ACIP

Walter Wellborn High School

Calhoun County Board of Education

Mr. Chris Hayes
135 Pinson Road
Anniston, AL 36201

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Executive Summary

Introduction

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

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

Description of the School

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

Walter Wellborn High School (WWHS) is part of the Calhoun County School System and is located at 135 Pinson Road in Anniston, Alabama. The community is located just off of Highway 202 and is adjacent to downtown Anniston and Oxford.

WWHS serves approximately 541 students in grades 7-12. The school is the hub of the traditionally hardworking, blue-collar community it serves. The demographic data for the school is as follows: 77% Free and Reduced, 75% White, 19% Black, 5% Hispanic, 1% Native American, Asian, and Multi-Race. We currently have 43 students listed as receiving or have received Gifted Education and 78 students in Special Education. Of the 78 students in Special Education, 59 are classified as having a specific learning disability, and 20 are classified as having severe cognitive delays that require more direct and constant supervision available through our pre-vocational program.

Over the past five years, WWHS has experienced growth in our Career Technical offerings and flexibility as well as the implementation of a Pre-AP/AP curriculum in grades 7-12, an after school tutoring program, PASS, and other Learning Supports initiatives. A highlight of changes to our curriculum are outlined below.

Curriculum changes include:
A+ College Ready - LTF
We are using the A+ College Ready grant for implementation of Laying the Foundations and Advanced Placement curricula. AP English Language, Literature, U. S. History, Government and Chemistry are offered to juniors and seniors, respectively. We are also offering pre-AP classes in English, math, and science to our ninth and tenth grade students, LTF courses to 75% of our seventh and eighth grade students, and Algebra I in eighth grade.

WWHS runs an eight period day schedule this year. Each class is fifty minutes long. This schedule also allows us to incorporate intervention for reading and math as well as a mentorship program for students not involved in extracurricular activities. We offer clubs to increase student involvement (ALSDE Learning Supports product). Additionally, we offer after school tutoring (funded by Title I), remediation, enrichment, and preparation for the ACT, and remediation/enrichment/support with regard to the Common Core standards. Also, a variety of Career and Technical Courses are offered and taught by Business and Industry Certified Teachers.

Our enrollment in career technical classes continues to increase due to offering career tech twice daily (rose from 71 students in 2014-15 to 110 students in 2015-16 and we currently have almost 130 enrolled for the 2017-2018 school year).
As a qualifying Title I School, we are able to employ a Reading Interventionist and purchase a strategies-based intervention program to target a select group of at risk students in math and in reading.

In addition to our academic offerings, changes have occurred to the physical plant of WWHS. Over the past four years, a new HVAC system was installed, a new football practice field was constructed, new scoreboards were installed on the football, softball and baseball fields, an electronic information sign was installed, air conditioning has been installed in the Waldrop gym, and phase one of two year remodel of our buildings has begun. A new business technology lab was installed, a new computer lab for the middle school building was installed using donated computers from Westinghouse, a new band concession stand was built during the summer of 2014, the football press box was

renovated, and campus beautification projects are currently underway by way of our Art Class and our Agriscience class. Community involvement has increased due to programs such as academic acknowledgement (i.e., Academic Teas, Baccalaureate, etc.) and social media outlets. Currently, we have added HVAC to our main gym, The Howard Waldrep Junior Sports Arena. Also ongoing is a 4.5 million dollar construction project to renovate and update the main and annex buildings. When completed, Walter Wellborn High School will look like a brand new school.

Even though the number of students attending WWHS is expected to stay steady and/or increase, the job offerings close to the community have continued to decrease. In the past three years, the Anniston Army Depot, a long-time employer of local residents, has started to cut back on hours for our stakeholders employed there. Westinghouse, a more recent employer, has completed the burning of chemicals and has moved their jobs elsewhere in the United States. Because most of our stakeholders were born and raised in the area and own property, they are reluctant to move and start over. As a direct result of a decrease in the availability of jobs, our student free and reduced count is expected to continue to rise. However, our community, as history has shown, will continue to grow stronger, grow closer, and overcome life's obstacles. We will not fail to instill a strong work ethic and a never quit attitude in all our young people.

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.

School's Purpose Statement:

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

Vision

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

Walter Wellborn High School Beliefs

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

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

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

2. Safety and Security
- Maintain an active school resource officer during the school day and at extra-curricular events
- Regular drug dog inspections
- Proactive bullying/harassment policies and procedures
- Regular drills (fire, severe weather, intruder, etc.)
- Strengthening home-school connections
- Family Linc Program and Services
- Connected through Virtual Alabama

- Connection with local agencies and our director of safety and security through 800mgz radios

3. Academics

 - Continuous Improvement

 - Continuous improvement planning via ASSIST ACIP

 - District accreditation process through AdvancED (Spring of 2014)

 - Diagnostics and Benchmarks via STAR and ASPIRE Interim

 - State and Federal Monitoring Process (completed Fall of 2013)

 - Curriculum

 - Data Meetings and Gap Analysis

 - College and Career Readiness Standards and Quality Core

 - Career Technical offerings via the Calhoun County Career Technical Center and local school

 - IS2 Waiver Implementation and PLAN 2016

 - Project-based Learning

 - ARI Strategic Teaching

 - Bring Your Own Device Initiative (Power Up)

 - Advance Placement

 - Kuder and Career Preparedness Program

 - Learning Supports Initiative

 - Professional Development, Support, and Retention

 - Educator Effectiveness

 - LEAD

 - Administrative walkthroughs

 - Targeted Professional Development based on data from Educator Effectiveness, and LEAD

 - Accountability

 - Transcript and four-year plan audits

 - Accountability portal and Cohort data

 - Financial Audits

 - Reports to stakeholders via school website

 - ACT ASPIRE, ACT, and Work Keys test scores, A-F report card

 - Yearly attendance and discipline reports

 - Office of Civil Rights report

 - Alabama Ethics Commission Report

 - Quality Core Assessments (ASPIRE, ACT, and Work Keys)

 - ASSIST ACIP

 - ACCESS for ELLs

 - AP Exams

4. Extra-curricular activities

- Football

- Volleyball

- Cheerleading

- Girls' and Boys' Basketball

- Wrestling

- Baseball

- Softball (Achievement in 2013 - softball team made the State playoffs)

- Track and Field

- Golf

- Fishing

- Swim Team

- Special Olympics

- Band

- Choir

- Art (Achievement in 2013-14 - art class contributed to school beautification initiative)

- FFA

- FCCLA

- Student Government Association

- Scholars' Bowl

- Abundant Life (Christian Club)

- Drama

- Robotics

- FBLA

- News Team (Panther News Network)

- FTA

- Music Club (Highlander Club)

- Math Team

- Key Club

- Spanish Club

Notable Achievements and Areas of Improvement

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

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

1. WWHS continues to improve its offerings.
2. Change to eight period day continues to allow time to earn more credits, have two career tech sessions, and time for remediation/enrichment
3. Athletic programs have improved across the board (playoffs for seven of the last eight years in football, three of the last four years running in softball, three of the last four years in baseball, four years making the State Tournament in Wrestling, State Tournament in track four years running, and wins have increased in volleyball and basketball. In 2016-2017, all sports but football made their respective state tournaments.
4. Parent communication has improved with the use of a school website, INow Home Portal for student progress,Twitter, Facebook, Instagram, and School Cast automated calling system.
5. Wi-Fi ports installed throughout campus
6. We have become 1-1 with devices: Added over 300 devices for student use throughout the school (classrooms affected: all of Math, all of ELA, one science, one social studies, and our library)
7. The number of students attending career tech increased from 71 students in 2014-15 school year to 110 in 2015-16 and 128 enrolled in the 2016-2017 school year. This year we continue that trend with almost 130 in 2017-2018.
8. Won an A+ College Ready Grant in 2015-16 to assist in increasing the availability of college preparatory courses available at WWHS. We were a pipeline school in 2014-2015 for the same program. The program grant will span three years from this year.
9. We met our local indicator in 2015-2016 and in 2016-2017.

Goals for the next three years:

1. Improve technology available to students and teachers and increase knowledge of BYOD best practices and tools (teachers are priority this year)
2. Move beyond the requirement for textbooks
3. Utilize project-based learning across the curriculum
4. All students College and Career Ready in accordance with PLAN 2020
5. Continue to increase the number of students attending Career Tech
6. Utilize Scantron Performance Series and Kuder systems to plan for College and Career
7. Increase the availability of college preparatory courses available at WWHS (Laying the Foundations in grades 7-8, Pre-AP in grades 9-10, and AP in grades 11-12).
8. Focus on increasing attendance and decreasing unexcused absences.
9. Continue implementing the new evaluation system for teachers - Educator Effectiveness.

10. Continue implementation of a positive behavior intervention and supports system (i.e., CHAMPS).

11. Increase the number of students scoring proficient on the ACT and Scantron Perormance Series.

Additional Information

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

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

1. Kuder Assessment System
2. Scantron
3. Everfi
4. Career Technical programs available locally and at the Calhoun County Career Tech Center
5. Career Preparedness Course (taught in eighth and ninth grade)
6. Senior Project (portfolio required of Seniors containing college and career ready materials)
7. Stride Academy
8. STAR
9. Credentialing (Business programs offer Microsoft Office Specialist (MOS) certifications)
10. Read 180 - research based reading intervention program purchased through Title I to assist students who test low in reading skills.
11. Math 180 - research based reading intervention program purchased through Title I to assist students who test low in math skills.
12. After School Tutoring
13. Reach/Mentoring
14. Clubs and Activites

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Faculty meetings, department meetings, learning supports meetings, Title I meetings, and continuous improvement meetings have been held to determine individual areas of strengths and weaknesses from the 2016-2017 data. Students, parents, teachers, and the school administration have a vital role in making the ACIP a success. Because this is a "working plan", parents and students will be surveyed regarding their level of satisfaction with the academic achievement and school culture. Results for any standardized academic assessments and/or parent/student surveys will be shared with the students, parents, faculty, and staff via our school's website and social media outlets. The school leadership team will meet to discuss and contribute ideas for strategies, professional development, school safety, and budget requirements. A rough draft will be compiled, and the faculty and staff will evaluate it and make suggestions for changes if needed. Revisions will be made (as needed), and the final draft will be submitted to the Calhoun County Board of Education for approval.

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

Mr. Christopher Hayes, Principal
Mrs. Dia Bean, Assistant Principal
Mr. Todd Ford, Guidance Counselor (7-9)
Ms. Shaa' Bolt, Guidance Counselor (10-12)
Ms. Erika Goodwin, Reading Interventionist
Mr. Todd Manning, History Department Head
Ms. Susan Maxwell, Math Department Head
Ms. Amanda Tucker, Collaborative Education
Mrs. Melanie Brooks, Technology Coordinator
Mrs. Sandy Schmick, Fine Arts
Mr. Micah Junior, Science Department Head
Mrs. Wanda King, Bookkeeper
Mrs. Donna Vingers, Parent
Mrs. Amy McQueen, Parent
Mrs. Tracy Connell, Parent
Miss Rebekka Boyer, Student Council Co-President
Mr. Namath Pitts, Student Council Co-President

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

The final improvement plan will be communicated to all stakeholders via Walter Wellborn High School's website and social media outlets.

