



## **ACIP**

**West Limestone High School**

**Limestone County School District**

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# **Executive Summary**

## Introduction

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

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

## Description of the School

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

West Limestone High School (WLHS) is a public school that serves sixth through twelfth grade. WLHS is located in rural Limestone County in the Salem community. It is located approximately twelve miles from Athens. The socioeconomic level of the community ranges from low income to middle income. The community is a close-knit group with most parents and community members taking an active role in the education of their children. The school population consists of approximately eight-hundred and eighteen students.

The staff consists of three administrators, fifty certified faculty members, thirty-six non-certified personnel, one school resource officer and one school nurse.

## School's Purpose

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

### School's Purpose

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. West Limestone teachers, administrators, parents, and community will share the responsibility for making sure the students' learning needs are the primary focus of all decisions that impact the work of the school. West Limestone's primary purpose is to ensure that each student acquires the skills to meet his/her true potential. We will guide students to a positive character development and provide a safe, structured, and academically challenging environment. West Limestone teachers and community developed a slogan through the use of social media for the 2017-2018 school year: Working, Engaging, Striving, Together (WEST).

## Notable Achievements and Areas of Improvement

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

West Limestone High School drastically improved in the area of reading and math for the 2016-2017 year as measured by the Scantron Performance Series Test. Many teachers participated in Laying The Foundation (LTF) program prior to last year and just completed year two training in the summer of 2017. West Limestone teachers also analyzed scantron testing data to target areas of deficiency related to reading and common core math standards not mastered. Continuing training will allow West Limestone 6-12 teachers to use AMSTI math and science lessons/strategies to increase rigor in the classroom and promote higher order thinking skills for our students.

West Limestone High School led Limestone County Schools in ACT-Aspire 6th grade Math (65% proficient), Science (53% proficient), Writing (52% proficient) and was second in Limestone County in English (74% proficient) and Reading (52% proficient). West Limestone 7th graders led Limestone County Schools in ACT-Aspire Math (39% proficient) and was second in English (77%), Reading (41% proficient), Writing (38% proficient), and Science (38% proficient). West Limestone High School 8th graders led Limestone County Schools in ACT-Aspire Writing (45% proficient) and was second in English (76%), Reading (49% proficient), Writing (27% proficient), and Science (38% proficient).

Teachers use technology both in class and in computer labs. Teachers are eager for training and new technology and consistently take that knowledge back to the classroom. As a result, students are frequently exposed to new technology and now have a technology team to compete against other schools. In addition, teachers feel they have adequate access to online digital resources that are aligned to the Alabama Course of Study. While WLHS teachers excel at taking advantage of technology training and using it in the classroom, they now have an opportunity to attend and present at the Limestone County technology conference as well as to our faculty. The opportunity of professional development with technology is ongoing with differentiation to meet the needs of teachers. In order to support teachers and provide training in this area, Limestone County Schools has placed a teacher in a position titled, technology facilitator. The person is responsible for supporting teachers and students digitally connecting the classroom to the curriculum. The Instructional Technology Facilitator will be responsible for providing tools, resources, and content that promotes critical thinking, problem solving, information and communications literacy while also ensuring that content is rigorous, engaging, relevant, and meaningful to students. The Instructional Technology Facilitator will encourage student-owned 21st century learning including collaboration, communication, critical thinking and creativity.

WLHS has made an effort to focus on student relationships through daily mentoring, anti-bullying book studies with students, and anti-bullying program (H.E.A.R.). A period of time will be designated daily (REACH) to support students in the areas of grades, attendance, social and emotional well being, and academic intervention.

## **Additional Information**

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

West Limestone High School has implemented the Laying the Foundation (LTF) program in secondary grades for the 2016-2017 year and will continue LTF through the 2017-2018 school year. This program is a pre-advanced placement program designed to increase the rigor of core courses. Teachers and administrators started training in the summer of 2016 in preparation for this program and continued year 2 training throughout the 2017 summer.

# **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.**

Community members, parents, administrators and teachers were invited to the planning meeting. Participants were selected on basis of previous interest in the district and willingness to serve. Teachers with building leadership experience were asked to serve and provide input from all teachers within their departments. The committee met to analyze West Limestone test scores for 2016-2017 and discuss plans to provide students an opportunity to complete surveys. The team discussed ways to address the challenges of getting maximum participation from parents through the survey process. All West Limestone teachers were encouraged to complete a staff survey that was sent through google mail. Title I parent meeting will be held on September 19, 2017 at West Limestone High School.

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

The committee is comprised of members from the West Limestone Community and West Limestone Faculty and Staff in an attempt to create a unified school vision. The meetings began as brainstorming sessions and ended with a final product. All departments gave recommendations. An outline of the plan was given to the committee for recommendations, additions and deletions. Committee members were encourage to share/ educate all departments at West Limestone to increase participation and maximize staff involvement. The group was given a short timeline to respond in writing with their requests. The committee consisted of the following members:

Charlotte Craig  
Johnny Bachus  
Russ Cleveland  
Helen Thrasher  
Sentria Lowe  
Amanda Gibbs  
Jammie Patrick  
William McDaniel  
Tobie Craig  
Heather Gough  
Latonya Lockett  
Cody Daniel (student)  
Anita Kyle (parent)

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

The final plan will be placed on the website [www.westlimestonehigh.org](http://www.westlimestonehigh.org) . The plan will be presented at the a PTO meeting to share with the committee members and community. An automated phone call will be delivered to stakeholders and social media will be used in an effort to SY 2017-2018

communicate West Limestone's school vision and improvement 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The Student Data document attached contains scores for West Limestone High School for the 2016-2017 for the ACT, ACT-Aspire, and Scantron Performance Series.	2017-2018 Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

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

## Areas of Notable Achievement

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

ACT Aspire Data 2016-2017: 65% of sixth grade and 39% of seventh grade students scored in the ready/exceeding range for math. This was the highest in the district in 6th and 7th grade. Sixth grade also had the highest science (53%) and writing (52%) scores for the Limestone County School District. Eighth grade had the highest writing (45%) scores for the district.

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

West Limestone High School grades 6-8 reading and math ACT-Aspire scores all improved from 2015-2016 to 2016-2017. Sixth grade math improved from 50% to 65% and reading improved from 38% to 52%. Seventh grade math improved from 32% to 39% and reading improved from 31% to 35%. Eighth grade math improved from 20% to 27% and reading improved from 34% to 49%.

### Which area(s) indicate the overall highest performance?

West Limestone High School sixth grade students scored 65% in the ready/exceeding range for math. This was the highest in the district and 10% higher than the district average (55%). This score was also 7% higher than the national average (57%).

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

West Limestone two or more races students scored an average composite score of 21.6 on the ACT. That is higher than (WLHS) white students (19.3), (WLHS) Hispanic/ Latino students (15.8), and the state average score (20.8) for two or more races composite score on ACT.

### Between which subgroups is the achievement gap closing?

West Limestone High School Limited English Proficiency (LEP) students increased national math percentile rankings as measured by Scantron Performance Series from 2015-2016 to 2016-2017. Sixth grade improved from 30% to 43%, seventh grade improved from 30% to 41%, eighth grade improved from 38% to 42%, and ninth grade improved from 8% to 19% for national math percentile rankings measured by Scantron Performance Series.

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

The above reported findings are supported by ACT, ACT-Aspire and scantron performance series assessment data.



## Areas in Need of Improvement

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

ACT- Aspire test scores in Reading (10th Grade) at West Limestone for the 2016-2017 year fell below levels of expected performance:

10th Grade Reading- 27% Ready/ Exceeding benchmark

ACT- Aspire test scores in Math (8th Grade) at West Limestone for the 2015-2016 year fell below levels of expected performance:

10th Grade Math- 12% Ready/ Exceeding benchmark

8th Grade Math- 27% Ready/ Exceeding benchmark

ACT-Percent of (WLHS) students who met College Readiness Benchmark in English:

English- (45%) in 2016-2017, compared to 54% in 2015-2016

English ACT average dropped from 18.6 (2015-2016) to 18.2 (2016-2017)

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

10th Grade ACT-Aspire Percentage of students who Exceeds/ Meets benchmark in reading dropped from 29% to 27% proficient.

10th Grade ACT-Aspire Percentage of students who Exceeds/ Meets benchmark in math dropped from 13% to 12% proficient.

### Which area(s) indicate the overall lowest performance?

10th Grade ACT-Aspire Percentage of students who Exceeds/ Meets benchmark in reading dropped from 29% to 27% proficient.

10th Grade ACT-Aspire Percentage of students who Exceeds/ Meets benchmark in math dropped from 13% to 12% proficient.

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

Hispanic/ Latino dropped from a composite average score of 18.3 on the ACT in (2016) to a 15.8 in (2017), compared to 18.9 average for all students in 2107

Black/ African American dropped from a composite average score of 15.0 on the ACT (2016) to a 14.3 in (2017), compared to 18.9 average for all students in 2107

**Between which subgroups is the achievement gap becoming greater?**

The gap between ACT composite scores for Black/ African Americans and all students have increased for three consecutive years.

