



ACIP

Wetumpka High School

Elmore County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

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 strives to educate children and prepare them for a competitive future. Our school serves 1,158 students from grades nine through twelve. The gender breakdown at WHS is 49% female and 51% male. The racial makeup of the student population is 66% white, 28% black, and 6% other. Economically, the school's free/reduced lunch percentage is 43%. 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. On average, 46% of our students pursue post-secondary education through 4-year colleges and universities, 2-year colleges or technical schools, or the military. Our faculty is comprised of 66 professionals, and 58 of those are certified personnel: 41% have obtained a master's degree or higher and 71% have five or more years of experience. Wetumpka High School had 273 graduates in May of 2015.

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.

OUR MISSION:

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

OUR VISION:

To equip students with the necessary skills and information to be productive citizens in an ever-changing society.

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
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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 97 students in the initial grant year, to 570 students in the sixth year. Currently there are 378 students enrolled in AP courses. Qualifying (college credit granted) scores increased from 15 to 68 in 2015. 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.

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. The Robotics Team is nationally recognized. They have been named winners in Alabama's BEST (Boosting Engineering Science and Technology) competition for the last four 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.

Even without accommodating facilities, the music and drama departments have flourished over the past five years. The music and drama teachers have joined together to form a Performing Arts department. Through this collaboration, the 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 this 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
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one production yearly to six musical/theatre productions this year, including the annual Madrigal Dinner for WHS. More students participated in competitions leading to five state winners over the past two years.

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. Last year, 32% of our seniors received \$2,754,701 in scholarship offers. WHS has had six finalists in the past three years for the Gorgas Scholarship, a program which promotes the interest in science and aids in the education of promising students. Megan Moody represented WHS in the 2012 International Science Fair. In 2010, our own Nicholas Christenson was a finalist in the 2010 Intel Science Talent Search with his project, Do You 'Ear Wha' I 'Ear?: Lowering Voice Frequencies in Real Time to Revolutionize Hearing Assistance Technology. Over the past five years, WHS has had four senior girls win the Distinguished Young Woman Scholarship Program and represent their county at the state level. Kristy Tillery won a silver medal placement on the 2014 National Spanish Exam for Spanish level four, scoring 94 percentile.

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.

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.

WE2 Nation is an effort to acclimate freshmen to the high school experience and empower them to be lifelong learners. Teachers are allowed additional time for planning and remediation. Teachers have high expectations for student achievement and for student behavior.

Accountability measures are in place to ensure students have the opportunity to succeed.

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.

Elmore County Public Schools' Pathways 2 Digital Learning (P2DL) initiative is the foundation on which future ventures and Educational Technology initiatives will be built. Phase I of this initiative involved an increase in internet bandwidth, upgrades to network and wireless infrastructure, and the comprehensive replacement of all staff and student workstations and laptops. Approximately 2200 workstations and 1100 laptops were installed during Phase I of the P2DL Initiative. Since the onset of the project, the District's goal has been to get all users on an identical, current operating system and to equitably distribute technology resources amongst all of its sites and stakeholders. Offices and classrooms within the district were outfitted with new 10/100 Mbps and 1 Gbps switches at the edge. The new switches will allow for more throughput, easier management, and increased reliability. To complement the more robust Local Area Networks (LANs) the district entirely overhauled its aging wireless infrastructure. The new equipment was engineered and positioned in such a way that a BYOD/1:1 initiative would not only be supported, but would also be allowed to flourish. Elmore County Public Schools believes technology integration in learning is a priority; the increase in bandwidth and upgraded infrastructure 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

Georgia Pinkston-Assistant Principal

Jeff Glass-Fine Arts Teacher

Margaret Bowens-Computer Education Teacher

Michelle Morris-Career Technology Teacher

Ilice Perlotte-Foreign Language Teacher

Debbie Sanford-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		WHS ACT Profile 2015 Wetumpka Data Summary

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and 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?

Spring of 2014 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).

Spring of 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.

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

2014: By evaluating 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.

Which area(s) indicate the overall highest performance?

2014: Overall highest achievement was indicated in the area of English.

2015: Overall highest achievement was indicated in the area of English.

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%)

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%

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

Compared to other high schools in our district, the areas of improvement and achievement on the ACT are consistent across the system.

Areas in Need of Improvement

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

Spring of 2014 provided baseline data for the ACT. Overall the student's at WHS benchmarked on all assessments.

Spring of 2015: Science-20% (23)

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.

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).