Updates will be be provided as they occur and subject to approval of the Calhoun County Board of Education.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document 2017

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

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

Areas of Notable Achievement

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

Given the data available at this time, our ACT Aspire English data is above the expected levels of performance when compared to our reading, math, and science ACT Aspire data. Also, our economically disadvantaged population has outperformed all others in most subject areas.

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

We have a positive trend in performance with closing the achievement gap between black and white students in reading and science.

Our free and reduced population has consistently outperformed all others in percentage proficient.

Math data in ACT Aspire has shown improvement in all grades tested.

Which area(s) indicate the overall highest performance?

WWHS data indicates an overall highest performance with our economically disadvantaged students.

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

At WWHS black and economically disadvantaged subgroups show a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

The achievement gap continues to close between our black and white populations with our black students exceeding white students in scoring proficient in reading and science.

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

The data from 7th and 8th grade ACT Aspire reading tests are consistent with data obtained from STAR Benchmark Assessment results obtained last school year.

Areas in Need of Improvement

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

At WWHS, math is consistently below the expected levels of performance across all grade levels.

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

Results from ACT and ACT Aspire showed a negative trend in performance in all areas of the ACT and in reading and science for the ACT Aspire.

Which area(s) indicate the overall lowest performance?

The areas of math and reading indicate an overall area of weakness across grade levels.

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

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

Between which subgroups is the achievement gap becoming greater?

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

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

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

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics   3.5
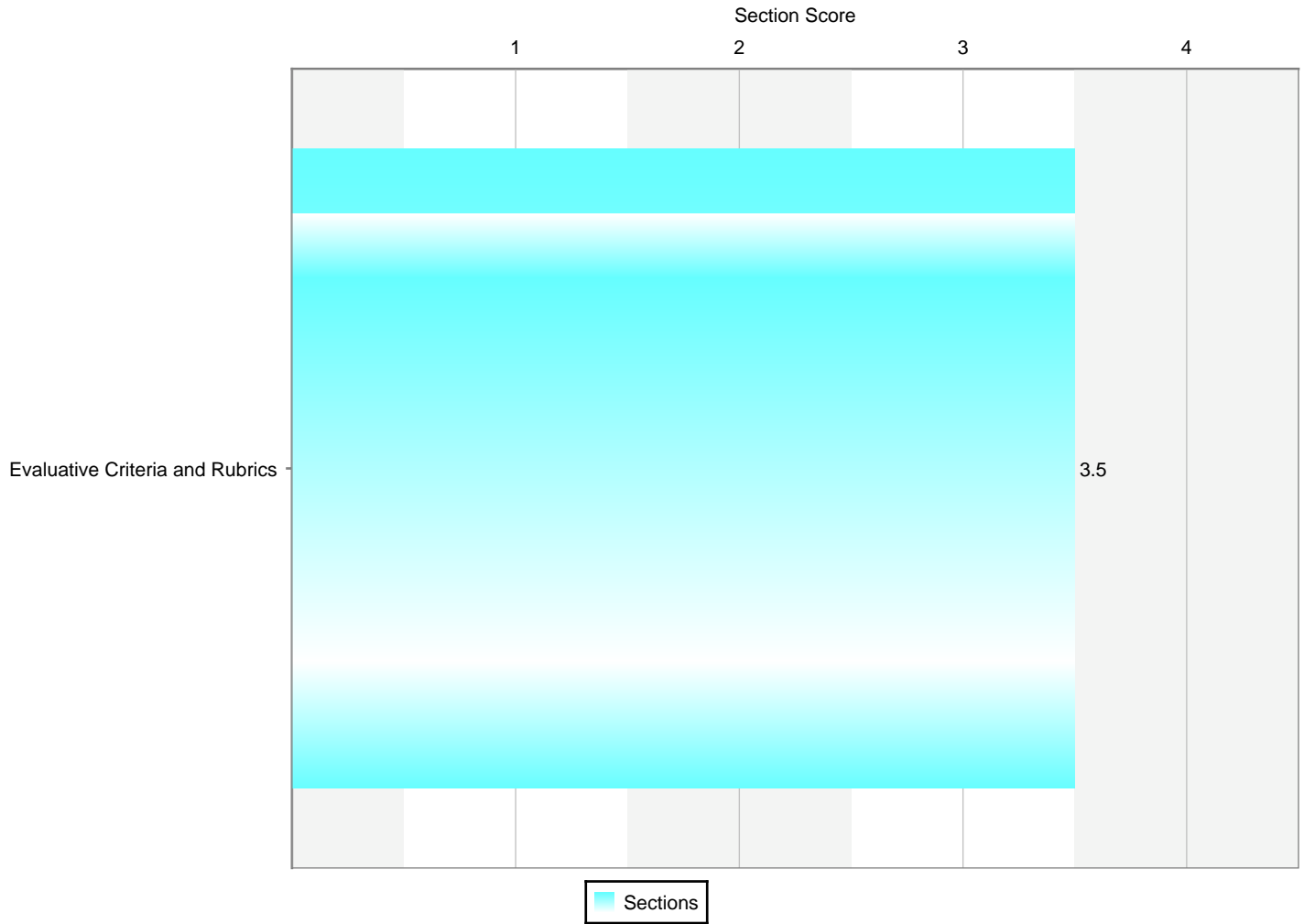
Sections

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		Leadership Team

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 federal laws and regulations prohibiting discrimination and regulations of the U. S. Department of Education were reviewed at the beginning of the year faculty meeting. Furthermore, all employees are instructed to review the CalhounCounty Policy Manual, chapter 6. All employees attended training on the Consent Decree in August as well.	Code of Student Conduct

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

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

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		School Parent Compact 2017

2017-2018 Goals

Overview

Plan Name

2017-2018 Goals

Plan Description

Goals

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Maintain adequate progress in English Proficiency/ELL	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
2	Prepare and Support Teachers and Leaders to Graduate College-and-Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$12500
3	Identify barriers to teaching and learning and align support systems to address barriers in an effort to promote healthy development for all students to improve student performance	Objectives: 3 Strategies: 4 Activities: 14	Organizational	$105162
4	Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments.	Objectives: 3 Strategies: 3 Activities: 7	Academic	$19500
5	Increase the percentage of students graduating from WWHS to 86%.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$23206
6	Decrease unexcused absences by 2% from our baseline of 2,966.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$0

Goal 1: Maintain adequate progress in English Proficiency/ELL

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency on the ACCESS assessment in English Language Arts by 05/31/2018 as measured by data from the ACCESS Assessment.

Strategy 1:

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

Category: Develop/Implement Learning Supports

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departmental meetings will be necessary for staff development and collaboration.	Professional Learning	08/07/2017	05/31/2018	$0	No Funding Required	ELL Staff

Activity - SDAIE strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilized to further the progress of ELL students. Strategies utilized throughout the year.	Academic Support Program	08/07/2017	05/31/2018	$0	No Funding Required	All

Activity - WIDA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supports academic language development for students. Standards will be posted in each classroom.	Academic Support Program	08/07/2017	05/31/2018	$0	No Funding Required	All

Goal 2: Prepare and Support Teachers and Leaders to Graduate College-and-Career-Ready Students

Measurable Objective 1:

demonstrate a proficiency to inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization by 05/31/2018 as measured by Principals report using Classroom/Student Observation Tools (Ex: PBL Snapshot Survey), Technology Inventory, and TIM Training Reports.

Strategy 1:

Administrator and Teacher Professional Development - Teachers and Instructional Leaders will attend professional development and conferences that will include using technology effectively in the classroom to promote 21st century skills, identifying ways teachers can use technology to enhance learning through research

communication, collaboration and productivity strategies and tools through hands on learning and collaborating with colleagues. Additionally, teachers and leaders will attend PD to support college and career ready standards for our State.

Category: Develop/Implement Professional Learning and Support

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

Activity - Ongoing Professional Learning for Librarians	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Librarians participate in ongoing professional development each month to help both teacher and student success in CCRS.	Professional Learning	08/10/2015	05/31/2018	$0	No Funding Required	Librarians and Tech

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training aligned to their respective courses that involve enriching the standards, increasing student engagement, implementation of technology and technology coaching to prepare students to be ready for college and/or a career. Substitutes will be provided for training days.	Professional Learning, Academic Support Program, Career Preparation/Orientation	08/10/2015	05/31/2018	$5300	Title I Schoolwide, Title II Part A	Teachers

Activity - Administrator Training and Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will attend training, conferences, and professional development to promote positive growth with regard to the total school program. Administrator participation in professional organizations is required and will contribute to overall professional growth and retention of highly qualified, highly trained leaders to support teachers.	Technology, Policy and Process, Recruitment and Retention	08/07/2017	05/31/2018	$7200	Title II Part A, Title I Schoolwide	Administration

Goal 3: Identify barriers to teaching and learning and align support systems to address barriers in an effort to promote healthy development for all students to improve student performance

Measurable Objective 1:

collaborate to decrease exclusionary discipline practices and corporal punishment by 05/30/2019 as measured by discipline reports from the previous year compared to current.

Strategy 1:

Positive Behavior Supports and Interventions - Walter Wellborn High School teachers will utilize common classroom processes for setting rules, procedures, routines, and expectations. This will enable the school to create a highly structured environment with a common language and a common set of standards for all students in

grades 7-12.

Category: Develop/Implement Learning Supports

Research Cited: Discipline in the Secondary Classroom Third Edition by Randy Sprick U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.

Activity - CHAMPS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.	Policy and Process, Behavioral Support Program, Direct Instruction	08/07/2017	05/30/2019	$0	No Funding Required	All

Activity - Why Try Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school.	Behavioral Support Program	08/07/2017	05/30/2019	$5000	Title I Schoolwide	Administration, Counseling and teachers

Activity - After School Tutoring/Modified PASS/Attendance Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 7PM to serve students who need assistance in their area of expertise. A typical schedule will be Monday, Tuesday, Thursday, and Friday meetings with Math, English, Social Studies, and Science meeting in that order. APEX or Distance Education will be provided.	Policy and Process, Behavioral Support Program, Tutoring, Academic Support Program	08/07/2017	05/30/2019	$23207	Title I Schoolwide	All

Measurable Objective 2:

collaborate to increase proficiency of students and teachers in Pre-AP/AP courses by 05/30/2019 as measured by teacher walkthroughs/observations and the number of students scoring 3, 4, or 5 on AP exams.

Strategy 1:

A+ College Ready Program - Through a "Program Grant" provided by ALSDE and A+ College Ready, Walter Wellborn High School will implement, with 80% fidelity, the

Laying the Foundations/Pre-AP curriculum in grades seven through ten. The curriculum design has been shown to increase the rigor of coursework as well as increase the performance of involved students on standardized tests like the ACT ASPIRE and ACT. Likewise, WWHS will send other teachers to AP training over the summer using Title I monies (AP Lit, AP Lang, & AP U. S. History). Additionally, all students taking AP classes will be required to take the AP exam in the Spring.

