



ACIP

West Limestone High School

Limestone County School District

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Lester, AL 35647

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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 Kindergarten 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 one thousand, seventy-five students, with approximately two- hundred fifty being at the elementary

(K-5) level and eight- hundred being at the secondary school (grade 6-12) level. Owens Elementary serves as a feeder school for WLHS, sending sixth grade students to WLHS.

The staff consists of sixty-two certified faculty members, Thirty non-certified personnel, four custodians, one 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.

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.

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 math for the 2015-2016 year. Many teachers participated in a book study /PLU activity that incorporated math journals and parental involvement activities like lunch and learn. Teachers also analyzed scantron testing data to target areas of deficiency related to common core math standards not mastered. ACT Aspire test scores dramatically improved with West Limestone leading Limestone County Schools for 3rd grade and 5th grade math scores. Fifth grade students at West Limestone were also first in Limestone County for reading and science. In grades K-2, Dibels scores improved to 75% of students benchmarking at the end of the year. West Limestone K-8 will use AMSTI math and science lessons to increase rigor in the classroom and promote higher order thinking skills for our students. 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. This person is responsible for supporting teachers and students in creating real world learning experiences via technology based projects.

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. This program is a pre-advanced placement program designed to increase the rigor of core courses. Teachers and administrators were trained in the summer of 2016 in preparation for this program.

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 2015-2016 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.

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

Gregory Gray

Sandra Blankenship

Helen Thrasher

Suzy Bates

April Carter

Amanda Gibbs

Jammie Patrick

Marla Williams

Anna Cum

Russ Gant

Tina Hendrix

Susan Gregg

Latonya Lockett

Mike Pressnell

Amanda Gibbs

Elaine Morris

Ladon Townsend

Anita Kyle

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 . 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 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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

Areas of Notable Achievement

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

ACT Aspire Data 2015-2016: 74% of third grade, 63% of fourth grade, and 59% of fifth grade students scored in the ready/exceeding range for math. This was the highest in the district in 3rd and 5th grade. Fifth grade also had the highest reading (52%) and science (65%) scores for the Limestone County School District. Tenth grade had the highest science (30%) scores for the district.

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

Dibels Data 2015-2016- K-2 Dibels scores increased significantly from fall of 2015- to the spring of 2016 with the biggest improvement coming from 2nd grade going from 44% of students meeting benchmark to 73% in oral reading fluency.

Which area(s) indicate the overall highest performance?

ACT Aspire Data 2015-2016: 74% of third grade students at West Limestone scored ready/exceeding in math portion of test.

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

West Limestone High School Hispanic/ Latino students scored an average of 18.2 in math and 19.7 in science on ACT. This was higher than the state average of 17.5 (math) and 18.3 (science) for Hispanic/Latino students statewide.

Between which subgroups is the achievement gap closing?

Hispanic/ Latino students at West Limestone improved the percentage of student proficiency in math from 2015 to 2016 in grades 6-8 on the ACT-Aspire and closed the achievement gap between white students. West Limestone 6th grade Hispanic/ Latino students increased ACT-Aspire proficiency in math from 41% in 2015 to 47% in 2016 compared to 49% of white students in 2016. West Limestone 7th grade Hispanic/ Latino students increased ACT-Aspire proficiency in math from 22% in 2015 to 27% in 2016 compared to 34% of white students in 2016. West Limestone 8th grade Hispanic/ Latino students increased ACT-Aspire proficiency in math from 20% in 2015 to 22% in 2016 compared to 23% of white students in 2016.

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

The above reported findings are supported by ACT, ACT-Aspire, Dibels, 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 (Grades 3,4,, 6, and 8) at West Limestone for the 2015-2016 year fell below levels of expected performance:

3rd Grade Reading- 36% Ready/ Exceeding benchmark

4th Grade Reading- 43% Ready/ Exceeding benchmark

6th Grade Reading- 38% Ready/ Exceeding benchmark

8th Grade Reading- 34% Ready/ Exceeding benchmark

ACT- Aspire test scores in Math (Grades 6,7, and 8) at West Limestone for the 2015-2016 year fell below levels of expected performance:

6th Grade Math- 50% Ready/ Exceeding benchmark

7th Grade Math- 32% Ready/ Exceeding benchmark

8th Grade Math- 20% Ready/ Exceeding benchmark

ACT- Aspire test scores in Science (Grade 7) at West Limestone for the 2015-2016 year fell below levels of expected performance:

7th Grade Science- 30% Ready/ Exceeding benchmark

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

West Limestone 4th, 6th, and 8th grade ACT-Aspire Reading scores decreased from 2014-15 to 2015-16.