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

The following subgroups preformed 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%)

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.

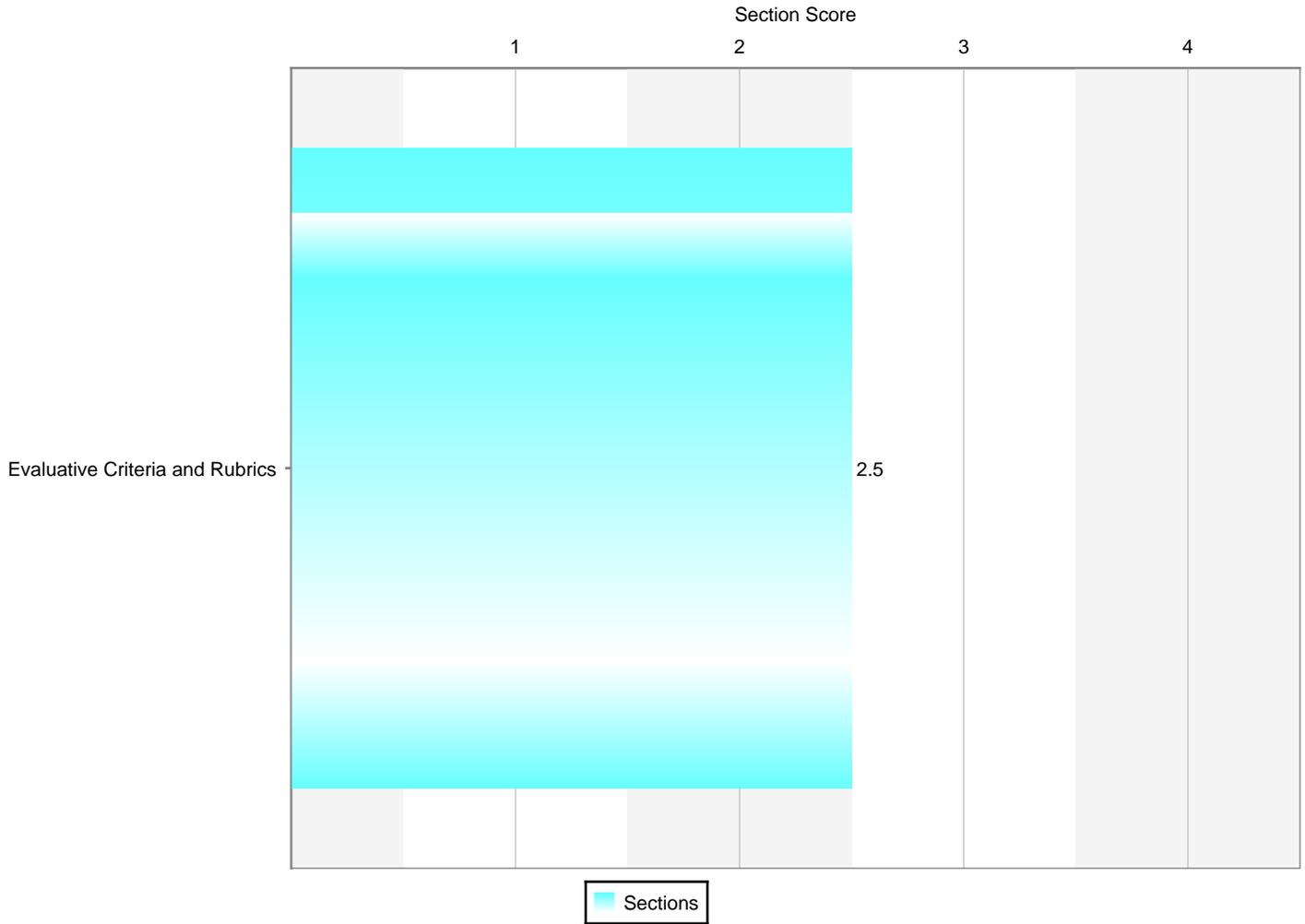
2015: Based on ACT Profile Report, there does not appear to be a subgroup with achievement gap becoming greater.

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

Compared to other high schools in our district, the areas of improvement and achievement on the ACT are consistent across the system.

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/notes are maintained on site and ILT signature sheet is attached.	ILT

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	Dr. Andre' L. Harrison 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		

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.	

