ACIP

West Blocton High School

Bibb County Board of Education

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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?

West Blocton High School is a rural Title I school that has a student population of approximately 470 students. Of these students, roughly 11% are minority, 2% are Hispanic, and 87% are white. West Blocton High School serves the students of Northern Bibb County. The school is in the city of West Blocton which was founded as a coal mining town. The enrollment of WBHS has decreased over the past couple of years from a high of 520 to the current enrollment of 471. With this decline of enrollment the school has lost a couple of teacher foundation units. Most of the community is employed outside of Bibb County and recently many parents of the students served at WBHS have been laid off or lost their jobs with some of the local coal mine closures. After the mines closed, little to no industry has replaced the jobs with comparable compensation or benefits. This decrease of salaries has qualified more students eligible for Title I qualifications. The entire north end of Bibb County is primarily residential, this significantly impacts the tax structure. Therefore, the majority of tax revenue is generated from sales tax and property tax. The property tax of Bibb County is among some of the lowest in the state which impacts the local revenue and funds available to the school. However, some industrial growth is starting to take place in the Woodstock area that should impact the local revenue. The faculty of West Blocton High is stable with very little turn over and many faculty members are actual alumnus of the school. However, there have been a few teachers retire over the past couple of years and this has created a growing population of new teachers at the school.

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.

The purpose of West Blocton High School is to educate and prepare all students for their future. West Blocton High School has a mission of having TIME for all students; Teach, Inspire, Motivate, and Empower. This mission places responsibility for the preparedness of students on teachers and faculty as well as the student. West Blocton High School demonstrates this mission by providing a diverse selection and option of courses. Currently offered courses include support/remediation, standard, advanced, and AP Courses, Dual Enrollment/Early College as well as career technical courses and programs. WBHS also invites surrounding colleges, industries, and military branches to visit during lunch and other appropriate times to provide students with information on college and career choices.

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.

West Blocton High School has made notable improvements over the past few years in two particular areas that were a concern.   The first area is in graduation rate. WBHS has increased graduation rates over this time period from 70% in 2011 to 91% in 2015, 93% in 2016.

At this time, West Blocton High School is working towards increasing ACT scores for college bound seniors. WBHS has instituted ACT prep classes and instituted ACT prep bell ringers across all core subjects. We are hoping that this preparation will increase the overall ACT composite score for each upcoming class. Our ACT English are scores are only 7/10's of a point away from being proficient.

According to the Alabama State Board of Education's amended Alabama Administrative Code, West Blocton High School is participating in Dual Enrollment/Early College opportunities for our students. During the 2016-2017 school year, we had 10 students in grades 10 through 12 participate in the University of Alabama's Early College Program. In the 2016-2017, we had 23 seniors enroll in Shelton State Community College Early College programs.

In 2016-17, our cheerlearders won the AHSAA State cheerleading championship.

West Blocton Fighting Tiger Band had two students chosen to represent us at the Alabama Band Masters All-State Band.

In areas for improvement, we would like all of our students to be proficient in all areas of the ACT Test. Currently we are 2.9 points away in Reading; 4.1 in Mathematics: 4.8 in Science; 3.2 in our composite score. We would like to make gains in all of these areas.

Additional Information

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

The town of West Blocton was founded in 1884 by Uriah Smith of which decedents have and continue to attend West Blocton schools. West Blocton along with its sister city of Blocton grew rapidly in the 1880's and 1890's into a bustling commercial and residential center. The school is located on Truman Aldrich Parkway. The parkway is name for Mr. Turman Aldrich. Mr. Aldrich, a native of New York, along with Cornelius Cadle opened a mining operations in Bibb County. Due to the mining operations, railroads were built in the area which lead to heavy machinery arriving in Blocton which aided in the further development of mining operations in the area. The Cahaba Coal Mining Company founded by Truman Aldrich and was located just east of the high school. At the peak of the mining industry in 1892, twenty trains arrived and departed from West Blocton per day, which provided a booming town atmosphere. The mining industry created a pretty diverse population for the town. Parks and historical markers are located around the town and area showing the diversity. A historical marker on Main Street indicates the site of a Jewish Synagogue and a historical Catholic Cemetery that dates back to 1886 is on the outskirts of town. The Coke Ovens Park was established in 1997 and shows potential of making the remains of the 460 Beehive Coke Ovens a prominent addition to the Cahaba Trace. The Cahaba Trace is a scenic and historical route through the Cahaba River Valley established by the Alabama Legislature. The earliest records of a high school in this area was in 1891.

The Cahaba River has become one of the main attractions for the West Blocton area. The town host a Cahaba Lily festival each year in recognition of the Cahaba Lily. West Blocton has the largest stand of Cahaba Lilies in the world. During the festival, a Cahaba Lily Queen is named which is a West Blocton High School student. One thing that makes West Blocton great is the support and pride of the community with the school. Every year during Homecoming the community host a turnip green supper on the Thursday night before the game. This dinner is a community gathering which turns into a community pep rally. The community also host a Wild West Blocton Weekend which includes a community fish fry, car show, and 50 year and older alumnus softball game.

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.

We invite many different stakeholders to participate in our school improvement plan. We invite local officials such as the Mayor of West Blocton, Chief of Police and members of the West Blocton Improvement Committee. We invite parents from each grade level to participate in the ACIP and the Parent Student Teacher Compacts revisions and Open House Events. Meetings are scheduled at times when the majority of the members can be present.

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

Stakeholders consisted of town officials and parents. The group was asked to make recommendations and give input on how our school could make needed improvements. Data was shared with the group and members were asked to reflect on the data and ask any question or make suggestions for the current plan.

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 plan was reviewed at Parent Day, award ceremony and open house. The plan was discussed with stakeholders by the principal and or his designee. Paper copies of the plan were available for stakeholders to review.

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	***ALL FIELDS SHOULD BE ADDRESSED / UPDATE WITH 2016-17 ASSESSMENT DATA	

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

2016 graduated students were higher on being ready for college level Biology than the state average according to ACT; WBHS average was 26% compared to the state average of 25%.

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

The scores for English, Reading, Science, and overall composite score of the ACT were higher for 2016 than 2015.
English 18.1 - 17.6 - 17.2
Reading 19.5 - 19.3 - 19.0
Science 18.9 - 18.5 - 18.1
Composite 18.5 - 18.4 - 18.0

Which area(s) indicate the overall highest performance?

The English subject area of the ACT showed the most gain by .5 of a point.

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

Free/Reduced students improved AP scores.

Between which subgroups is the achievement gap closing?

Free and Reduced students and the All students achievement gap is closing for AP test.

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

The ACT Aspire indicates English as being the highest area of readiness for students.

Areas in Need of Improvement

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

Mathematics, looking at students ready for college Algebra and ready on the Aspire.

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

2016 graduated students were less ready for college level Algebra than in 2015.

Which area(s) indicate the overall lowest performance?

Graduate students preparedness for college level Algebra over the past two years.

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

Minority students continue to have the largest achievement gap.

Between which subgroups is the achievement gap becoming greater?

Minority and All Students gap continues to be a concern.

