over the summer using Title I monies (AP Lit, AP Lang, & AP U. S. History). Additionally, all students taking AP classes will be required to take the AP exam in the Spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Program, Advanced Placement Initiative, and Laying the Foundations Initiative.

(<http://www.apluscollegeready.org/data-presentations>)

| Activity - AP/PAP/LTF Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs). | Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | Funding referenced earlier in Teacher PD. All staff participating. |

| Activity - AP Test Scholarship and Dual Enrollment Scholarship | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|--|
| Provide scholarships to students to take AP tests. Dual enrollment scholarships will also be provided to all students who demonstrate need but are not eligible for the scholarship awarded through JSU or GSCC. | Academic Support Program | 08/07/2018 | 07/31/2019 | \$7000 - Title I Schoolwide | Administration, Counseling, and AP Coordinator |

Goal 5:

Maintain graduation rate at 90% or better.

Measurable Objective 1:

collaborate to maintain graduation rate at 90% or better by 05/23/2019 as measured by percentage of students graduating with a high school diploma in current and past cohorts..

Strategy1:

ALSDE Learning Supports Programs - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board and our graduation rate through graduation focused based programs.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004)

NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - Career Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------|------------|------------|---------------------------|---|
| Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class. | Career Preparation/ Orientation | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | CA Staff, local staff, and administration |

| Activity - Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on reaching all students. It will also create an outlet and adult mentor for students who otherwise wouldn't have one. | Behavioral Support Program Tutoring Career Preparation/ Orientation Technology Recruitment and Retention Policy and Process | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All |

| Activity - PASS/EXCEL/AFTER SCHOOL TUTORING | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|---------------------------|-------------------|
| PASS and EXCEL: Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online. After School Tutoring/Modified PASS/Virtual: Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. | Behavioral Support Program Career Preparation/ Orientation Tutoring Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All |

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

Maintain adequate progress in English Proficiency/ELL

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency on the ACCESS assessment in English Language Arts by 05/23/2019 as measured by data from the ACCESS Assessment.

Strategy1:

ELL - Teachers will participate in ongoing discussion groups, attend SAMUEL meetings, and collaborate with other ELL teachers in order to support the ELL population.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - WIDA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Supports academic language development for students. Standards will be posted in each classroom. | Academic Support Program | 08/07/2017 | 05/23/2019 | \$0 - No Funding Required | All |

| Activity - Departmental Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| Departmental meetings will be necessary for staff development and collaboration. | Professional Learning | 08/07/2017 | 05/23/2019 | \$0 - No Funding Required | ELL Staff |

| Activity - SDAIE strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Utilized to further the progress of ELL students. Strategies utilized throughout the year. | Academic Support Program | 08/07/2017 | 05/23/2019 | \$0 - No Funding Required | All |

Goal 2:

Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments.

Measurable Objective 1:

collaborate to increase the number of students scoring proficient in Reading by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

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Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Academic Support Program Tutoring Direct Instruction | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All responsible teachers and administration |

Measurable Objective 2:

collaborate to increase the number of students scoring proficient in Math by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|--------------------------|---|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Academic Support Program Direct Instruction Tutoring | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All responsible teachers and administration |

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College-and-Career-Ready Students

Measurable Objective 1:

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achieve college and career readiness via increasing student engagement and collaboration in the classroom, increasing proficiency levels on standardized tests (i.e., Scantron, ACT, ACT Workkeys), assisting students in reaching one of the CCRI's (with a focus on individual life goals) by 05/23/2019 as measured by the number of students reaching one of the CCRI's by senior year.