2015-2016 ACIP

Overview

Plan Name

2015-2016 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	Engage and empower the learner through technology.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$0
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	ESL students will show a proficiency gain on ELL assessment.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0
5	All students at Wetumpka High School will demonstrate growth and mastery of CCRS standards in reading.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
6	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	\$108900
7	All students at Wetumpka High School will demonstrate growth and mastery of CCRS standards in math.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$0
8	All students at Wetumpka High School will demonstrate growth and mastery of science standards.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0

Goal 1: Engage and empower the learner through technology.

Measurable Objective 1:

100% of All Students will demonstrate a behavior the ability to think creatively, to construct knowledge, and to develop products in English Language Arts by 05/15/2015 as measured by observation and creation of student products..

Strategy 1:

Technology Resources - Teachers and students will use technology resources to facilitate empowerment and engagement during learning, for demonstration and mastery, and in communication.

Research Cited: CCRS, Alabama Technology Standards

Activity - Digital Presentation Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a project utilizing digital presentation tools.	Technology	08/10/2015	05/13/2016	\$0	No Funding Required	All Certified Staff.

Activity - Utilizing Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will research a topic using digital resources.	Technology	08/10/2015	05/13/2016	\$0	No Funding Required	All Certified Staff.

Activity - Classroom Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will join their class's Remind account, use the school website, School Messenger, etc., in order to communicate with teachers about test dates, assignments, reminders, etc.	Technology	08/10/2015	05/13/2016	\$0	No Funding Required	All Certified Staff.

Activity - Technology-Based Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign technology-based projects for students to demonstrate content mastery.	Technology	08/10/2015	05/13/2016	\$0	No Funding Required	All Certified Staff.

Activity - Interactive Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will present content using interactive technology such as interactive whiteboards.	Technology	08/10/2015	05/13/2016	\$0	No Funding Required	All Certified Staff.

Activity - Real-World Technology Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will observe real-world uses of technology by entities such as fire departments, police departments, restaurants, local businesses, etc.	Technology	08/10/2015	05/13/2016	\$0	No Funding Required	All Certified Staff, Career Tech Teachers
Activity - Internet Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create presentations and present content on internet safety.	Technology	08/10/2015	05/13/2016	\$0	No Funding Required	Business Apps Teacher, Other Certified Teachers.

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to use teacher created activities that facilitate real life experiences that advance student learning through the use of various technologies in English Language Arts by 05/13/2016 as measured by teacher created activities and completion of student products.

Strategy 1:

Professional Development for Teachers and Leaders - With the assistance of the teacher, the students will complete a real- life technology based assignment stemming on activities developed by the teacher.

Research Cited: College and Career Readiness Standards

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will be provided opportunities for training on various technology resources.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	All Certified Staff
Activity - Tech Tuesdays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tech Tuesdays will be used to disseminate information to all staff regarding using technology resources in teaching.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	All Certified Staff, Technology Coordinators, Administration
Activity - PLC Share	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

PLC groups will share at monthly faculty meetings tools that will facilitate use of technology in teaching and learning.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	PLC Groups
Activity - Microsoft Mondays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Office of Technology will share resources to help teachers prepare lessons that incorporate technology resources.	Professional Learning	08/10/2015	05/13/2016	\$0	No Funding Required	Office of Technology, All Certified Staff

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure proper infrastructure is provided to all educators and students by 05/14/2014 as measured by Transform 2020 Survey Results and Inventory Reports.

Strategy 1:

Infrastructure Data Reports - The Department of Technology will collect, analyze, and report aggregate infrastructure data for all schools in the Elmore County district.

Research Cited: no research

Activity - Completed Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will complete the end of year technology survey and inventory form.	Other	08/10/2015	05/13/2016	\$0	No Funding Required	All certified staff and Office of Technology staff

Goal 4: ESL students will show a proficiency gain on ELL assessment.

Measurable Objective 1:

A 50% increase of English Learners students will demonstrate a proficiency of English with gain of 0.5 or higher in World Languages by 05/22/2014 as measured by the 2014 ACCESS for ELLs assessment for AMAO A..

(shared) Strategy 1:

Acquiring English Language Skills - EL students will receive additional services as recommended by the EL committee, as determined by the I-ELP.

Research Cited: www.unc.edu, "ESL Strategies for Success," World View Conference March 21-2, 2006, downloaded 3/6/13

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively participate in Rosetta Stone on a weekly basis in order to acquire EL skills to successfully adapt to the English language.	Academic Support Program	08/19/2013	05/23/2014	\$0	Other	ESL coordinator and selected faculty

Activity - WIDA Standards Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the WIDA standards in order to appropriately address the individual academic needs of the EL students.	Professional Learning	08/19/2013	05/22/2014	\$0	No Funding Required	EL Coordinator

Measurable Objective 2:

17% of English Learners students will demonstrate a proficiency of 4.8 or higher in World Languages by 05/22/2014 as measured by on the 2014 ACCESS for ELLS assessment for AMAO B..