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

The ACT Aspire student growth percentiles show that students did not meet the inspected level of Math growth by .4 of a point.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
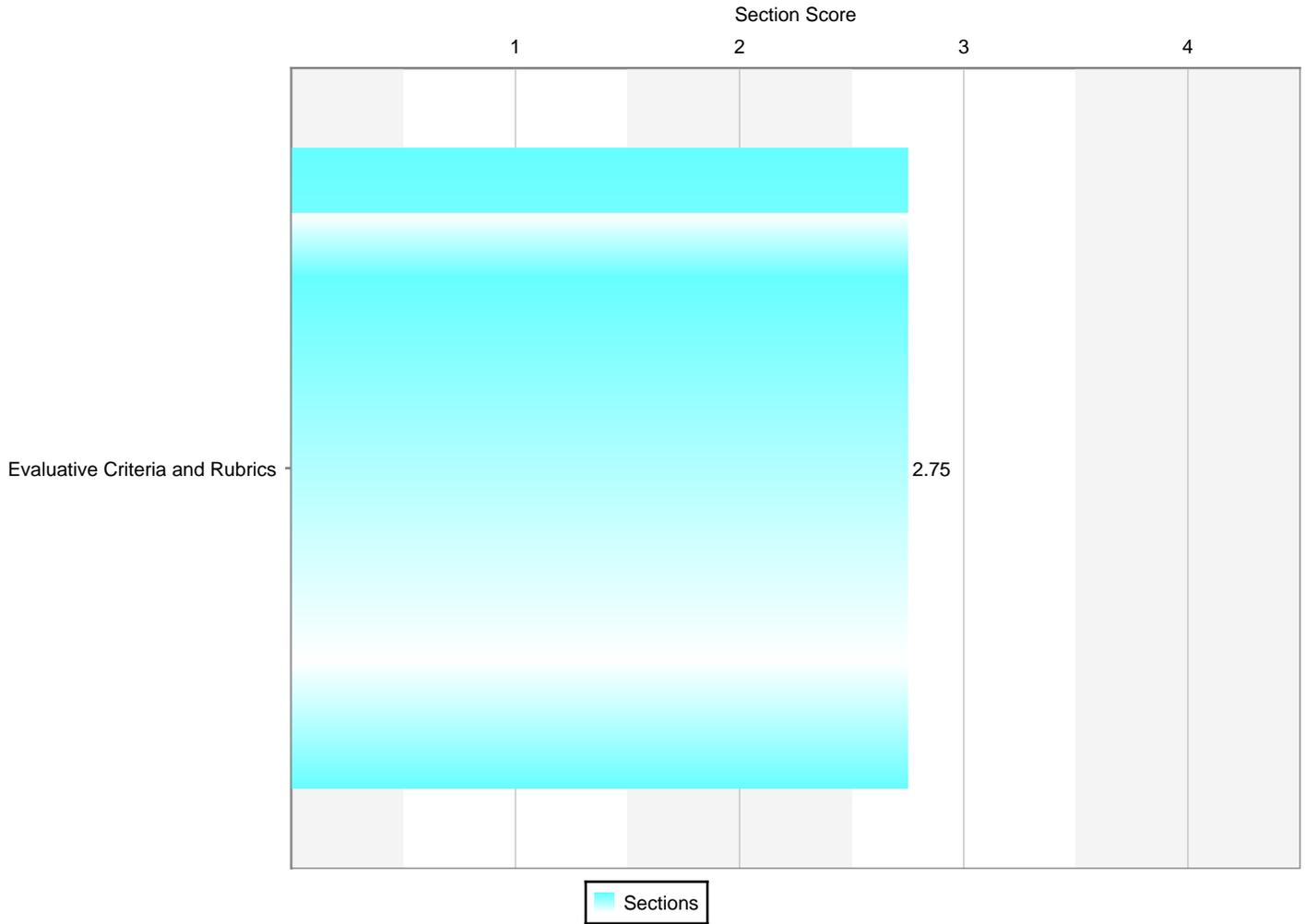
Sections

2017-2018 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		

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	The Bibb County Board of Education and West Blocton High School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. The Bibb County Board of Education has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. Dr. James Gray Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205-926-988	Non-Descr17-18

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	The Bibb County Board of Education and Bibb County High School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. (See attached.) The Bibb County Board of Education has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. Dr. James Gray Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205-926-988	NonDescr2017-18

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		Involvement Plan

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		WBHS Compact 10-16-17

Professional Development Plan Goals 2017-2018

Overview

Plan Name

Professional Development Plan Goals 2017-2018

Plan Description

The attached professional development goals are driven by academic goals within our plan for continuous improvement.

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	Teacher Mentor Program.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
2	Improve Access Scores for ELL students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	ACT Scores and College and Career Readiness	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$1200

Goal 1: Teacher Mentor Program.

Measurable Objective 1:

collaborate to provide training and support for new hire teachers throughout the school year by 05/25/2018 as measured by 100% of new teachers receiving guidance and support from a mentor teacher.

Strategy 1:

New Hire Teacher Training - New hired teachers will attend training provided by the district office and school. Each new hire will be assigned a mentor teacher that will

help train and support them in the classroom and in other teaching duties.

Category: Develop/Implement Professional Learning and Support

Activity - Teacher training and AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will participate in new teacher training and attend AMSTI training when appropriate.	Professional Learning	08/03/2017	05/25/2018	$0	District Funding	New teacher, mentor teacher, district staff, and AMSTI

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in Global Scholar training on August 7, 2017. Lead teachers will provide instruction on how to access the Global Scholar website to obtain bell ringer questions that are level 3 on the DOK.	Academic Support Program	08/07/2017	05/16/2018	$0	No Funding Required	Tiffany Dodd and Danny Caffee

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training in formative assessment, spiralling, and collaborative teaching of the solar eclipse.	Academic Support Program	08/07/2017	05/15/2018	$0	No Funding Required	Terry Lawley, David Steele, Amy Elmore, Kim Mabry

Goal 2: Improve Access Scores for ELL students

Measurable Objective 1:

50% of English Learners students will increase student growth by improving ACCESS scores in English Language Arts by 05/21/2018 as measured by comparing entrance and post test results.

Strategy 1:

ELL Professional Development - All teachers will attend a professional development session focused on ELL learners. Teachers with ELL students scheduled into their classes will attend additional professional development in this area.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Implementation of ELL Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will apply practices learned in professional development sessions that relate to ELL to learners.	Direct Instruction	08/03/2017	05/21/2018	$0	No Funding Required	WBHS Teachers

Goal 3: ACT Scores and College and Career Readiness

Measurable Objective 1:

increase student growth by 7% as determined by 2017 WBHS Composite Score by 09/01/2018 as measured by the 2018 ACT State Composite Score Trend.

Strategy 1:

Embedding of ACT Prep - Teachers will teach the Alabama Course of Study Standards while being aware of ACT embedded curriculum. Math department will follow the plan created by the math department chair. Topics covered by the math department include utilizing words from DOK wheel in lessons, manage time wisely, utilize ACT materials,and Global Scholar materials and work on justification and explanation of problems.