Strategy1:

Administrator and Teacher Professional Development - Teachers and Instructional Leaders will attend professional development and conferences that will include using technology effectively in the classroom to promote 21st century skills, identifying ways teachers can use technology to enhance learning through research communication, collaboration and productivity strategies and tools through hands on learning and collaborating with colleagues. Additionally, teachers and leaders will attend PD to support college and career ready standards for our State.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Alabama Standards for Instructional Leaders (ALSIL). Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

| Activity - Administrator Training and Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-----------------------------|-------------------|
| Administrators will attend training, conferences, and professional development to promote positive growth with regard to the total school program. Administrator participation in professional organizations is required and will contribute to overall professional growth and retention of highly qualified, highly trained leaders to support teachers. | Policy and Process Recruitment and Retention Professional Learning Academic Support Program Behavioral Support Program | 08/07/2018 | 05/23/2019 | \$4754 - Title I Schoolwide | Administration |

| Activity - Teacher Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|-------------------|
| Teachers will attend training aligned to their respective courses that involve enriching the standards, increasing student engagement, implementation of technology and technology coaching to prepare students to be ready for college and/or a career. Substitutes will be provided for training days. Training will consist of the following: Ron Clark Academy NCTE Teacher your Heart Out Conference Dream Deferred College Board Conference ACT State Conference NSTA Conference ASTA Conference NCTM Conference IXL Training | Academic Support Program Recruitment and Retention Professional Learning Policy and Process | 08/07/2018 | 05/23/2019 | \$71804 - Title I Schoolwide | All |

Goal 4:

Identify barriers to teaching and learning and align support systems to address barriers in an effort to promote healthy development for all students to improve student performance

Measurable Objective 1:

collaborate to establish and maintain programs and policies to ensure student success by 05/23/2019 as measured by student participation in programs, surveys, program review, and revision of policies .

Strategy1:

ASLDE Learning Supports - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - After School Tutoring/Modified PASS/Attendance Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|---|
| The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 5PM to serve students who need assistance in their area of expertise. A typical schedule will be Tuesday and Thursday meetings with Math, Reading, English, ACT tutoring, Detention (behavior and attendance) with transportation provided. APEX, ACCESS Distance Learning, and IXL will be provided. Again, we will begin providing transportation this school year, making failure and attendance not an option. | Behavioral Support Program Policy and Process Tutoring Academic Support Program Career Preparation/ Orientation Class Size Reduction | 08/07/2018 | 05/23/2019 | \$39236 - Title I Schoolwide | Administration, Counselors, PST, Attendance, Teachers |

| Activity - Read/Math 180, Systems 44, and ACT Prep Student Consumables/Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|---|
| Student resources and supplies will be purchased annually. | Professional Learning Academic Support Program Technology Direct Instruction Tutoring | 08/07/2018 | 07/31/2019 | \$40001 - Title I Schoolwide | Administration and Responsible Teachers |

Goal 5:

Maintain graduation rate at 90% or better.

Measurable Objective 1:

collaborate to maintain graduation rate at 90% or better by 05/23/2019 as measured by percentage of students graduating with a high school diploma in current and past cohorts..

Strategy1:

ALSDE Learning Supports Programs - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board and our graduation rate through graduation focused based programs.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|-------------------|
| The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on reaching all students. It will also create an outlet and adult mentor for students who otherwise wouldn't have one. | Tutoring Recruitment and Retention Behavioral Support Program Career Preparation/ Orientation Policy and Process Technology | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All |

| Activity - Career Academy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------------|------------|------------|------------------------------|--|
| Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class. | Career Preparation/ Orientation | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | CA Staff, local staff, and administration |

| Activity - PASS/EXCEL/AFTER SCHOOL TUTORING | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|------------------------------|-------------------|
| PASS and EXCEL: Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online. After School Tutoring/Modified PASS/Virtual: Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. | Career Preparation/ Orientation Academic Support Program Tutoring Behavioral Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All |

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Calhoun County provides EL teachers to all schools. The EL teacher is on call to assist students and parents with interpretation of results for standardized tests. Results of tests will also be provided in the students home language if necessary.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1. | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 2. | Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this? | Yes | | |

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Calhoun County utilizes an Employment Committee housed at the Central Office to screen and approve candidates for employment based on the needs of local schools. The principal and the hiring committee at the local school are then able to choose from a list of qualified candidates to interview and/or hire to address identified academic/employment needs.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

This school year we lost two teachers due to non-renewal of contract. Additionally, we had two social studies teachers transfer to other school's in our district. We also had one teacher transfer in from another school in our district.

What is the experience level of key teaching and learning personnel?