(shared) Strategy 1:

Aquiring English Language Skills - EL students will receive additional services as recommended by the EL committee, as determined by the I-ELP.

Research Cited: www.unc.edu, "ESL Strategies for Success," World View Conference March 21-2, 2006, downloaded 3/6/13

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will actively participate in Rosetta Stone on a weekly basis in order to acquire EL skills to successfully adapt to the English language.	Academic Support Program	08/19/2013	05/23/2014	\$0	Other	ESL coordinator and selected faculty

Activity - WIDA Standards Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the WIDA standards in order to appropriately address the individual academic needs of the EL students.	Professional Learning	08/19/2013	05/22/2014	\$0	No Funding Required	EL Coordinator

Goal 5: All students at Wetumpka High School will demonstrate growth and mastery of CCRS standards in reading.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency on CCRS standards in Reading by 05/20/2016 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.

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	05/20/2016	\$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	05/20/2016	\$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	05/20/2016	\$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	05/20/2016	\$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.

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.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$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	05/20/2016	\$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	05/20/2016	\$0	No Funding Required	Language Arts Teachers

Goal 6: 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 05/20/2016 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.

Research Cited: Laying the Foundation, Student-Centered Instruction

Activity - LTF Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nineteen teachers at Wetumpka High School received Laying the Foundation (LTF) training.	Professional Learning	08/10/2015	05/20/2016	\$11400	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	05/20/2016	\$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
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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	05/20/2016	\$0	No Funding Required	All Teachers and Administrators
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Goal 7: All students at Wetumpka High School will demonstrate growth and mastery of CCRS standards in math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency on CCRS standards in Mathematics by 05/20/2016 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.

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.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Math 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	05/20/2016	\$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	05/20/2016	\$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.

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, match test directions on classroom test with directions used by Quality Core test, and use a variety of methods to draw student's attention to directions to ensure student comprehension.	Direct Instruction	08/10/2015	05/20/2016	\$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	05/20/2016	\$0	No Funding Required	Math Teachers
Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use engaging lessons to incorporate higher order thinking vocabulary.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Math Teachers
Activity - Testing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Match test directions on classroom test with directions used by Quality Core test and use a variety of methods to draw student's attention to directions to ensure student comprehension.	Direct Instruction	08/10/2015	05/20/2016	\$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	05/20/2016	\$0	No Funding Required	Math Teachers
Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate writing in math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Math Teachers

Goal 8: All students at Wetumpka High School will demonstrate growth and mastery of science standards.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of standards in Science by 05/20/2016 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.

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	05/20/2016	\$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	05/20/2016	\$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.

Activity - Science Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read and summarize journals articles in the science classroom (CCRS-Writing Across the Curriculum).	Academic Support Program	08/10/2015	05/20/2016	\$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	05/20/2016	\$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	05/20/2016	\$0	No Funding Required	Science Teachers

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Wetumpka High School

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	05/20/2016	\$0	No Funding Required	Science Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rosetta Stone	Students will actively participate in Rosetta Stone on a weekly basis in order to acquire EL skills to successfully adapt to the English language.	Academic Support Program	08/19/2013	05/23/2014	\$0	ESL coordinator and selected faculty
Total					\$0	

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	05/20/2016	\$97500	Elmore County Office of Technology and local school technology coordinators.
Total					\$97500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LTF Training	Nineteen teachers at Wetumpka High School received Laying the Foundation (LTF) training.	Professional Learning	08/10/2015	05/20/2016	\$11400	19 appointed professional staff members.
Total					\$11400	