3.0 in 2015

3.4 in 2016

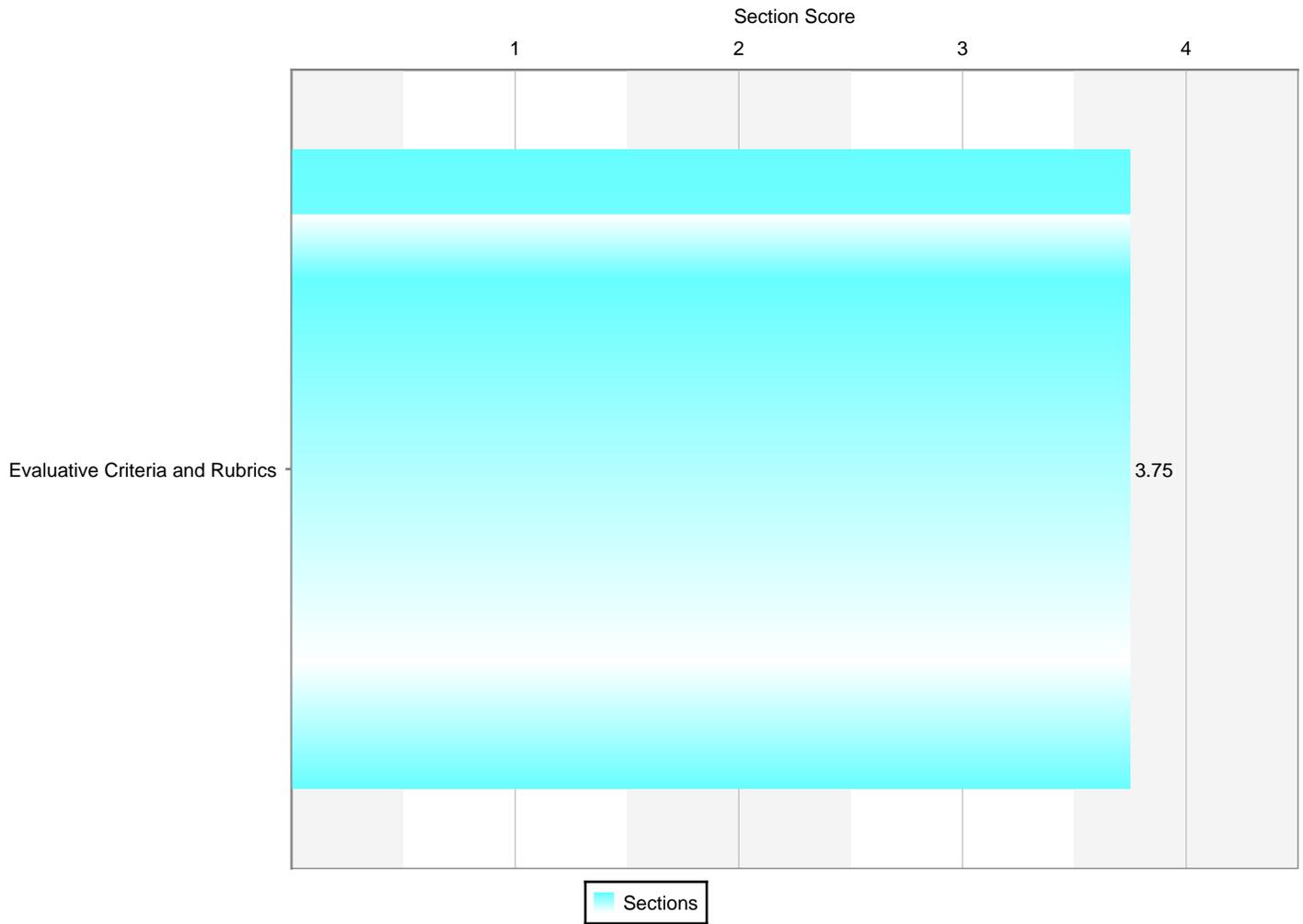
4.6 in 2017

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

Black/ African American students achievement was similar between ACT assessment and Scantron performance Series tests.

## Report Summary

### Scores By Section



# **2017-2018 ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	All stakeholders were involved in the development of this plan.	Signatures Title-I Parent Mtg. (sign-in/agenda/notes)

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	The statement "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability" is included on all LCS publications, electronic and print. LCS has a District Diversity Taskforce that meets monthly. They set five goals related to hiring minorities, providing feedback to the superintendent, and to enlist community resources for support.	Non-Discriminatory 2

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	Tommy Hunter Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	Non-Discrimination

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	LCS has a Parent and Family Engagement Plan and a district policy about Parent/Family Involvement (Policy 7.14). The district encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent and Family Engagement Plan. LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance. West Limestone High School parent involvement plan is attached. LCS's District Policy for Parent Involvement is attached.	LCS Parent Involvement Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	School-Parent Compact attached	School-Parent Compact 17-18 Spanish Parent Compact

# **2017-2018 CIP Goals**

## **Overview**

### **Plan Name**

2017-2018 CIP Goals

### **Plan Description**

2017-2018 CIP Goals

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase student proficiency in the core academic subject of science	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$8900
2	Increase student proficiency in the core academic subject of reading	Objectives: 2 Strategies: 4 Activities: 11	Academic	\$102182
3	Increase student proficiency in the core academic subject of math	Objectives: 2 Strategies: 1 Activities: 6	Academic	\$96758

## Goal 1: Increase student proficiency in the core academic subject of science

### Measurable Objective 1:

1% of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Science by 05/23/2018 as measured by Scantron Performance Series.

### Strategy 1:

AMSTI- Science Program - Teachers will seek to improve science instruction in grades 6-9 and increase the knowledge and skills needed to move toward college and career ready. Teacher training in AMSTI Science program that includes professional development, equipment and materials, and on-site support. Hands-on science cooperative learning lab investigations to promote higher order thinking skills.

Collaborative planning and departmental meetings with science teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: An inquiry-based curriculum yielded significant gains in student achievement without sacrificing state curriculum standards. In a partnership with Detroit

Public Schools, researchers at the University of Michigan implemented inquiry-based science units in sixth, seventh and eighth grade classrooms over a three year period. One unit, for example, was based on the question, "How can I move big things?" and invited students to create projects to explore simple machines and the concept of force. Over 8,000 students were tested before and after the curriculum was implemented and to assess their knowledge of the content, understanding of the process, and overall achievement. Each of these three categories was evaluated for students enrolled in the six courses offered using this curriculum, resulting in eighteen assessment categories. In seventeen of eighteen categories, students who took part in the inquiry curriculum made statistically significant gains in achievement. The researchers concluded that their results demonstrate that an inquiry approach can benefit students who have been low achievers in the past. Marx, Ronald W., Phyllis C. Blumenfeld, Joseph S. Krajcik, Barry Fishman, Elliot Soloway, Robert Geier, and Revital Tali Tal. 2004. Inquiry-Based Science in the Middle Grades: Assessment of Learning in Urban Systemic Reform. Journal of Research in Science Teaching 41 (10):1063-1080.

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to implement strategies from AMSTI that promote science investigations and higher order thinking for students.	Direct Instruction, Academic Support Program	08/08/2017	05/23/2018	\$2650	Title I Schoolwide, Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$2500	Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Strategy 2:**

A+ Laying the Foundation (LTF) - The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education. West Limestone students in grades 6-12 will be given the opportunity to participate in the Advance Placement courses or the A+ Laying The Foundation (LTF) program to increase rigor in the classroom and prepare students for Advanced Placement classes in the future.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take collegelevel courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - A+ Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction	08/08/2017	05/23/2018	\$1250	Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$2500	Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators
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## Goal 2: Increase student proficiency in the core academic subject of reading

### Measurable Objective 1:

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading by 05/23/2018 as measured by Scantron Performance Series .

### (shared) Strategy 1:

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LTF program will provide English Language Arts teachers a content - based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000	Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.
Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/departments/PST meetings.	Behavioral Support Program, Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators
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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324	Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500	Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

**(shared) Strategy 2:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards. The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Professional Learning, Academic Support Program	09/11/2017	05/23/2018	\$0	No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

West Limestone High School

Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0	No Funding Required	Teachers, Technology Facilitator, and Administrators
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Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete an anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Behavioral Support Program, Academic Support Program	08/08/2017	05/23/2018	\$3100	Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Technology, Academic Support Program	10/02/2017	05/23/2018	\$64500	Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

**(shared) Strategy 3:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as

administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Administrators, Teachers, and Technology Facilitator.
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**(shared) Strategy 4:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an

organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This teaching method was based on Dr. Orton’s work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy. <http://riseinstituteforalliteracy.org/research>.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758	Title I Schoolwide	Intervention Teacher

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

West Limestone High School

Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program, Academic Support Program	08/08/2017	05/23/2018	\$0	No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.
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**Measurable Objective 2:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Reading by 05/23/2018 as measured by ACT.

**(shared) Strategy 1:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LTF program will provide English Language Arts teachers a content-based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000	Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program, Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

West Limestone High School

An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324	Title I School Improvement (ISI)	Administrator s, Title I Leadership Team, and Parent Involvement Committee
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500	Title I Schoolwide	Administrator s, Technology Facilitator, and Teachers.

**(shared) Strategy 2:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards.The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Professional Learning, Academic Support Program	09/11/2017	05/23/2018	\$0	No Funding Required	Administrator s, Technology Facilitator, and Teachers.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0	No Funding Required	Teachers, Technology Facilitator, and Administrator s

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

West Limestone High School

The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete an anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Behavioral Support Program, Academic Support Program	08/08/2017	05/23/2018	\$3100	Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.
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Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Technology, Academic Support Program	10/02/2017	05/23/2018	\$64500	Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

**(shared) Strategy 3:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as

administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0	No Funding Required	Administrators, Teachers, and Technology Facilitator.

**(shared) Strategy 4:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly

during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an

organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This teaching method was based on Dr. Orton’s work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy. <http://riseinstituteforalliteracy.org/research>.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758	Title I Schoolwide	Intervention Teacher
Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program, Academic Support Program	08/08/2017	05/23/2018	\$0	No Funding Required	Administrator s, Technology Facilitator, Guidance Counselors, and Teachers.

### Goal 3: Increase student proficiency in the core academic subject of math

**Measurable Objective 1:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Mathematics by 05/23/2018 as measured by ACT.

**(shared) Strategy 1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Professional Learning, Direct Instruction, Academic Support Program	08/08/2017	05/23/2018	\$3000	Title I Schoolwide	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.
Activity - Classroom Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

West Limestone High School

With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scnarton performance series test. Texas Instrument (TI) 84 graphing calculators will be needed for math computation and problem solving. The TI-84 calculators will come with a teacher kit and charging stations.	Technology, Academic Support Program	08/08/2017	05/23/2018	\$64500	Title I Schoolwide	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$2500	Title I Schoolwide	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Direct Instruction, Academic Support Program	08/08/2017	05/23/2018	\$0	No Funding Required	Grades 6-8 math teachers.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program, Academic Support Program	08/08/2017	05/23/2018	\$0	No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One math intervention teacher was hired to provide intervention two days per week to students with math deficits.	Academic Support Program	10/02/2017	05/23/2018	\$26758	Title I Schoolwide	Intervention teacher

**Measurable Objective 2:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Mathematics by 05/23/2018 as measured by Scantron Performance Series.