Category: Develop/Implement College and Career Ready Standards

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

Activity - AP/PAP/LTF Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs).	Academic Support Program	08/07/2017	05/30/2019	$6500	Title I Schoolwide	All PAP/AP teachers and administration

Activity - AP Test Scholarship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide scholarships to students to take AP tests.	Academic Support Program	08/07/2017	05/30/2019	$7500	Title I Schoolwide	All AP students and teachers

Measurable Objective 3:

collaborate to establish and maintain programs and policies to ensure student success by 05/30/2019 as measured by student participation in programs and regular review and revision of policies .

Strategy 1:

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

Category: Develop/Implement Learning Supports

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

Activity - Parent Resource Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers.	Parent Involvement	08/07/2017	05/30/2019	$900	Title I Schoolwide	All

Activity - Student Planners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase student planners to assist in communication with parents and students during the school year. Included will be a copy of the Parent Student Compact for Title I.	Parent Involvement	08/07/2017	05/30/2019	$2058	Title I Schoolwide	All

Activity - Club/Activity Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create opportunities for students to become involved in clubs and activities during the school day to encourage participation in school.	Extra Curricular	08/07/2017	05/30/2019	$0	No Funding Required	All

Activity - ACT Preparation Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase ACT preparation guides for students and teachers preparing for the ACT.	Tutoring, Academic Support Program	08/07/2017	05/30/2019	$1500	Title I Schoolwide	All ACT prep teachers

Activity - Purchase books for teacher professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase books for teacher and administrator professional development related to current and ongoing needs of the school. Book studies will help teachers increase positive outcomes for students in their classes.	Professional Learning	08/07/2017	05/30/2019	$1617	Title I Schoolwide	All

Activity - Purchase professional development services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase staff development services for teachers and administrators with regard to current and ongoing needs of the school based on observations, dialogue, and surveys.	Recruitment and Retention, Professional Learning, Direct Instruction	08/07/2017	05/30/2019	$3180	Title I Schoolwide	All core teachers

Strategy 2:

Technology Professional Development and Implementation - Students and Teachers will continue to grow with technology as we go 1-1 and replace existing and outdated technology. This will enable students and teachers to effectively and efficiently use and facilitate the use of student devices to increase productivity, research, and prepare students to be college and career ready. Through this continued implementation and training with technology, existing and outdated technology will be improved/replaced to allow growth toward preparing students to be college and career ready and teachers to train them to be college and career ready.

Teachers will received training through the County technology specialists and training through Viewsonic's software specialists. Students and teachers will continue to receive training with Google Classroom and associated apps and will be encouraged to become Google Certified.

Category: Develop/Implement Professional Learning and Support

Research Cited: Google Education, http://www.edweek.org/ew/articles/2016/05/18/1-to-1-laptop-initiatives-boost-student-scores-study.html,
https://www.iste.org/explore/articleDetail?articleid=36

Activity - EverFi - Ignition Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The Ignite Module provided by EverFi will take students through a performance based, game type assessment to gauge each student's level of responsible digital citizenship. Upon successful completion of the four hour module, students will be certified responsible digital citizens ready to bring their own device and use it appropriately. | Career Preparation/Orientation | 08/07/2017 | 05/30/2019 | $0 | No Funding Required | All Career Prep teachers |

Activity - Replace/Improve Teacher Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace outdated iPads with laptops that will enable teachers to effectively engage with students through Google Classroom, Apps, and the Viewsonic Boards. The laptops will help teachers communicate with their students in real time (at school or at home), they will be compatible with our new Viewsonic boards and with Google Classroom and associated Google Apps. Additionally, replace existing printers and/or purchase laser printers for all instructional staff. The printers will duplex for printing reproducibles, student work, etc.	Technology, Direct Instruction	08/07/2017	05/30/2019	$42700	Title I Schoolwide	All

Activity - Purchase Educational Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational software will be purchased to help address the needs of students attending our after school programs, to support credit recovery/advancement initiatives for all students, to support college and career readiness, and to support classroom instruction.	Technology, Tutoring, Academic Support Program	08/07/2017	05/30/2019	$11000	Title I Schoolwide	All APEX trained staff, ACT prep teachers, teachers, and admin

Goal 4: Collaborate to increase the number of students scoring proficient by 2% as measured by formative and/or summative assessments.

Measurable Objective 1:

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

(shared) Strategy 1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The

intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Stride Academy is a research based program available to all grade levels through a grant from CLAS/Motivated Data. | Academic Support Program | 08/07/2017 | 05/31/2018 | $0 | No Funding Required | All |

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

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

Strategy 2:

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

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Math 180

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

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

Measurable Objective 2:

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

(shared) Strategy 1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The

intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

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

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

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

Strategy 2:

Read 180 and System 44 - Read 180 and System 44 are research based programs for reading that address the needs of low performing students. They will be used to

address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching

them.

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Read 180 and System 44

Activity - Read 180 and System 44 PD and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Training and support will be provided for the teachers of our reading intervention programs on an as needed basis.

If training is needed, the Title I budget will be amended to support the need. | Professional Learning, Academic Support Program | 08/07/2017 | 05/31/2018 | $0 | No Funding Required | Read 180 and System 44 staff |

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

Measurable Objective 3:

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

(shared) Strategy 1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on the ASPIRE. The

intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their needs daily.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

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

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

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will receive professional development services and/or books to support growth and positive student outcomes in their respective subject areas with regard this specific need. | Professional Learning | 08/07/2017 | 05/31/2018 | $7500 | Title I Schoolwide | All |

Goal 5: Increase the percentage of students graduating from WWHS to 86%.

Measurable Objective 1:

improve graduation rate across cohorts by 05/31/2018 as measured by percentage of students graduating with a high school diploma in current and past cohorts.

Strategy 1:

Career Academy/PASS/Alternate Education Program - Students at risk for dropping out can be referred to the Calhoun County PASS Program to accelerate completion of diploma requirements utilizing an online prescriptive credit advancement program. Career Academy offerings will also improve student retention by offering more programs and offering programs twice a day.

Category: Develop/Implement Learning Supports

Research Cited: IS2 Waiver submitted to ALSDE

Activity - PASS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online.	Behavioral Support Program, Academic Support Program	08/07/2017	05/30/2019	$0	No Funding Required	PASS Program teachers and admin, Local teachers and admin

Activity - After School Tutoring/Modified PASS/Virtual School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. Virtual school is also available.	Behavioral Support Program, Academic Support Program	08/07/2017	05/30/2019	$23206	Title I Schoolwide	Selected administrators and teachers

Activity - Career Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class.	Career Preparation/Orientation	08/07/2017	05/30/2019	$0	No Funding Required	Career Academy staff and local staff

Activity - Reach/Mentoring/Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on increasing involvement of students who are not involved in extracurricular activities or who are not tied to the school. It will also create an outlet and adult mentor for students who otherwise wouldn't have one.	Policy and Process, Recruitment and Retention, Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	08/07/2017	05/30/2019	$0	No Funding Required	All

Goal 6: Decrease unexcused absences by 2% from our baseline of 2,966.

Measurable Objective 1:

collaborate to decrease unexcused absences by 2% from a baseline of 2,966 by 05/25/2018 as measured by our end of year unexcused absence report from 2016-2017 compared to the report from 2017-2018..

Strategy 1:

After School Tutoring and Attendance Support - WWHS has created an after school tutoring program for each core academic area that is open to all students. We will continue to use the program this year. The program is designed to support learning. It will be implemented after school on Monday, Tuesdays, Thursdays, and Fridays from 3:00-7:00 beginning in October. A highly qualified teacher will be on-site to assist students in need. Students who violate our County's attendance policy will be given the option to attend After School Tutoring as an intervention provided by a highly qualified teacher for the subject he/she missed due to excessive absences (this will be in lieu of an immediate referral to court and utilized as a way to recover days missed). WWHS will utilize its Google form that will allow student referral to the after school tutoring program based on need as determined by parent, teacher, and/or student. The form is available in Google and will have a Google Sheet attached that will be utilized in tracking form submissions by student, date, academic need, attendance need, and person requesting.

Category: Develop/Implement Learning Supports
Research Cited: ALSDE Learning Supports Program

Activity - Google Form and Attendance Tracking through INow	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

WWHS will utilize a form that will allow student referral to the after school tutoring program based on need as determined by parent, teacher, and/or student. The form will be available in Google and will have a Google Sheet attached that will be utilized in tracking form submissions by student, date, academic need, attendance need, and person requesting.	Parent Involvement, Policy and Process, Behavioral Support Program, Tutoring, Academic Support Program	08/07/2017	05/25/2018	$0	No Funding Required	All

Strategy 2:

County-wide Attendance Policy - Calhoun County's attendance policy establish guidelines to prevent and enforce sanctions when students miss school. It is

implemented at our school by our attendance supervisor and attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2017	05/25/2018	$0	No Funding Required	All

Activity - Court Referral for Truancy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2017	05/25/2018	$0	No Funding Required	All

Activity - Monthly Monitoring of Unexcused Absences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Unexcused absences will be monitored monthly via a school summary report of unexcused absences.	Parent Involvement, Policy and Process, Behavioral Support Program	08/07/2017	05/25/2018	$0	No Funding Required	Attendance Clerk and Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administrator Training and Conferences	Administrators will attend training, conferences, and professional development to promote positive growth with regard to the total school program. Administrator participation in professional organizations is required and will contribute to overall professional growth and retention of highly qualified, highly trained leaders to support teachers.	Technology, Policy and Process, Recruitment and Retention	08/07/2017	05/31/2018	$1200	Administration
Teacher Professional Development	Teachers will attend training aligned to their respective courses that involve enriching the standards, increasing student engagement, implementation of technology and technology coaching to prepare students to be ready for college and/or a career. Substitutes will be provided for training days.	Professional Learning, Academic Support Program, Career Preparation/Orientation	08/10/2015	05/31/2018	$800	Teachers
				Total	$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Google Form and Attendance Tracking through INow	WWHS will utilize a form that will allow student referral to the after school tutoring program based on need as determined by parent, teacher, and/or student. The form will be available in Google and will have a Google Sheet attached that will be utilized in tracking form submissions by student, date, academic need, attendance need, and person requesting.	Parent Involvement, Policy and Process, Behavioral Support Program, Tutoring, Academic Support Program	08/07/2017	05/25/2018	$0	All
Ongoing Professional Learning for Librarians	Librarians participate in ongoing professional development each month to help both teacher and student success in CCRS.	Professional Learning	08/10/2015	05/31/2018	$0	Librarians and Tech