Math Department - 2-12 years

English - 10-20 years

History - 0 - 3 years

Science - 8 - 15 years

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

We do not have a high turnover rate.

WWHS has attempted the following in an effort to attract and retain high quality teachers:

1. Freedom to make decisions that impact his/her classroom.
2. Seeking out technology innovations.
3. LTF/Pre-AP/AP classes and training offered in each subject area.
4. Try to decrease class sizes via creative scheduling (8 period day).

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Professional development provided to teachers is a direct reflection of our academic assessments and needs of our student population.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

A+ College Ready Training (AP curriculum)

AMSTI training

Science in Motion Training

Math PLT's provided through JSU In-service

PBIS/CHAMPS training

CLAS Conferences

Ron Clark Academy

Other training available through National Content Area branches

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

All personnel new to our County and school are provided a mentor teacher through the Calhoun County Mentor program. They attend regular meetings with their mentors both at school at the County resource center.

Describe how all professional development is "sustained and ongoing."

All professional development provided through the local school and CCBOE is ongoing and builds off previous years and previous learning initiatives. Administrators receive training first, and the training is then passed along to faculty and staff at local schools via the administrator or Central Office Staff.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Maintain adequate progress in English Proficiency/ELL

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency on the ACCESS assessment in English Language Arts by 05/23/2019 as measured by data from the ACCESS Assessment.

Strategy1:

ELL - Teachers will participate in ongoing discussion groups, attend SAMUEL meetings, and collaborate with other ELL teachers in order to support the ELL population.

Category: Develop/Implement Learning Supports

Research Cited:

| Activity - SDAIE strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Utilized to further the progress of ELL students. Strategies utilized throughout the year. | Academic Support Program | 08/07/2017 | 05/23/2019 | \$0 - No Funding Required | All |

| Activity - WIDA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Supports academic language development for students. Standards will be posted in each classroom. | Academic Support Program | 08/07/2017 | 05/23/2019 | \$0 - No Funding Required | All |

| Activity - Departmental Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| Departmental meetings will be necessary for staff development and collaboration. | Professional Learning | 08/07/2017 | 05/23/2019 | \$0 - No Funding Required | ELL Staff |

Goal 2:

Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments.

Measurable Objective 1:

collaborate to increase the number of students scoring proficient in Math by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|--------------------------|---|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |

| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Academic Support Program Tutoring Direct Instruction | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All responsible teachers and administration |

Measurable Objective 2:

collaborate to increase the number of students scoring proficient in Reading by 2% by 05/23/2019 as measured by Scantron, PreACT, ACT, and ACT Workkeys.

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Learning Supports and Response to Instruction

| Activity - IXL | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|--------------------------|---|
| IXL Reading and math will be implemented daily for 50 minutes during a pre-scheduled class period for all 7th and 8th grade students. | Policy and Process Academic Support Program | 08/07/2018 | 05/23/2019 | \$0 - Title I Schoolwide | All On Funding: purchased last school year and will be purchased again when subscription runs out. |

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| Activity - Read 180, System 44, and Math 180 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| Training and support will be provided for the teachers of our reading and math intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need. | Tutoring Direct Instruction Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All responsible teachers and administration |

Goal 3:

Provide a safe and collaborative culture.

Measurable Objective 1:

collaborate to decrease student survey satisfaction by 2% for negative indicators with regard to climate and culture items "how do you feel when you complete your assignments at school", "things you do in class", and "how you feel at school", by 05/23/2019 as measured by student climate and culture survey data.