All other departments will utilize a plan involving reading strategies, testing vocabulary, and ACT strategies and or Global Scholar Bell Ringers. (see specif plan on PDF)

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Implementation of ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in ACT prep embedded in core classes.	Academic Support Program	08/09/2017	05/23/2018	$1200	Title I Part A	All Core Teachers

Strategy 2:

Strategic Teaching - Teachers will participate in a professional development plan targeted at implementing strategic teaching including unit planning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Unit Planning and Verbiage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and assess according to the CCRS standards paying attention to the DOK verbiage in the standards paying attention to the verbiage in the standards. | Academic Support Program | 08/09/2017 | 05/23/2018 | $0 | Other | All General Education Teachers |

Activity - Unit Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and assess according to the CCRS standards paying attention to the verbiage in the standards.	Academic Support Program	08/03/2017	05/15/2018	$0	No Funding Required	All classroom teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to outline ways to complete formative assessment. Teachers will have proof of formative assessment visible in lesson plans or on walk through visits.	Academic Support Program	08/03/2017	05/15/2018	$0	No Funding Required	All classroom teachers

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
Teacher training and AMSTI	New teachers will participate in new teacher training and attend AMSTI training when appropriate.	Professional Learning	08/03/2017	05/25/2018	$0	New teacher, mentor teacher, district staff, and AMSTI
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Unit Planning and Verbiage	Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and assess according to the CCRS standards paying attention to the DOK verbiage in the standards paying attention to the verbiage in the standards.	Academic Support Program	08/09/2017	05/23/2018	$0	All General Education Teachers
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of ACT Prep	Students will participate in ACT prep embedded in core classes.	Academic Support Program	08/09/2017	05/23/2018	$1200	All Core Teachers
				Total	$1200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Formative Assessment	Teachers will participate in professional development to outline ways to complete formative assessment. Teachers will have proof of formative assessment visible in lesson plans or on walk through visits.	Academic Support Program	08/03/2017	05/15/2018	$0	All classroom teachers
Professional Development	All teachers will participate in Global Scholar training on August 7, 2017. Lead teachers will provide instruction on how to access the Global Scholar website to obtain bell ringer questions that are level 3 on the DOK.	Academic Support Program	08/07/2017	05/16/2018	$0	Tiffany Dodd and Danny Caffee
Formative Assessment	Teachers will participate in training in formative assessment, spiralling, and collaborative teaching of the solar eclipse.	Academic Support Program	08/07/2017	05/15/2018	$0	Terry Lawley, David Steele, Amy Elmore, Kim Mabry
Implementation of ELL Strategies	Teachers will apply practices learned in professional development sessions that relate to ELL to learners.	Direct Instruction	08/03/2017	05/21/2018	$0	WBHS Teachers
Unit Planning	Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and assess according to the CCRS standards paying attention to the verbiage in the standards.	Academic Support Program	08/03/2017	05/15/2018	$0	All classroom teachers
				Total	$0	

2017-2018 ACIP

Overview

Plan Name

2017-2018 ACIP

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	Teacher Mentor Program.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
2	Improve Student Attendance	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$0
3	Improve Access Scores for ELL students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	ACT Scores and College and Career Readiness	Objectives: 3 Strategies: 4 Activities: 6	Organizational	$41200

Goal 1: Teacher Mentor Program.

Measurable Objective 1:

demonstrate a proficiency in working together to observe strengths of other teachers by 05/25/2018 as measured by teacher input forms after each mentoring observation.

Strategy 1:

Peer Review - Teachers will be assigned a mentor to observe twice per school year by the vice principal. Teachers will make an observation of that mentor and look for strengths of that mentor. Teachers will then strive to incorporate strengths and strategies learned from their mentor back into their classroom. Teachers observing will complete an observation form and turn it into administration after the observation has taken place.

Category: Develop/Implement Professional Learning and Support

Activity - Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe their assigned mentor and report findings through an observation form including what they would like to use in their classroom back to the vice principal.	Professional Learning	08/03/2017	05/25/2018	$0	No Funding Required	The principal or vice principal will see that mentors are assigned and facilitate the professional learning.

Measurable Objective 2:

collaborate to provide training and support for new hire teachers throughout the school year by 05/25/2018 as measured by 100% of new teachers receiving guidance and support from a mentor teacher.

Strategy 1:

New Hire Teacher Training - New hired teachers will attend training provided by the district office and school. Each new hire will be assigned a mentor teacher that will help train and support them in the classroom and in other teaching duties.

Category: Develop/Implement Professional Learning and Support

Activity - Teacher training and AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will participate in new teacher training and attend AMSTI training when appropriate.	Professional Learning	08/03/2017	05/25/2018	$0	District Funding	New teacher, mentor teacher, district staff, and AMSTI

Goal 2: Improve Student Attendance

Measurable Objective 1:

demonstrate a proficiency in attendance by 05/21/2018 as measured by average monthly membership .

Strategy 1:

Reward Student Body - We will be participating in the "Learning Earning" program. We will use the program to encourage attendance by rewarding students who have good attendance.

Category: Develop/Implement Student and School Culture Program

Activity - Rewarding of Student Body	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When the student body has a 95% or better attendance rate for the week, the entire student body will be rewarded with "free break" and "unassigned lunch seating" to promote good attendance practices.	Behavioral Support Program	08/09/2017	05/15/2018	$0	No Funding Required	Checking attendance rate and rewarding-administrators

Strategy 2:

Saturday School - Students who are identified at risk for attendance by administrators will be assigned Saturday School to help them meet attendance requirements.

Saturday School will also be utilized as a behavioral management tool to help decrease out of school suspensions.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Implementation of Saturday School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will assign at risk students for attendance to Saturday School to allow them to meet required attendance policies and to address behavioral/discipline issues.	Behavioral Support Program	06/01/2016	05/25/2017	$0	Other	Assign students to Saturday School-Administrators Conduct Saturday School-WBHS Faculty

Strategy 3:

Advisory Sessions - Teachers will participate in Character Education (Harbor Series or Medal of Honor), pass out Learning Earnings and encourage attendance by relationship building.

Category: Develop/Implement Student and School Culture Program

Activity - Advisory Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work on Character Education, pass out Learning Earnings and encourage attendance by relationship building.	Behavioral Support Program, Academic Support Program	08/09/2017	05/25/2018	$0	No Funding Required	Teachers and Administration

Activity - Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Character Education will improve the character of all students by watching Harbor Series and Medal of Honor. Students with teacher leader will discuss implications of video viewed.	Behavioral Support Program	09/05/2017	05/15/2018	$0	No Funding Required	Terry Lawley, David Steele, Logan Greene, Amy Elmore, in addition to all classroom teachers.

Goal 3: Improve Access Scores for ELL students

Measurable Objective 1:

50% of English Learners students will increase student growth by improving ACCESS scores in English Language Arts by 05/21/2018 as measured by comparing entrance and post test results.

Strategy 1:

ELL Professional Development - All teachers will attend a professional development session focused on ELL learners. Teachers with ELL students scheduled into their

classes will attend additional professional development in this area.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Implementation of ELL Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will apply practices learned in professional development sessions that relate to ELL to learners.	Direct Instruction	08/03/2017	05/21/2018	$0	No Funding Required	WBHS Teachers

Goal 4: ACT Scores and College and Career Readiness

Measurable Objective 1:

increase student growth by 7% as determined by 2017 WBHS Composite Score by 09/01/2018 as measured by the 2018 ACT State Composite Score Trend.

Strategy 1:

Embedding of ACT Prep - Teachers will teach the Alabama Course of Study Standards while being aware of ACT embedded curriculum. Math department will follow the plan created by the math department chair. Topics covered by the math department include utilizing words from DOK wheel in lessons, manage time wisely, utilize ACT materials,and Global Scholar materials and work on justification and explanation of problems.

