



ACIP

Wetumpka High School

Elmore County Board of Education

Dr. Robbie Slater, Principal
1251 Coosa River Parkway
Wetumpka, AL 36092

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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?

The city of Wetumpka is in Elmore County and is just north of the city of Montgomery, Alabama. Wetumpka is considered a suburb of Montgomery and only the Tallapoosa River separates the two cities. Historically, Elmore County is an agriculturally-based area, and it continues to grow and expand as families from Montgomery and other surrounding areas move into Elmore County. As the population grows, businesses and services have expanded to meet the demand. Currently, the Elmore County Board of Education is the largest employer in Elmore County, and the Creek Casino is one of the largest employers in Wetumpka. Other notable employers of Elmore County residents include retail stores such as Wal-Mart, Bass Pro Shops, and the military.

Wetumpka High School is located in Elmore County, Alabama. Elmore County Schools is made up of five communities: Eclectic, Holtville, Millbrook, Redland and Wetumpka. Wetumpka's population was 6,528 at the time of the 2010 census. Of that number 67.9 percent were white, 26.1 percent black, 3.8 percent Hispanic, 1.8 percent multi-race, 1.1 percent Asian 0.6 percent Native American, 0.4 percent Asian, and 0.1 percent as Native Hawaiian and Other Pacific Islander. The city's median household income was \$36, 585, and per capita income was \$16, 868.

Wetumpka High School strives to educate children and prepare them for a competitive future. Our school serves 1,175 students from grades nine through twelve. The gender breakdown at WHS is 560-female and 615-male. The racial makeup of the student population is 770-White, 322-Black/African American, 48-Hispanic, 11-Asian, 4-American Indian/Alaskan Native, 1-Native Hawaiian or Other Pacific Islander, and 19-Multi-Race/Two or More Races. Economically, 385 receive free lunch and 90 receive reduced lunch students. Although our demographics have not changed drastically over the past five years, our challenge is to create an atmosphere that encourages a new mindset and helps students from all backgrounds aspire to reach new ambitions. Wetumpka High School had 251 graduates in May of 2016. Of these students, 39% received 4.1 million in scholarship offers with 41% pursuing post-secondary education through 4-year colleges and universities, 15% two-year colleges or technical schools, 8.3% military. Our faculty is comprised of 89 professionals, with 67 of those are certified personnel: 41% have obtained a master's degree or higher and 71% have five or more years of experience.

Although our demographics do not necessarily imply it, Wetumpka has a rich Native American heritage: the name of Wetumpka is derived from two Indian words "we-wau" (water) and "tum-cau" (rumbling). We-wau-tum-cau, anglicized to Wetumpka, was the Creek description of a prominent point in the Coosa where the rapids raced across the river rocks.

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.

Wetumpka High School, along with the Elmore County Public School, adopted a new district-wide vision. Our vision is Every Student Empowered Every Student Succeeds.

OUR MISSION:

To motivate, instruct, and nurture students to become respectable, resourceful, and responsible citizens.

WE BELIEVE:

- * All students can learn.
- * All students should have safe & disciplined schools, qualified teachers, committed support staff, challenging curricula, & effective school leaders.
- * All students deserve a quality education that focuses on the whole child.
- * All students should be accountable for their educational goals, success, & behavior.
- * All students deserve a nurturing environment that promotes a feeling of self-worth.
- * Education is a shared responsibility among home, school, & community.
- * Educated citizens are vital to our society.
- * Progress in education requires a willingness to change.

Wetumpka High School endeavors to ensure that all stakeholders are aware of our vision and mission. These statements are visible in the classrooms, in the front of the school, on email, on Digital Signage, and on the school website. There should be no question as to the goals and beliefs of the school.

Students at Wetumpka High School are expected to hold themselves to high standards of academic performance and behavior. The teachers, administrators, guidance counselors, and staff reinforce these standards in their daily interactions with students. Administrators work with students to help them develop the personal and social skills required to be successful in the high school environment. Students build positive mentor-mentee relationships with teachers in core and elective classes. By the time they graduate, students understand the value of being responsible members of their community.

During their time at Wetumpka High School, students learn how to seek out resources needed for success. The purpose of high school is not only acquiring knowledge, but also learning how to learn, and part of the learning process is to understand when to ask for help, seek additional information, solve problems, and work together toward common goals. In our shrinking world, there is an ever-growing pool of resources available. Students at WHS learn to think critically and decipher good information from bad. A variety of diploma types and curricula challenges students to achieve the highest levels of academic success. Core classes, including the growing Advanced Placement (AP) program and honors classes, teach students the value of hard work and resourcefulness as they work toward their academic goals.

Teachers are allotted time to collaborate so that they are able to better serve students. Through professional development and grade level and departmental meetings, teachers plan and assist in the execution of plans to enhance student involvement and learning. With the data collected through AP tests, mock ACT/ASPIRE Periodics, we are able to meet our students where they are and help them move to a higher
SY 2016-2017

level. The data supports our success in this matter.

Wetumpka High School offers a wide variety of programs, both during the day and after school. Courses available to students during the day include agriscience, family and consumer science, career technology, computers, art, and business. These courses provide valuable opportunities for students to expand their interests and gain exposure in unfamiliar areas. Some programs provide activities for students both during the day and before and after school. These programs include a variety of sports, robotics, theater, band, and choir. Acquiring a broad knowledge base allows students to forge new connections and develop new interests. WHS strives to get as many students involved in these activities as possible. Students who are involved are more motivated to attend class and they are concerned about their own success. Activities like robotics, band, musical theater, and athletics reinforce positive skills like hard work, discipline, dedication, confidence, and teamwork. Through their endeavors in producing high quality work and then displaying their hard work for the public, whether through performance on the field or the stage, students learn that creativity in problem solving is not just an artistic ability, but a skill they can use in any area of their lives.

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.

Together, our stakeholders create a school atmosphere that is stimulating and conducive to learning. We are diligent in our efforts to continually assess and improve our school in order to reach all students, and prepare them for the next level. Some areas of improvement include our bell schedule and the growth within our AP program. We have also increased the participation and success in our Fine Arts program. Notable achievements include awards, scholarships, and notoriety with some of our extra-curricular activities.