4th Grade: (2014-2015)- 57% Ready/ Exceeding benchmark, (2015-2016)- 43% Ready/ Exceeding benchmark.

6th Grade: (2014-2015)- 45% Ready/ Exceeding benchmark, (2015-2016)- 38% Ready/ Exceeding benchmark.

8th Grade: (2014-2015)- 47%% Ready/ Exceeding benchmark, (2015-2016)- 34% Ready/ Exceeding benchmark.

Which area(s) indicate the overall lowest performance?

West Limestone's lowest ACT-Aspire score was in 8th grade Math and Reading:

8th Grade Math- 20% Ready/ Exceeding benchmark.(7% lower than system average)

8th Grade Reading- 34% Ready/ Exceeding benchmark.(11% lower than system average)

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

West Limestone High School's 10 Black/ African American students scored 0% Ready/ Exceeding benchmark on the ACT Aspire Math in 8th grade for 2015-2016.

Between which subgroups is the achievement gap becoming greater?

West Limestone's African American students (10) did not meet benchmark for the 2014-2015 (7th grade) or 2015-2016 (8th grade) school year on the ACT-Aspire Math Assessment. All other 107 students improved from 17% to 20% ready/exceeding benchmark on the ACT-Aspire Math Assessment.

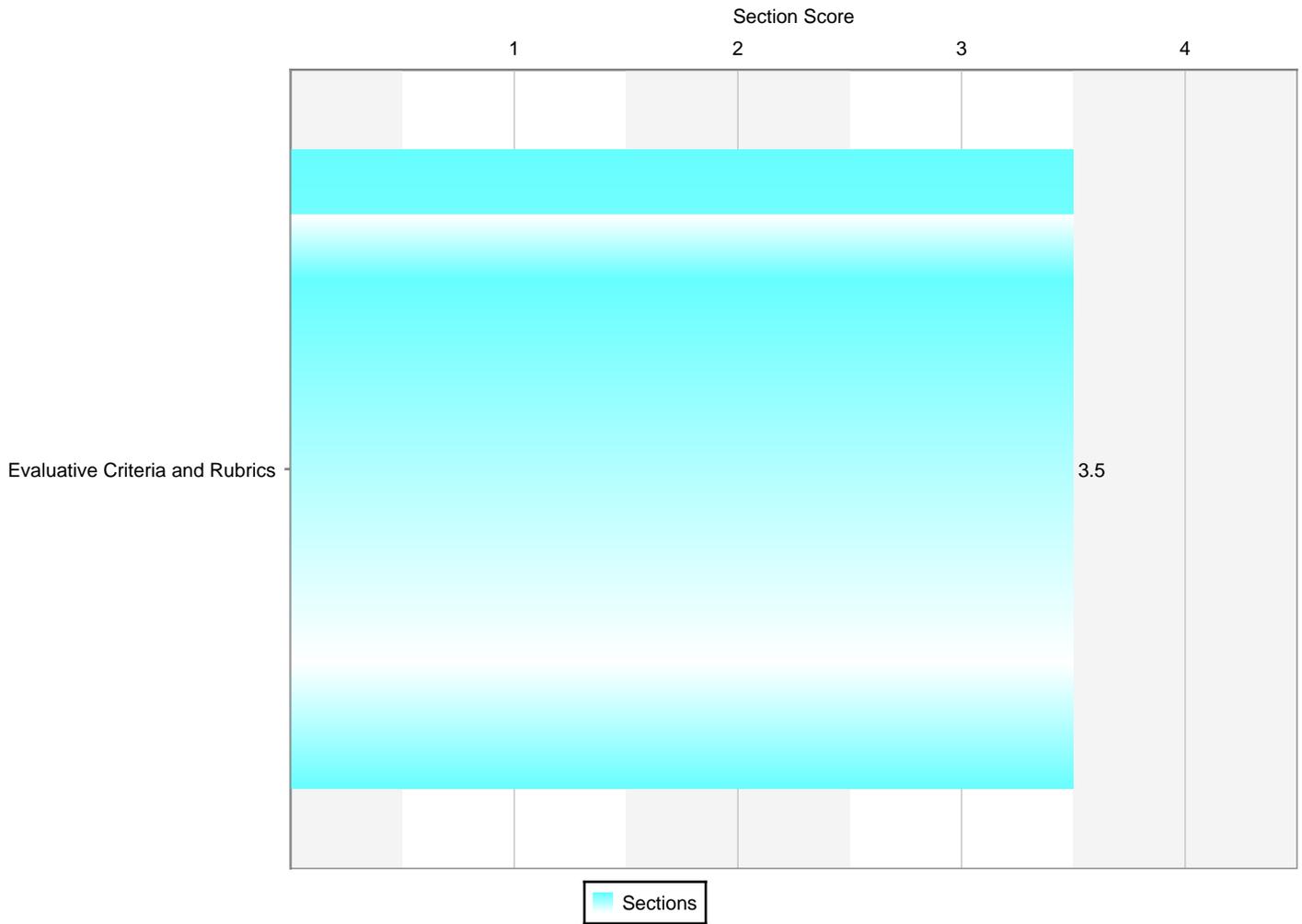
Which of the above reported findings are consistent with findings from other data sources?