All other departments will utilize a plan involving reading strategies, testing vocabulary, and ACT strategies and or Global Scholar Bell Ringers. (see specif plan on PDF)

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Implementation of ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in ACT prep embedded in core classes.	Academic Support Program	08/09/2017	05/23/2018	$1200	Title I Part A	All Core Teachers

Strategy 2:

Strategic Teaching - Teachers will participate in a professional development plan targeted at implementing strategic teaching including unit planning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Unit Planning and Verbiage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and assess according to the CCRS standards paying attention to the DOK verbiage in the standards paying attention to the verbiage in the standards.	Academic Support Program	08/09/2017	05/23/2018	$0	Other	All General Education Teachers

Activity - Unit Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and assess according to the CCRS standards paying attention to the verbiage in the standards.	Academic Support Program	08/03/2017	05/15/2018	$0	No Funding Required	All classroom teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to outline ways to complete formative assessment. Teachers will have proof of formative assessment visible in lesson plans or on walk through visits.	Academic Support Program	08/03/2017	05/15/2018	$0	No Funding Required	All classroom teachers

Measurable Objective 2:

achieve college and career readiness 88% of 12th graders will achieve at least one college and career credentials by 05/24/2018 as measured by keeping a running spreadsheet of all students who have and have not completed the task.

Strategy 1:

Encouragement of 12th graders - Teachers will encourage students through bulletin board recognition.

Category: Develop/Implement College and Career Ready Standards

Activity - Bulletin Board Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design a bulletin board in the main hallway with all seniors' names on it. We will move the students toward the finish line of having a credential.	Academic Support Program	09/05/2017	05/15/2018	$0	No Funding Required	Kim Mabry will maintain the bulletin board.

Measurable Objective 3:

increase student growth and to help with student teacher ratio by 08/03/2017 as measured by hiring a core teacher.

Strategy 1:

Hire a Highly Qualified Teacher - We will hire a core teacher with Title 1 funds to help with student teacher ratio, to increase rigor, and to help with college and career attainment.

Category: Develop/Implement College and Career Ready Standards

Activity - Hire a Highly Qualified Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire a qualified core teacher.	Direct Instruction, Class Size Reduction, Academic Support Program	08/03/2017	05/23/2018	$40000	Title I School Improvement (ISI)	Mr. Terry Lawley

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
Teacher training and AMSTI	New teachers will participate in new teacher training and attend AMSTI training when appropriate.	Professional Learning	08/03/2017	05/25/2018	$0	New teacher, mentor teacher, district staff, and AMSTI
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Unit Planning and Verbiage	Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and assess according to the CCRS standards paying attention to the DOK verbiage in the standards paying attention to the verbiage in the standards.	Academic Support Program	08/09/2017	05/23/2018	$0	All General Education Teachers
Implementation of Saturday School	Administrators will assign at risk students for attendance to Saturday School to allow them to meet required attendance policies and to address behavioral/discipline issues.	Behavioral Support Program	06/01/2016	05/25/2017	$0	Assign students to Saturday School- Administrators Conduct Saturday School- WBHS Faculty
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Implementation of ACT Prep	Students will participate in ACT prep embedded in core classes.	Academic Support Program	08/09/2017	05/23/2018	$1200	All Core Teachers
				Total	$1200	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hire a Highly Qualified Teacher	We will hire a qualified core teacher.	Direct Instruction, Class Size Reduction, Academic Support Program	08/03/2017	05/23/2018	$40000	Mr. Terry Lawley
				Total	$40000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observation	Teachers will observe their assigned mentor and report findings through an observation form including what they would like to use in their classroom back to the vice principal.	Professional Learning	08/03/2017	05/25/2018	$0	The principal or vice principal will see that mentors are assigned and facilitate the professional learning.
Formative Assessment	Teachers will participate in professional development to outline ways to complete formative assessment. Teachers will have proof of formative assessment visible in lesson plans or on walk through visits.	Academic Support Program	08/03/2017	05/15/2018	$0	All classroom teachers
Character Education	Character Education will improve the character of all students by watching Harbor Series and Medal of Honor. Students with teacher leader will discuss implications of video viewed.	Behavioral Support Program	09/05/2017	05/15/2018	$0	Terry Lawley, David Steele, Logan Greene, Amy Elmore, in addition to all classroom teachers.
Rewarding of Student Body	When the student body has a 95% or better attendance rate for the week, the entire student body will be rewarded with "free break" and "unassigned lunch seating" to promote good attendance practices.	Behavioral Support Program	08/09/2017	05/15/2018	$0	Checking attendance rate and rewarding- administrators

Implementation of ELL Strategies	Teachers will apply practices learned in professional development sessions that relate to ELL to learners.	Direct Instruction	08/03/2017	05/21/2018	$0	WBHS Teachers
Unit Planning	Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and assess according to the CCRS standards paying attention to the verbiage in the standards.	Academic Support Program	08/03/2017	05/15/2018	$0	All classroom teachers
Advisory Sessions	Teachers will work on Character Education, pass out Learning Earnings and encourage attendance by relationship building.	Behavioral Support Program, Academic Support Program	08/09/2017	05/25/2018	$0	Teachers and Administration
Bulletin Board Recognition	Teachers will design a bulletin board in the main hallway with all seniors' names on it. We will move the students toward the finish line of having a credential.	Academic Support Program	09/05/2017	05/15/2018	$0	Kim Mabry will maintain the bulletin board.
				Total	$0	

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	Feedback Data	

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?

Indicators 3.12, provides learning support services, and 4.1, sufficient staffing.

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

Indicator 4.2, sufficient resources for the purpose and direction, and 5.4 process to determine verifiable improvements in student learning.

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

Indicator 4.1, was one of the highest scores from parent and teacher surveys.

Areas in Need of Improvement

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

Standard 3 held the lowest overall teacher and student ratings and Standard 2 held the lowest rating by parents.

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

This was the second year to use the AdvancED surveys so trend data is minimal and there was not a remarkable decrease in satisfaction noted.available.

What are the implications for these stakeholder perceptions?

The second administration closely resembled the first administration and the overall scores from all stakeholders were positive.

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

The overall surveys were positive, this year was the second administration and the two surveys were fairly consistent across all participants.