**(shared) Strategy 1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Professional Learning, Direct Instruction, Academic Support Program	08/08/2017	05/23/2018	\$3000	Title I Schoolwide	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

West Limestone High School

With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scarton performance series test. Texas Instrument (TI) 84 graphing calculators will be needed for math computation and problem solving. The TI-84 calculators will come with a teacher kit and charging stations.	Technology, Academic Support Program	08/08/2017	05/23/2018	\$64500	Title I Schoolwide	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$2500	Title I Schoolwide	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Direct Instruction, Academic Support Program	08/08/2017	05/23/2018	\$0	No Funding Required	Grades 6-8 math teachers.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program, Academic Support Program	08/08/2017	05/23/2018	\$0	No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One math intervention teacher was hired to provide intervention two days per week to students with math deficits.	Academic Support Program	10/02/2017	05/23/2018	\$26758	Title I Schoolwide	Intervention teacher

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement	An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324	Administrators, Title I Leadership Team, and Parent Involvement Committee
Technology (Instructional Equipment)	Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Technology, Academic Support Program	10/02/2017	05/23/2018	\$64500	Teachers, Instructional Technology Facilitator, Library Media Specialist.
<b>Total</b>					<b>\$66824</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Facilitator Collaboration	Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0	Administrators, Teachers, and Technology Facilitator.

**ACIP**

West Limestone High School

REACH- Alabama Student Advisement Model	The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program, Academic Support Program	08/08/2017	05/23/2018	\$0	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.
Learning Target Training	Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Professional Learning, Academic Support Program	09/11/2017	05/23/2018	\$0	Administrators, Technology Facilitator, and Teachers.
Strategic Teaching	Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0	Teachers, Technology Facilitator, and Administrators
AMSTI Math- Grades (6-8)	Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Direct Instruction, Academic Support Program	08/08/2017	05/23/2018	\$0	Grades 6-8 math teachers.
Problem Solving Team Meetings	Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program, Academic Support Program	08/08/2017	05/23/2018	\$0	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.
Problem Solving Team Meetings	Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program, Academic Support Program	08/09/2017	05/23/2018	\$0	Teachers, Counselors, Technology Facilitators, and Administrators
<b>Total</b>					<b>\$0</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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A+ Laying the Foundation	The LTF program will provide science teachers a content - based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction	08/08/2017	05/23/2018	\$1250	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators
Classroom Technology	With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the smarton performance series test. Texas Instrument (TI) 84 graphing calculators will be needed for math computation and problem solving. The TI-84 calculators will come with a teacher kit and charging stations.	Technology, Academic Support Program	08/08/2017	05/23/2018	\$64500	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.
AMSTI- Science Program	Teachers will be trained to implement strategies from AMSTI that promote science investigations and higher order thinking for students.	Direct Instruction, Academic Support Program	08/08/2017	05/23/2018	\$1400	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators
REACH- Alabama Student Advisement Model	The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Behavioral Support Program, Academic Support Program	08/08/2017	05/23/2018	\$3100	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

**ACIP**

West Limestone High School

Professional Development	Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$2500	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators
Teacher Training for LTF/AP	The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Professional Learning, Direct Instruction, Academic Support Program	08/08/2017	05/23/2018	\$3000	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.
AMSTI- Science Program	Teachers will be trained to implement strategies from AMSTI that promote science investigations and higher order thinking for students.	Direct Instruction, Academic Support Program	08/08/2017	05/23/2018	\$1250	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators
Laying the Foundation (LTF)	The LTF program will provide English Language Arts teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000	Teachers, Counselors, Technology facilitator, and Administrators.
Reading Intervention Teacher	One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758	Intervention Teacher
Professional Development	Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500	Administrator s, Technology Facilitator, and Teachers.
Math Intervention Teacher	One math intervention teacher was hired to provide intervention two days per week to students with math deficits.	Academic Support Program	10/02/2017	05/23/2018	\$26758	Intervention teacher

**ACIP**

West Limestone High School

Professional Development	Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$2500	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators
Professional Development	Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$2500	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.
<b>Total</b>					<b>\$141016</b>	

# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2017-2018 Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

Staff Survey- INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Staff Survey- INDICATOR 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. (Score 4.34).

Student Survey(Middle/High)- INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. (Score 3.84)

Student Survey(Middle/High)- INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. (Score 3.83)

Title I Parent Survey- (Question) Do you understand your child's report card and test scores? (98%)  
(Question 1) Do you feel welcome in your child's school ? (90%)

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

Staff Survey- INDICATOR 4.5: The technology infrastructure supports the school's teaching, learning, and operational needs.(Score 4.31)

Student Survey (Middle/ High)- INDICATOR 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.(Score- 3.81)

Student Survey (Middle/ High)- INDICATOR 3.6: Teachers implement the school's instructional process in support of student learning. (Score- 3.79)

Title I Parent Survey (Question 15) Can you reach your child's classroom teacher(s) to discuss your child? (89%)  
(Question 2) Does your school encourage you to be involved in your child's education? (84%)

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

Some of these responses are similar to previous years' surveys.

## Areas in Need of Improvement

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

Staff Survey- INDICATOR 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Score- 3.83

Staff Survey- INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Score- 3.86

Student Survey(Middle/High)- INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (Score 3.09)

Student Survey(Middle/High)- INDICATOR 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (Score 3.34)

Title I Parent Survey- (Question 7) Do you know how you can be involved in school planning/ review committees? (40%)  
(Question 6) Do you know about volunteer work you can do at school? (45%)

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

Staff Survey- INDICATOR 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Score- 3.90

Staff Survey- INDICATOR 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Score- 3.94

Student Survey(Middle/High)- INDICATOR 1.2: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (Score 3.35)

Student Survey(Middle/High)- INDICATOR 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. (Score 3.36)

Title I Parent Survey (Question 18) Did you receive a copy of the District's Parental Involvement Plan? (49%)  
(Question 19) Did you receive a copy of the School's Parental Involvement Plan? (49%)

### What are the implications for these stakeholder perceptions?

The implications for these perceptions could be a communication breakdown between leadership to staff which may indirectly affect

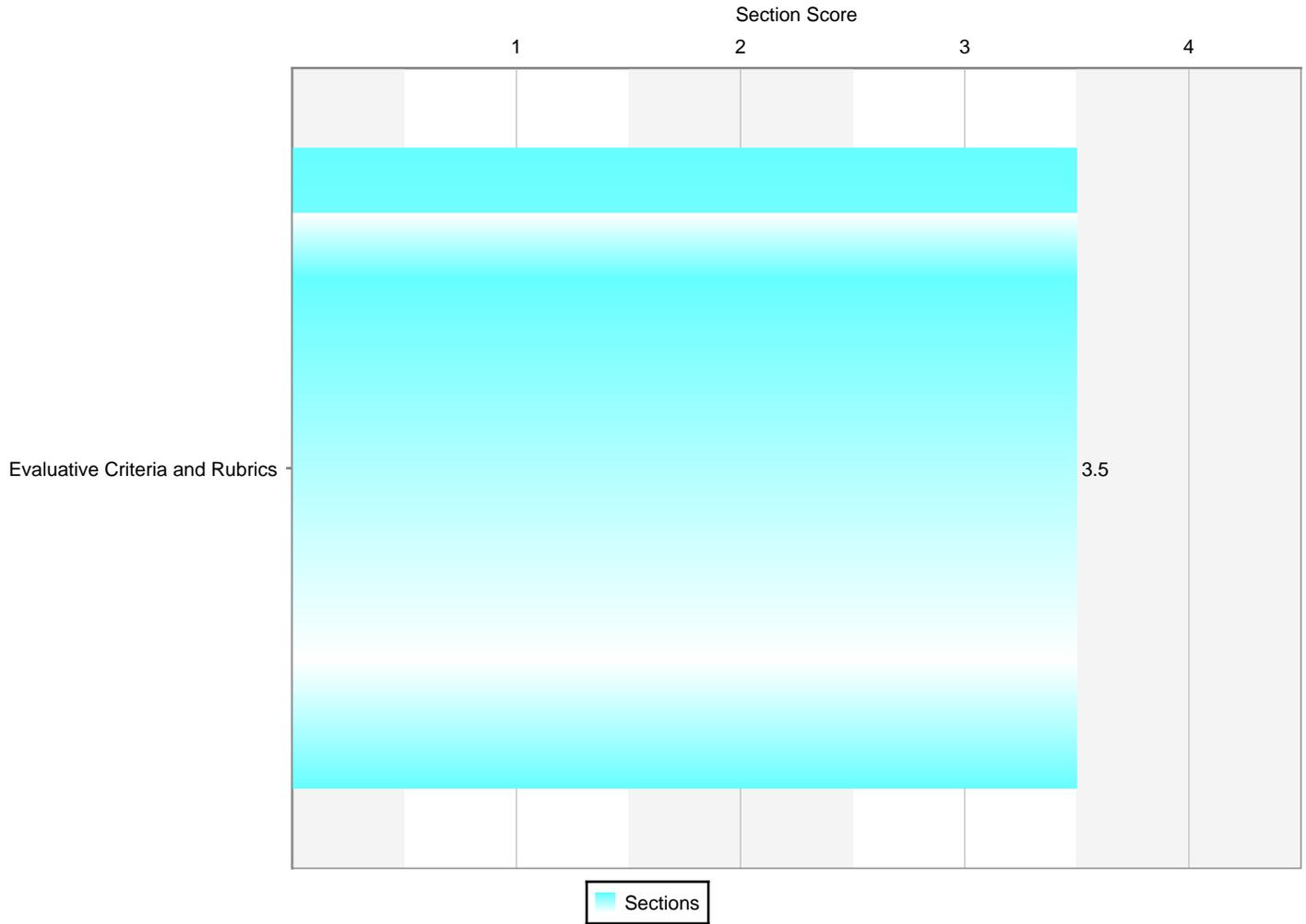
academics, school culture, and student expectation. West Limestone High school could be missing out on opportunities for parent volunteers who can work to help improve our school due to a lack of communication.