Our course offerings present challenges for students at all levels. We currently offer ten AP courses, and twenty-five Pre-AP/Honors courses, not including the offerings provided through ACCESS distance learning. The growth of the Pre-AP and AP programs exemplifies the efforts of our stakeholders to accept the challenge of a rigorous curriculum. We are privileged to partner with A+ College Ready, a state program funded through the National Math and Science Initiative that provides grant money for improvement in advanced placement in math, English, and/or science. Under this program, we have been challenged to increase academic rigor and set high goals for all students. The enrollment of students into our AP classes has increased from 62 students in the initial grant year 2010: 2013-2014 ~559; 2014-2015~565; 2015-2016~278. Currently there are 378 students enrolled in AP courses. Qualifying (college credit granted) scores have increased over the years: 2014-68; 2015-68; 2016-56. Stakeholders continue to develop and grow the program so that future students can benefit. The benefits of teacher training provided by the A+ College Ready program continue to be immeasurable. By taking advantage of programs such as Laying the Foundation (LTF), Alabama Math, Science, and Technology Initiative (AMSTI), as well as other training opportunities afforded teachers, we are better equipped to serve our students. Quality teacher training ensures quality learning. Students at WHS are offered a variety of Career Tech courses both on campus and throughout the Elmore County Technical Center, courses such as Business Tech Education, Finance, Agriculture, ROTC, Drafting/CAD, Hospitality, Tourism, Public Safety, etc, along with having the opportunity to take dual enrollment courses through Central Alabama Community College.

Our extra-curricular activities offer unique opportunities that allow students to find additional ways in which to become involved with the school. Like the AP programs, Robotics continues to grow and succeed. Our STEAM Machine is nationally recognized. They have been named winners in Alabama's BEST (Boosting Engineering Science and Technology) competition for the last five years. Participation in the Robotics program affords students the opportunities for research, analysis, organization and application of knowledge. It is the ultimate project-based learning experience for our students. In an effort to include more students, a freshman class, Robotics 101, has been created for freshmen and sophomores. Robotics, like many of our programs, allows more of our students to become involved with extra-curricular activities. In 2015, the Team was recognized again as the "Top Robotics Team in the State of Alabama," and were honored guests in March at the White House Science Fair in Washington DC. WHS students represented Elmore County in the State Science Fair with sixteen students placing. The Wetumpka High School Envirobowl Team, which covers environmental and general science, placed fourth in region. Cyber Patriots is a premier national high school cyber defense competition and allows for hands-on exposure to the foundation of cybersecurity. Our team placed second in South Eastern States Silver Division. In 2015-2016, our team was awarded BEST Robotics 2015 War Eagle BEST, 2015 South's BEST U.S. Eastern Regional Competition Results with first place in both Marketing and Spirit. On March 31-April 2, the University of Huntsville (UAH) hosted the 20th annual Alabama Science and Engineering Fair. Wetumpka High School projects all placed in their categories. Hannah James was a finalist in the International Science and Engineering Fair with Best of Show in in Phoenix, Arizona May 8-13. WHS has had ten finalists in the past four years for the Gorgas Scholarship, a program which promotes the interest in science and aids in the education of promising students.

Spring of 2016 completed the construction of the new state of the art performing arts area in the Commons. This now provides our Performing Arts department in house facilities. Over the years this program has grown from minimal students assigned to the classes to fulfill a fine arts requirement to overflowing classes with a demand for more. The combined objectives of the music and theatre classes have led to more community support and grant opportunities and awards. The class offerings include beginning, intermediate and advanced levels, including a musical theatre class formed last year. Performing groups have grown from sign-ups to auditions, indicating the development of talent and expectations of high standards. The Performing Arts department has grown from one production yearly to six musical/theatre productions this year, including the annual Madrigal Dinner for WHS. More students participated in competitions leading to seven state winners over the past three years. Zaylah Anderson and Michael Armstrong placed at state Trumbauer and many others qualified in 2015. The Wetumpka High School Pride of the Tribe Marching Band continues to withhold its prestigious reputation across the state and country, with superior ratings at competitions.

Many of our student athletes receive scholarships as well as other recognitions. WHS is represented at the college level with graduates participating in various athletic and performing arts programs. We are proud that our student athletes are ready, not only in their skills athletically, but also with their academics. 2015 was the year of state champions for WHS, with 2-6A state championships in wrestling and girls softball team winning the 6A state championship. Our softball team was represented by four girls making All State, ten making the area team, and ASWA 6A Hitter of the Year and ASWA Super 10 Best Players in the State, regardless of classification, Destinee Brewer. Coach Randy Belyeu was chosen as ASWA 6A Softball Coach of the Year. 2016 Cross County Boys and Girls teams both qualified for state for the first time. Also girls soccer went to the first round of the state playoffs for the first time in program history. Dance and cheer teams carry on traditions of winning awards at camps and competitions.

Summer of 2014, Katelyn Lawrence and science teacher Philanda Johnson participated in the TEA (Teaching Enhancement Award) at Auburn University. They were one of only six student-teacher pairs selected from across the state. Katelyn spent three weeks living on campus and doing research in the Department of Animal Science under the supervision of Dr. Terry Brandebourg. At the end of the three weeks, Katelyn presented her research and finding to the other student participants and their teachers, graduate students and professors. Also Kristy Tillery won a silver medal placement on the 2014 National Spanish Exam for Spanish level four, scoring 94 percentile.

WHS Beta Club has been recognized by the National Beta Club as a National School of Distinction. To earn this award, Beta Clubs must increase their membership by ten percent. At WHS, students must have a 3.5 GPA to be invited to join Beta Club.

WHS had 251 graduates in May of 2016, with 39% of the class receiving 4.1 million dollars in scholarship offers. Sixty-seven percent have gone on to attend college: fifty-two percent attending four year college; fifteen percent attending two year college; two percent are attending college out of state. Eight percent are serving their country in the military.