No Funding Required

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

Wetumpka High School

Real-World Technology Use	Students will observe real-world uses of technology by entities such as fire departments, police departments, restaurants, local businesses, etc.	Technology	08/10/2015	05/13/2016	\$0	All Certified Staff, Career Tech Teachers
PLC Share	PLC groups will share at monthly faculty meetings tools that will facilitate use of technology in teaching and learning.	Professional Learning	08/10/2015	05/13/2016	\$0	PLC Groups
Microsoft Mondays	Office of Technology will share resources to help teachers prepare lessons that incorporate technology resources.	Professional Learning	08/10/2015	05/13/2016	\$0	Office of Technology, All Certified Staff
Higher Order Thinking	Use engaging lessons to incorporate higher order thinking vocabulary.	Direct Instruction	08/10/2015	05/20/2016	\$0	Math 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	05/20/2016	\$0	Science Teachers
Utilizing Digital Resources	Students will research a topic using digital resources.	Technology	08/10/2015	05/13/2016	\$0	All Certified Staff.
Digital Presentation Tools	Students will create a project utilizing digital presentation tools.	Technology	08/10/2015	05/13/2016	\$0	All Certified Staff.
ASPIRE Periodics	9th & 10th Grade Math teachers will utilize ASPIRE Periodics to pinpoint standards for re-teaching and remediation.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$0	Math 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	05/20/2016	\$0	Science Teachers
Interactive Technology	Teachers and students will present content using interactive technology such as interactive whiteboards.	Technology	08/10/2015	05/13/2016	\$0	All Certified Staff.
Science Journals	Students will read and summarize journals articles in the science classroom (CCRS-Writing Across the Curriculum).	Academic Support Program	08/10/2015	05/20/2016	\$0	Science Teachers
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	05/20/2016	\$0	Science Teachers
PLC	Discipline-based Professional Learning Community collaboration.	Academic Support Program	08/10/2015	05/20/2016	\$0	Science Teachers
Nonfiction Practice	Provide practice with nonfiction text.	Direct Instruction	08/10/2015	05/20/2016	\$0	Language Arts Teachers
Writing Across the Curriculum	Incorporate writing in math instruction.	Academic Support Program	08/10/2015	05/20/2016	\$0	Math Teachers

ACIP

Wetumpka High School

Testing Strategies	Match test directions on classroom test with directions used by Quality Core test and use a variety of methods to draw student's attention to directions to ensure student comprehension.	Direct Instruction	08/10/2015	05/20/2016	\$0	Math Teachers
Teacher Training	The teachers will be provided opportunities for training on various technology resources.	Professional Learning	08/10/2015	05/13/2016	\$0	All Certified Staff
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	05/20/2016	\$0	Grade Level Teachers
WIDA Standards Training	Teachers will receive training on the WIDA standards in order to appropriately address the individual academic needs of the EL students.	Professional Learning	08/19/2013	05/22/2014	\$0	EL Coordinator
Completed Surveys	All certified staff will complete the end of year technology survey and inventory form.	Other	08/10/2015	05/13/2016	\$0	All certified staff and Office of Technology staff
Peer Tutoring	Make use of peer tutoring to help students grasp concepts.	Tutoring	08/10/2015	05/20/2016	\$0	Math Teachers
Strategy Implementation	Teachers will implement strategies learned in LTF (Teri Thompson), ARI (Vickie Chappelle), Pearson professional development opportunities.	Academic Support Program, Direct Instruction	08/10/2015	05/20/2016	\$0	English Teachers
PLC	Discipline-based Professional Learning Community collaboration.	Academic Support Program	08/10/2015	05/20/2016	\$0	Math Teachers
Tech Tuesdays	Tech Tuesdays will be used to disseminate information to all staff regarding using technology resources in teaching.	Professional Learning	08/10/2015	05/13/2016	\$0	All Certified Staff, Technology Coordinators, Administration
ACT Preparation	Incorporate ACT questions as Bell Ringers and in lesson presentation, match test directions on classroom test with directions used by Quality Core test, and use a variety of methods to draw student's attention to directions to ensure student comprehension.	Direct Instruction	08/10/2015	05/20/2016	\$0	Math Teachers
Vocabulary Study	Utilize English Department vocabulary study including the usage of context clues to implement new vocabulary.	Direct Instruction	08/10/2015	05/20/2016	\$0	Language Arts Teachers
ACT	All English teachers will utilize the ACT assessments.	Professional Learning	08/10/2015	05/20/2016	\$0	English Teachers
Internet Safety	Students will create presentations and present content on internet safety.	Technology	08/10/2015	05/13/2016	\$0	Business Apps Teacher, Other Certified Teachers.

ACIP

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	05/20/2016	\$0	Grade Level Teachers
PLC	Discipline-based Professional Learning Community collaboration.	Academic Support Program	08/10/2015	05/20/2016	\$0	English 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	05/20/2016	\$0	English 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	05/20/2016	\$0	All Teachers and Administrators
Classroom Communication	Student will join their class's Remind account, use the school website, School Messenger, etc., in order to communicate with teachers about test dates, assignments, reminders, etc.	Technology	08/10/2015	05/13/2016	\$0	All Certified Staff.
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	05/20/2016	\$0	Science 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	05/20/2016	\$0	Math Teachers
Technology-Based Projects	Teachers will assign technology-based projects for students to demonstrate content mastery.	Technology	08/10/2015	05/13/2016	\$0	All Certified Staff.
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

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.