Read 180 and System 44 PD and Support	Training and support will be provided for the teachers of our reading intervention programs on an as needed basis. If training is needed, the Title I budget will be amended to support the need.	Professional Learning, Academic Support Program	08/07/2017	05/31/2018	$0	Read 180 and System 44 staff
EverFi - Ignition Module	The Ignite Module provided by EverFi will take students through a performance based, game type assessment to gauge each student's level of responsible digital citizenship. Upon successful completion of the four hour module, students will be certified responsible digital citizens ready to bring their own device and use it appropriately.	Career Preparation/Orientation	08/07/2017	05/30/2019	$0	All Career Prep teachers
Court Referral for Truancy	After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2017	05/25/2018	$0	All
Club/Activity Schedule	Create opportunities for students to become involved in clubs and activities during the school day to encourage participation in school.	Extra Curricular	08/07/2017	05/30/2019	$0	All
Attendance Letters	Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2017	05/25/2018	$0	All
PASS Program	Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online.	Behavioral Support Program, Academic Support Program	08/07/2017	05/30/2019	$0	PASS Program teachers and admin, Local teachers and admin
CHAMPS	U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.	Policy and Process, Behavioral Support Program, Direct Instruction	08/07/2017	05/30/2019	$0	All
Monthly Monitoring of Unexcused Absences	Unexcused absences will be monitored monthly via a school summary report of unexcused absences.	Parent Involvement, Policy and Process, Behavioral Support Program	08/07/2017	05/25/2018	$0	Attendance Clerk and Administration
SDAIE strategies	Utilized to further the progress of ELL students. Strategies utilized throughout the year.	Academic Support Program	08/07/2017	05/31/2018	$0	All

WIDA	Supports academic language development for students. Standards will be posted in each classroom.	Academic Support Program	08/07/2017	05/31/2018	$0	All
Reach/Mentoring/Clubs	The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on increasing involvement of students who are not involved in extracurricular activities or who are not tied to the school. It will also create an outlet and adult mentor for students who otherwise wouldn't have one.	Policy and Process, Recruitment and Retention, Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	08/07/2017	05/30/2019	$0	All
Career Academy	Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class.	Career Preparation/Orientation	08/07/2017	05/30/2019	$0	Career Academy staff and local staff
Stride Academy	Stride Academy is a research based program available to all grade levels through a grant from CLAS/Motivated Data.	Academic Support Program	08/07/2017	05/31/2018	$0	All
Departmental Meetings	Departmental meetings will be necessary for staff development and collaboration.	Professional Learning	08/07/2017	05/31/2018	$0	ELL Staff
				Total	$0	

Title I Schoolwide

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

After School Tutoring/Modified PASS/Attendance Support	The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 7PM to serve students who need assistance in their area of expertise. A typical schedule will be Monday, Tuesday, Thursday, and Friday meetings with Math, English, Social Studies, and Science meeting in that order. APEX or Distance Education will be provided.	Policy and Process, Behavioral Support Program, Tutoring, Academic Support Program	08/07/2017	05/30/2019	$23207	All
Replace/Improve Teacher Technology	Replace outdated iPads with laptops that will enable teachers to effectively engage with students through Google Classroom, Apps, and the Viewsonic Boards. The laptops will help teachers communicate with their students in real time (at school or at home), they will be compatible with our new Viewsonic boards and with Google Classroom and associated Google Apps. Additionally, replace existing printers and/or purchase laser printers for all instructional staff. The printers will duplex for printing reproducibles, student work, etc.	Technology, Direct Instruction	08/07/2017	05/30/2019	$42700	All
Purchase student consumables	Student resources and supplies will be purchased annually.	Academic Support Program, Direct Instruction	08/07/2017	05/31/2018	$3000	Admin and teachers
Administrator Training and Conferences	Administrators will attend training, conferences, and professional development to promote positive growth with regard to the total school program. Administrator participation in professional organizations is required and will contribute to overall professional growth and retention of highly qualified, highly trained leaders to support teachers.	Technology, Policy and Process, Recruitment and Retention	08/07/2017	05/31/2018	$6000	Administration
Purchase student consumables	Student resources and supplies will be purchased annually.	Academic Support Program, Direct Instruction	08/07/2017	05/31/2018	$3000	Admin and teacher
After School Tutoring/Modified PASS/Virtual School	Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. Virtual school is also available.	Behavioral Support Program, Academic Support Program	08/07/2017	05/30/2019	$23206	Selected administrators and teachers

Teacher Professional Development	Teachers will attend training aligned to their respective courses that involve enriching the standards, increasing student engagement, implementation of technology and technology coaching to prepare students to be ready for college and/or a career. Substitutes will be provided for training days.	Professional Learning, Academic Support Program, Career Preparation/Orientation	08/10/2015	05/31/2018	$4500	Teachers
ACT Preparation Guides	Purchase ACT preparation guides for students and teachers preparing for the ACT.	Tutoring, Academic Support Program	08/07/2017	05/30/2019	$1500	All ACT prep teachers
Purchase professional development services	Purchase staff development services for teachers and administrators with regard to current and ongoing needs of the school based on observations, dialogue, and surveys.	Recruitment and Retention, Professional Learning, Direct Instruction	08/07/2017	05/30/2019	$3180	All core teachers
Parent Resource Room	Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers.	Parent Involvement	08/07/2017	05/30/2019	$900	All
AP Test Scholarship	Provide scholarships to students to take AP tests.	Academic Support Program	08/07/2017	05/30/2019	$7500	All AP students and teachers
Purchase Educational Software	Educational software will be purchased to help address the needs of students attending our after school programs, to support credit recovery/advancement initiatives for all students, to support college and career readiness, and to support classroom instruction.	Technology, Tutoring, Academic Support Program	08/07/2017	05/30/2019	$11000	All APEX trained staff, ACT prep teachers, teachers, and admin
Math 180 Professional Development	Math 180 professional development and support will be provided for the person teaching Math 180. This learning will assist the teacher in providing the best instruction for students assigned to the program.	Professional Learning, Academic Support Program	08/07/2017	05/31/2018	$6000	Math interventionist
Teacher Professional Development	Teachers will receive professional development services and/or books to support growth and positive student outcomes in their respective subject areas with regard this specific need.	Professional Learning	08/07/2017	05/31/2018	$7500	All
Student Planners	Purchase student planners to assist in communication with parents and students during the school year. Included will be a copy of the Parent Student Compact for Title I.	Parent Involvement	08/07/2017	05/30/2019	$2058	All
AP/PAP/LTF Teacher Training	This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs).	Academic Support Program	08/07/2017	05/30/2019	$6500	All PAP/AP teachers and administration

Why Try Program	The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school.	Behavioral Support Program	08/07/2017	05/30/2019	$5000	Administration, Counseling and teachers
Purchase books for teacher professional development	Purchase books for teacher and administrator professional development related to current and ongoing needs of the school. Book studies will help teachers increase positive outcomes for students in their classes.	Professional Learning	08/07/2017	05/30/2019	$1617	All
				Total	$158368	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

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?

Student Survey - Teaching and Assessing for Learning = 10. My school provides me with challenging curriculum and learning experiences (3.64 rating out of 4.00).

Staff Survey - Purpose and Direction = 1. Our school's purpose statement is clearly focused on student Success (4.38 rating out of 5)

Parent Survey - Using Results for Continuous Improvement = 35. My child has administrators and teachers that monitor and inform me of his/her learning progress (3.6 rating out of 4)

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

All areas show a trend toward increasing stakeholder satisfaction.

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

Across the board, all groups seem to be satisfied with Using Results for Continuous Improvement.

Areas in Need of Improvement

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

Students: Resources and Support Systems = 24. In my school, students respect the property of others (2.72 rating out of 4)

Parent Survey - Teaching and assessing for Learning = 13. All of my child's teachers meet his/her learning needs by individualizing instruction (2.75 rating out of 4)

Staff - Teaching and Assessing for Learning = 34. In our school, all school personnel regularly engage families in their children's learning Progress (3.8 rating out of 5)

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

No areas show a trend toward decreasing stakeholder satisfaction

What are the implications for these stakeholder perceptions?

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

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

Purpose and Direction were found to correlate to strongly positive results in both student, staff and parent surveys.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
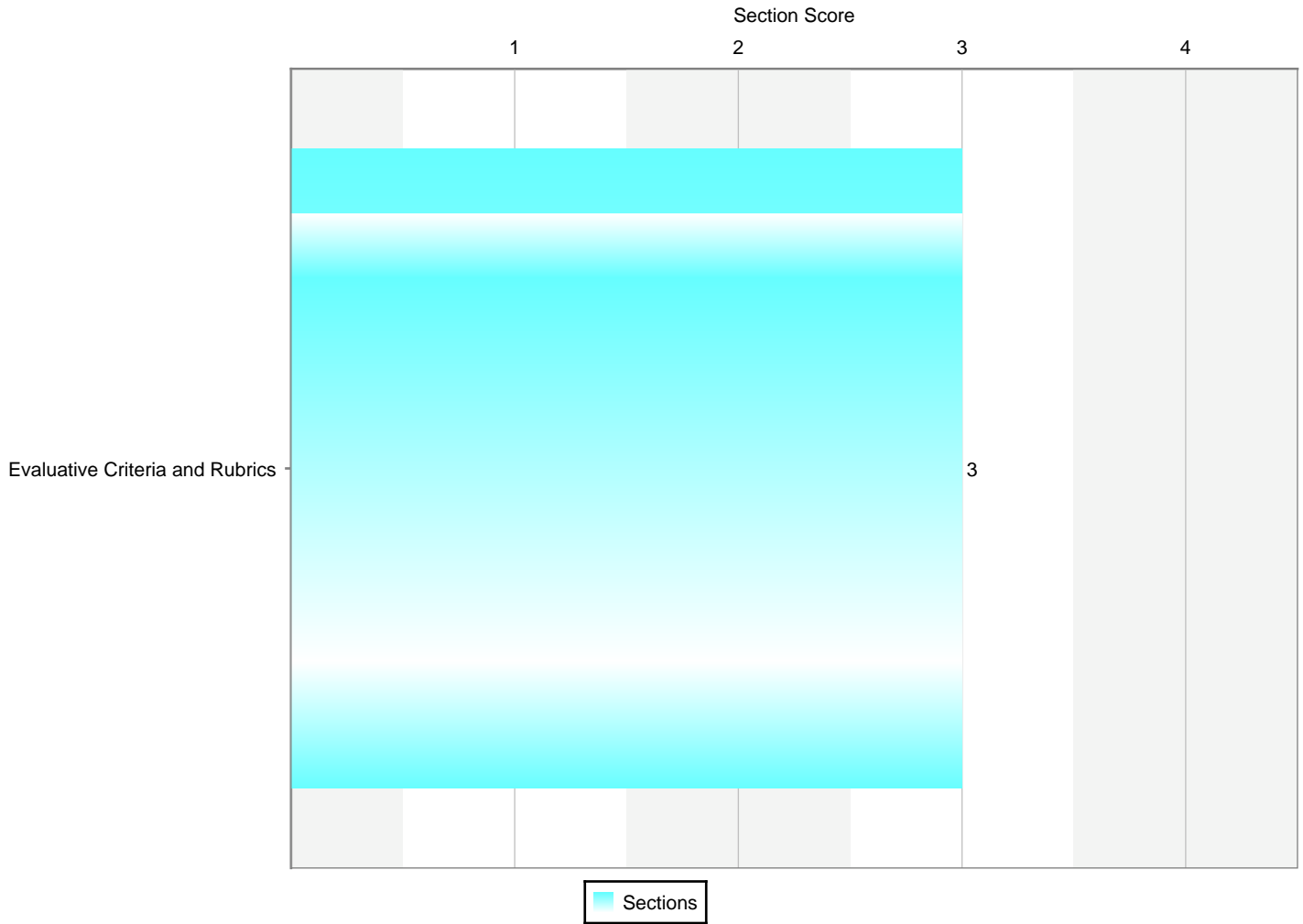
Sections

Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

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

1. Student Achievement Data: The leadership team and data team analyzed student achievement data available from the ACT ASPIRE, ACT, and Work Keys.