Report Summary

Scores By Section

Section Score
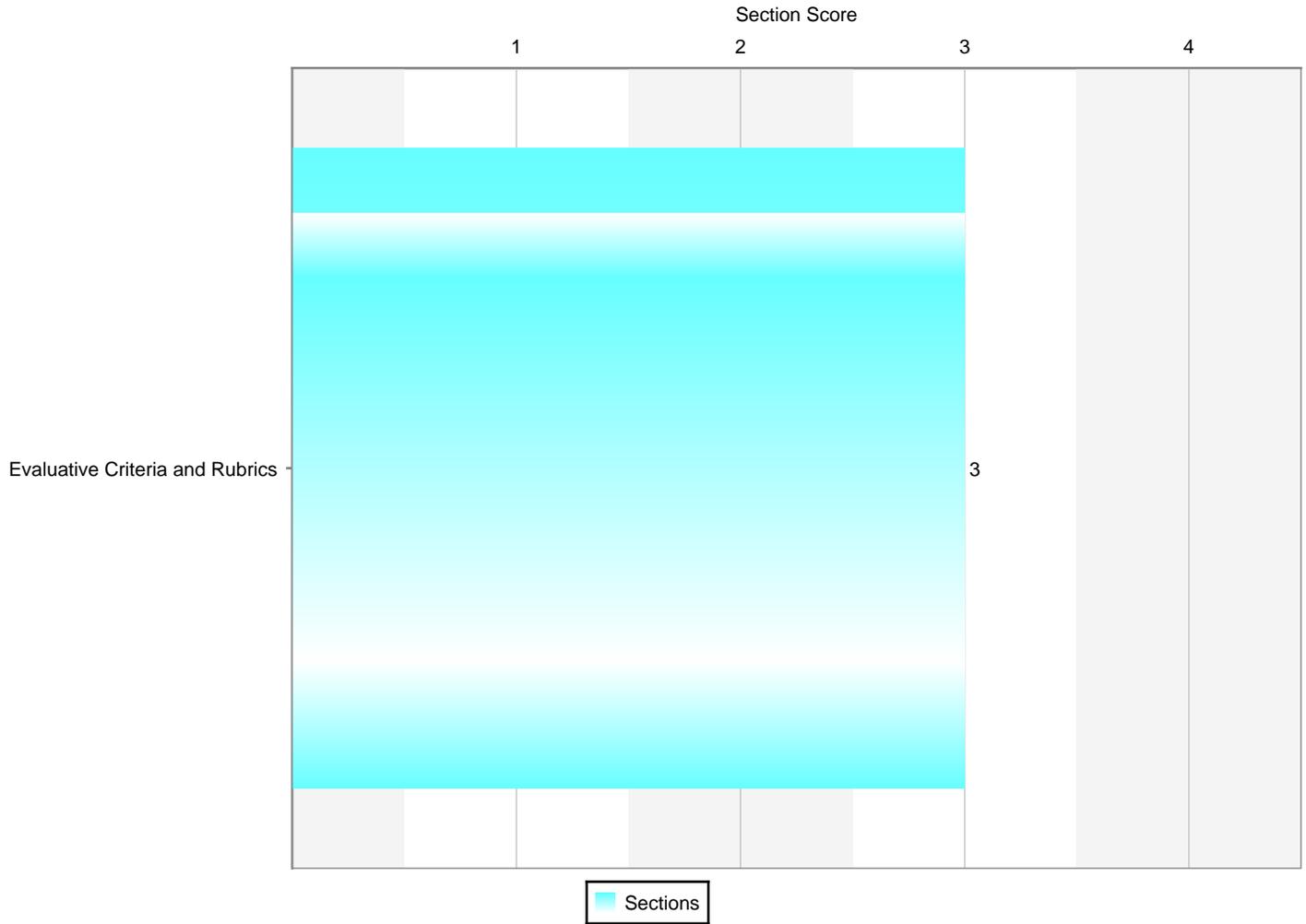
2017-2018 Title I Schoolwide Diagnostic

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?

In May of 2017, all of the teachers met throughout the day at various times and discussed our school. We discussed how to improve in certain areas and looked at data to determine our weaknesses and strengths. We had input from every teacher, counselor, and administrator.

What were the results of the comprehensive needs assessment?

The committee, composed of all faculty members, found areas of strengths and weaknesses of the school. We made written suggestions and compiled a list for administrators review.

What conclusions were drawn from the results?

Our ACT scores for English, Science, and Reading have remained pretty consistent over the past 5 years; however, our Mathematics scores have shown a slight decrease in scores. Our overall Composite score for ACT decreased by a little more than 0.5 since testing all 11th grade students began in 2015. According to our data, 43% of our students are ready for College English Composition. But only 8% are ready for all areas of college academia compared to 16% for the state.

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

In general, sub populations of students including free/reduced, minorities, and special education continue to perform lower than average. However, all groups scores have remained consistent.

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

We have implemented an ACT prep segment in all of our core classes. Science was our first test case. Two years ago our science department implemented a disciple wide, focused effort to improve ACT science scores. We also saw a need with four new teachers being hired this year, to really focus on mentoring our new teachers. Several teachers have shared lesson plans, power point lectures, laboratory activities, etc. with the new teachers to help ease them into the teaching field. In addition we are trying to improve attendance by offering rewards and consequences for poor attendance to draw a focus of students on the need to attend school. We do not have enough parent involvement at our school, so we are going to make an effort to make our school accessible to parents using INOW and our website. West Blocton is beginning to see an increase in ELL students needing services. All faculty members attended a meeting by a local ELL certified teacher to learn ways of facilitating the learning of our English Language Learners. Finally, we want our students to be good citizens of our state and want our school to be as a hospitable place as possible, we are implementing a character education program, Renaissance.

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

We are beginning to track our process using ACT data since 2015. Before 2015-16, only students who planned on attending college took the ACT test, so our data was slightly skew upward. Now that all of our students are required to take the ACT test we will begin to get a more detailed look at how all of our students are performing. In addition we look at our feeder elementary and middle school's data and try to see patterns and trends in the data that can be addressed at the high school level. This year, we will use the Performance Series interim test to test our 9th and 10th graders graders on Math and Reading.

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

Goals were based on all students, and the rewards and recognition are based on realistic growth and attainment of all our students. With ACT embedded into all core classes, all students will benefit from the targeted instruction.

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:

ACT scores and College and Career Readiness Credentials

Measurable Objective 1:

100% of Eleventh grade students will increase student growth by .1% as determined by 2017 WBHS Composite Score in Reading by 07/06/2018 as measured by the 2017 state composite score. .

Strategy1:

Strategic Teaching - Teachers will participate in a professional development plan targeted at implementing strategic teaching including unit planning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of Before, During and After Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and utilize before, during and after strategies that relate directly to their daily lessons and the CCRS standards.	Academic Support Program	06/01/2016	05/25/2017	$0 - No Funding Required	All General Education Teachers

Activity - Unit Planning and Verbiage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and access to the CCRS standards paying attention to the verbiage in the standards.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All General Education Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to outline ways to complete formative assessment. Teachers will have proof of formative assessment visible in lesson plans or on walk through visits.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All General Education Teachers

Strategy2:

Embedding of ACT Prep - Students will participate in ACT prep activities in the general education classroom. These activities will be embedded into core classes during regular instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of ACT prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Alabama Course of Study Standards while being aware of ACT embedded curriculum. Math department will follow the plan created by the math department chair. Topics covered by the math department include utilizing words from DOK wheel in lessons, manage time wisely, utilize ACT Aspire materials and work on justification and explanation problems. All other departments will utilize a plan involving reading strategies, testing vocabulary, and ACT strategies. (see specific plan on PDF)	Academic Support Program	08/09/2017	05/25/2018	$1200 - Title I Part A $0 - No Funding Required	All core teachers.

Measurable Objective 2:

100% of Twelfth grade students will achieve college and career readiness by obtaining college and career ready credientials in Career & Technical by 05/24/2018 as measured by obtainment of credentials.

Strategy1:

CCRC Attainment - WBHS will develop a working plan with Bibb County Career Academy to track and offer support so that all students can be encouraged and supported to obtain CCRS credentials.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - CCRC Plan of Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WBHS staff will work closely with BCCA to develop a plan to track and all students CCRC attainment.	Career Preparation/ Orientation	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, Vice-Principal, Counselor

Goal 2:

Improve Access Scores for ELL students

Measurable Objective 1:

50% of English Learners students will increase student growth by improving ACCESS scores in English Language Arts by 05/21/2018 as measured by comparing entrance and post test results.

Strategy1:

ELL Professional Development - All teachers will attend a professional development session focused on ELL learners. Teachers with ELL students scheduled into their classes will attend additional professional development in this area.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of ELL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will apply practices learned in professional development sessions that relate to ELL to learners.	Direct Instruction	08/03/2017	05/21/2018	$0 - No Funding Required	WBHS Teachers

Goal 3:

Character Education improvement for all students.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to improve character in and around the school in Social Studies by 05/07/2018 as measured by teachers keeping work samples in a folder entitled Character Education with written responses to questions from the videos and classroom discussion..