Strategy1:

Special Education State Personnel Development Program - SPDG will assist the school in providing positive outcomes in our school climate and culture. Faculty and staff will receive training and professional development in CHAMPS and Foundations. This training will assist in creating a uniform language at the school and assist with providing expectations for common areas and classrooms. These research based programs will help to improve the overall climate and culture of the school.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Special Education State Personnel Development Grant Program, Discipline in the Secondary Classroom, and Foundations Books A-D.

| Activity - Foundations Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-------------------------|-------------------|
| Foundations training will run through SPDG and the Calhoun County School System. The program will focus on improving climate and culture results within the local school by creating a culture of collaboration, consistency, and transparency. | Policy and Process Academic Support Program Recruitment and Retention Behavioral Support Program Professional Learning | 08/07/2018 | 05/23/2019 | \$0 - District Funding | All |

Goal 4:

Identify barriers to teaching and learning and align support systems to address barriers in an effort to promote healthy development for all students to improve student performance

Measurable Objective 1:

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collaborate to increase proficiency of students and teachers in Pre-AP/AP courses by 05/23/2019 as measured by teacher walkthroughs/observations and the number of students scoring 3, 4, or 5 on AP exams.

Strategy1:

A+ College Ready Program - Through a "Program Grant" provided by ALSDE and A+ College Ready, Walter Wellborn High School will implement, with 80% fidelity, the Laying the Foundations/Pre-AP curriculum in grades seven through ten. The curriculum design has been shown to increase the rigor of coursework as well as increase the performance of involved students on standardized tests like the ACT ASPIRE and ACT. Likewise, WWHS will send other teachers to AP training over the summer using Title I monies (AP Lit, AP Lang, & AP U. S. History). Additionally, all students taking AP classes will be required to take the AP exam in the Spring.

Category: Develop/Implement College and Career Ready Standards

Research Cited: A+ College Ready Program, Advanced Placement Initiative, and Laying the Foundations Initiative.

(<http://www.apluscollegeready.org/data-presentations>)

| Activity - AP Test Scholarship and Dual Enrollment Scholarship | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|--|
| Provide scholarships to students to take AP tests. Dual enrollment scholarships will also be provided to all students who demonstrate need but are not eligible for the scholarship awarded through JSU or GSCC. | Academic Support Program | 08/07/2018 | 07/31/2019 | \$7000 - Title I Schoolwide | Administration, Counseling, and AP Coordinator |

| Activity - AP/PAP/LTF Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs). | Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | Funding referenced earlier in Teacher PD. All staff participating. |

Measurable Objective 2:

collaborate to establish and maintain programs and policies to ensure student success by 05/23/2019 as measured by student participation in programs, surveys, program review, and revision of policies .

Strategy1:

ALSDE Learning Supports - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

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| Activity - CHAMPS and Foundations Model | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior. | Recruitment and Retention Behavioral Support Program Career Preparation/ Orientation Policy and Process Professional Learning Academic Support Program | 08/07/2018 | 07/31/2019 | \$0 - No Funding Required | All |

| Activity - Read/Math 180, Systems 44, and ACT Prep Student Consumables/Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|---|
| Student resources and supplies will be purchased annually. | Tutoring Direct Instruction Technology Academic Support Program Professional Learning | 08/07/2018 | 07/31/2019 | \$40001 - Title I Schoolwide | Administration and Responsible Teachers |

| Activity - Why Try Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-----------------------------|-------------------------------------|
| The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school. | Behavioral Support Program Academic Support Program | 08/07/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | Administration, counseling, and PST |

| Activity - After School Tutoring/Modified PASS/Attendance Support | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|---|
| The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 5PM to serve students who need assistance in their area of expertise. A typical schedule will be Tuesday and Thursday meetings with Math, Reading, English, ACT tutoring, Detention (behavior and attendance) with transportation provided. APEX, ACCESS Distance Learning, and IXL will be provided. Again, we will begin providing transportation this school year, making failure and attendance not an option. | Policy and Process Career Preparation/ Orientation Academic Support Program Behavioral Support Program Class Size Reduction Tutoring | 08/07/2018 | 05/23/2019 | \$39236 - Title I Schoolwide | Administration, Counselors, PST, Attendance, Teachers |

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| Activity - Parent Resource Room and Parent Involvement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------------|------------|------------|-----------------------------|-------------------|
| Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers. Purchase student planners with Title I Parent School Compact. | Parent Involvement Policy and Process | 08/07/2018 | 05/23/2019 | \$2963 - Title I Schoolwide | All |

Goal 5:

Maintain graduation rate at 90% or better.