Additional Information

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

Wetumpka High School is fortunate to have strong community support. Through private businesses and the City of Wetumpka, we have been able to transform our school into a 21st Century learning environment. Each classroom has a SMART board and SMART technology. We also have several computer labs with iPads, laptops, and desktops. All students have access to the technology, and they use it often for projects and papers.

Wetumpka High School has a student mentoring program called iPlan. This is an attempt to guide students through their high school plan and transition to post-secondary experience by establishing a relationship with one consistent staff member. The key goal of this program is to assist all students in identifying and addressing their academic, career and personal/social needs. Students meet monthly with their mentor to address various topics, including goal-setting, data results, and post-secondary plans. Many of the technical courses are associated with clubs: Distributive Clubs of America (DECA), Future Farmers of Alabama (FFA), and Family Career and Community Leaders of America (FCCLA). The DECA club travels yearly to New York. These successful organizations win both state and national awards and recognition, which attract students to our various clubs and encourage student involvement.

Wetumpka High School strives to ensure that our students are ready to face the challenges of the future. Student success is school success, and that translates into a strong community, state, and nation.

Technology Improvements and Advancements

Elmore County Public Schools is currently upgrading its current 300 Mbps fiber internet connection to a more robust 500 Mbps. Offices and classrooms within the district possess both 10/100 Mbps and 1 Gbps switches at the edge. The District's wide area network (WAN) is comprised of 1 Gbps links between all sites and a 10 Gbps aggregate handoff to our ISP. Possessing a full fiber rich network means that upgrading to faster speeds will only involve endpoint upgrades. Elmore County reports that the district is currently able to provide students and staff with suitable access however with the sharp increase in online textbooks, assessments, collaboration tools, and social media, current speeds need to be bolstered. The District believes technology integration in learning is a priority; it is their goal to incrementally increase, over the next several years, bandwidth until 1 Gbps speeds are reached. Additionally, the district would like to increase the links between schools to 10 Gbps connections. The increased bandwidth paired with rigorous professional development and "blended learning" strategies can help to enhance student achievement and retention as well as change the very notion of learning itself.

Wetumpka High School Technology Committee Members:

Monica Tindol-Library Media Specialist/Technology Coordinator

Lori McKenzie- Library Media Specialist/Technology Coordinator

Rahman Bell-Assistant Principal

Jeff Glass-Fine Arts Teacher

Margaret Bowens-Computer Education Teacher

Michelle Morris-Career Technology Teacher

Ilice Perlotte-Foreign Language Teacher

Jessica Hall-Special Education Teacher

Amanda Tally-English Teacher

Phillip Trussell-English Teacher

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.

The development process for Wetumpka High School's (WHS) Continuous Improvement Plan (CIP) involved a variety of stakeholders. The development process required the collecting of various forms of data, along with evaluation and planning. This process required input from new and veteran teachers of all grade levels and subject areas. In order for a school-wide plan to meet the educational, emotional, and social needs of the student population, it was important that teachers with different levels of experience and varied backgrounds be included in the process. Students, parents, and community members were also important in creating a plan that would best meet the needs of our students. The Continuous Improvement Plan is a representation of the realistic and obtainable growth needed in our students. Everyone on staff had an important role in the development and implementation of the plan, along with the amendment process. The Instructional Leadership Team (ILT) had the role of collecting and analyzing initial data, finalizing the CIP, and making changes as needed. The ILT also had the responsibility of evaluating the CIP each spring, at which time they begin making preparations and plans for the next school year. All stakeholders received instructions on what they were expected to accomplish and the predetermined timeline involved. Meetings were scheduled by school administration and as needed by individual committees.

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

Wetumpka High school has a diverse group of stakeholders involved in the CIP process. This group insures that there is adequate teacher, student, parent, and community representation in the planning, writing, and implementation. The parent and student stakeholders represent a range of grade-levels, socio-economic levels, and various academic levels. Parents and students are valuable resources, because they provide a valuable perspective in regards to communication with school, participation in extracurricular activities, parental involvement, and home-school connection with academic course work. By using parent and student input, the school is able to insure that all aspects of the educational process are addressed. Input from community members who have a connection with the school is vital in preparing our students for future professions. Community stakeholders included local business interests and a member of the local art community.

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

Wetumpka High School's CIP is communicated to all stakeholders in a variety of ways. Stakeholders can view the current CIP by going to the school's website, www.gowhs.com. A hard copy of the CIP is available in the main office of the school and is available for perusal in the media center. An overview of the plan is given to all teachers to be is posted in classrooms and offices throughout the school. The CIP is emailed to teachers periodically throughout the year as changes are made to the plan.

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		ACT Reports 2015-2016

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

2014

This school year provided baseline data for the ACT. Students scored above the expected levels on the ACT in the areas of English 48% (18), Algebra 23% (22), Reading 28% (22), Biology 26% (23) and Writing 145 (125-175).

2015

Students scored above the expected levels on the ACT in areas of English Composition 47% (18), Mathematics 23% (22), Social Science 29%, and Reading 29% (22). 13% (12) met all 4-ACT Readiness Benchmark Scores.

2016

Students scored above the expected levels on the ACT in areas of English 56% (18), Reading 34% (22), and Science 27% (23).

This school year also provided baseline data for the ACT Aspire. At this time, our students are demonstrating growth on the ACT Aspire. However, our students are still working to exceed the expected levels of performance. According to the summative report, the predicted ACT composite score for the 2018 cohort is 20.4, which is above the average state score for 2015-2016 of 18.7. Students scored at the ACT Ready level in English (70%) with a predicted ACT score of 20.3.

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

2014

According to the ACT baseline data, there is a positive trend shown in the areas of Reading, English, Mathematics, Science, English, and Writing on the ACT.

2015

By evaluating the ACT baseline data, there is a positive trend shown in the areas of Reading, English, and Mathematics.

2016

According to the ACT Profile Report, there is a positive trend shown in the areas of English, Reading, and Science.

Because 2016 was the first year the ACT Aspire was administered, the data collected will serve as a baseline.

Which area(s) indicate the overall highest performance?