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

Some of these responses are similar to previous years' surveys.

## Report Summary

### Scores By Section



# **2017-2018 Title I Schoolwide Diagnostic**

## Introduction

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

**Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))****How was the comprehensive needs assessment conducted?**

In August of 2017, our Title I Leadership met to complete a Comprehensive Needs Assessment. Stakeholders invited to be a part of the team began with a data analysis of the stakeholder surveys conducted at the conclusion of the previous school year. The team identified indicators for strengths and areas in need of improvement, and looked at specific standards within those indicators that addressed both ends of the spectrum. The team then analyzed assessment data from the previous year and made a determination as to whether or not we met our CIP goals from the previous year.

**What were the results of the comprehensive needs assessment?**

Stakeholder Survey Findings- Areas of Strengths:

Staff Survey- INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Staff Survey- INDICATOR 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. (Score 4.34).

Student Survey(Middle/High)- INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. (Score 3.84)

Student Survey(Middle/High)- INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. (Score 3.83)

Title I Parent Survey- (Question) Do you understand your child's report card and test scores? (98%)

(Question 1) Do you feel welcome in your child's school ? (90%)

Stakeholder Survey Findings- Areas in needs of improvement:

Staff Survey- INDICATOR 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Score- 3.83

Staff Survey- INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Score- 3.86

Student Survey(Middle/High)- INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (Score 3.09)

Student Survey(Middle/High)- INDICATOR 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (Score 3.34)

Title I Parent Survey- (Question 7) Do you know how you can be involved in school planning/ review committees? (40%)

(Question 6) Do you know about volunteer work you can do at school? (45%)

**What conclusions were drawn from the results?**

The Title I Leadership Team determined that our 2 main focuses for the upcoming year should be on the areas of: (1) curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice; and (2) the school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

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

In terms of parent involvement, it was concluded that many of our parents do not feel as if they know how they can be involved in school planning/ review committees or how they can volunteer to work at school? . In terms of reading and math achievement, it was determined that our scores improved from 2015-2016 to 2016-2017, but our teachers need a better understanding of tiered instruction, small group instruction, incorporating technology, and strategic teaching/ learning targets as they move into the second year of LTF/ AMSTI.

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

The school goals and activities were designed specifically to meet the deficits shown in areas of Reading, Math, and Science, and Attendance. Specific goals and activities were created to address needs in grades 6-12. For parent involvement, parents were involved in the design of the activities and plan.

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

The goals reflect the results of past assessments, including ACT Aspire, Scantron Performance Series, and ACT. The information gathered gives a clear analysis of student achievement and seeks to provide goals, strategies, and activities to meet a wide variety of learners, from struggling students to advanced students.

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

The goals in our CIP seek to close the achievement gap by providing high quality instructional strategies to all learners despite their circumstances. With tiered goals, provisions are made for those children who are disadvantaged. Problem solving teams, intervention teachers, and mentoring will afford disadvantaged students opportunities to close this gap for the impoverished.

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

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

### Goal 1:

Increase student proficiency in the core academic subject of reading

### Measurable Objective 1:

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Reading by 05/23/2018 as measured by ACT.

### Strategy1:

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

### Strategy2:

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards. The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use

student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Academic Support Program Professional Learning	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Technology Academic Support Program	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

**Strategy3:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This teaching method was based on Dr. Orton’s work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy. <http://riseinstituteforliteracy.org/research>.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.

**Strategy4:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide English Language Arts teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000 - Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Academic Support Program Behavioral Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

#### Measurable Objective 2:

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading in Reading by 05/23/2018 as measured by Scantron Performance Series National Percentile Ranking (NPR).

**Strategy1:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This teaching method was based on Dr. Orton’s work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy. <http://riseinstituteforliteracy.org/research>.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.

**ACIP**

West Limestone High School

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

**Strategy2:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards. The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Professional Learning Academic Support Program	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Academic Support Program Technology	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

**Strategy3:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

**Strategy4:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

**ACIP**

West Limestone High School

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide English Language Arts teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000 - Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

**Goal 2:**

Increase student proficiency in the core academic subject of math

**Measurable Objective 1:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Mathematics by 05/23/2018 as measured by ACT.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training:

SY 2017-2018

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PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction Academic Support Program Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scnarton performance series test.	Academic Support Program Technology	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Academic Support Program Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

**Measurable Objective 2:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Mathematics by 05/23/2018 as measured by Scantron Performance Series.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

**ACIP**

West Limestone High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Academic Support Program Professional Learning Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Academic Support Program Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scnarton performance series test.	Technology Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

**Goal 3:**

SY 2017-2018

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Increase student proficiency in the core academic subject of science

**Measurable Objective 1:**

1% of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Science by 05/23/2018 as measured by Scantron Performance Series.

**Strategy1:**

AMSTI- Science Program - Teachers will seek to improve science instruction in grades 6-9 and increase the knowledge and skills needed to move toward college and career ready. Teacher training in AMSTI Science program that includes professional development, equipment and materials, and on-site support. Hands-on science cooperative learning lab investigations to promote higher order thinking skills. Collaborative planning and departmental meetings with science teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: An inquiry-based curriculum yielded significant gains in student achievement without sacrificing state curriculum standards. In a partnership with Detroit

Public Schools, researchers at the University of Michigan implemented inquiry-based science units in sixth, seventh and eighth grade classrooms over a three year

period. One unit, for example, was based on the question, "How can I move big things?" and invited students to create projects to explore simple machines and the

concept of force. Over 8,000 students were tested before and after the curriculum was implemented and to assess their knowledge of the content, understanding of the

process, and overall achievement. Each of these three categories was evaluated for students enrolled in the six courses offered using this curriculum, resulting in

eighteen assessment categories. In seventeen of eighteen categories, students who took part in the inquiry curriculum made statistically significant gains in

achievement. The researchers concluded that their results demonstrate that an inquiry approach can benefit students who have been low achievers in the past. Marx,

Ronald W., Phyllis C. Blumenfeld, Joseph S. Krajcik, Barry Fishman, Elliot Soloway, Robert Geier, and Revital Tali Tal. 2004. Inquiry-Based Science in the Middle

Grades: Assessment of Learning in Urban Systemic Reform. Journal of Research in Science Teaching 41 (10):1063-1080.

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to implement strategies from AMSTI that promote science investigations and higher order thinking for students.	Direct Instruction Academic Support Program	08/08/2017	05/23/2018	\$1400 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Strategy2:**

A+ Laying the Foundation (LTF) - The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education. West Limestone students in grades 6-12 will be given the opportunity to participate in the Advance Placement courses or the A+ Laying The Foundation (LTF) program to increase rigor in the classroom and prepare students for Advanced Placement classes in the future.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take collegelevel courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - A+ Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction	08/08/2017	05/23/2018	\$1250 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and**

**courses necessary to provide a well-rounded education.****Goal 1:**

Increase student proficiency in the core academic subject of science

**Measurable Objective 1:**

1% of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Science by 05/23/2018 as measured by Scantron Performance Series.

**Strategy1:**

AMSTI- Science Program - Teachers will seek to improve science instruction in grades 6-9 and increase the knowledge and skills needed to move toward college and career ready. Teacher training in AMSTI Science program that includes professional development, equipment and materials, and on-site support. Hands-on science cooperative learning lab investigations to promote higher order thinking skills.

Collaborative planning and departmental meetings with science teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: An inquiry-based curriculum yielded significant gains in student achievement without sacrificing state curriculum standards. In a partnership with Detroit

Public Schools, researchers at the University of Michigan implemented inquiry-based science units in sixth, seventh and eighth grade classrooms over a three year

period. One unit, for example, was based on the question, "How can I move big things?" and invited students to create projects to explore simple machines and the

concept of force. Over 8,000 students were tested before and after the curriculum was implemented and to assess their knowledge of the content, understanding of the

process, and overall achievement. Each of these three categories was evaluated for students enrolled in the six courses offered using this curriculum, resulting in

eighteen assessment categories. In seventeen of eighteen categories, students who took part in the inquiry curriculum made statistically significant gains in

achievement. The researchers concluded that their results demonstrate that an inquiry approach can benefit students who have been low achievers in the past. Marx,

Ronald W., Phyllis C. Blumenfeld, Joseph S. Krajcik, Barry Fishman, Elliot Soloway, Robert Geier, and Revital Tali Tal. 2004. Inquiry-Based Science in the Middle

Grades: Assessment of Learning in Urban Systemic Reform. Journal of Research in Science Teaching 41 (10):1063-1080.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to implement strategies from AMSTI that promote science investigations and higher order thinking for students.	Direct Instruction Academic Support Program	08/08/2017	05/23/2018	\$1400 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Strategy2:**

A+ Laying the Foundation (LTF) - The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education. West Limestone students in grades 6-12 will be given the opportunity to participate in the Advance Placement courses or the A+ Laying The Foundation (LTF) program to increase rigor in the classroom and prepare students for Advanced Placement classes in the future.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take collegelevel courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - A+ Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction	08/08/2017	05/23/2018	\$1250 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Goal 2:**

Increase student proficiency in the core academic subject of reading

**Measurable Objective 1:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading in Reading by 05/23/2018 as measured by Scantron Performance Series National Percentile Ranking (NPR).

**Strategy1:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

**Strategy2:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards. The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Technology Academic Support Program	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Academic Support Program Professional Learning	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

**Strategy3:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they

will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This teaching method was based on Dr. Orton's work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy. <http://riseinstituteforalliteracy.org/research>.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/departement/PST meetings.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

**Strategy4:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

**ACIP**

West Limestone High School

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide English Language Arts teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000 - Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Academic Support Program Behavioral Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

**Measurable Objective 2:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Reading by 05/23/2018 as measured by ACT.

**Strategy1:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools

collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

**Strategy2:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Academic Support Program Behavioral Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide English Language Arts teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000 - Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

**Strategy3:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards. The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Professional Learning Academic Support Program	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Academic Support Program Technology	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

**Strategy4:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This teaching method was based on Dr. Orton’s work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy. <http://riseinstituteforalliteracy.org/research>.

**ACIP**

West Limestone High School

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.