Measurable Objective 1:

collaborate to maintain graduation rate at 90% or better by 05/23/2019 as measured by percentage of students graduating with a high school diploma in current and past cohorts..

Strategy1:

ALSDE Learning Supports Programs - ALSDE Learning Supports will decrease barriers to learning associated with students from high poverty areas. Through identification of problem areas and support to overcome problem areas, Learning Supports will improve learning across the board and our graduation rate through graduation focused based programs.

Category: Develop/Implement Learning Supports

Research Cited: JENNIFER RAILSBACK, EDUCATION RESOURCE ADVISOR PLANNING AND SERVICE COORDINATION (JUNE 2004) NORTHWEST REGIONAL EDUCATIONAL LABORATORY PORTLAND, OREGON and ALSDE Learning Supports Documents

| Activity - Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on reaching all students. It will also create an outlet and adult mentor for students who otherwise wouldn't have one. | Career Preparation/ Orientation Recruitment and Retention Behavioral Support Program Technology Policy and Process Tutoring | 08/07/2018 | 05/23/2019 | \$0 - No Funding Required | All |

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Data Meetings are held monthly.

Department meetings are held monthly.

The middle school grade level teachers participate in regular grade level meetings monthly.

Teachers are able to utilize data derived from State assessments to determine strengths and weaknesses of classes as well as individual weaknesses. This information is used to drive instruction throughout the year.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students not achieving at advanced or proficient levels are identified based on their previous years ASPIRE scores. Then, students may be referred to the PST or placed on the watch list. Students are also given benchmark assessments throughout the school year to measure progress during the school year and predict growth on the state assessments. Teacher referral to problem solving team after a period of eight weeks of observations and accommodations in class. Students who are retained are automatically moved to Tier 3. Benchmark data is used to identify reading weaknesses. ELL - identification is through enrollment, counseling, and CCBOE ELL Coordinator for WWHS. The ELL plan is developed and testing accommodations are made.

Economically Disadvantaged Students - Free/Reduced lunch applications are sent home at the beginning of the year. Available programs are discussed with the parents/students as needed through CCBOE social worker, family service center, and counselors.

Special Education - identified through PST/Rtl and parents.

Attendance Supports - identified through daily, weekly, and monthly attendance supports via the attendance supports supervisor.

Homeless - identified through the enrollment office, counselors, administration, and/or teachers. Referral program through CCBOE social worker.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

A reading and math intervention teacher have been hired to assist struggling students.

Math 180, System 44 and Read 180 are intervention programs available

IXL is available to all students and teachers in grades 7-9.

After school program/Intervention program available for all students.

ELL - identification through enrollment, counseling, and CCBOE ELL Coordinator for WWHS. ELL plan is developed and testing accommodations are made. (See WIDA Standards and SDAIE Strategies)

Economically Disadvantaged - Support provided via PST, after school intervention, parent training in reading and math, free/reduced lunch, and "Why Try" Program, if needed.

Special Education - collaborative support, Success Maker, Journeys, STAR, Stride Academy.

Attendance Supports - home visits and referral to principal for too many check outs/ins or absences.

Homeless - McKinney Vento provisions, free/reduced lunch, PASS Program, Social Services and Placement.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

WWHS maintains an after school intervention program using Title I monies to contract highly qualified teachers to monitor and guide

instruction in each content area using, one to one or small group instruction/re-teaching, remediation, APEX distance learning, ACCESS.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Migrant - ACCESS and APEX classes

ELL - identification through enrollment, counseling, and CCBOE ELL Coordinator for WWHS ELL plan is developed and testing accommodations are made. (See WIDA Standards and SDAIE Strategies)

Economic Disadvantaged - Support provided in after school intervention, parent training in reading and math, free/reduced lunch, "Why Try" Program

Special Education - collaborative support, System 44, STAR, Stride Academy.

Attendance Supports - automated calls every time the student is absent, personal phone call to parent after an unexcused absence, home visits, and referral to principal for too many check outs/ins or absences.

Homeless - McKinney Vento provisions, free/reduced lunch, PASS Program, EXCEL Program, Social Services and Placement

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

McKinney Vento and CCBOE Social Workers is used for homeless or displaced students.