2014

Overall highest achievement on the ACT was indicated in the area of English (17.9/48%).

2015

Overall highest achievement on the ACT was indicated in the area of English (17.6/47%).

2016

Overall highest achievement on the ACT was indicated in the area of English (18.8/56%).

According to the ACT Aspire, overall highest achievement was in the area of English with 70% of the students scoring at the ACT Readiness Level (predicted ACT score 20.3).

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

According to the college readiness benchmarks, the following subgroups show a trend of improvement on the following ACT assessments:

2014

English-American Indian (100%), Asian (100%), Native Hawaiian (100%), Two or More Races (80%), and White (60%)

Mathematics- Asian (100%), Native Hawaiian (100%), and Two or More Races (50%)

Reading-Asian (100%)

Science-Asian (100%), Native Hawaiian (100%), and Two or More Races (50%)

2015

English-White (60%), Hispanic Latino (60%), Native Hawaiian (100%), Two or More Races (57%)

Math-Asian (67%)

Reading-Hispanic (60%)

Science-Native Hawaiian (100%)

2016

ACT Profile Report is inconclusive in the areas of percent and average composite scores by race/ethnicity.

Because 2016 was the first assessment year in which we were provided data by sub populations and demographics, we are unable to assess a trend in performance by subgroups as this information has not been provided to us.

Between which subgroups is the achievement gap closing?

2014

The achievement gap can not be determined based on one year of student performance data on the ACT.

2015

Achievement gap is closing among subgroups in the following areas:

English-Black 24% to 14%

Math-Black 5% to 3%

Reading-White 39% to 36%

Science-White 36% to 26%

2016

ACT Profile Report is inconclusive in the areas of percent and average composite scores by race/ethnicity.

Because 2016 was the first year the ACT Aspire was administered, the data collected will serve as a baseline.

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

We have no other data in which to compare.

Areas in Need of Improvement

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

2014

This year provided baseline data for the ACT. Overall the student's at WHS benchmarked on all assessments.

2015

ACT Science-20% (23)

2016

ACT Math- 20% (22)-down from 23% in 2015; 12% met all 4-ACT Readiness Benchmark Scores, with state average of 13%

Because 2016 was the first year the ACT Aspire was administered, the data collected will serve as a baseline. According to the summative report, students scored (ACT Readiness Level): Reading 37%(Close); Science 31% (Close); Math 30% (In Need of Support); Writing 29% (Close)

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

2014

According to the ACT profile reports, overall the students at WHS benchmarked on all ACT assessments.

2015

According to the ACT profile reports, overall the students at WHS benchmarked on all ACT assessments with the exception of Science.

2016

According to the ACT profile report, overall the students at WHS benchmarked on all ACT assessments with the exception on Mathematics.

Because 2016 was the first year the ACT Aspire was administered, the data collected will serve as a baseline.

Which area(s) indicate the overall lowest performance?

2014

Overall, students at WHS scored lowest on Mathematics (23), yet still met the state required benchmark.

2015

Overall, students at WHS scored lowest on Science (20).

2016

Overall, students at WHS scored lowest on Mathematics (20).

Because 2016 was the first year the ACT Aspire was administered, the data collected will serve as a baseline. Students scored lowest on Math 30% (ACT Readiness Level-In Need of Support).

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

The following subgroups performed below the college readiness benchmark:

2014

English-Hispanic (25%) and Black (24%)

Mathematics-White (29%), Hispanic (13%), and Black (5%)

Reading- White (39%), Two or More Races (30%), Hispanic (13%), Black (9%)

Science-White (36%), Hispanic (13%), and Black (5%).

2015

English-Black (14%), Asian (33%)

Math-Black (3%), White (30%), Hispanic (20%), Native Hawaiian (0%), Two or More Races (43%)

Reading-Black (9%), White (36%), Asian (33%), Native Hawaiian (0%), Two or More Races (43%)

Science-Black (5%), White (26%), Asian (33%), Two or More Races (29%)

2016

ACT Profile Report is inconclusive in the areas of percent and average composite scores by race/ethnicity.

Because 2016 was the first year the ACT Aspire was administered, the data collected will serve as a baseline.

Between which subgroups is the achievement gap becoming greater?

2014

Based on data at hand from the ACT, the achievement gap can not be determined at this time.

2015

Based on ACT Profile Report, there does not appear to be a subgroup with achievement gap becoming greater.

2016

ACT Profile Report is inconclusive in the areas of percent and average composite scores by race/ethnicity.