2. School Program Improvement: Data was analyzed by the WWHS Learning Supports Committee over a series of regular meetings during the 2016-17 school year and in to the summer. School programs such as ALSDE Learning Supports for discipline and attendance, Career Technical Education Programs, and Fine Arts Programs were analyzed for their effectiveness in increasing student attendance, completion of assignment, and decreasing the failure rate. Furthermore, the leadership team utilized data and feedback to determine next steps for the 2017-18 school year related to student attendance and discipline.

3. Student, Parent, and Staff Perceptions: Surveys from Spring 2017 were analyzed by members of the Continuous Improvement Team/Leadership team and strengths, weaknesses, concerns, and needs were noted.

What were the results of the comprehensive needs assessment?

Title I Comprehensive Needs Assessment Online Document for 2017 (Copy and paste the link for detailed information)

https://docs.google.com/document/d/1FN6Yrm9gAUro4yVr4Bc1UtyQkbnL4ZYdgXVHKDvrKco/edit?usp=sharing

What conclusions were drawn from the results?

Title I Comprehensive Needs Assessment Online Document for 2017 (Copy and paste the link for detailed information)

https://docs.google.com/document/d/1FN6Yrm9gAUro4yVr4Bc1UtyQkbnL4ZYdgXVHKDvrKco/edit?usp=sharing

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

Title I Comprehensive Needs Assessment Online Document for 2017 (Copy and paste the link for detailed information)

https://docs.google.com/document/d/1FN6Yrm9gAUro4yVr4Bc1UtyQkbnL4ZYdgXVHKDvrKco/edit?usp=sharing

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

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

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

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

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

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

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

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

Goal 1:

Maintain adequate progress in English Proficiency/ELL

Measurable Objective 1:

2% of English Learners students will demonstrate a proficiency on the ACCESS assessment in English Language Arts by 05/31/2018 as measured by data from the ACCESS Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

Activity - WIDA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports academic language development for students. Standards will be posted in each classroom.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be necessary for staff development and collaboration.	Professional Learning	08/07/2017	05/31/2018	$0 - No Funding Required	ELL Staff

Activity - SDAIE strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilized to further the progress of ELL students. Strategies utilized throughout the year.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

Goal 2:

Decrease unexcused absences by 2% from our baseline of 2,966.

Measurable Objective 1:

collaborate to decrease unexcused absences by 2% from a baseline of 2,966 by 05/25/2018 as measured by our end of year unexcused absence report from 2016-2017 compared to the report from 2017-2018..

Strategy1:

After School Tutoring and Attendance Support - WWHS has created an after school tutoring program for each core academic area that is open to all students. We will continue to use the program this year. The program is designed to support learning. It will be implemented after school on Monday, Tuesdays, Thursdays, and Fridays from 3:00-7:00 beginning in October. A highly qualified teacher will be on-site to assist students in need. Students who violate our County's attendance policy will be given the option to attend After School Tutoring as an intervention provided by a highly qualified teacher for the subject he/she missed due to excessive absences (this will be in lieu of an immediate referral to court and utilized as a way to recover days missed). WWHS will utilize its Google form that will allow student referral to the after school tutoring program based on need as determined by parent, teacher, and/or student. The form is available in Google and will have a Google Sheet attached that will be utilized in tracking form submissions by student, date, academic need, attendance need, and person requesting.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports Program

Activity - Google Form and Attendance Tracking through INow	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WWHS will utilize a form that will allow student referral to the after school tutoring program based on need as determined by parent, teacher, and/or student. The form will be available in Google and will have a Google Sheet attached that will be utilized in tracking form submissions by student, date, academic need, attendance need, and person requesting.	Academic Support Program Parent Involvement Policy and Process Behavioral Support Program Tutoring	08/07/2017	05/25/2018	$0 - No Funding Required	All

Strategy2:

County-wide Attendance Policy - Calhoun County's attendance policy establish guidelines to prevent and enforce sanctions when students miss school. It is implemented at our school by our attendance supervisor and attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	All

Activity - Court Referral for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	All

Activity - Monthly Monitoring of Unexcused Absences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unexcused absences will be monitored monthly via a school summary report of unexcused absences.	Behavioral Support Program Policy and Process Parent Involvement	08/07/2017	05/25/2018	$0 - No Funding Required	Attendance Clerk and Administration

Goal 3:

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

Measurable Objective 1:

collaborate to increase proficiency of students and teachers in Pre-AP/AP courses by 05/30/2019 as measured by teacher walkthroughs/observations and the number of students scoring 3, 4, or 5 on AP exams.

Strategy1:

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

Activity - AP/PAP/LTF Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs).	Academic Support Program	08/07/2017	05/30/2019	$6500 - Title I Schoolwide	All PAP/AP teachers and administration

Activity - AP Test Scholarship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide scholarships to students to take AP tests.	Academic Support Program	08/07/2017	05/30/2019	$7500 - Title I Schoolwide	All AP students and teachers

Measurable Objective 2:

collaborate to decrease exclusionary discipline practices and corporal punishment by 05/30/2019 as measured by discipline reports from the previous year compared to current.

Strategy1:

Positive Behavior Supports and Interventions - Walter Wellborn High School teachers will utilize common classroom processes for setting rules, procedures, routines, and expectations. This will enable the school to create a highly structured environment with a common language and a common set of standards for all students in grades 7-12.

Category: Develop/Implement Learning Supports

Research Cited: Discipline in the Secondary Classroom Third Edition by Randy Sprick U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.

Activity - Why Try Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school.	Behavioral Support Program	08/07/2017	05/30/2019	$5000 - Title I Schoolwide	Administration, Counseling and teachers

Activity - CHAMPS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.	Direct Instruction Policy and Process Behavioral Support Program	08/07/2017	05/30/2019	$0 - No Funding Required	All

Activity - After School Tutoring/Modified PASS/Attendance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 7PM to serve students who need assistance in their area of expertise. A typical schedule will be Monday, Tuesday, Thursday, and Friday meetings with Math, English, Social Studies, and Science meeting in that order. APEX or Distance Education will be provided.	Tutoring Policy and Process Academic Support Program Behavioral Support Program	08/07/2017	05/30/2019	$23207 - Title I Schoolwide	All

Measurable Objective 3:

collaborate to establish and maintain programs and policies to ensure student success by 05/30/2019 as measured by student participation in programs and regular review and revision of policies .

Strategy1:

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

Category: Develop/Implement Learning Supports

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

Activity - ACT Preparation Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase ACT preparation guides for students and teachers preparing for the ACT.	Academic Support Program Tutoring	08/07/2017	05/30/2019	$1500 - Title I Schoolwide	All ACT prep teachers

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase student planners to assist in communication with parents and students during the school year. Included will be a copy of the Parent Student Compact for Title I.	Parent Involvement	08/07/2017	05/30/2019	$2058 - Title I Schoolwide	All

Activity - Club/Activity Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create opportunities for students to become involved in clubs and activities during the school day to encourage participation in school.	Extra Curricular	08/07/2017	05/30/2019	$0 - No Funding Required	All

Activity - Parent Resource Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers.	Parent Involvement	08/07/2017	05/30/2019	$900 - Title I Schoolwide	All

Activity - Purchase professional development services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase staff development services for teachers and administrators with regard to current and ongoing needs of the school based on observations, dialogue, and surveys.	Professional Learning Recruitment and Retention Direct Instruction	08/07/2017	05/30/2019	$3180 - Title I Schoolwide	All core teachers

Activity - Purchase books for teacher professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase books for teacher and administrator professional development related to current and ongoing needs of the school. Book studies will help teachers increase positive outcomes for students in their classes.	Professional Learning	08/07/2017	05/30/2019	$1617 - Title I Schoolwide	All

Strategy2:

Technology Professional Development and Implementation - Students and Teachers will continue to grow with technology as we go 1-1 and replace existing and outdated technology. This will enable students and teachers to effectively and efficiently use and facilitate the use of student devices to increase productivity, research, and prepare students to be college and career ready. Through this continued implementation and training with technology, existing and outdated technology will be improved/replaced to allow growth toward preparing students to be college and career ready and teachers to train them to be college and career ready.

Teachers will received training through the County technology specialists and training through Viewsonic's software specialists. Students and teachers will continue to receive training with Google Classroom and associated apps and will be encouraged to become Google Certified.

Category: Develop/Implement Professional Learning and Support

Research Cited: Google Education, http://www.edweek.org/ew/articles/2016/05/18/1-to-1-laptop-initiatives-boost-student-scores-study.html, https://www.iste.org/explore/articleDetail?articleid=36

Activity - EverFi - Ignition Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Ignite Module provided by EverFi will take students through a performance based, game type assessment to gauge each student's level of responsible digital citizenship. Upon successful completion of the four hour module, students will be certified responsible digital citizens ready to bring their own device and use it appropriately.	Career Preparation/ Orientation	08/07/2017	05/30/2019	$0 - No Funding Required	All Career Prep teachers

Activity - Replace/Improve Teacher Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace outdated iPads with laptops that will enable teachers to effectively engage with students through Google Classroom, Apps, and the Viewsonic Boards. The laptops will help teachers communicate with their students in real time (at school or at home), they will be compatible with our new Viewsonic boards and with Google Classroom and associated Google Apps. Additionally, replace existing printers and/or purchase laser printers for all instructional staff. The printers will duplex for printing reproducibles, student work, etc.	Direct Instruction Technology	08/07/2017	05/30/2019	$42700 - Title I Schoolwide	All

Activity - Purchase Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educational software will be purchased to help address the needs of students attending our after school programs, to support credit recovery/advancement initiatives for all students, to support college and career readiness, and to support classroom instruction.	Academic Support Program Tutoring Technology	08/07/2017	05/30/2019	$11000 - Title I Schoolwide	All APEX trained staff, ACT prep teachers, teachers, and admin

Goal 4:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

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

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 is a research based program in mathematics. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.	Academic Support Program	08/07/2017	05/30/2019	$6000 - Title I Schoolwide	Math Interventionist

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

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

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 is a research based program in mathematics. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.	Academic Support Program	08/07/2017	05/30/2019	$6000 - Title I Schoolwide	Math Interventionist

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

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

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

Strategy2:

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

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Read 180 and System 44

Activity - Read 180 and System 44 PD and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training and support will be provided for the teachers of our reading intervention programs on an as needed basis.

If training is needed, the Title I budget will be amended to support the need. | Academic Support Program Professional Learning | 08/07/2017 | 05/31/2018 | $0 - No Funding Required | Read 180 and System 44 staff |

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

Measurable Objective 3:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

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

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

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

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 is a research based program in mathematics. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.	Academic Support Program	08/07/2017	05/30/2019	$6000 - Title I Schoolwide	Math Interventionist

Strategy2:

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

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Math 180

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

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

Goal 5:

Increase the percentage of students graduating from WWHS to 86%.

Measurable Objective 1:

improve graduation rate across cohorts by 05/31/2018 as measured by percentage of students graduating with a high school diploma in current and past cohorts.