For the economically disadvantaged, supports will be in place for training to parents in reading and math, free and reduced lunch for students, and a parent resource center located in the office (where parents check their students in or out).

For single parents, the PASS program is available through CCBOE as well as our Intervention/Afterschool program at WWHS.

For ELL Students, we have an ELL coordinator servicing the elementary and high school.

We also provide a parent resource room.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The programs at WWHS are coordinated and integrated toward the achievement of school-wide goals due to the fact that they all fit together under the Learning Supports Initiative:

Learning Supports Programs:

1. PBIS
2. After School Intervention
3. Laying the Foundations /A+ College Ready Curriculum
4. Parent Resource Room
5. One-to-world Initiative/BYOD
6. Summer Intervention Program
7. Why Try Program
8. Attendance Support Program (rolled in with After School Program)
9. PASS Program
10. Virtual School

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Nutrition Program - the child and nutrition program at WWHS follows Federal Guidelines for nutrition.

Vocation and Technical Education - Follows applicable laws and regulations with regard to Perkins. All programs at WWHS are Business and Industry Certified. Provided to all students.

Title I - WWHS will provide adult education with regard to parent nights to enable adults to assist their children in the areas of reading and math.

Social Worker and DHR Liason provided through Calhoun County Schools

School Resource Officer provided for each school

REACH Advisory and mentoring provided for all students.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

WWHS uses parent, student, and teacher surveys and feedback from the Title I meetings.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

We form our schoolwide plan from the data and surveys and establish goals and strategies based on the results of the data and surveys.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Scantron

ACT

IXL

Math and Read 180

System 44

PST/Rtl Meetings

Comparison of data from year to year under Title I

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Regular monitoring of the goals, strategies, activities, and objectives.

Documentation of monitoring via ASSIST

Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 28.88 |

Provide the number of classroom teachers.

29

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 1475741.0 |

Total

1,475,741.00

Administrator Units

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Administrator assigned units. | 1.0 |

Provide the number of administrators.

1

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 96010.0 |

Total

96,010.00

Assistant Principal

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Assistant Principal assigned units. | 1.0 |

Provide the number of Assistant Principals.

1

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 80033.0 |

Total

80,033.00

Counselor

| Label | Question | Value |
|--------------|---|--------------|
| 1. | Provide the number of Counselor assigned units. | 2.0 |

Provide the number of Counselors.

2

| Label | Question | Value |
|--------------|--|--------------|
| 3. | Provide the total of all salaries for the Counselor. | 115590.0 |

Total

115,590.00

Librarian

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Librarian assigned units. | 1.0 |

Provide the number of Librarians.

1

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 55506.0 |

Total

55,506.00

Career and Technical Education Administrator

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Administrator assigned units. | 0.0 |

Provide the number of Career and Technical Education Administrators.

0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Administrator. | 0.0 |

Total

0.00

Career and Technical Education Counselor

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Counselor assigned units. | 0.0 |

Provide the number of Career and Technical Education Counselors.

0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Counselor. | 0.0 |

Total

0.00

Technology

| Label | Question | Value |
|--------------|---|--------------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|--------------|--|--------------|
| 3. | Provide the total of all funding for Technology. | 10164.0 |

Total

10,164.00

Professional Development

| Label | Question | Value |
|--------------|---|--------------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|--------------|--|--------------|
| 3. | Provide the total of all funding for Professional Development. | 3049.0 |

Total

3,049.00

EL Teachers

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of EL Teachers in FTEs. | 0.0 |

Provide the number of EL Teachers.

0.0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all funding for EL Teachers. | 0.0 |

Total

0.00

Instructional Supplies

| Label | Question | Value |
|--------------|---|--------------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|--------------|--|--------------|
| 3. | Provide the total of all funding for Instructional Supplies. | 18162.0 |

Total

18,162.00

Library Enhancement

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|---|--------|
| 3. | Provide the total of all funding for Library Enhancement. | 3257.0 |

Total

3,257.00

Title I

| Label | Question | Value |
|-------|---|----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 141868.0 |

Provide a brief explanation and breakdown of expenses.