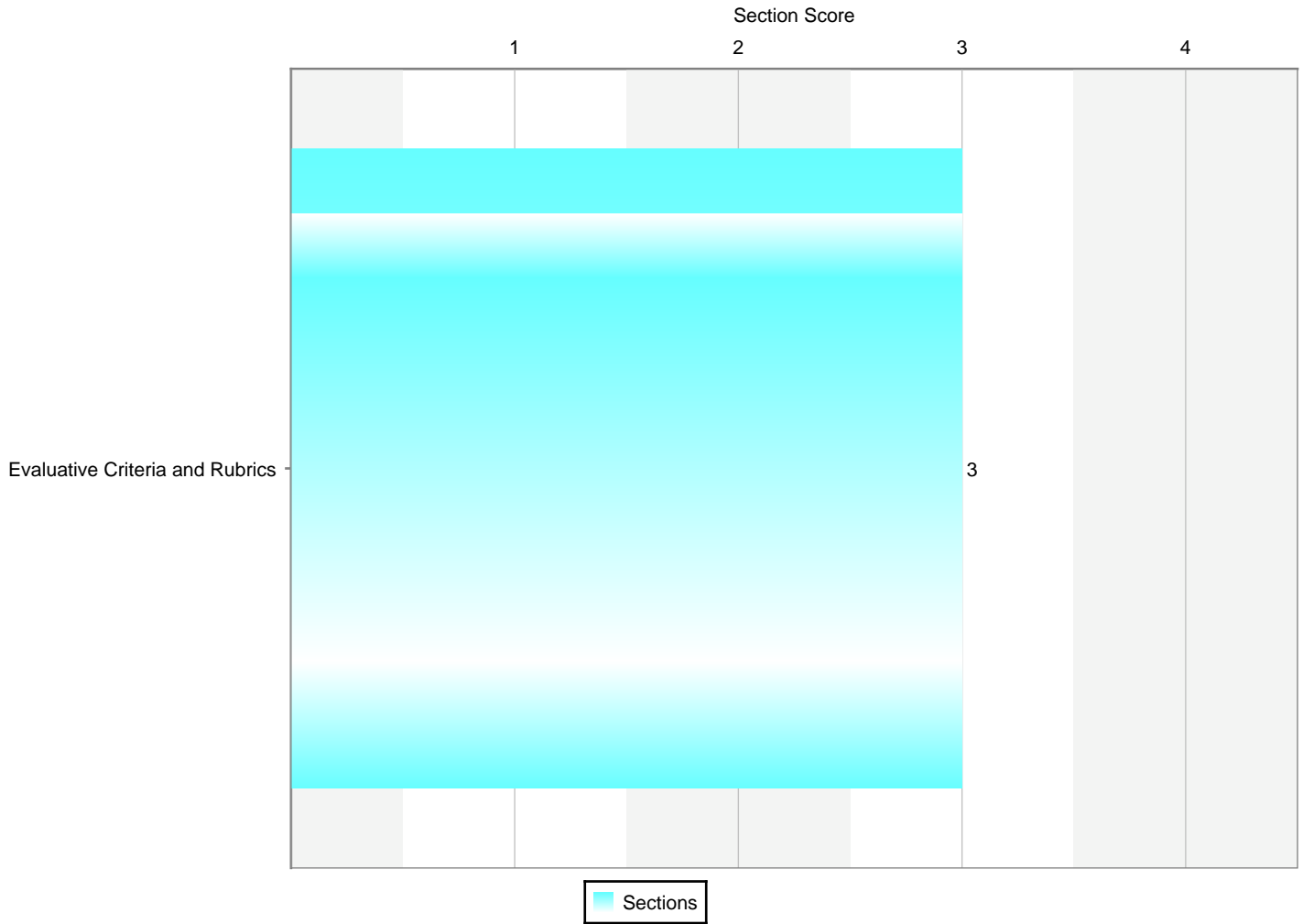
Because 2016 was the first year the ACT Aspire was administered, the data collected will serve as a baseline.

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

We have no other data in which to compare.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, 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	Sign in sheets, agenda, are notes are maintained on site and ILT signature sheet is attached.	Instructional Leadership Team 2015-2016

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		

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	Steve McKenzie Assistant Superintendent Elmore County Public Schools 100 H.H. Robison Drive Post Office Box 817 Wetumpka, Alabama 36092 334-567-1200	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement Plan 2016-2017

ACIP

Wetumpka High School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Not available at the high school level.	

2016-2017 ACIP

Overview

Plan Name

2016-2017 ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Wetumpka High School will demonstrate growth and mastery of CCRS standards in reading.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
2	The faculty and staff at Wetumpka High School will move instruction from a teacher-centered focus to a student-centered focus. (Advanced surveys indicate 75% for parents, 74% for staff, and 65% students.)	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$100300
3	All students at Wetumpka High School will demonstrate growth and mastery of CCRS standards in math.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
4	All students at Wetumpka High School will demonstrate growth and mastery of science standards.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
5	ELL Goal AMAO B	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
6	ELL Goal AMAO A	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

Goal 1: All students at Wetumpka High School will demonstrate growth and mastery of CCRS standards in reading.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on CCRS standards in Reading by 05/25/2017 as measured by achieving a three point increase on the reading subtest on the ACT.

Strategy 1:

Data Analysis - Formative assessment will be analyzed by the English Language Arts teachers to determine the standards students struggled with the most to guide classroom instruction.

Category:

Research Cited: Research of the CCRS Strategies.

Activity - ASPIRE Periodics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th & 10th Grade English teachers will utilize ASPIRE Periodics to pinpoint standards for re-teaching and remediation.	Direct Instruction	08/10/2015	05/25/2017	\$0	No Funding Required	English Teachers

Activity - Grade Level (PST) Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers (PST) will conduct monthly data meetings to discuss student progress and needed interventions.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Grade Level Teachers

Activity - ACT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers will utilize the ACT assessments.	Professional Learning	08/10/2015	05/25/2017	\$0	No Funding Required	English Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discipline-based Professional Learning Community collaboration.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	English Teachers

Strategy 2:

Small Group Instruction - Reading/ Language Arts teachers will employ a variety of instructional strategies and techniques to modify lessons to individual students or small groups based on the evaluation of student needs.

Category:

SY 2016-2017

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Research Cited: Research of Strategic Teaching and/or CCRS Best Practices.

Activity - Strategy Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies learned in LTF (Teri Thompson), ARI (Vickie Chappelle), Pearson professional development opportunities.	Direct Instruction, Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	English Teachers
Activity - Nonfiction Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide practice with nonfiction text.	Direct Instruction	08/10/2015	05/25/2017	\$0	No Funding Required	Language Arts Teachers
Activity - Vocabulary Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize English Department vocabulary study including the usage of context clues to implement new vocabulary.	Direct Instruction	08/10/2015	05/25/2017	\$0	No Funding Required	Language Arts Teachers

Goal 2: The faculty and staff at Wetumpka High School will move instruction from a teacher-centered focus to a student-centered focus. (Advanced surveys indicate 75% for parents, 74% for staff, and 65% students.)

Measurable Objective 1:

collaborate to move instruction from teacher-centered focus to student-centered by 05/25/2017 as measured by a 2% increase in parent, staff and student survey results.

Strategy 1:

Student-Centered Instruction - Teachers and administrators at Wetumpka High School will focus on student-centered instruction by incorporating various activities.

Category:

Research Cited: Laying the Foundation, Student-Centered Instruction

Activity - LTF Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four teachers at Wetumpka High School received Laying the Foundation (LTF) training.	Professional Learning	08/10/2015	05/25/2017	\$2800	Title II Part A	19 appointed professional staff members.