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.

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.

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

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.

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?

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.

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.

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.

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?

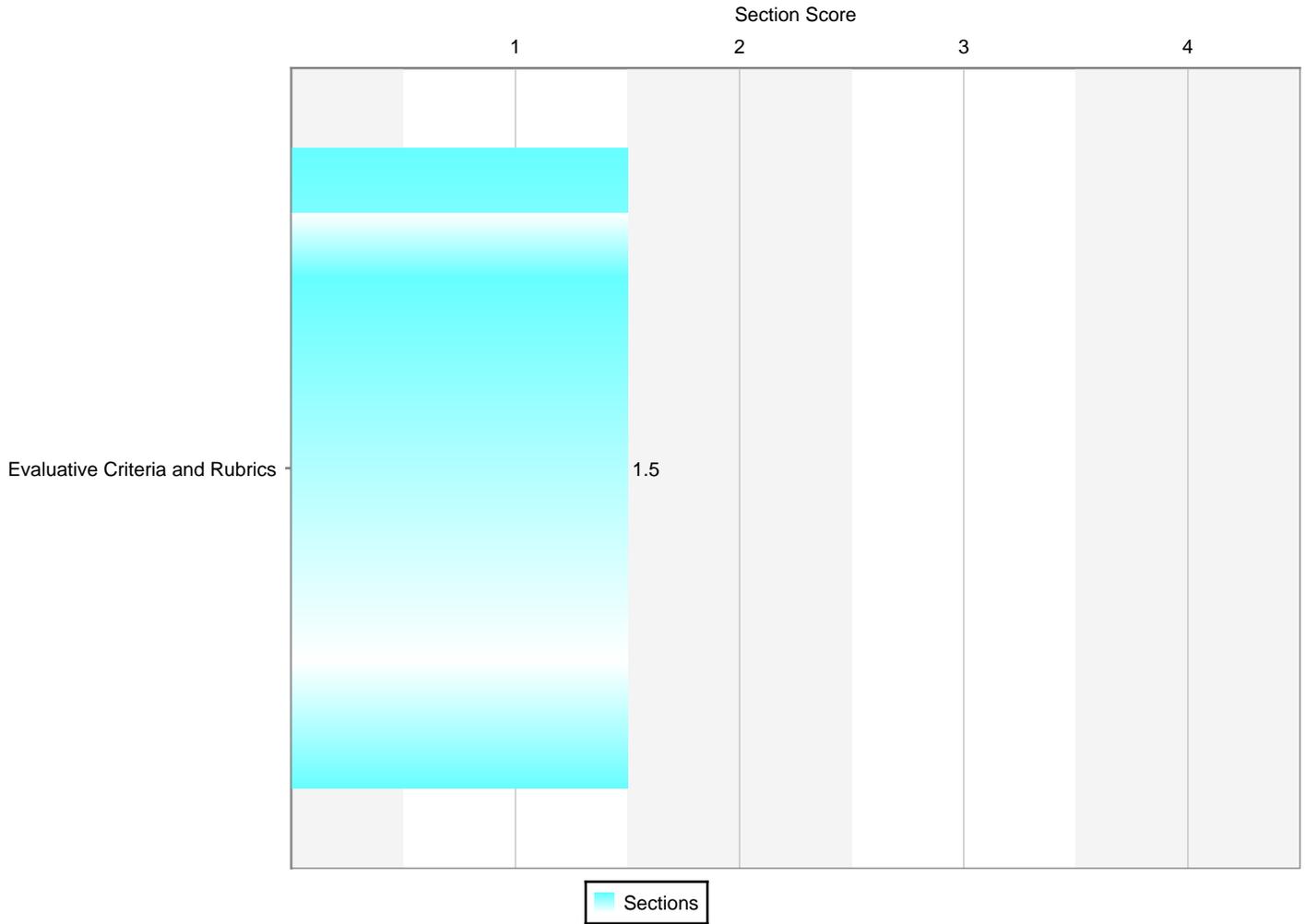
The lack of appropriate data is indicative of a need for additional appropriately aligned survey opportunities for stakeholders.

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