Strategy1:

Career Academy/PASS/Alternate Education Program - Students at risk for dropping out can be referred to the Calhoun County PASS Program to accelerate completion of diploma requirements utilizing an online prescriptive credit advancement program. Career Academy offerings will also improve student retention by offering more programs and offering programs twice a day.

Category: Develop/Implement Learning Supports

Research Cited: IS2 Waiver submitted to ALSDE

Activity - After School Tutoring/Modified PASS/Virtual School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. Virtual school is also available.	Behavioral Support Program Academic Support Program	08/07/2017	05/30/2019	$23206 - Title I Schoolwide	Selected administrators and teachers

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online.	Academic Support Program Behavioral Support Program	08/07/2017	05/30/2019	$0 - No Funding Required	PASS Program teachers and admin, Local teachers and admin

Activity - Career Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class.	Career Preparation/ Orientation	08/07/2017	05/30/2019	$0 - No Funding Required	Career Academy staff and local staff

Activity - Reach/Mentoring/Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on increasing involvement of students who are not involved in extracurricular activities or who are not tied to the school. It will also create an outlet and adult mentor for students who otherwise wouldn't have one.	Career Preparation/ Orientation Policy and Process Academic Support Program Behavioral Support Program Recruitment and Retention	08/07/2017	05/30/2019	$0 - No Funding Required	All

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:

Maintain adequate progress in English Proficiency/ELL

Measurable Objective 1:

2% of English Learners students will demonstrate a proficiency on the ACCESS assessment in English Language Arts by 05/31/2018 as measured by data from the ACCESS Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be necessary for staff development and collaboration.	Professional Learning	08/07/2017	05/31/2018	$0 - No Funding Required	ELL Staff

Activity - WIDA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports academic language development for students. Standards will be posted in each classroom.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

Activity - SDAIE strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilized to further the progress of ELL students. Strategies utilized throughout the year.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

Goal 2:

Decrease unexcused absences by 2% from our baseline of 2,966.

Measurable Objective 1:

collaborate to decrease unexcused absences by 2% from a baseline of 2,966 by 05/25/2018 as measured by our end of year unexcused

absence report from 2016-2017 compared to the report from 2017-2018..

Strategy1:

County-wide Attendance Policy - Calhoun County's attendance policy establish guidelines to prevent and enforce sanctions when students

miss school. It is implemented at our school by our attendance supervisor and attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	All

Activity - Court Referral for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	All

Activity - Monthly Monitoring of Unexcused Absences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unexcused absences will be monitored monthly via a school summary report of unexcused absences.	Parent Involvement Policy and Process Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	Attendance Clerk and Administration

Strategy2:

After School Tutoring and Attendance Support - WWHS has created an after school tutoring program for each core academic area that is open to all students. We will continue to use the program this year. The program is designed to support learning. It will be implemented after school on Monday, Tuesdays, Thursdays, and Fridays from 3:00-7:00 beginning in October. A highly qualified teacher will be on-site to assist students in need. Students who violate our County's attendance policy will be given the option to attend After School Tutoring as an intervention provided by a highly qualified teacher for the subject he/she missed due to excessive absences (this will be in lieu of an immediate referral to court and utilized as a way to recover days missed). WWHS will utilize its Google form that will allow student referral to the after school tutoring program based on need as determined by parent, teacher, and/or student. The form is available in Google and will have a Google Sheet attached that will be utilized in tracking form submissions by student, date, academic need, attendance need, and person requesting.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports Program

Activity - Google Form and Attendance Tracking through INow	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WWHS will utilize a form that will allow student referral to the after school tutoring program based on need as determined by parent, teacher, and/or student. The form will be available in Google and will have a Google Sheet attached that will be utilized in tracking form submissions by student, date, academic need, attendance need, and person requesting.	Academic Support Program Tutoring Behavioral Support Program Policy and Process Parent Involvement	08/07/2017	05/25/2018	$0 - No Funding Required	All

Goal 3:

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

Measurable Objective 1:

collaborate to increase proficiency of students and teachers in Pre-AP/AP courses by 05/30/2019 as measured by teacher walkthroughs/observations and the number of students scoring 3, 4, or 5 on AP exams.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

Activity - AP Test Scholarship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide scholarships to students to take AP tests.	Academic Support Program	08/07/2017	05/30/2019	$7500 - Title I Schoolwide	All AP students and teachers

Activity - AP/PAP/LTF Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs).	Academic Support Program	08/07/2017	05/30/2019	$6500 - Title I Schoolwide	All PAP/AP teachers and administration

Measurable Objective 2:

collaborate to establish and maintain programs and policies to ensure student success by 05/30/2019 as measured by student participation in programs and regular review and revision of policies .

Strategy1:

Technology Professional Development and Implementation - Students and Teachers will continue to grow with technology as we go 1-1 and replace existing and outdated technology. This will enable students and teachers to effectively and efficiently use and facilitate the use of student devices to increase productivity, research, and prepare students to be college and career ready. Through this continued implementation and training with technology, existing and outdated technology will be improved/replaced to allow growth toward preparing students to be college and career ready and teachers to train them to be college and career ready.

Teachers will received training through the County technology specialists and training through Viewsonic's software specialists. Students and teachers will continue to receive training with Google Classroom and associated apps and will be encouraged to become Google Certified.

Category: Develop/Implement Professional Learning and Support

Research Cited: Google Education, http://www.edweek.org/ew/articles/2016/05/18/1-to-1-laptop-initiatives-boost-student-scores-study.html, https://www.iste.org/explore/articleDetail?articleid=36

Activity - EverFi - Ignition Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Ignite Module provided by EverFi will take students through a performance based, game type assessment to gauge each student's level of responsible digital citizenship. Upon successful completion of the four hour module, students will be certified responsible digital citizens ready to bring their own device and use it appropriately.	Career Preparation/ Orientation	08/07/2017	05/30/2019	$0 - No Funding Required	All Career Prep teachers

Activity - Replace/Improve Teacher Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace outdated iPads with laptops that will enable teachers to effectively engage with students through Google Classroom, Apps, and the Viewsonic Boards. The laptops will help teachers communicate with their students in real time (at school or at home), they will be compatible with our new Viewsonic boards and with Google Classroom and associated Google Apps. Additionally, replace existing printers and/or purchase laser printers for all instructional staff. The printers will duplex for printing reproducibles, student work, etc.	Direct Instruction Technology	08/07/2017	05/30/2019	$42700 - Title I Schoolwide	All

Activity - Purchase Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educational software will be purchased to help address the needs of students attending our after school programs, to support credit recovery/advancement initiatives for all students, to support college and career readiness, and to support classroom instruction.	Academic Support Program Tutoring Technology	08/07/2017	05/30/2019	$11000 - Title I Schoolwide	All APEX trained staff, ACT prep teachers, teachers, and admin

Strategy2:

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

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

Category: Develop/Implement Learning Supports

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

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

Activity - Purchase books for teacher professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase books for teacher and administrator professional development related to current and ongoing needs of the school. Book studies will help teachers increase positive outcomes for students in their classes.	Professional Learning	08/07/2017	05/30/2019	$1617 - Title I Schoolwide	All

Activity - Parent Resource Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to develop the parent resource room at WWHS. Consider adding an additional computer, add supplies, and upkeep printers.	Parent Involvement	08/07/2017	05/30/2019	$900 - Title I Schoolwide	All

Activity - ACT Preparation Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase ACT preparation guides for students and teachers preparing for the ACT.	Academic Support Program Tutoring	08/07/2017	05/30/2019	$1500 - Title I Schoolwide	All ACT prep teachers

Activity - Club/Activity Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create opportunities for students to become involved in clubs and activities during the school day to encourage participation in school.	Extra Curricular	08/07/2017	05/30/2019	$0 - No Funding Required	All

Activity - Student Planners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase student planners to assist in communication with parents and students during the school year. Included will be a copy of the Parent Student Compact for Title I.	Parent Involvement	08/07/2017	05/30/2019	$2058 - Title I Schoolwide	All

Activity - Purchase professional development services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase staff development services for teachers and administrators with regard to current and ongoing needs of the school based on observations, dialogue, and surveys.	Direct Instruction Recruitment and Retention Professional Learning	08/07/2017	05/30/2019	$3180 - Title I Schoolwide	All core teachers

Goal 4:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 is a research based program in mathematics. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.	Academic Support Program	08/07/2017	05/30/2019	$6000 - Title I Schoolwide	Math Interventionist

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

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

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

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

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

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

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 is a research based program in mathematics. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.	Academic Support Program	08/07/2017	05/30/2019	$6000 - Title I Schoolwide	Math Interventionist

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

Strategy2:

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

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Read 180 and System 44

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

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

Measurable Objective 3:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Math 180

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

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

Strategy2:

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

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

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

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

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

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 is a research based program in mathematics. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.	Academic Support Program	08/07/2017	05/30/2019	$6000 - Title I Schoolwide	Math Interventionist

Goal 5:

Increase the percentage of students graduating from WWHS to 86%.

Measurable Objective 1:

improve graduation rate across cohorts by 05/31/2018 as measured by percentage of students graduating with a high school diploma in current and past cohorts.

Strategy1:

Career Academy/PASS/Alternate Education Program - Students at risk for dropping out can be referred to the Calhoun County PASS Program to accelerate completion of diploma requirements utilizing an online prescriptive credit advancement program. Career Academy offerings will also improve student retention by offering more programs and offering programs twice a day.

Category: Develop/Implement Learning Supports

Research Cited: IS2 Waiver submitted to ALSDE

Activity - After School Tutoring/Modified PASS/Virtual School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. Virtual school is also available.	Behavioral Support Program Academic Support Program	08/07/2017	05/30/2019	$23206 - Title I Schoolwide	Selected administrators and teachers

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online.	Behavioral Support Program Academic Support Program	08/07/2017	05/30/2019	$0 - No Funding Required	PASS Program teachers and admin, Local teachers and admin

Activity - Career Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class.	Career Preparation/ Orientation	08/07/2017	05/30/2019	$0 - No Funding Required	Career Academy staff and local staff

Activity - Reach/Mentoring/Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on increasing involvement of students who are not involved in extracurricular activities or who are not tied to the school. It will also create an outlet and adult mentor for students who otherwise wouldn't have one.	Policy and Process Academic Support Program Career Preparation/ Orientation Recruitment and Retention Behavioral Support Program	08/07/2017	05/30/2019	$0 - No Funding Required	All

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

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

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

college high schools

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

Goal 1:

Maintain adequate progress in English Proficiency/ELL

Measurable Objective 1:

2% of English Learners students will demonstrate a proficiency on the ACCESS assessment in English Language Arts by 05/31/2018 as measured by data from the ACCESS Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

Activity - SDAIE strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilized to further the progress of ELL students. Strategies utilized throughout the year.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

Activity - WIDA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports academic language development for students. Standards will be posted in each classroom.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be necessary for staff development and collaboration.	Professional Learning	08/07/2017	05/31/2018	$0 - No Funding Required	ELL Staff

Goal 2:

Decrease unexcused absences by 2% from our baseline of 2,966.