Walter Wellborn High School has budgeted the following monies to help improve the academic achievement of the disadvantaged:

Read/Math 180/System 44 Research Based intervention supplies - 4,000.52
 IXL,APEX, ACT software - 8,000
 AP Test Scholarship - 7,000
 Why Try Program - 5,000
 Marzano Staff Training - 7,000
 Substitutes for training days - 13,000
 In-State Travel for Training - 10,050
 All requested department workshops to meet student and staff training needs - 32,753
 The New Art and Science of Teaching books - 1,000
 Association Dues - 1,500
 All requested workshop registrations for admin and teachers - 18,366
 Library Enhancement - 5,000
 After School Tutoring and intervention program - 24,031
 After School Program Transportation - 7,205
 Parent Instructional Supplies - 2,962.54

Title II

| Label | Question | Value |
|-------|--|--------|
| 1. | Professional Development Activities. Provide the total. | 1500.0 |

Provide a brief explanation and a breakdown of expenses.

Substitutes - \$500

Association Dues - \$1,000

Title III

| Label | Question | Value |
|-------|---|-------|
| 1. | For English Learners. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century Schools. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

NA

Title V

| Label | Question | Value |
|-------|--|-------|
| 1. | For Rural and Low-income Schools Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|-------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

| Label | Question | Value |
|--------------|---|--------------|
| 1. | Basic Grant (Title I) Provide total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

NA

| Label | Question | Value |
|--------------|--|--------------|
| 1. | Tech Prep (Title II) Provide the total. | 0.0 |

Provide a brief explanation and breakdown of expenses.

NA

Other

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

| Label | Question | Value |
|-------|-------------------|----------|
| 1. | Provide the total | 556770.0 |

Provide a brief explanation and breakdown of expenses.

Public:

Purchased Services - 106,900

Materials and Supplies - 141,420

Other Objects - 23,205

Other Fund Uses - 21,859

Non-Public

Purchased Services - 81,229

Materials and Supplies - 152,693

Other Objects - 32,816

Other Fund Uses - 6,828

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

An annual meeting will be held at Walter Wellborn High School during the first full month of school to inform parents of the school's participation in Title I and parents rights under Title I. Title I requirements will be explained at the meeting as well as the parent 1% set-aside. Additionally, parents will review the Title I Parent Compact. The Title I Leadership team will vote on how to spend Title I dollars to benefit the academic needs of our students, including the 1% set-aside.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1. Title I meetings will be flexible. We will offer morning and evening meetings to accommodate parents. If a parent is still unable to come but would like information the information will be provided to them via phone conference or digitally.
2. All parents have a right to be part of the decision making process regarding how Title I monies are spent as well as our planning process. During the beginning of the year meeting, an open forum for discussion and suggestions will be held to determine other needs and seek parental input. Surveys will be sent out to all to determine needs as well.
3. Funds allocated for parental involvement are utilized to purchase student handbooks/planners. The planners also have a copy of the Title I parent compact inside them. Additionally, funds are utilized to upkeep and purchase computers and printers for the parent resource room.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

WWHS will provide parents of participating children timely information in the following ways:

Strategies to Increase Parental Involvement

1. School website - <http://ccboe.schoolwires.net/wl> (school website utilized Google Translator for home languages other than English)
2. WWHS Twitter
3. WWHS Facebook
4. School Blackboard (automated system for delivering phone calls and messages to multiple recipients at one time)
5. Newsletters home (newsletters will also be available in home language or larger print if needed)
6. WWHS Instagram
7. Panther News Network/YouTube

8. Title I Meetings
9. Parent Night (Fall of each year)
10. Student Handbook and Calendar
11. Display sign

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The Title I Compact or School-Parent Compact will be jointly developed with parents. It will be used to reinforce and establish expectations for parents, students, and teachers each school year. At the beginning of the year (at the initial Title I meeting), the School-Parent Compact will be reviewed and updated. The review will take place in a public forum, and the request for changes will be vocalized or sent in via the web based feedback form. Changes will be voted on by the Title I Committee.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