Activity - Technology Refresh	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elmore County Public Schools implemented a computer/laptop refresh throughout the district for faculty, staff, and students.	Technology	08/10/2015	05/25/2017	\$97500	General Fund	Elmore County Office of Technology and local school technology coordinators.
Activity - Instructional Rounds/Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Rounds and Walk-Throughs will be completed regularly by teachers and administrators at Wetumpka High School to observe student-teacher engagement, differentiated instruction and higher-order thinking skills in the classrooms.	Professional Learning	08/10/2015	05/25/2017	\$0	No Funding Required	All Teachers and Administrators

Goal 3: All students at Wetumpka High School will demonstrate growth and mastery of CCRS standards in math.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on CCRS standards in Mathematics by 05/25/2017 as measured by achieving a three point increase on the math subtest on the ACT.

Strategy 1:

Data Analysis - Formative assessment will be analyzed by all math teachers to determine the standards students struggled with the most to guide classroom instruction.

Category:

Research Cited: Research of the CCRS Strategies.

Activity - ASPIRE Periodics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th & 10th Grade Math teachers will utilize ASPIRE Periodics to pinpoint standards for re-teaching and remediation, and use APSIRE questions to review with class.	Direct Instruction, Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Math Teachers
Activity - Grade Level (PST) Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Wetumpka High School

Grade level teachers (PST) will conduct monthly data meetings to discuss student progress and needed interventions.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Grade Level Teachers
Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discipline-based Professional Learning Community collaboration.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Math Teachers

Strategy 2:

Small Group Instruction - Math teachers will employ a variety of instructional strategies and techniques to modify lessons to individual students or small groups based on the evaluation of student needs.

Category:

Research Cited: Math teachers

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate ACT questions as Bell Ringers and in lesson presentation and use a variety of methods to draw student's attention to directions to ensure student comprehension.	Direct Instruction	08/10/2015	05/25/2017	\$0	No Funding Required	Math Teachers
Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make use of peer tutoring to help students grasp concepts.	Tutoring	08/10/2015	05/25/2017	\$0	No Funding Required	Math Teachers
Activity - Strategy Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies learned in LTF (Teri Thompson) and AMSTI (Beth Hickman) professional development opportunities, with engaging lessons incorporating higher order thinking vocabulary and CCRS Literacy Standards.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Math Teachers

Goal 4: All students at Wetumpka High School will demonstrate growth and mastery of science standards.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of standards in Science by 05/25/2017 as measured by achieving a 3 point increase on the science subtest on the ACT.

Strategy 1:

ACT Science Passage Practice - Students will be given opportunities to prepare for the ACT using the ACT Online Test Prep program.

Category:

Activity - Science Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first block class of each month, all science teachers will cover an ACT science passage (ARI Strategy).	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Science Teachers
Activity - ACT Science Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will use sample ACT science questions as bellringers, test questions, and/or enrichment activities.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Science Teachers

Strategy 2:

Science Reasoning Skills - Science teachers will incorporate various enrichment activities into lessons to raise students' science-reasoning skills including, but limited to, analyzing data representation, critically evaluating research summaries, and creating new hypotheses based on data.

Category:

Activity - Science Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read and summarize journal articles in the science classroom (CCRS-Writing Across the Curriculum).	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Science Teachers
Activity - Data Representation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and have students create flow charts, concept maps, graphs, and/or tables based on the science journal articles.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Science Teachers
Activity - Strategy Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies learned in LTF (Teri Thompson), AMSTI (Beth Hickman), and ASIM professional development opportunities.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Science Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discipline-based Professional Learning Community collaboration.	Academic Support Program	08/10/2015	05/25/2017	\$0	No Funding Required	Science Teachers

Goal 5: ELL Goal AMAO B

Measurable Objective 1:

22% of English Learners students will demonstrate a proficiency 4.8 in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs assessment.

Strategy 1:

WIDA ESL Training - Teachers of English Learners will attend annual WIDA ESL training.

Category: Develop/Implement Professional Learning and Support

Activity - WIDA ESL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of English Learners will attend annual WIDA ESL training.	Professional Learning	08/10/2016	05/25/2017	\$0	No Funding Required	All teachers

Strategy 2:

Model Performance Indicator (Can Do's) - Teachers of English Learners will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on and are not limited to, the language domains of reading, writing, and listening.

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

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	EL Coordinator

Goal 6: ELL Goal AMAO A

Measurable Objective 1:

57% of English Learners students will demonstrate student proficiency (pass rate) with a .5 gain or higher on the Composite Proficiency Level in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs Assessment.

Strategy 1:

WIDA ESL Training - Teachers of English Learners will attend annual WIDA ESL training.

Category: Develop/Implement Professional Learning and Support

Activity - WIDA ESL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend annual WIDA ESL training.	Professional Learning	08/08/2016	05/25/2017	\$0	Title III	All Teachers

Strategy 2:

Model Performance Indicator (Can Do's) - Teachers of English Learners will use Model Performance Indicators (Can Do's) as guidance for developing language objectives that focus on and are not limited to, the language domains of reading, writing, and listening.

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

Activity - Language Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	The EL Coordinator

Activity - IELP for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESL committee will write an IELP for identified EL students that were not proficient to make sure they have appropriate accommodations in reading, writing, listening, and speaking.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	IELP Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
WIDA ESL Training	Teachers will attend annual WIDA ESL training.	Professional Learning	08/08/2016	05/25/2017	\$0	All Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Language Acquisition	A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	\$0	EL Coordinator
Strategy Implementation	Teachers will implement strategies learned in LTF (Teri Thompson), ARI (Vickie Chappelle), Pearson professional development opportunities.	Direct Instruction, Academic Support Program	08/10/2015	05/25/2017	\$0	English Teachers
ACT Preparation	Incorporate ACT questions as Bell Ringers and in lesson presentation and use a variety of methods to draw student's attention to directions to ensure student comprehension.	Direct Instruction	08/10/2015	05/25/2017	\$0	Math Teachers
IELP for EL Students	The ESL committee will write an IELP for identified EL students that were not proficient to make sure they have appropriate accommodations in reading, writing, listening, and speaking.	Academic Support Program	08/08/2016	05/25/2017	\$0	IELP Team
Strategy Implementation	Teachers will implement strategies learned in LTF (Teri Thompson), AMSTI (Beth Hickman), and ASIM professional development opportunities.	Academic Support Program	08/10/2015	05/25/2017	\$0	Science Teachers
Data Representation	Teachers will model and have students create flow charts, concept maps, graphs, and/or tables based on the science journal articles.	Academic Support Program	08/10/2015	05/25/2017	\$0	Science Teachers
PLC	Discipline-based Professional Learning Community collaboration.	Academic Support Program	08/10/2015	05/25/2017	\$0	Math Teachers
WIDA ESL Training	Teachers of English Learners will attend annual WIDA ESL training.	Professional Learning	08/10/2016	05/25/2017	\$0	All teachers