Measurable Objective 1:

collaborate to decrease unexcused absences by 2% from a baseline of 2,966 by 05/25/2018 as measured by our end of year unexcused absence report from 2016-2017 compared to the report from 2017-2018..

Strategy1:

County-wide Attendance Policy - Calhoun County's attendance policy establish guidelines to prevent and enforce sanctions when students

miss school. It is implemented at our school by our attendance supervisor and attendance secretary.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Guidelines and Calhoun County Handbook for Learning Success

Activity - Attendance Letters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance letters will be sent home after the first and fifth unexcused absence.	Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	All

Activity - Monthly Monitoring of Unexcused Absences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Unexcused absences will be monitored monthly via a school summary report of unexcused absences.	Policy and Process Parent Involvement Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	Attendance Clerk and Administration

Activity - Court Referral for Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a letter is sent home for the fifth unexcused absence, the student will be referred to court for violation of the attendance policy.	Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	All

Strategy2:

After School Tutoring and Attendance Support - WWHS has created an after school tutoring program for each core academic area that is

open to all students. We will continue to use the program this year. The program is designed to support learning. It will be implemented after

school on Monday, Tuesdays, Thursdays, and Fridays from 3:00-7:00 beginning in October. A highly qualified teacher will be on-site to assist

students in need. Students who violate our County's attendance policy will be given the option to attend After School Tutoring as an

intervention provided by a highly qualified teacher for the subject he/she missed due to excessive absences (this will be in lieu of an

immediate referral to court and utilized as a way to recover days missed). WWHS will utilize its Google form that will allow student referral to

the after school tutoring program based on need as determined by parent, teacher, and/or student. The form is available in Google and will

have a Google Sheet attached that will be utilized in tracking form submissions by student, date, academic need, attendance need, and

person requesting.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports Program

Activity - Google Form and Attendance Tracking through INow	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WWHS will utilize a form that will allow student referral to the after school tutoring program based on need as determined by parent, teacher, and/or student. The form will be available in Google and will have a Google Sheet attached that will be utilized in tracking form submissions by student, date, academic need, attendance need, and person requesting.	Policy and Process Tutoring Behavioral Support Program Academic Support Program Parent Involvement	08/07/2017	05/25/2018	$0 - No Funding Required	All

Goal 3:

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

Measurable Objective 1:

collaborate to decrease exclusionary discipline practices and corporal punishment by 05/30/2019 as measured by discipline reports from the previous year compared to current.

Strategy1:

Positive Behavior Supports and Interventions - Walter Wellborn High School teachers will utilize common classroom processes for setting rules, procedures, routines, and expectations. This will enable the school to create a highly structured environment with a common language and a common set of standards for all students in grades 7-12.

Category: Develop/Implement Learning Supports

Research Cited: Discipline in the Secondary Classroom Third Edition by Randy Sprick U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.

Activity - After School Tutoring/Modified PASS/Attendance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 7PM to serve students who need assistance in their area of expertise. A typical schedule will be Monday, Tuesday, Thursday, and Friday meetings with Math, English, Social Studies, and Science meeting in that order. APEX or Distance Education will be provided.	Policy and Process Behavioral Support Program Tutoring Academic Support Program	08/07/2017	05/30/2019	$23207 - Title I Schoolwide	All

Activity - Why Try Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school.	Behavioral Support Program	08/07/2017	05/30/2019	$5000 - Title I Schoolwide	Administration, Counseling and teachers

Activity - CHAMPS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.	Direct Instruction Behavioral Support Program Policy and Process	08/07/2017	05/30/2019	$0 - No Funding Required	All

Goal 4:

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

Measurable Objective 1:

A 2% increase of Seventh and Eighth grade students will demonstrate a proficiency "Exceeding" and "READY" as defined by Scanton

Performance Series Benchmarks in Reading by 05/31/2018 as measured by Scantron Performance Series.

Strategy1:

Read 180 and System 44 - Read 180 and System 44 are research based programs for reading that address the needs of low performing

students. They will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also

include ongoing PD and support for the teachers teaching them.

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Read 180 and System 44

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

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

Strategy2:

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

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

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

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

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 is a research based program in mathematics. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.	Academic Support Program	08/07/2017	05/30/2019	$6000 - Title I Schoolwide	Math Interventionist

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

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

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

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 is a research based program in mathematics. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.	Academic Support Program	08/07/2017	05/30/2019	$6000 - Title I Schoolwide	Math Interventionist

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

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

Measurable Objective 3:

A 2% increase of Seventh and Eighth grade students will demonstrate a proficiency "READY" or "Exceeding" as defined by Scantron

Performance Series in Mathematics by 05/31/2018 as measured by Scantron Performance Series.

Strategy1:

Intervention - We will use strategic math and reading intervention to meet the needs of our students falling in the "in need of support" area on

the ASPIRE. The intervention will take place during elective times and students will be pulled out for an allotted amount of time to meet their

needs daily.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Learning Supports and Response to Instruction

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

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

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

Activity - Math 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math 180 is a research based program in mathematics. It will be used to address the needs of students falling in the "in need of support" area on the ASPIRE/Scantron. This will also include ongoing PD and support for the teachers teaching them.	Academic Support Program	08/07/2017	05/30/2019	$6000 - Title I Schoolwide	Math Interventionist

Strategy2:

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

Category: Develop/Implement Learning Supports

Research Cited: Scholastic Math 180

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

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

Goal 5:

Increase the percentage of students graduating from WWHS to 86%.

Measurable Objective 1:

improve graduation rate across cohorts by 05/31/2018 as measured by percentage of students graduating with a high school diploma in current and past cohorts.

Strategy1:

Career Academy/PASS/Alternate Education Program - Students at risk for dropping out can be referred to the Calhoun County PASS Program to accelerate completion of diploma requirements utilizing an online prescriptive credit advancement program. Career Academy offerings will also improve student retention by offering more programs and offering programs twice a day.

Category: Develop/Implement Learning Supports

Research Cited: IS2 Waiver submitted to ALSDE

Activity - Career Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class.	Career Preparation/ Orientation	08/07/2017	05/30/2019	$0 - No Funding Required	Career Academy staff and local staff

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online.	Academic Support Program Behavioral Support Program	08/07/2017	05/30/2019	$0 - No Funding Required	PASS Program teachers and admin, Local teachers and admin

Activity - After School Tutoring/Modified PASS/Virtual School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. Virtual school is also available.	Academic Support Program Behavioral Support Program	08/07/2017	05/30/2019	$23206 - Title I Schoolwide	Selected administrators and teachers

Activity - Reach/Mentoring/Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on increasing involvement of students who are not involved in extracurricular activities or who are not tied to the school. It will also create an outlet and adult mentor for students who otherwise wouldn't have one.	Policy and Process Recruitment and Retention Behavioral Support Program Academic Support Program Career Preparation/ Orientation	08/07/2017	05/30/2019	$0 - No Funding Required	All

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

Goal 1:

Maintain adequate progress in English Proficiency/ELL

Measurable Objective 1:

2% of English Learners students will demonstrate a proficiency on the ACCESS assessment in English Language Arts by 05/31/2018 as measured by data from the ACCESS Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be necessary for staff development and collaboration.	Professional Learning	08/07/2017	05/31/2018	$0 - No Funding Required	ELL Staff

Activity - SDAIE strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilized to further the progress of ELL students. Strategies utilized throughout the year.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

Activity - WIDA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports academic language development for students. Standards will be posted in each classroom.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

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

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

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

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

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

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

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

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

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

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

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

Math Department - 2-12 years
English - 10-20 years
History - 0 - 9 years
Science - 0 - 25 years

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

We do not have a high turnover rate.

WWHS has attempted the following in an effort to attract and retain high quality teachers:
1. Freedom to make decisions that impact his/her classroom.
2. Seeking out technology innovations.
3. LTF/Pre-AP/AP classes and training offered in each subject area.
4. Try to decrease class sizes via creative scheduling.

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

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

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

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

A+ College Ready Training (AP curriculum)
AMSTI training
Science in Motion Training
Math PLT's provided through JSU In-service
PBIS/CHAMPS training

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

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

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

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

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

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

Goal 1:

Maintain adequate progress in English Proficiency/ELL

Measurable Objective 1:

2% of English Learners students will demonstrate a proficiency on the ACCESS assessment in English Language Arts by 05/31/2018 as measured by data from the ACCESS Assessment.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

Activity - SDAIE strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilized to further the progress of ELL students. Strategies utilized throughout the year.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be necessary for staff development and collaboration.	Professional Learning	08/07/2017	05/31/2018	$0 - No Funding Required	ELL Staff

Activity - WIDA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports academic language development for students. Standards will be posted in each classroom.	Academic Support Program	08/07/2017	05/31/2018	$0 - No Funding Required	All

Goal 2:

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

Measurable Objective 1:

collaborate to establish and maintain programs and policies to ensure student success by 05/30/2019 as measured by student participation in programs and regular review and revision of policies .

Strategy1:

Technology Professional Development and Implementation - Students and Teachers will continue to grow with technology as we go 1-1 and replace existing and outdated technology. This will enable students and teachers to effectively and efficiently use and facilitate the use of student devices to increase productivity, research, and prepare students to be college and career ready. Through this continued implementation and training with technology, existing and outdated technology will be improved/replaced to allow growth toward preparing students to be college and career ready and teachers to train them to be college and career ready.

Teachers will received training through the County technology specialists and training through Viewsonic's software specialists. Students and teachers will continue to receive training with Google Classroom and associated apps and will be encouraged to become Google Certified.
Category: Develop/Implement Professional Learning and Support

Research Cited: Google Education, http://www.edweek.org/ew/articles/2016/05/18/1-to-1-laptop-initiatives-boost-student-scores-study.html, https://www.iste.org/explore/articleDetail?articleid=36

Activity - EverFi - Ignition Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Ignite Module provided by EverFi will take students through a performance based, game type assessment to gauge each student's level of responsible digital citizenship. Upon successful completion of the four hour module, students will be certified responsible digital citizens ready to bring their own device and use it appropriately.	Career Preparation/ Orientation	08/07/2017	05/30/2019	$0 - No Funding Required	All Career Prep teachers

Activity - Replace/Improve Teacher Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace outdated iPads with laptops that will enable teachers to effectively engage with students through Google Classroom, Apps, and the Viewsonic Boards. The laptops will help teachers communicate with their students in real time (at school or at home), they will be compatible with our new Viewsonic boards and with Google Classroom and associated Google Apps. Additionally, replace existing printers and/or purchase laser printers for all instructional staff. The printers will duplex for printing reproducibles, student work, etc.	Technology Direct Instruction	08/07/2017	05/30/2019	$42700 - Title I Schoolwide	All

Activity - Purchase Educational Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educational software will be purchased to help address the needs of students attending our after school programs, to support credit recovery/advancement initiatives for all students, to support college and career readiness, and to support classroom instruction.	Tutoring Technology Academic Support Program	08/07/2017	05/30/2019	$11000 - Title I Schoolwide	All APEX trained staff, ACT prep teachers, teachers, and admin

Measurable Objective 2:

collaborate to decrease exclusionary discipline practices and corporal punishment by 05/30/2019 as measured by discipline reports from the previous year compared to current.