**Goal 3:**

Increase student proficiency in the core academic subject of math

**Measurable Objective 1:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Mathematics by 05/23/2018 as measured by ACT.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

**ACIP**

West Limestone High School

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Direct Instruction Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the snarton performance series test.	Academic Support Program Technology	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction Professional Learning Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

**Measurable Objective 2:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Mathematics by 05/23/2018 as measured by Scantron Performance Series.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Academic Support Program Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scantron performance series test.	Academic Support Program Technology	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

**ACIP**

West Limestone High School

<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

<b>Activity - Teacher Training for LTF/AP</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Academic Support Program Direct Instruction Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

<b>Activity - REACH- Alabama Student Advisement Model</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

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

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

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

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

**Goal 1:**

Increase student proficiency in the core academic subject of science

**Measurable Objective 1:**

1% of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Science by 05/23/2018 as measured by Scantron Performance Series.

**Strategy1:**

A+ Laying the Foundation (LTF) - The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education. West Limestone students in grades 6-12 will be given the opportunity to participate in the Advance Placement courses or the A+ Laying The Foundation (LTF) program to increase rigor in the classroom and prepare students for Advanced Placement classes in the future.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take collegelevel courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - A+ Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction	08/08/2017	05/23/2018	\$1250 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Strategy2:**

AMSTI- Science Program - Teachers will seek to improve science instruction in grades 6-9 and increase the knowledge and skills needed to move toward college and career ready. Teacher training in AMSTI Science program that includes professional development, equipment and materials, and on-site support. Hands-on science cooperative learning lab investigations to promote higher order thinking skills.

Collaborative planning and departmental meetings with science teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: An inquiry-based curriculum yielded significant gains in student achievement without sacrificing state curriculum standards. In a partnership with Detroit

Public Schools, researchers at the University of Michigan implemented inquiry-based science units in sixth, seventh and eighth grade classrooms over a three year

period. One unit, for example, was based on the question, "How can I move big things?" and invited students to create projects to explore simple machines and the

concept of force. Over 8,000 students were tested before and after the curriculum was implemented and to assess their knowledge of the content, understanding of the

process, and overall achievement. Each of these three categories was evaluated for students enrolled in the six courses offered using this curriculum, resulting in

eighteen assessment categories. In seventeen of eighteen categories, students who took part in the inquiry curriculum made statistically significant gains in

achievement. The researchers concluded that their results demonstrate that an inquiry approach can benefit students who have been low achievers in the past. Marx,

Ronald W., Phyllis C. Blumenfeld, Joseph S. Krajcik, Barry Fishman, Elliot Soloway, Robert Geier, and Revital Tali Tal. 2004. Inquiry-Based Science in the Middle

Grades: Assessment of Learning in Urban Systemic Reform. Journal of Research in Science Teaching 41 (10):1063-1080.

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to implement strategies from AMSTI that promote science investigations and higher order thinking for students.	Direct Instruction Academic Support Program	08/08/2017	05/23/2018	\$1400 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Goal 2:**

Increase student proficiency in the core academic subject of reading

**Measurable Objective 1:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading in Reading by 05/23/2018 as measured by Scantron Performance Series National Percentile Ranking (NPR).

**Strategy1:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

**Strategy2:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards.The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Academic Support Program Professional Learning	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Academic Support Program Technology	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

**Strategy3:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

**ACIP**

West Limestone High School

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide English Language Arts teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000 - Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

**Strategy4:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and

increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having

this difference in brain

functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based

on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things.

In reading, this means they

will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used

in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a

specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This

teaching method was based on Dr. Orton's work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of

phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not

receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy.

<http://riseinstituteforliteracy.org/research>.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

**Measurable Objective 2:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Reading by 05/23/2018 as measured by ACT.

**Strategy1:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly

during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process.

Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by

teachers and monitored by

administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students.

Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

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organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and

increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain

functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based

on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they

will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used

in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a

specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This

teaching method was based on Dr. Orton’s work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of

phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not

receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy.

<http://riseinstituteforliteracy.org/research>.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

**Strategy2:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

**Strategy3:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

**ACIP**

West Limestone High School

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide English Language Arts teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000 - Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

**Strategy4:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards. The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Professional Learning Academic Support Program	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Academic Support Program Technology	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

**Goal 3:**

Increase student proficiency in the core academic subject of math

**Measurable Objective 1:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Mathematics by 05/23/2018 as measured by ACT.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department SY 2017-2018

of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Professional Learning Academic Support Program Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scarton performance series test.	Academic Support Program Technology	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Academic Support Program Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

**ACIP**

West Limestone High School

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

**Measurable Objective 2:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Mathematics by 05/23/2018 as measured by Scantron Performance Series.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Academic Support Program Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

**ACIP**

West Limestone High School

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the smarton performance series test.	Technology Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction Professional Learning Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

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

**Goal 1:**

Increase student proficiency in the core academic subject of reading

**Measurable Objective 1:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Reading by 05/23/2018 as measured by ACT.

**Strategy1:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

**Strategy2:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

**Strategy3:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards. The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

West Limestone High School

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Professional Learning Academic Support Program	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Technology Academic Support Program	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

**Strategy4:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates. Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having

this difference in brain

functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based

on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things.

In reading, this means they

will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used

in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a

specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This

teaching method was based on Dr. Orton's work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of

phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not

receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy.

<http://riseinstituteforliteracy.org/research>.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.

**Measurable Objective 2:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading in Reading by 05/23/2018 as measured by Scantron Performance Series National Percentile Ranking (NPR).

**Strategy1:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards.The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

## Research Cited:

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Academic Support Program Professional Learning	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Academic Support Program Technology	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

**Strategy2:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-)

Based\_Education.aspx).

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Academic Support Program Behavioral Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide English Language Arts teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000 - Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

**Strategy3:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as

administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the  
SY 2017-2018

quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

#### Strategy4:

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This teaching method was based on Dr. Orton’s work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy. <http://riseinstituteforalliteracy.org/research>.

**ACIP**

West Limestone High School

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.

**Goal 2:**

Increase student proficiency in the core academic subject of science

**Measurable Objective 1:**

1% of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Science by 05/23/2018 as measured by Scantron Performance Series.

**Strategy1:**

AMSTI- Science Program - Teachers will seek to improve science instruction in grades 6-9 and increase the knowledge and skills needed to move toward college and career ready. Teacher training in AMSTI Science program that includes professional development, equipment and materials, and on-site support. Hands-on science cooperative learning lab investigations to promote higher order thinking skills. Collaborative planning and departmental meetings with science teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: An inquiry-based curriculum yielded significant gains in student achievement without sacrificing state curriculum standards. In a partnership with Detroit

Public Schools, researchers at the University of Michigan implemented inquiry-based science units in sixth, seventh and eighth grade classrooms over a three year

period. One unit, for example, was based on the question, "How can I move big things?" and invited students to create projects to explore simple machines and the

concept of force. Over 8,000 students were tested before and after the curriculum was implemented and to assess their knowledge of the content, understanding of the

process, and overall achievement. Each of these three categories was evaluated for students enrolled in the six courses offered using this curriculum, resulting in

eighteen assessment categories. In seventeen of eighteen categories, students who took part in the inquiry curriculum made statistically significant gains in

achievement. The researchers concluded that their results demonstrate that an inquiry approach can benefit students who have been low

achievers in the past. Marx,

Ronald W., Phyllis C. Blumenfeld, Joseph S. Krajcik, Barry Fishman, Elliot Soloway, Robert Geier, and Revital Tali Tal. 2004. Inquiry-Based Science in the Middle

Grades: Assessment of Learning in Urban Systemic Reform. Journal of Research in Science Teaching 41 (10):1063-1080.

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to implement strategies from AMSTI that promote science investigations and higher order thinking for students.	Direct Instruction Academic Support Program	08/08/2017	05/23/2018	\$1400 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

### Strategy2:

A+ Laying the Foundation (LTF) - The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education. West Limestone students in grades 6-12 will be given the opportunity to participate in the Advance Placement courses or the A+ Laying The Foundation (LTF) program to increase rigor in the classroom and prepare students for Advanced Placement classes in the future.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take collegelevel courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

**ACIP**

West Limestone High School

Activity - A+ Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction	08/08/2017	05/23/2018	\$1250 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Goal 3:**

Increase student proficiency in the core academic subject of math

**Measurable Objective 1:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Mathematics by 05/23/2018 as measured by ACT.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

**ACIP**

West Limestone High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scnarton performance series test.	Technology Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Academic Support Program Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Academic Support Program Professional Learning Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

**Measurable Objective 2:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Mathematics by 05/23/2018 as measured by Scantron Performance Series.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Academic Support Program Professional Learning Direct Instruction	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Direct Instruction Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

**ACIP**

West Limestone High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scnarton performance series test.	Academic Support Program Technology	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

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

Limestone County and West Limestone High School provide a certified interpreter to translate test results as needed for English Learners in a language they can understand.

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

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

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

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

Interviews for open positions are held by the principal and assistant principals. After initial interviews, the interview record sheets are scored and discussed among those who participated as interviewers. Then recommendations are sought from professional and personal references provided by the applicant. A recommendation for employment is sent to Dr. Sisk and the Board of Education members by the principal. Teaching assignments are based on academic need and the strengths of the instructors. Professional development is provided throughout the year to increase knowledge and skill sets of the teachers.

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

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

In grades 6-12, there are 37 classroom teachers and 4 special education teachers. This year, we hired 5 new classrooms teachers and 1 special education teacher. For those six open positions, one transferred to another school in the district, 1 retired, and four left for jobs in other systems. Therefore the turnover rate for this school year is 15%.

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

Building Leadership Team members/ Department heads are generally the most experienced educators with the highest levels of degrees as well as numbers of years of experience.

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

West Limestone High School does not have a high turnover rate and benefits from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via a partnership with the Samford University.

**Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))****Describe how data is used from academic assessments to determine professional development.**

Scantron Performance Series Testing results are analyzed by the building leadership teams and discussed with district curriculum personnel to plan school-wide professional development. Teachers work within core subject level to identify unmet common core standards. The instructional technology facilitator will work teachers on implementation of instruction as it relates to students who do not meet standards.