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Wetumpka High School

Grade Level (PST) Meetings	Grade level teachers (PST) will conduct monthly data meetings to discuss student progress and needed interventions.	Academic Support Program	08/10/2015	05/25/2017	\$0	Grade Level Teachers
Vocabulary Study	Utilize English Department vocabulary study including the usage of context clues to implement new vocabulary.	Direct Instruction	08/10/2015	05/25/2017	\$0	Language Arts Teachers
ASPIRE Periodics	9th & 10th Grade English teachers will utilize ASPIRE Periodics to pinpoint standards for re-teaching and remediation.	Direct Instruction	08/10/2015	05/25/2017	\$0	English Teachers
PLC	Discipline-based Professional Learning Community collaboration.	Academic Support Program	08/10/2015	05/25/2017	\$0	English Teachers
Strategy Implementation	Teachers will implement strategies learned in LTF (Teri Thompson) and AMSTI (Beth Hickman) professional development opportunities, with engaging lessons incorporating higher order thinking vocabulary and CCRS Literacy Standards.	Academic Support Program	08/10/2015	05/25/2017	\$0	Math Teachers
Grade Level (PST) Meetings	Grade level teachers (PST) will conduct monthly data meetings to discuss student progress and needed interventions.	Academic Support Program	08/10/2015	05/25/2017	\$0	Grade Level Teachers
Science Instructional Strategies	During the first block class of each month, all science teachers will cover an ACT science passage (ARI Strategy).	Academic Support Program	08/10/2015	05/25/2017	\$0	Science Teachers
ACT	All English teachers will utilize the ACT assessments.	Professional Learning	08/10/2015	05/25/2017	\$0	English Teachers
PLC	Discipline-based Professional Learning Community collaboration.	Academic Support Program	08/10/2015	05/25/2017	\$0	Science Teachers
Science Journals	Students will read and summarize journal articles in the science classroom (CCRS-Writing Across the Curriculum).	Academic Support Program	08/10/2015	05/25/2017	\$0	Science Teachers
ACT Science Enrichment	All science teachers will use sample ACT science questions as bellringers, test questions, and/or enrichment activities.	Academic Support Program	08/10/2015	05/25/2017	\$0	Science Teachers
Nonfiction Practice	Provide practice with nonfiction text.	Direct Instruction	08/10/2015	05/25/2017	\$0	Language Arts Teachers
Instructional Rounds/Walk-Throughs	Instructional Rounds and Walk-Throughs will be completed regularly by teachers and administrators at Wetumpka High School to observe student- teacher engagement, differentiated instruction and higher-order thinking skills in the classrooms.	Professional Learning	08/10/2015	05/25/2017	\$0	All Teachers and Administrators
Peer Tutoring	Make use of peer tutoring to help students grasp concepts.	Tutoring	08/10/2015	05/25/2017	\$0	Math Teachers
Language Acquisition	A county designated instructor will use Finish Line, Daily Academic Vocabulary, and Rosetta Stone with students to teach language acquisition.	Academic Support Program	08/08/2016	05/25/2017	\$0	The EL Coordinator

ACIP

Wetumpka High School

ASPIRE Periodics	9th & 10th Grade Math teachers will utilize ASPIRE Periodics to pinpoint standards for re-teaching and remediation, and use APSIRE questions to review with class.	Direct Instruction, Academic Support Program	08/10/2015	05/25/2017	\$0	Math Teachers
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LTF Training	Four teachers at Wetumpka High School received Laying the Foundation (LTF) training.	Professional Learning	08/10/2015	05/25/2017	\$2800	19 appointed professional staff members.
Total					\$2800	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Refresh	Elmore County Public Schools implemented a computer/laptop refresh throughout the district for faculty, staff, and students.	Technology	08/10/2015	05/25/2017	\$97500	Elmore County Office of Technology and local school technology coordinators.
Total					\$97500	

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	See attached	2016 WHS Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

2015: The parents at Wetumpka High School scored Indicator 3.6 at 3.75 out of 5, which indicated that they believe the teachers implement the school's instructional process in support of student learning.

2016: No parent survey was given.

2015: By scoring Indicator 1.3 at 4.15 out of 5, the staff believes that the school's leadership implements a continuous improvement process which gives a clear direction for improving conditions that support student learning.

2016: By scoring Indicator 2.1 at 4.09 out of 5, the staff believes that the school's governing body establishes policies and support practices that ensure effective administration of the school.

2015: The students scored Indicator 1.1 at 3.45 out of 5, which showed that they believe the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

2016: The students scored Indicator 4.4 at 3.66 out of 5, which showed that students and school personnel use a range of media and information resources to support the school's educational programs.

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

2015: The faculty, parents, and students that represent Wetumpka High School indicated that Standard One, as a whole, is an area of strength with scores averaging between 3.1 to 3.62 out of 5. All stakeholders agree that the school maintains and communicates a purpose and direction that believes in high expectations for learning as well as demonstrating a shared value and belief regarding teaching and learning.

2016: Wetumpka High School's stakeholders continue to show an increase with Standard One, which says the school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. Faculty showed an increase from 3.95 in 2105 to 4 out of 5 and students from 3.15 to 3.42 out of 5.