Strategy1:

Character Building Activities - Students will participate in a character building activity weekly during student advisory meetings.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Classroom Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After participating in a character education program, students and teachers will discuss the topic under review . After the discussion, students will respond to questions determined by the classroom teacher. The teacher will keep a sample of students' work on file.	Behavioral Support Program	08/28/2017	05/07/2018	$0 - No Funding Required	Assigned Teachers, Adminstration

Goal 4:

Student Engagement

Measurable Objective 1:

collaborate to ensure all students at West Blocton High School have at least one supportive adult advisor by 09/15/2017 as measured by all students having an assigned advisor or being engaged in an appropriate school activity..

Strategy1:

Assigned Advisor - A roster of all students will be maintained that will identify at least one supportive adult advisor.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advisor Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will meet with an adult advisor at least twice a month.	Other - Student Engagement	09/15/2017	05/18/2018	$0 - No Funding Required	All faculty members.

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:

Teacher Mentor Program.

Measurable Objective 1:

collaborate to provide training and support for new hire teachers throughout the school year by 05/25/2018 as measured by 100% of new teachers receiving guidance and support from a mentor teacher.

Strategy1:

New Hire Teacher Training - New hired teachers will attend training provided by the district office and school. Each new hire will be assigned a mentor teacher that will help train and support them in the classroom and in other teaching duties.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher training and AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will participate in new teacher training and attend AMSTI training when appropriate.	Professional Learning	08/03/2017	05/25/2018	$0 - District Funding	New teacher, mentor teacher, district staff, and AMSTI

Measurable Objective 2:

demonstrate a proficiency in working together to observe strengths of other teachers by 05/25/2018 as measured by teacher input forms after each mentoring observation.

Strategy1:

Peer Review - Teachers will be assigned a mentor to observe twice per school year by the vice principal. Teachers will make an observation of that mentor and look for strengths of that mentor. Teachers will then strive to incorporate strengths and strategies learned from their

mentor back into their classroom. Teachers observing will complete an observation form and turn it into administration after the observation has taken place.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe their assigned mentor and report findings through an observation form including what they would like to use in their classroom back to the vice principal.	Professional Learning	08/03/2017	05/25/2018	$0 - No Funding Required	The principal or vice principal will see that mentors are assigned and facilitate the professional learning.

Goal 2:

ACT scores and College and Career Readiness Credentials

Measurable Objective 1:

100% of Twelfth grade students will achieve college and career readiness by obtaining college and career ready credentials in Career & Technical by 05/24/2018 as measured by obtainment of credentials.

Strategy1:

CCRC Attainment - WBHS will develop a working plan with Bibb County Career Academy to track and offer support so that all students can be encouraged and supported to obtain CCRS credentials.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - CCRC Plan of Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WBHS staff will work closely with BCCA to develop a plan to track and all students CCRC attainment.	Career Preparation/ Orientation	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, Vice-Principal, Counselor

Measurable Objective 2:

100% of Eleventh grade students will increase student growth by .1% as determined by 2017 WBHS Composite Score in Reading by 07/06/2018 as measured by the 2017 state composite score. .

Strategy1:

Strategic Teaching - Teachers will participate in a professional development plan targeted at implementing strategic teaching including unit planning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Unit Planning and Verbiage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and access to the CCRS standards paying attention to the verbiage in the standards.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All General Education Teachers

Activity - Implementation of Before, During and After Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and utilize before, during and after strategies that relate directly to their daily lessons and the CCRS standards.	Academic Support Program	06/01/2016	05/25/2017	$0 - No Funding Required	All General Education Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to outline ways to complete formative assessment. Teachers will have proof of formative assessment visible in lesson plans or on walk through visits.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All General Education Teachers

Strategy2:

Embedding of ACT Prep - Students will participate in ACT prep activities in the general education classroom. These activities will be

embedded into core classes during regular instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of ACT prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Alabama Course of Study Standards while being aware of ACT embedded curriculum. Math department will follow the plan created by the math department chair. Topics covered by the math department include utilizing words from DOK wheel in lessons, manage time wisely, utilize ACT Aspire materials and work on justification and explanation problems. All other departments will utilize a plan involving reading strategies, testing vocabulary, and ACT strategies. (see specific plan on PDF)	Academic Support Program	08/09/2017	05/25/2018	$1200 - Title I Part A $0 - No Funding Required	All core teachers.

Goal 3:

Improve Student Attendance

Measurable Objective 1:

demonstrate a proficiency in attendance by 05/21/2018 as measured by average monthly membership .

Strategy1:

Advisory Sessions - Teachers will participate in Character Education (Harbor Series or Medal of Honor), pass out Learning Earnings and

encourage attendance by relationship building.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advisory Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work on Character Education, pass out Learning Earnings and encourage attendance by relationship building.	Behavioral Support Program Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	Teachers and Administration

Strategy2:

Reward Student Body - We will be participating in the "Learning Earning" program. We will use the program to encourage attendance by

rewarding students who have good attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Rewarding of Student Body	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When the student body has a 95% or better attendance rate for the week, the entire student body will be rewarded with "free break" and "unassigned lunch seating" to promote good attendance practices.	Behavioral Support Program	08/09/2017	05/15/2018	$0 - No Funding Required	Checking attendance rate and rewarding-administrators

Strategy3:

Saturday School - Students who are identified at risk for attendance by administrators will be assigned Saturday School to help them meet

attendance requirements. Saturday School will also be utilized as a behavioral management tool to help decrease out of school suspensions.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will assign at risk students for attendance to Saturday School to allow them to meet required attendance policies and to address behavioral/discipline issues.	Behavioral Support Program	06/01/2016	05/25/2017	$0 - Other	Assign students to Saturday School-Administrators Conduct Saturday School-WBHS Faculty

Goal 4:

Character Education improvement for all students.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to improve character in and around the school   in Social Studies by 05/07/2018 as measured by teachers keeping work samples in a folder entitled Character Education with written responses to questions from the videos and classroom discussion..

Strategy1:

Character Building Activities - Students will participate in a character building activity weekly during student advisory meetings.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Classroom Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After participating in a character education program, students and teachers will discuss the topic under review . After the discussion, students will respond to questions determined by the classroom teacher. The teacher will keep a sample of students' work on file.	Behavioral Support Program	08/28/2017	05/07/2018	$0 - No Funding Required	Assigned Teachers, Adminstration

Goal 5:

Improve Access Scores for ELL students

Measurable Objective 1:

50% of English Learners students will increase student growth by improving ACCESS scores in English Language Arts by 05/21/2018 as measured by comparing entrance and post test results.

Strategy1:

ELL Professional Development - All teachers will attend a professional development session focused on ELL learners. Teachers with ELL students scheduled into their classes will attend additional professional development in this area.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of ELL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will apply practices learned in professional development sessions that relate to ELL to learners.	Direct Instruction	08/03/2017	05/21/2018	$0 - No Funding Required	WBHS Teachers

Goal 6:

Student Engagement

Measurable Objective 1:

collaborate to ensure all students at West Blocton High School have at least one supportive adult advisor by 09/15/2017 as measured by all

students having an assigned advisor or being engaged in an appropriate school activity..

Strategy1:

Assigned Advisor - A roster of all students will be maintained that will identify at least one supportive adult advisor.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advisor Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will meet with an adult advisor at least twice a month.	Other - Student Engagement	09/15/2017	05/18/2018	$0 - No Funding Required	All faculty members.

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:

ACT scores and College and Career Readiness Credentials

Measurable Objective 1:

100% of Eleventh grade students will increase student growth by .1% as determined by 2017 WBHS Composite Score in Reading by

07/06/2018 as measured by the 2017 state composite score. .