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

Our school calendar has built in professional development days for teachers, administrators, paraprofessionals and other staff. During the 2017-2018 school year, we will have 3 full days of professional development and 4 half days of professional development. There are opportunities for all listed above to attend high-quality sessions on these days. ELEOT training will be provided to administrators to promote teacher improvement through an observation tool used during an instructional round.

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

All new teachers are assigned mentors for the school year. The new teachers completed a New Teacher academy this summer and have planned sessions to meet with their mentors throughout the year.

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

Professional Development plans are created at the school and district level to provide support to our teachers. All professional development is sustained and ongoing through the professional development days provided to our staff throughout the school year and by having an Instructional technology facilitator on-site to meet with teachers daily. Teachers enter evidence for their Professional Learning Plan (PLP) to document opportunities for professional growth and administrators monitor this evidence.

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

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

### Goal 1:

Increase student proficiency in the core academic subject of science

### Measurable Objective 1:

1% of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Science by 05/23/2018 as measured by Scantron Performance Series.

### Strategy1:

AMSTI- Science Program - Teachers will seek to improve science instruction in grades 6-9 and increase the knowledge and skills needed to move toward college and career ready. Teacher training in AMSTI Science program that includes professional development, equipment and materials, and on-site support. Hands-on science cooperative learning lab investigations to promote higher order thinking skills. Collaborative planning and departmental meetings with science teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: An inquiry-based curriculum yielded significant gains in student achievement without sacrificing state curriculum standards. In a partnership with Detroit

Public Schools, researchers at the University of Michigan implemented inquiry-based science units in sixth, seventh and eighth grade classrooms over a three year

period. One unit, for example, was based on the question, "How can I move big things?" and invited students to create projects to explore simple machines and the

concept of force. Over 8,000 students were tested before and after the curriculum was implemented and to assess their knowledge of the content, understanding of the

process, and overall achievement. Each of these three categories was evaluated for students enrolled in the six courses offered using this curriculum, resulting in

eighteen assessment categories. In seventeen of eighteen categories, students who took part in the inquiry curriculum made statistically significant gains in

achievement. The researchers concluded that their results demonstrate that an inquiry approach can benefit students who have been low achievers in the past. Marx,

Ronald W., Phyllis C. Blumenfeld, Joseph S. Krajcik, Barry Fishman, Elliot Soloway, Robert Geier, and Revital Tali Tal. 2004. Inquiry-Based Science in the Middle

Grades: Assessment of Learning in Urban Systemic Reform. Journal of Research in Science Teaching 41 (10):1063-1080.

**ACIP**

West Limestone High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to implement strategies from AMSTI that promote science investigations and higher order thinking for students.	Direct Instruction Academic Support Program	08/08/2017	05/23/2018	\$1400 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Strategy2:**

A+ Laying the Foundation (LTF) - The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education. West Limestone students in grades 6-12 will be given the opportunity to participate in the Advance Placement courses or the A+ Laying The Foundation (LTF) program to increase rigor in the classroom and prepare students for Advanced Placement classes in the future.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take collegelevel courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**ACIP**

West Limestone High School

Activity - A+ Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide science teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction	08/08/2017	05/23/2018	\$1250 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators

**Goal 2:**

Increase student proficiency in the core academic subject of reading

**Measurable Objective 1:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading in Reading by 05/23/2018 as measured by Scantron Performance Series National Percentile Ranking (NPR).

**Strategy1:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards. The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Academic Support Program Professional Learning	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

**ACIP**

West Limestone High School

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Technology Academic Support Program	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

**Strategy2:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide English Language Arts teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000 - Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

**Strategy3:**

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

**Strategy4:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote a manual that described a specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This teaching method was based on Dr. Orton’s work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy. <http://riseinstituteforliteracy.org/research>.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

**Measurable Objective 2:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Reading by 05/23/2018 as measured by ACT.

**Strategy1:**

Explicit instruction - Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Multi-sensory lessons

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21.

([http://www.ascd.org/publications/educational\\_leadership/mar99/vol56/num06/Realizing\\_the\\_Promise\\_of\\_Standards-Based\\_Education.aspx](http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx)).

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An informational Parent Nights will be planned for each semester to offer information to parents on a variety of topics. One parent night will be devoted to explaining Title I and the status of our school regarding school data. The other Parent Night will be a conference style night that will offer a variety of topic offerings for parents to include academic and social topics.	Community Engagement	08/01/2017	05/23/2018	\$2324 - Title I School Improvement (ISI)	Administrators, Title I Leadership Team, and Parent Involvement Committee

**ACIP**

West Limestone High School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to strategic teaching, learning targets, curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	06/01/2017	05/23/2018	\$2500 - Title I Schoolwide	Administrators, Technology Facilitator, and Teachers.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/department/PST meetings.	Behavioral Support Program Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Teachers, Counselors, Technology Facilitators, and Administrators

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide English Language Arts teachers a content-based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on increased rigor for literacy standards.	Direct Instruction	08/09/2017	05/23/2018	\$3000 - Title I Schoolwide	Teachers, Counselors, Technology facilitator, and Administrators.

**Strategy2:**

Tier III Reading Strategy 6-12 - Intervention will be conducted on a daily basis and monitored monthly during data meetings. Students will be placed in multi-sensory based SPIRE/Rewards class based on dyslexia tendency screening process. Students will work with Reading intervention teacher to improve reading comprehension. Documentation of intervention will be kept by teachers and monitored by administrators using walk through forms. Problem solving team (PST) will determine next steps as needed for individual students. Administrators and Technology facilitators will be trained by district Special Education Department on RTI/ PST process updates.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: All students benefit from direct instruction in phonics. Younger students, in grades K–3, learn to read faster when specific skills are taught in an organized way that allows them to build on what they have already learned. Older students who are struggling with reading are able to overcome reading deficits and increase comprehension skills by learning phonics. Students with dyslexia can “rewire” their brains and overcome the challenges of having this difference in brain functionality. English language learners can master the English language much faster when they understand the patterns of spelling and pronunciation that are based on phonics. Multisensory instruction means that learners will use cues from what they see, hear and feel to learn and remember new things. In reading, this means they will see a word, hear a word, say a word, write a word, and spell a word in order to learn a word. Specific multisensory techniques in reading instruction were first used in the 1920s by Dr. Samuel Orton. He was influenced by Helen Keller and Grace Fernald. Later, Anna Gillingham and Bessie Stillman wrote

a manual that described a specific teaching method that was sequential (teaching step-by-step, from simple concepts to more complex) and multi-sensory. This teaching method was based on Dr. Orton's work so it became known as the Orton-Gillingham approach. Multisensory instruction has been proven to be the most effective approach in the teaching of phonemic awareness, phonics and comprehension. Students who are taught using multisensory methods that include phonics outperform other students who do not receive this type of instruction. "Proven, Research-Based Strategies for Teaching Reading" Rise Institute for Literacy. <http://riseinstituteforalliteracy.org/research>.

Activity - Problem Solving Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies in grades 6-12, to ensure the increase of students which are proficient on formative and summative assessments, through weekly walk-throughs, analyzing progress, monitoring data, and monthly data/departments/PST meetings.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, Guidance Counselors, and Teachers.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher was hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. Training was conducted by Limestone County instructional coaches the previous year.	Academic Support Program	10/02/2017	05/23/2018	\$26758 - Title I Schoolwide	Intervention Teacher

### Strategy3:

Tier-II Reading 6-12 - Tier II Reading 6-12 - Tiered instruction taught daily, based on progress monitoring data. All students will have daily access to a Reach period to address low grades, low achievement, or unmet academic standards. Some students will also have an additional intervention period to address academic gaps in learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>)

**ACIP**

West Limestone High School

Activity - Technology Facilitator Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology Facilitator will collaborate with teachers to identify the need for tiered instruction based on data (Scantron Performance Series) and will meet with teachers and determine appropriate instruction for use in Tier II intervention. Teachers will document Tier II interventions for students including topic and materials used and student progress will be evaluated in monthly data meetings Administrators will check lesson plans and monitor Tier II classroom instruction in all 6-12 classrooms on a weekly basis.	Academic Support Program	08/09/2017	05/23/2018	\$0 - No Funding Required	Administrators, Teachers, and Technology Facilitator.

**Strategy4:**

Tier-I Reading 6-12 - Measurable learning targets will posted daily and focus on grade level/ content standards.The Think, Write, Investigate, Read, and Listen (TWIRL) strategy will be used daily to check for understanding and meet the learning targets. The learning targets will use student friendly language and include appropriate activities for assessment. These oral and written communication strategies will promote literacy and increase student engagement in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers (6-12) will be trained by Instructional technology facilitator for "strategic teaching". This professional development will be provided in several installments.	Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Technology Facilitator, and Administrators

Activity - Learning Target Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Learning Target training provided by West Limestone administrators with the expectation of students using the Think, Write, Investigate, Read, and Listen (TWIRL) strategies to enhance literacy in the classroom. Learning Targets should be present in lesson plans and readily visible during ELEOT observations by administrators.	Academic Support Program Professional Learning	09/11/2017	05/23/2018	\$0 - No Funding Required	Administrators, Technology Facilitator, and Teachers.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic. Students will complete a anti-bullying program (HEAR- Helping Everyone Achieve Respect) by doing two book studies.	Academic Support Program Behavioral Support Program	08/08/2017	05/23/2018	\$3100 - Title I Schoolwide	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

**ACIP**

West Limestone High School

Activity - Technology (Instructional Equipment)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 10-12 will be provided 45 Apple Macbooks for formative reading assessments, reading interventions, and assist students with learning targets in content literacy..	Academic Support Program Technology	10/02/2017	05/23/2018	\$64500 - Title I School Improvement (ISI)	Teachers, Instructional Technology Facilitator, Library Media Specialist.

**Goal 3:**

Increase student proficiency in the core academic subject of math

**Measurable Objective 1:**

A 1% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Mathematics by 05/23/2018 as measured by Scantron Performance Series.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

**ACIP**

West Limestone High School

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scnarton performance series test.	Technology Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction Academic Support Program Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Direct Instruction Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

**Measurable Objective 2:**

A 1% increase of All Students will achieve college and career readiness by meeting benchmark levels in Mathematics by 05/23/2018 as measured by ACT.