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

WHS does not have another data source with which to make a comparison. The lack of appropriate data is indicative of a need for additional appropriately aligned survey opportunities for stakeholders.

Areas in Need of Improvement

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

2015: The parents at Wetumpka High School scored Indicator 3.5 at 3 out of 5, which indicated that they believe the teachers do not implement the school's instructional process in support of student learning.

2016: No parent survey was given.

2015: By scoring Indicator 3.8 at 3.3 out of 5, the staff believes the school does not engage families in meaningful ways in their children's education and does not keep them informed of their child's learning process.

2016: The Wetumpka High School staff scored Indicator 3.8 at 3.52 out of 5, which shows they believe the school does not engage the families enough in their child's education and needs to inform the parents of child's learning progress.

2015: The students scored Indicator 4.3 at 2.2 out of 5, which showed that they believe the school does not always maintain facilities, services, and equipment to provide a safe, clean, and healthy environment.

2016: Students at Wetumpka High School scored Indicator 4.3 at 2.81, which is an increase from last year. They still believe the school does not maintain the facilities, services, and equipment to provide a safe, clean, and healthy environment.

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

According to survey results, WHS stakeholders' perception shows that there is not a common link between any of the standards.

What are the implications for these stakeholder perceptions?

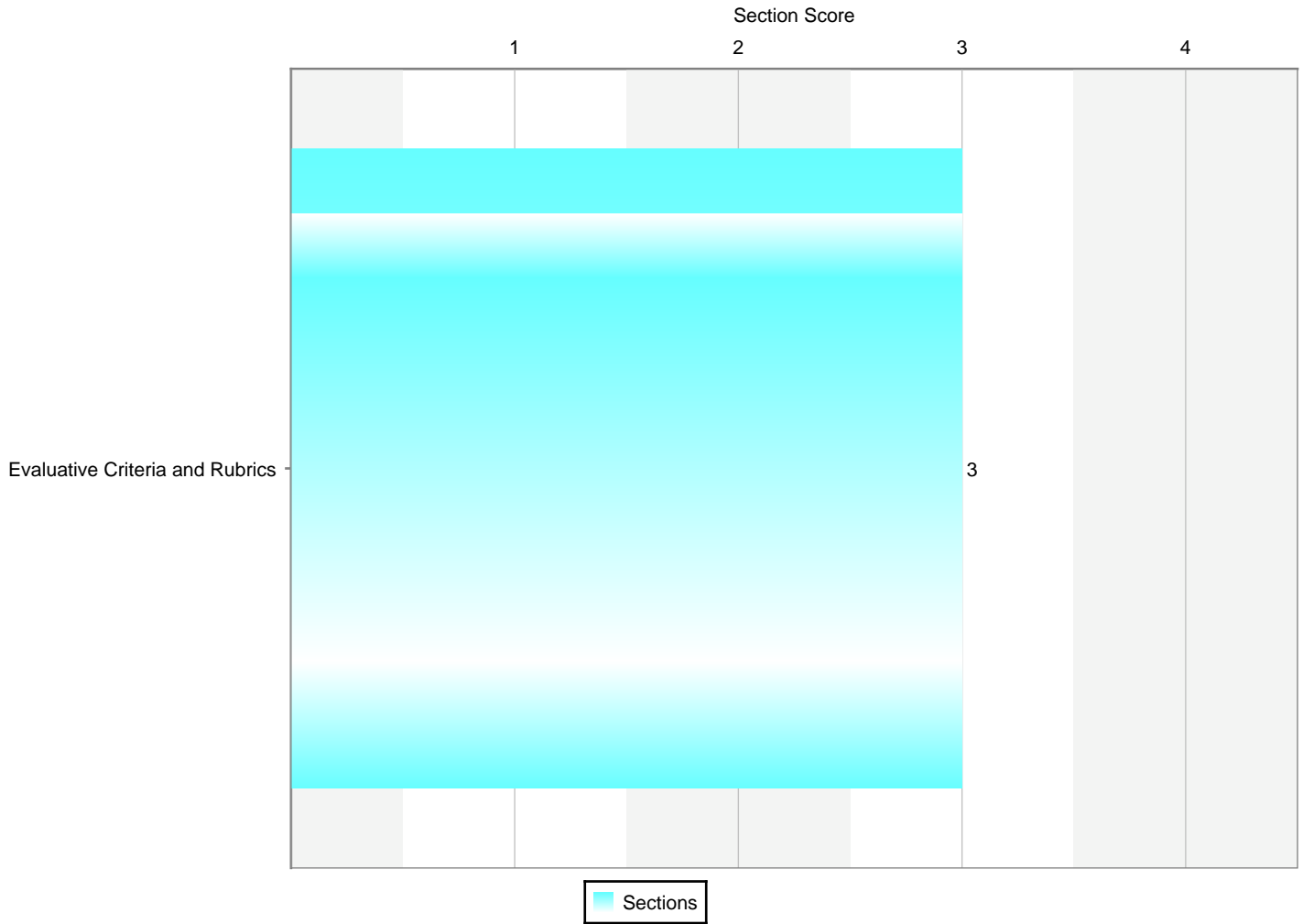
The lack of appropriate data is indicative of a need for additional appropriately aligned survey opportunities for stakeholders.

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

WHS does not have another data source with which to make a comparison. The lack of appropriate data is indicative of a need for additional appropriately aligned survey opportunities for stakeholders.

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	62.68	62.68	2,589,105.00
Administrator Units	1.00	1.00	90,267.00
Assistant Principal	2.00	2.0	129,456.00
Counselor	2.50	2.50	142,441.00
Librarian	2.00	2.00	105,033.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,477.00
Professional Development	0.00	0	4,477.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	26,332.00
Library Enhancement	0.00	0	1,492.00
Totals			3,093,080.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	27533.76

Provide a brief explanation and a breakdown of expenses.

Funds are distributed through the central office

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	45819.0

Provide a brief explanation and a breakdown of expenses.

Funds are distributed from the district level

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	132427.0

Provide a brief explanation and breakdown of expenses.

Professional Development

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

NA