Strategy1:

Embedding of ACT Prep - Students will participate in ACT prep activities in the general education classroom. These activities will be embedded into core classes during regular instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of ACT prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Alabama Course of Study Standards while being aware of ACT embedded curriculum. Math department will follow the plan created by the math department chair. Topics covered by the math department include utilizing words from DOK wheel in lessons, manage time wisely, utilize ACT Aspire materials and work on justification and explanation problems. All other departments will utilize a plan involving reading strategies, testing vocabulary, and ACT strategies. (see specific plan on PDF)	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required $1200 - Title I Part A	All core teachers.

Strategy2:

Strategic Teaching - Teachers will participate in a professional development plan targeted at implementing strategic teaching including unit planning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of Before, During and After Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and utilize before, during and after strategies that relate directly to their daily lessons and the CCRS standards.	Academic Support Program	06/01/2016	05/25/2017	$0 - No Funding Required	All General Education Teachers

Activity - Unit Planning and Verbiage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and access to the CCRS standards paying attention to the verbiage in the standards.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All General Education Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to outline ways to complete formative assessment. Teachers will have proof of formative assessment visible in lesson plans or on walk through visits.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All General Education Teachers

Measurable Objective 2:

100% of Twelfth grade students will achieve college and career readiness by obtaining college and career ready credentials in Career & Technical by 05/24/2018 as measured by obtainment of credentials.

Strategy1:

CCRC Attainment - WBHS will develop a working plan with Bibb County Career Academy to track and offer support so that all students can

be encouraged and supported to obtain CCRS credentials.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - CCRC Plan of Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WBHS staff will work closely with BCCA to develop a plan to track and all students CCRC attainment.	Career Preparation/ Orientation	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, Vice-Principal, Counselor

Goal 2:

Improve Student Attendance

Measurable Objective 1:

demonstrate a proficiency in attendance by 05/21/2018 as measured by average monthly membership .

Strategy1:

Reward Student Body - We will be participating in the "Learning Earning" program. We will use the program to encourage attendance by

rewarding students who have good attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Rewarding of Student Body	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When the student body has a 95% or better attendance rate for the week, the entire student body will be rewarded with "free break" and "unassigned lunch seating" to promote good attendance practices.	Behavioral Support Program	08/09/2017	05/15/2018	$0 - No Funding Required	Checking attendance rate and rewarding-administrators

Strategy2:

Advisory Sessions - Teachers will participate in Character Education (Harbor Series or Medal of Honor), pass out Learning Earnings and

encourage attendance by relationship building.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advisory Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work on Character Education, pass out Learning Earnings and encourage attendance by relationship building.	Academic Support Program Behavioral Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	Teachers and Administration

Strategy3:

Saturday School - Students who are identified at risk for attendance by administrators will be assigned Saturday School to help them meet

attendance requirements. Saturday School will also be utilized as a behavioral management tool to help decrease out of school suspensions.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will assign at risk students for attendance to Saturday School to allow them to meet required attendance policies and to address behavioral/discipline issues.	Behavioral Support Program	06/01/2016	05/25/2017	$0 - Other	Assign students to Saturday School- Administrators Conduct Saturday School- WBHS Faculty

Goal 3:

Improve Access Scores for ELL students

Measurable Objective 1:

50% of English Learners students will increase student growth by improving ACCESS scores in English Language Arts by 05/21/2018 as

measured by comparing entrance and post test results.

Strategy1:

ELL Professional Development - All teachers will attend a professional development session focused on ELL learners. Teachers with ELL

students scheduled into their classes will attend additional professional development in this area.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of ELL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will apply practices learned in professional development sessions that relate to ELL to learners.	Direct Instruction	08/03/2017	05/21/2018	$0 - No Funding Required	WBHS Teachers

Goal 4:

Character Education improvement for all students.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to improve character in and around the school   in Social Studies by 05/07/2018 as measured by teachers keeping work samples in a folder entitled Character Education with written responses to questions from the videos and classroom discussion..

Strategy1:

Character Building Activities - Students will participate in a character building activity weekly during student advisory meetings.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Classroom Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After participating in a character education program, students and teachers will discuss the topic under review . After the discussion, students will respond to questions determined by the classroom teacher. The teacher will keep a sample of students' work on file.	Behavioral Support Program	08/28/2017	05/07/2018	$0 - No Funding Required	Assigned Teachers, Adminstration

Goal 5:

Student Engagement

Measurable Objective 1:

collaborate to ensure all students at West Blocton High School have at least one supportive adult advisor by 09/15/2017 as measured by all students having an assigned advisor or being engaged in an appropriate school activity..

Strategy1:

Assigned Advisor - A roster of all students will be maintained that will identify at least one supportive adult advisor.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advisor Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will meet with an adult advisor at least twice a month.	Other - Student Engagement	09/15/2017	05/18/2018	$0 - No Funding Required	All faculty members.

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

Goal 1:

ACT scores and College and Career Readiness Credentials

Measurable Objective 1:

100% of Eleventh grade students will increase student growth by .1% as determined by 2017 WBHS Composite Score in Reading by 07/06/2018 as measured by the 2017 state composite score. .

Strategy1:

Embedding of ACT Prep - Students will participate in ACT prep activities in the general education classroom. These activities will be embedded into core classes during regular instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of ACT prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Alabama Course of Study Standards while being aware of ACT embedded curriculum. Math department will follow the plan created by the math department chair. Topics covered by the math department include utilizing words from DOK wheel in lessons, manage time wisely, utilize ACT Aspire materials and work on justification and explanation problems. All other departments will utilize a plan involving reading strategies, testing vocabulary, and ACT strategies. (see specific plan on PDF)	Academic Support Program	08/09/2017	05/25/2018	$1200 - Title I Part A $0 - No Funding Required	All core teachers.

Strategy2:

Strategic Teaching - Teachers will participate in a professional development plan targeted at implementing strategic teaching including unit planning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of Before, During and After Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and utilize before, during and after strategies that relate directly to their daily lessons and the CCRS standards.	Academic Support Program	06/01/2016	05/25/2017	$0 - No Funding Required	All General Education Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to outline ways to complete formative assessment. Teachers will have proof of formative assessment visible in lesson plans or on walk through visits.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All General Education Teachers

Activity - Unit Planning and Verbiage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing professional development in the area of unit planning. While participating in unit planning, teachers will analyze, develop, teach, and access to the CCRS standards paying attention to the verbiage in the standards.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All General Education Teachers

Measurable Objective 2:

100% of Twelfth grade students will achieve college and career readiness by obtaining college and career ready credentials in Career & Technical by 05/24/2018 as measured by obtainment of credentials.

Strategy1:

CCRC Attainment - WBHS will develop a working plan with Bibb County Career Academy to track and offer support so that all students can be encouraged and supported to obtain CCRS credentials.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - CCRC Plan of Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WBHS staff will work closely with BCCA to develop a plan to track and all students CCRC attainment.	Career Preparation/ Orientation	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, Vice-Principal, Counselor

Goal 2:

Improve Access Scores for ELL students

Measurable Objective 1:

50% of English Learners students will increase student growth by improving ACCESS scores in English Language Arts by 05/21/2018 as measured by comparing entrance and post test results.

Strategy1:

ELL Professional Development - All teachers will attend a professional development session focused on ELL learners. Teachers with ELL students scheduled into their classes will attend additional professional development in this area.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation of ELL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will apply practices learned in professional development sessions that relate to ELL to learners.	Direct Instruction	08/03/2017	05/21/2018	$0 - No Funding Required	WBHS Teachers

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.

Translation of score reports are formatted in a language of understanding for the parents of EL students. Programs such as TransAct and other online resources are used when reports are not received from standardized test.