WWHS makes public its Continuous Improvement Plan annually at <http://ccboe.schoolwires.net/wl>. Under this tab a feedback box will be created to allow parents to submit comments or suggestions with regard to the ACIP.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The WWHS Parent Teacher Organization will convene regular monthly meetings during the year to provide training for parents of participating children. The topics included in the training are as follows:

1. Clarification of the State's academic content standards - This training will be provided by a highly qualified professional in the respective content area. Syllabi for grades 9-12 will be provided to parents upon request as well as clarification of the expectations for the content area with regard to the standards. Additionally, a list of tentative parent education nights will be discussed.
2. Clarification of the State's academic achievement standards - This training will be provided by a qualified administrator or guidance counselor. Achievement standards discussed will be minimum and maximum limitations of grading, how to attain college and career readystatus (1-5 proficiency standards listed in PLAN 2020), the IS2 Waiver, etc.
3. Clarification and review of State and local academic assessments - This clarification and review will be provided by the Guidance Department and/or other highly qualified professionals). State assessments (i.e., ASPIRE, ACT, & Workkeys) will be discussed with

information on proficiency levels/benchmark scores provided and the meaning of these tests regarding college and career readiness. Local assessments (i.e., ASPIRE Interim, STAR, Stride, teacher made assessments) will be discussed to clarify their significance to the educational process and State assessments.

4. Clarification of the requirements of Title I - Title I requirements will be discussed at the beginning and end of the year with emphasis placed on small pieces throughout the year.

5. Education/classes regarding how to monitor their child's progress and work with teachers in an effort to improve the achievement of their children - Each department at WWHS will work to implement and plan a parent night. Parent night will include education/classes regarding monitoring and assisting their child to make adequate progress in the respective content area. At least one parent night will be held each semester.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

The WWHS Title I Committee will convene regular monthly meetings during the year to provide training for parents of participating children in the areas of literacy and technology. The training will include the following:

1. Literacy Training will be provided to parents via planned meetings throughout the year. Training will be provided by the Reading Interventionist and will include basic strategies to improve/foster reading outside the normal school day as well as how parents can help children succeed with literacy at home.
2. Technology training will be provided to parents with regard to Internet safety, monitoring and using social media, accessing Chalkable to view grades, discipline, and attendance, accessing the school website and teacher web pages, and communicating via e-mail with their child's teachers.
3. A parent resource room will be provided by WWHS to assist parents in making and checking out items to help their students at home. Additionally, a technology lab will be made available until the library and lunchroom is set up to sufficiently provide parents equitable access to technology for technology training purposes.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully

participating in the education of their children.(Describe)

WWHS will involve our parent involvement specialist at the Central Office level in providing training to all school employees with regard to the value and utility of contributions of parents, out reach programs, working with parents as equal partners, implementing and coordinating parent programs (i.e., parent nights for content areas), and building and maintaining ties between parents and the school.

If additional training is needed, the parent teacher organization will vote on a book study or program to further develop these valuable skills in school employees.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

As previously noted and described, WWHS will utilize Title I meetings and schedule parent nights throughout the year to encourage and support parents in more fully participating in the education of their children.

WWHS will provide parents of participating children timely information in the following ways:

1. School website - <http://ccboe.schoolwires.net/wl> (school website utilized Google Translator for home languages other than English)
2. WWHS Twitter
3. WWHS Facebook
4. School Cast (automated system for delivering phone calls and messages to multiple recipients at one time)
5. Newsletters home (newsletters will also be available in home language or larger print if needed)
6. WWHS Instagram

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

WWHS will utilize Title I Meetings and Parent Nights to address concerns and requests by parents. A Title I tab will be created at <http://ccboe.schoolwires.net/wl> and a parent comments/concerns drop box will be created under that tab for parents to submit comments or concerns. Parent concerns will be addressed via PTO and the local school in a timely fashion utilizing face-to-face meetings, group meetings, letters, and/or electronic feedback (i.e., e-mail and School Blackboard).

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Provide information electronically and in print in the home language and/or larger print. Have computers available at the school for parent instruction, feedback, and use.