**Strategy1:**

Math Problem Solving - Implementation of A+ College Ready/ Laying The Foundation (LTF)

Advance Placement Courses (AP)

AMSTI Math Training;

PLC's/ Collaborative Planning,

Analysis of common assessments;

Strategic Teaching/ Learning Targets implementation

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: The AP program is the national standard for academic rigor and college readiness, providing high school students with the opportunity to take college level courses in a high school setting. AP courses provide the level of rigor that best prepares students for post-secondary success. Research demonstrating that AP courses increase students' college readiness and completion is incontrovertible. The success of the AP program is due, in part, to the academic rigor of Pre-AP and AP courses. Experimental research studies have proven that participation in the AP program is significantly correlated with college readiness. There is strong evidence that participation in AP strongly correlate with student achievement, college readiness and college completion. The peer-reviewed research connecting AP participation to positive college outcomes has been conducted by non-profits, institutions of higher education and the federal government. These organizations include Educational Testing Service, The College Board, the University of Texas and the U.S. Department of Education. (<http://collegeready.rice.edu/ap-and-college-readiness>)

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With LTF, 1:1 Laptops, and AMSTI implementation, the need for activities that focus on problem-solving, critical thinking, and application becomes more apparent. Teachers need a way to display student work for the whole class. Teachers can use document cameras to show student work in LTF workbooks. Students can project their projects via an Apple TV and TV. Additional Apple Macbooks will be needed for grade levels for students who are not 1:1 to create learning goals/ targets and monitor progress on the scnarton performance series test.	Academic Support Program Technology	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

Activity - REACH- Alabama Student Advisement Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one adult who facilitates weekly lessons and serves as an advocate for their students. REACH will address school success skills, academic planning, career exploration, post-secondary planning, life skills, and work ethic.	Behavioral Support Program Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Guidance Counselors, Instructional Technology Facilitators, and Administrators.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing embedded professional development activities related to curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2017-2018 school year.	Professional Learning	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrators, Technology Facilitator, and Guidance Counselors.

Activity - AMSTI Math- Grades (6-8)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math program that will include on-site support. Students will complete math lab investigations that promotes math fluency and high order thinking skills.	Direct Instruction Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Grades 6-8 math teachers.

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LTF program will provide math teachers a content -based, pedagogy driven, teacher-to-teacher training. This will help teachers with strategies, content knowledge, and increase rigor in the classroom. Teachers will receive specialized hands-on training, have vertical alignment across grade levels, and focus on STEM education.	Direct Instruction Professional Learning Academic Support Program	08/08/2017	05/23/2018	\$0 - No Funding Required	Teachers, Administrator's, Technology Facilitator, and Guidance Counselors.

**Narrative:**

Fifth grade students from Sugar Creek Elementary will come to West Limestone to visit the school on a field trip. During this visit, the students will tour the school, meet other upcoming 6th graders, and meet key faculty/staff that will work with them as 6th grade students. For all grades 6-12, our counselors meet with the students for several consecutive days to provide information about scheduling for the upcoming year and help the students select classes to best suit their needs. Eighth grade students at West Limestone will visit Limestone County Career Technical School for a tour.

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

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

Our teachers are involved in monthly data meetings to review on going data collection as well as summative data that is collected at the end of the school year. This data is reviewed with all teachers when presenting the Title I plan, and feedback is requested from all teachers about the plan. Additionally, surveys are conducted throughout the year and these results are used in the decision making process.

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

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

Scantron Performance Series assessments and classroom grades are used as Universal screeners to determine if students meeting proficiency. For those who are not meeting proficiency, a referral is made to PST. Additionally, students who do not pass the universal screener in the area of reading are assessed further to determine if they have dyslexic tendencies that are interfering with their learning.

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

When students are identified as needing intervention, those students are immediately referred to the Problem Solving Team for Tier III interventions in the area of need. After 8 weeks of intervention, the team determines if the student is making progress. If progress is being made, the student will continue the intervention. If progress is not being made, the intervention may be changed, or the student may be referred to the special education department for additional test..

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

Students in grade 6-9 have 1:1 devices that can be used at home to work on skills in which their are deficient. Academic and Parent Involvement nights are offered to all families to help parents learn how to better help their children at home.

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

Migrant: We do not currently have any migrant students.

ELL: Two ELL teachers work with students multiple times during the week to help them learn to communicate better in the English Language. Additionally, many of them qualify for the multi-sensory tutoring program to improve reading skills.

Economically Disadvantaged and Homeless: A free breakfast that is provided to all students in our school. A closet has also been set up to house clothing and personal hygiene items for those in need, and any students needing access to a washing machine can bring their clothes to school to be washed.

Special Education: Our special education students receive specialized instruction based on their individual needs both in the regular classroom and in the resource room as needed by the individual students. Students who receive special education services also get to attend Special Olympic events designed specifically for them.

Neglected and/or Delinquent: Students who are delinquent can qualify for school-based mental health services with the help of educators and parents. Students who are neglected can get their needs met through our services also provided to students who are economically disadvantaged and/or homeless

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

Procedures used at West Limestone High School to address challenges for individuals from economically disadvantaged families and other special considerations.

- We provides referrals to outside resources for food, clothing, health services and other outside needs.
- We often provide the above directly to families from donations provided by churches or community members.
- We refer families in need to our SRO for home visits as needed.
- We make referrals to Department of Human Resources or law enforcement for child abuse victims and advocate for resolution of cases.
- We refer families to services as needed through school-based mental health.
- We provide counseling to parents and students who are having difficulties
- We provide (on an as need basis) clothes, backpacks, food, toiletries, washing service, etc to those in need.
- We sponsor a Backpack Program with a local organization to help provide snacks over weekends to children whose food is limited at home.
- We provide Thanksgiving and Christmas help to families in need.

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

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

State of Alabama School Foundation Program funds are allocated based upon student enrollment. All Foundation allocated units are located at the school. Title I funds are used to pay for teachers and instructional assistants to supplement the regular academic program. Title II funds are used to provide professional development for the faculty staff of the school as well as to provide Class Size Reduction (CRS) as needed. Title III funds contribute to the school having access to an EL Teacher/Facilitator. General funds and grants secured at the local level from local sources from the district level contribute to the overall instructional program at the school.

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

The school coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for Free/Reduced priced lunches and applications are processed at the central office to determine eligibility. Every students receives a free breakfast every day of school. During the summer months, the "Chow Bus" delivers meals to students in need. While no funds are received for violence prevention, efforts at the school level focus on maintaining healthy and safe environments. Our school also benefits from an Office of School Readiness grant which provides PreK to 18 students. Additionally, our students have access to the Limestone County Career Technical School to participate in a wide variety of programs that includes vocation and technical education, as well as job training.

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

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

Our school collects data using summative test results to identify strengths and weaknesses for school improvement. In addition, school-wide perception surveys are distributed to elicit teacher input for improvement of the school-wide program

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

Teachers of West Limestone High School attend monthly benchmark data meetings to chart results from local and state assessments to identify student strengths and weaknesses. Spreadsheets are created by individual teams to track student achievement results.

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

Teachers continually evaluate student performance to determine effectiveness through the use of academic team spreadsheets which include local and state assessment data. Additionally, the Title I team monitors the achievement data and the school-wide perception surveys to determine effectiveness.

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

Our plan is reviewed periodically through faculty meetings, professional development activities and the continuous improvement plan leadership team meets at the conclusion of the school year to review effectiveness. Progress is documented with progress notes that are added to continuous improvement plan throughout the 2017-2018 school year.

# **2017-2018 Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	42.87

Provide the number of classroom teachers.

42.87

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	4281198.0

Total

4,281,198.00

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	3.0

Provide the number of administrators.

3

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	250000.0

Total

250,000.00

**Assistant Principal**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Provide the number of Assistant Principal assigned units.	2.0

**Provide the number of Assistant Principals.**

2

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all salaries for the Assistant Principal.	150000.0

Total

150,000.00

### Counselor

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

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	115000.0

Total

115,000.00

### Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	60000.0

Total

60,000.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total 0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

**Technology**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

<b>Label</b>	<b>Question</b>	<b>Value</b>
3.	Provide the total of all funding for Technology.	14129.0

Total

14,129.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	5182.0

Total

5,182.00

### EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	28158.0

Total

28,158.00

### Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1876.0

Total

1,876.00

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**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	105136.26

**Provide a brief explanation and breakdown of expenses.**

Two (Retired) intervention teachers (1 math/ 1 reading) will be hired and trained to deliver interventions with students in grades 6-12. Salary and benefits:

Total- \$26758

## Classroom Instructional Supplies:

Printing for A.P./ LTF Modules- Core classes- (\$3000)

Student folders/materials for REACH- (\$1000)

HEAR (Anti-Bullying) student books- (\$2100)

Middle School Science lab materials- (\$1400)

High School Science lab materials- (\$1250)

Total- \$9052

## Instructional Equipment (Technology)

Apple MacBooks (53)- (\$38637)

Charging Carts (2)- (\$3400)

Device Service- (\$2175)

TI 84 Calculators (120) / (12) Charging stations- (\$15180)

Total- \$64500

## Professional Development:

Substitutes/ Teacher reimbursement for professional development (\$2000)

PD materials and supplies- (\$500)

\$2500

## Parental Involvement:

Parent/ student communication planners- (\$1200)

Paper/ Ink/ Toner for Assessment Results that will be sent throughout year - (\$1126.26)

\$2326.26

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title V**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

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

**Provide a brief explanation and breakdown of expenses.**

N/A

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**Career and Technical Education-Perkins IV**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Basic Grant (Title I) Provide total.	0.0

**Provide a brief explanation and breakdown of expenses.**

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Tech Prep (Title II) Provide the total.	0.0

**Provide a brief explanation and breakdown of expenses.**

N/A

**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.**

N/A

### Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

# **2017-2018 Parent and Family Engagement**

## **Introduction**

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

## Parent and Family Engagement

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

Our first Title I Parent meeting will be held on September 19, 2017 to review the accomplishments of the school-wide CIP goals from the previous year and discuss the new goals that have been established for the upcoming year. West Limestone's the administration will explain what this means to the parents so they have a better understanding of how we became a Title I school. The Title I requirements will be explained, including the 1% set-aside, Parent's' Right to Know Plan, Parental Involvement Plan, Local Education Agency Parent Plan, and the Grievance Procedures. The School-Parent Compacts will be discussed and parents will be given opportunities to share input on any possible revisions. Parents of children receiving services will be involved in the decisions regarding how funds reserved will be spent for parental involvement activities. All parents of participating students will be invited to the annual meeting. This meeting will be offered after school as well as during school to accommodate parents' work schedule. Parental input will also be solicited concerning the means by which the school and parents can form a partnership to achieve the program objectives. Home-School compacts are disseminated through the homeroom teachers and our goal is to receive 100% of the signed compacts to be filed in each homeroom teacher's classroom. West Limestone High School has worked hard to develop thorough and diverse methods of communication. We communicate through the traditional means of mass email distribution, School Messenger (a phone call-out program), and our school website. We have also developed a greater presence on social media by expanding our Facebook/ Twitter page. These venues provide multiple opportunities for success when trying to communicate and gather feedback from parents.