Strategy1:

Positive Behavior Supports and Interventions - Walter Wellborn High School teachers will utilize common classroom processes for setting rules, procedures, routines, and expectations. This will enable the school to create a highly structured environment with a common language and a common set of standards for all students in grades 7-12.

Category: Develop/Implement Learning Supports

Research Cited: Discipline in the Secondary Classroom Third Edition by Randy Sprick U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.

Activity - Why Try Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Why Try Program is community counseling provided to students who "fall through the cracks". Students involved in this counseling typically demonstrate behaviors or traits that make them a risk for dropping out of school.	Behavioral Support Program	08/07/2017	05/30/2019	$5000 - Title I Schoolwide	Administration, Counseling and teachers

Activity - CHAMPS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
U.S. Department of Education -"CHAMPS is an evidence-based approach to classroom behavior management in that it is not a curriculum or program but instead a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology.Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior.	Behavioral Support Program Policy and Process Direct Instruction	08/07/2017	05/30/2019	$0 - No Funding Required	All

Activity - After School Tutoring/Modified PASS/Attendance Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WWHS After School Program serves students in need who may or may not meet the need for additional services during the school day (in other words it is open to all students). The after school program meets the needs of students in the areas of tutoring, behavior, credit recovery, credit advancement, and ACT preparation. A highly qualified teacher is available from 3PM to 7PM to serve students who need assistance in their area of expertise. A typical schedule will be Monday, Tuesday, Thursday, and Friday meetings with Math, English, Social Studies, and Science meeting in that order. APEX or Distance Education will be provided.	Behavioral Support Program Tutoring Academic Support Program Policy and Process	08/07/2017	05/30/2019	$23207 - Title I Schoolwide	All

Measurable Objective 3:

collaborate to increase proficiency of students and teachers in Pre-AP/AP courses by 05/30/2019 as measured by teacher

walkthroughs/observations and the number of students scoring 3, 4, or 5 on AP exams.

Strategy1:

A+ College Ready Program - Through a "Program Grant" provided by ALSDE and A+ College Ready, Walter Wellborn High School will

implement, with 80% fidelity, the Laying the Foundations/Pre-AP curriculum in grades seven through ten. The curriculum design has been

shown to increase the rigor of coursework as well as increase the performance of involved students on standardized tests like the ACT

ASPIRE and ACT. Likewise, WWHS will send other teachers to AP training over the summer using Title I monies (AP Lit, AP Lang, & AP U.

S. History). Additionally, all students taking AP classes will be required to take the AP exam in the Spring.

Category: Develop/Implement College and Career Ready Standards

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

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

Activity - AP/PAP/LTF Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This training is necessary for teachers prior to teaching the curriculum and for those continuing to teacher the program (CEUs).	Academic Support Program	08/07/2017	05/30/2019	$6500 - Title I Schoolwide	All PAP/AP teachers and administration

Activity - AP Test Scholarship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide scholarships to students to take AP tests.	Academic Support Program	08/07/2017	05/30/2019	$7500 - Title I Schoolwide	All AP students and teachers

Goal 3:

Increase the percentage of students graduating from WWHS to 86%.

Measurable Objective 1:

improve graduation rate across cohorts by 05/31/2018 as measured by percentage of students graduating with a high school diploma in

current and past cohorts.

Strategy1:

Career Academy/PASS/Alternate Education Program - Students at risk for dropping out can be referred to the Calhoun County PASS

Program to accelerate completion of diploma requirements utilizing an online prescriptive credit advancement program. Career Academy

offerings will also improve student retention by offering more programs and offering programs twice a day.

Category: Develop/Implement Learning Supports

Research Cited: IS2 Waiver submitted to ALSDE

Activity - Career Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Academy will be offered twice per day at WWHS, morning and afternoons. This will help meet the needs of students who are in collaborative education, athletics, band, or who need to recover a class.	Career Preparation/ Orientation	08/07/2017	05/30/2019	$0 - No Funding Required	Career Academy staff and local staff

Activity - Reach/Mentoring/Clubs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The REACH Advisory/mentoring program and clubs will be implemented at WWHS in grades 7-12. This program will focus on increasing involvement of students who are not involved in extracurricular activities or who are not tied to the school. It will also create an outlet and adult mentor for students who otherwise wouldn't have one.	Behavioral Support Program Academic Support Program Policy and Process Career Preparation/ Orientation Recruitment and Retention	08/07/2017	05/30/2019	$0 - No Funding Required	All

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilized to provide an alternative to regular school. Allows students to achieve a standard high school diploma online.	Academic Support Program Behavioral Support Program	08/07/2017	05/30/2019	$0 - No Funding Required	PASS Program teachers and admin, Local teachers and admin

Activity - After School Tutoring/Modified PASS/Virtual School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Similar to PASS but provided at the local school utilizing Title I funds. After school tutoring is an additional benefit to students who do not qualify for PASS but are in need of academic or behavioral support. Also, this program is utilized for credit recovery. Virtual school is also available.	Academic Support Program Behavioral Support Program	08/07/2017	05/30/2019	$23206 - Title I Schoolwide	Selected administrators and teachers

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

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

Data Meetings are held monthly.

Department meetings are held monthly.

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

Teachers are able to utilize data derived from State assessments to determine strengths and weaknesses of classes as well as individual

weaknesses. This information is used to drive instruction throughout the year.

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

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

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

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

Special Education - identified through PST/RtI and parents.

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

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

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

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

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

Stride Academy is available to all students and teachers.

After school program/Intervention program available for all students.

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

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

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

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

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

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

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

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

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

Migrant - ACCESS and APEX classes

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

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

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

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

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

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

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

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

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

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

We also provide a parent resource room.

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

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

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

Learning Supports Programs:

1. PBIS

2. After School Intervention

3. Laying the Foundations /A+ College Ready Curriculum

4. Parent Resource Room

5. One-to-world Initiative/BYOD

6. Summer Intervention Program

7. Why Try Program

8. Attendance Support Program (rolled in with After School Program)

9. PASS Program

10. Virtual School

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

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

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

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

Social Worker and DHR Liason provided through Calhoun County Schools

School Resource Officer provided for each school

REACH Advisory and mentoring provided for all students.

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

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

WWHS uses parent, student, and teacher surveys and feedback from the Title I drop box on the school website.

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

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

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

ACT Aspire
Scantron
ACT
STAR Testing (phasing out)
Math and Read 180
System 44
PST/RtI Meetings
Comparison of data from year to year under Title I

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

Regular monitoring of the goals, strategies, activities, and objectives.
Documentation of monitoring via ASSIST

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	30.94

Provide the number of classroom teachers.

31.44

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1543672.0

Total   1,543,672.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	2.0

Provide the number of administrators.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	168249.0

Total   168,249.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	78081.0

Total   78,081.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	112770.0

Total   112,770.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54152.0

Total   54,152.00

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.	7602.0

Total 7,602.00

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.	2787.0

Total   2,787.00

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.	15149.0

Total   15,149.00

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.	1094.0

Total   1,094.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	148983.17

Provide a brief explanation and breakdown of expenses.

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

1. Teacher Computers/Printers for classrooms = $42,000

2. Instructional/Intervention software = $11,000

3. Scholarship monies for AP Testing = $7,500

4. After School Intervention Program HQ Teachers = $23,206.72

5. Support Services = $5,000

6. Professional Development/Registration/Subs = $44,617.92

7.Parent Instructional Supplies = $2,958.53; This money will be used to purchase supplies for a parent resource room. Additionally, it will be used to purchase student planners.

8. Classroom Supplies (Intervention - Math 180 and Read 180) = $12,000

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	2000.0

Provide a brief explanation and a breakdown of expenses.

Substitutes - $800

Association Dues - $1,200

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	0.0

Provide a brief explanation and breakdown of expenses.

Not applicable

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

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

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

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

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

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

Strategies to Increase Parental Involvement
1. School website - http://ccboe.schoolwires.net/wl (school website utilized Google Translator for home languages other than English)
2. WWHS Twitter
3. WWHS Facebook
4. School Blackboard (automated system for delivering phone calls and messages to multiple recipients at one time)
5. Newsletters home (newsletters will also be available in home language or larger print if needed)
6. Tri-fold pamphlet (available in larger print or home language) containing description of curriculum in use, forms of academic assessments, achievement expectations, ELL contact information, clubs and activities available, and a schedule of PTO/Title I meetings for each month the

school year.

7. WWHS Instagram

8. Panther News Network/YouTube

9. Title I Meetings

10. Parent Night (Fall of each year)

11. Student Handbook and Calendar

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

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

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

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

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

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

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

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

1. Clarification of the State's academic content standards - This training will be provided by a highly qualified professional in the respective content area. Syllabi for grades 9-12 will be provided to parents upon request as well as clarification of the expectations for the content area with regard to the standards. Additionally, a list of tentative parent education nights will be discussed.

2. Clarification of the State's academic achievement standards - This training will be provided by a qualified administrator or guidance counselor. Achievement standards discussed will be minimum and maximum limitations of grading, how to attain college and career ready

status (1-5 proficiency standards listed in PLAN 2020), the IS2 Waiver, etc.

3. Clarification and review of State and local academic assessments - This clarification and review will be provided by the Guidance Department and/or other highly qualified professionals). State assessments (i.e., ASPIRE, ACT, & Workkeys) will be discussed with information on proficiency levels/benchmark scores provided and the meaning of these tests regarding college and career readiness. Local assessments (i.e., ASPIRE Interim, STAR, Stride, teacher made assessments) will be discussed to clarify their significance to the educational process and State assessments.

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

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

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

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

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

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

1. Literacy Training will be provided to parents via planned meetings throughout the year. Training will be provided by the Reading Interventionist and will include basic strategies to improve/foster reading outside the normal school day as well as how parents can help children succeed with literacy at home.

2. Technology training will be provided to parents with regard to Internet safety, monitoring and using social media, accessing Chalkable to view grades, discipline, and attendance, accessing the school website and teacher web pages, and communicating via e-mail with their child's teachers.

3. A parent resource room will be provided by WWHS to assist parents in making and checking out items to help their students at home. Additionally, a technology lab will be made available until the library and lunchroom is set up to sufficiently provide parents equitable access to technology for technology training purposes.

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

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

WWHS will involve our parent involvement specialist at the Central Office level in providing training to all school employees with regard to the value and utility of contributions of parents, out reach programs, working with parents as equal partners, implementing and coordinating parent programs (i.e., parent nights for content areas), and building and maintaining ties between parents and the school.
If additional training is needed, the parent teacher organization will vote on a book study or program to further develop these valuable skills in school employees.

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

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

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

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

WWHS will provide parents of participating children timely information in the following ways:
1. School website - http://ccboe.schoolwires.net/wl (school website utilized Google Translator for home languages other than English)
2. WWHS Twitter
3. WWHS Facebook
4. School Cast (automated system for delivering phone calls and messages to multiple recipients at one time)
5. Newsletters home (newsletters will also be available in home language or larger print if needed)
6. Tri-fold pamphlet (available in larger print or home language) containing description of curriculum in use, forms of academic assessments, achievement expectations, ELL contact information, clubs and activities available, and a schedule of PTO/Title I meetings for each month the school year.
7. WWHS Instagram

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

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

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

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