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.

All teachers are assigned courses under their teaching certification. Teachers are assigned content and subjects they are comfortable with and have an interest in. Teachers analyze data and adjust instruction accordingly.

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?

Two non tenured teachers were non renewed and two teachers retired; however, one teacher currently contracts and continues to teach in our school. The teacher did not want to retire but had to make the decision based on financial reasoning. We did not have any teacher attempt to transfer or turn in a letter of recognition.

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

The majority of teachers have a masters degree or have been teaching for ten or more 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).

There is not a high turnover rate at WBHS.

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.

Data is analyzed and areas of weakness are identified. Professional development is determined and planned around the weaknesses.

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

We offer professional development in the school by our personnel as well as bringing outside professionals in to provide training and guidance on instruction. Our school is an AMSTI school and we receive service from them for Math and Science. Teachers are allowed and encouraged to attend content specific PD from outside sources.

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 new teachers are assigned mentor teachers to collaborate with during the year. The mentor teacher has experience in the curriculum area they serve. We also have a peer observation system where all teachers are assigned to other teachers to observe their classroom instruction. Afterwards, the observing teacher and administration meet to discuss what can be used and what was observed in the classroom the teacher may utilize in their class.

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

We schedule PD during the school year and meet during planning periods and on PD days that are district wide. We also pay for subs and schedule departmental and data meetings throughout the year.

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:

ACT scores and College and Career Readiness Credentials

Measurable Objective 1:

100% of Twelfth grade students will achieve college and career readiness by obtaining college and career ready credientials in Career & Technical by 05/24/2018 as measured by obtainment of credentials.

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Strategy2:

Strategic Teaching - Teachers will participate in a professional development plan targeted at implementing strategic teaching including unit planning.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

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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?

All data is presented to teachers after results are attained. Plans are made to address any weaknesses and teachers have input on how to address issues in the classroom and through instruction.

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?

Interim testing is performed to help identify lower performing students and individual plans are made to address student needs. Tiered instruction is used as well as referring students to RTI if needed.

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?

Students receive tutoring by teachers, peer tutors, and strategic teaching methods are used along with scaffolding and spiraling of instruction.

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.

Morning tutoring is offered as well as a Saturday School that is used in helping to catch students up.

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.

We have been successful with using peer tutors and utilizing remedial math and reading courses in our master schedule. Teachers scaffold instruction appropriate to the individual's need and focus on planned instruction from constant formative assessment.

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.

All career tech teachers and programs follow the individual's IEP and/or 504 plans. Also, special attention is given to job placement and abilities of students in the co-op program. Saturday School and alternative tutoring is available to career tech students.

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.

All state teacher allocation money is used to hire qualified teachers in the school. Title I Federal funds are used to supplement teaching units to decrease class size and provide additional instruction. The local school's general fund also helps cover a teacher unit in the 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)?

There are two character education programs used to help with at risk behaviors. Qualifying students receive a free and reduced lunch. The school partners with Shelton State to provide adult education courses. A partnership is also established with the West Alabama Chamber of Commerce and local industries in implementing a ready to work program for local residence.

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

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

Monitoring of the ACIP is performed in house and by the district with state and other outside support. The plan is also formally evaluated at the end of the year to examine the outcomes of the set goals.

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?

Data is reviewed from the State assessments. This year, the school will administer and review the results of the ACT and WorkKeys assessment.

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?

When available, comparable longitudinal data is reviewed that matches up with the State assessment administered. Interim testing is also used to gauge the achievement of students.

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?

Data is reviewed when it becomes available. Teachers, administrators, district administrators, and outside consultants collaborate on needed changes to increase student achievement.

2017-2018 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.	25.8

Provide the number of classroom teachers.

25.80

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1405209.0

Total   1,405,209.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	84864.0

Total   84,864.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	66740.0

Total   66,740.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	54683.0

Total   54,683.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56321.0

Total   56,321.00

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 Adminstrators.

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.	6197.0

Total   6,197.00

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.	2272.0

Total   2,272.00

EL Teachers

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

Provide the number of EL Teachers.

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.	12350.0

Total   12,350.00

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.	892.0

Total   892.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	89512.6

Provide a brief explanation and breakdown of expenses.

WBHS 0080

INSTRUCTION-TEACHER 55,596.00

INSTRUCTION-SUBSTITUTES 970.00

INSTRUCTION-STATE INSURANCE 13,920.00

INSTRUCTION-STATE RETIREMENT 6,805.00

INSTRUCTION-SOCIAL SECURITY 3,324.00

INSTRUCTION-FEDERAL MEDICARE 777.00

INSTRUCTION-EQUIP MAINT AGREE 3,600.00

INSTRUCTION-STUDENT CLASSRM SUPP 154.06

INSTRUCTION-INSTRUCTIONAL SOFTWA 727.50

OTHER STUDENT SUPP, POSTAGE 490.00

OTHER STUDENT SUPP, OTHER INST SUPPLIES 1,749.04

INSTRUCTION-STAFF/DEV SERVI-OTHER TRAVEL TRAINING 1,100.00

INSTRUCTION-STAFF/DEV SERVI-REGISTRATION FEES 300.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

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.

Not applicable.

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.

Not applicable.

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.

Not applicable.

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

Provide a brief explanation and breakdown of expenses.

Not applicable.

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.

Not applicable.

Local Funds

Label	Question	Value
1.	Provide the total	217398.5

Provide a brief explanation and breakdown of expenses.

GROUNDS SERVICES, MAINTENANCE SUPPLIES

ITEMS FOR RESALE

OTHER GENERAL SUPPLIES

BUILDING SERVICES-ELECTRICITY

2017-2018 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))

The annual Title I meeting will be held August 7, 2017 at 5:00 PM in the WBHS gymnasium. Parents will be educated and a PowerPoint will be used to explain all components of Title I, including the parent involvement plan and set-aside funds.

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))

At minimum, three meetings are held for parent input each academic year. Parents are encouraged to sign up and participate in the Title I plan and have a voice in the goals and direction of the plan. Funds have been focused for materials to help parents understand their childs four year plan and the Jostens Renaissance character education program. WBHS will also video and post/stream events for parents to watch when they are unable to make it to the school.

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))

Lawley/Crim

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 School-Parent Compact is developed and revised at the end of the school year for the following school year. Copies are given to parents and teachers to make recommendation on revisions. All recommendations are discussed and changes made when feasible and appropriate.

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

Parents are given chances to take surveys during the school year to voice any dissatisfaction with the Continuous Improvement Plan. Parents are invited to attend Continuous Improvement Plan meetings to voice concerns and provide input.

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)

Parents will be invited and encouraged to participate in parent visitation day. During these events informational and educational meetings will be scheduled to help parents support their students and strengthen partnership with the school. Guardians will participate in their student's four year plans and career planning. Educational classes will also be provided to help teach the use of technology for things such as filling out FAFSA, using email, and INow.

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)

Parents will be invited to review school wide data and plans to address strengths and weaknesses. Parents will be educated on ways to volunteer in the school and how to support their student's educational process and goals. Parents in need will be guided to outside programs and resources to benefit their emotional, educational, and financial needs. The school will focus professional development on understanding and building the culture of WBHS and the local community.

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)

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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)

ELL students and their families will receive translated documents in a language they understand. TransAct and other translating programs will be used to reproduce materials to other non English languages.

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)

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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))

ELL students and their families will receive translated documents in a language they understand. TransAct and other translating programs will be used to reproduce materials to other non English languages.