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

1) Meetings for parents may be offered as early as 7:00 a.m. and as late as 7:00 p.m. to afford parents the opportunity to attend according to their home and work schedules (ex. Parent/Teacher Conferences). Meetings will also be offered during the day. In addition, we will offer a screencast of the information presented during the Title I meetings so parents can view this electronically if necessary. Each screencast will include a link to a Google Doc that will provide documentation and serve as a "sign-in" for that particular meeting.

2) Parents will be involved in the school wide planning process beginning with the initial meeting. AdvancED Parent Surveys were sent last spring and this fall to obtain feedback. This information will guide us in determining needs/services our parents would like to see provided at West Limestone High School. Specific parent nights and/or meetings will be conducted throughout the year to work with parents in small group settings to allow them an opportunity to provide feedback. The Title I committee and Action Teams consists of all teachers and parents who wish to be involved.

3) West Limestone High School will reserve 3% of our total allocated Title I funds for the sole purpose of enhancing Parent Involvement activities. Parents of children receiving services will be involved in the decisions regarding how funds reserved will be spent for parental involvement activities. Input is given through discussions at various parent meetings, along with our survey data. We also use social media to inform parents of plans and give them opportunities for feedback.

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

At least two Parent Nights will be arranged at West Limestone High School during the 2017 - 2018 school year. These nights are developed by the teachers and the Title I committee to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials that they can take with them and use all year to assist with the academic reinforcements that are needed. Surveys and questionnaires are provided at different times during the year to obtain information from parents and to reflect on the progress that is being made in accomplishing the school-wide goals. Many of these surveys provide open-ended responses used as a vehicle for parents to voice opinions and make suggestions. This information is used by the Title I Committee and administration at West Limestone High School to make the arrangements that are necessary in order to provide parents with the resources needed to ensure their child's success. As input and feedback are provided, it also allows committees to make the needed changes and/or additions to the action plans that are used as the stepping stones in achieving our school wide goals. Parents are always offered the opportunity to voice questions and concerns at the meetings as well. It is also the policy of the school administration that we provide an "open-door" policy to our parents to discuss issues that concern their children at any time during the day.

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

West Limestone High School staff along with parents of children served under Title I Part A funds will jointly develop a School-Parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children be successful. The compact will also reflect the mission of the school as well as the goals that are developed each year through the Title I committee. These compacts are designed to be grade-band specific (6-12). Therefore, teachers and parents will work together to ensure that the compacts address the specific needs of each grade-band. This compact will be reviewed and revised each year after reviewing all parent input. There will be an area on the compact that will allow for parent input.

Such compact shall:

-Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, and video game playing; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

-Address the importance of communication between teachers and parents on an ongoing basis through methods such as: Parent-teacher conferences held at the school, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Each compact for the year is grade-band specific. Therefore, teachers and parents work together to determine how the compact will meet the

requirements and expectations for teachers, students, parents, and administrators. These compacts are revised and distributed at the beginning of each school year. The compacts will be kept in the homeroom classrooms and copies will be made for the school-wide files. At the bottom of each compact, a space is provided to allow parents to voice concerns or make suggestions. Parents are encouraged to provide input on these compacts.

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

Parents are an integral part of our school-wide Title I Planning. The Title I Leadership Team will provide assistance in communicating the goals and action steps that will be followed in the course of the year. Informal and formal parent surveys will also be used by the Title I committee to determine areas of strengths and weaknesses in our mission to improve home and school bonds. When parents express dissatisfaction or have concerns with the Continuous Improvement Plan they are given opportunities to submit in writing suggestions, comments, and concerns regarding the plan to the administration of West Limestone High School through the school's use of social media, teacher correspondence, meetings, etc.

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

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

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

West Limestone High School will provide Parent Orientation at the beginning of the school year for parents to become familiar with the State and County curriculum, including the Common Core Standards and assessment procedures specific to their grade level. At least two parent nights will be arranged during the 2017-2018 school year. These nights are developed by the teachers and the Title I committee to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials that they can take with them and use all year to assist with the academic reinforcements that are needed at home. The staff will also prepare a "Test Score Analysis" presentation to assist parents with the interpretation of test score data from Scantron Performance Series Test. Parent information letters will be sent home with individual student reports. Sessions will also be available throughout the year for interpretation of the ACT, Alabama Alternate Assessment and ACCESS. Parents can monitor their child's academic progress through report cards, progress reports, the use of STI Parent Portal, and teacher communication.

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

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

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

West Limestone High School will hold at least two parent nights for the 2017-2018 school year. These nights are developed by the teachers and the Title I committee to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials and resources that they can take with them and use all year to assist with the academic reinforcements that are needed. These materials consist of parent/ student planners that will provide parents with the resources to transfer the knowledge from the classroom setting into the home environment. The parent/ student planners will provide a communication tool with learning targets related to standards for mastery. Teachers and administration will provide helpful strategies for parents to use at home in helping their children with literacy projects and management techniques. Included in the Parent Nights' is our annual DPI (Digital Passport Initiative ) training that we offer parents of students who are receiving a device for the first time.

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

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

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

The West Limestone High School Title I Leadership Team will analyze survey data to determine the needs of parents and the community that we serve. Through these surveys, we have developed training sessions for parents. Our Digital Passport Initiative provides opportunities for parents of students in grades 6-9 training on the 1:1 digital devices that students use between home and school. This training helps parents understand how to best use these devices with their children to support learning taking place at school. The guidance counselor/administration team will provide training to parents on understanding assessment data at the state and local level. The training will be offered at school and also can be streamed online for later viewing. Other parent involvement programs such as PTO meetings, Book Fairs, and Title 1 meetings are all important in developing a partnership between the school and parents.

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

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

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

West Limestone High School will offer meetings for parents as early as 7:00 a.m. and as late as 7:00 p.m. to afford parents the opportunity to attend according to their home and work schedules. These meetings will be promoted through personal letters, telephone calls, news media, flyers, web site, mass email, school messenger, social media, etc. Efforts shall be made to inform all parents of participating children. The classroom teacher will provide information from the meeting to those parents who were not in attendance. This information will be disseminated by way of letters, web page, screencasts, social media, and mass email. A translator and/or our Limited English Proficiency (LEP) teacher will be provided for parents who are non-English speaking. West Limestone High School also uses a phone translating service to translate for parent phone calls. A translator will be provided for the Title I parent meeting in September of 2017.

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

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

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

West Limestone High School will provide reasonable support for parental involvement activities as the parents request. WLHS has chosen to use the Title I Leadership Team and other stakeholders, such as parents and community members to determine the needs of the school and to ensure that the Title I funds are spent appropriately to address these needs. These teams and committees also develop goals and action plans, review and monitor the activity and program implementation, and analyze data obtained from a variety of sources (surveys, test scores, etc.). Goals are developed to ensure that strategies are in place to improve the instructional process within the school. This plan also serves as the Southern Association of Colleges and Schools (SACS) Continuous Improvement Plan as it outlines the needs of the school based on a variety of assessments and surveys and will provide detailed goals and action steps that will be taken by the faculty and staff at West Limestone High School in order to address these needs. A comprehensive budget has also been developed to ensure appropriate spending of federal dollars to meet the needs of the school. All students are eligible to receive these services. By offering this opportunity of in-depth academic support, more students will benefit and the scores on our standardized assessments will increase. The school-wide Title I Leadership Team is committed to making sure that all students including migrant, homeless, Limited English Proficiency (LEP), and/or neglected/delinquent, be given equal opportunities to excel academically, emotionally, and physically. The plan outlines specific interventions and initiatives that focus on the diverse needs of the individual students we serve to ensure that all students are provided equal opportunities for academic success. Our school nurse will continue to assist parents with basic health and immunization concerns and follow through on teacher-noted problems in the health area. Our counselor will continue to work on parenting skills with those who need them. Parents will be encouraged to continue their volunteer efforts at the school in field day activities, field trips, classroom craft activities and in copying papers for individual teachers. Parents are also encouraged to serve on various committees throughout the year to help establish goals and implement action plans to improve our school.

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

In carrying out the parental involvement requirements of this section, Limestone County Schools and West Limestone High School, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language

such parents understand. Copies of the Parent Involvement Plans as well as the school-wide Plan will be placed in the library and in the principal's office for viewing and reference. Copies will also be made available for parents to check out from the library to view in its entirety. Plans are underway to have the document placed on the website and school app for download and/or viewing. If there is any disability, handicap, or language barrier that would prevent a parent and impede his/her ability to read and/or interpret the information provided in the parent involvement document, then the counselor will be made aware of this and resources will be provided to meet the needs at hand. WLHS is accessible to parents with disabilities. Ramps are in place for wheelchairs and if any other needs should arise, we will do what is necessary, to the extent practicable, to accommodate and provide services that ensure all parents have an opportunity to attend and participate. Our Limited English Proficiency (LEP) teacher will also be available to provide assistance in this area as needed. An interpreter was provided for Title I parent meeting in September of 2017.