Scantron Performance Series Data indicated West Limestone's Students were 42% proficient in Reading compared to an average of 36% measured by the ACT-Aspire.

Scantron Performance Series Data indicated West Limestone's Students were 37% proficient in Math compared to an average of 44% measured by the ACT-Aspire.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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, religion, belief, national origin, ethnic group, or handicapping condition." is included on on LCS publications, electronic and print. LCS formed a District Diversity Taskforce that meets quarterly. They set 5 goals related to hiring minorities, providing feedback forum to the superintendent, and to enlist community resources for support.	ACIP- Equity

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 Limestone County Schools 256-232-5353	ACIP #3- Non-discrimination

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Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Limestone County Schools and West Limestone High School have a Parent Involvement 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 Involvement Plan.	School-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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	West Limestone has a school/parent compact that contains all of the required components.	Parent Compact

2016-2017 ACIP Goals

Overview

Plan Name

2016-2017 ACIP Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase student proficiency in the core academic subject of reading	Objectives: 2 Strategies: 6 Activities: 19	Academic	\$116976
2	Increase percent of students which meet college readiness benchmarks in the areas of Mathematics.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$10000
3	Increase student proficiency in the core academic subject of science	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$10000
4	West Limestone High School will reduce truancy and increase attendance.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0

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

Measurable Objective 1:

A 5% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading by 05/25/2017 as measured by Dibels, Scantron.

Strategy 1:

Explicit instruction - ARI explicit phonics lessons/new modules, multisensory strategies (K-2)

Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Category: Develop/Implement College and Career Ready Standards

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).

Activity - Explicit instruction K-12	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, K-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 meetings.	Career Preparation/Orientation	08/05/2016	05/25/2017	\$0	General Fund	Administrators and instructional coach.

Status	Progress Notes	Created On	Created By
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<p>In Progress</p>	<p>A+ College Ready (10/27/16)</p> <p>1:30-2:00 English teacher meeting 2:00- 2:30 Science teacher meeting 2:30- 3:00 Social Studies teacher meeting</p> <p>1:00-2:15 A+ Admin team meets with middle school leadership/counselor Review data, explain LTF/SSC3 2:15-3:30 A+ meets with school leadership to debrief Content people report as they finish their meetings Academic team reports to school leadership team for debrief</p> <p>Middle School Visit Schedule</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers according to the following schedule:</p>	<p>November 10, 2016</p>	<p>Gregory Gray</p>
<p>In Progress</p>	<p>A+ College Ready(LTF): Site Visit Daily Schedule- High School Visit 9:00-9:30 Science Teacher meeting</p> <p>9:30-10:00 English Teacher meeting 10:00-10:30 Math Teacher meeting 10:30-11:00 Social Studies Teacher meeting 11:00-12:00 Debrief with School Leadership Team</p> <p>Principal, Assistant Principal, AP Coordinator, District Coordinator and any other administrative team members: 9:00-10:30 A+ Admin team meets with School/District Leadership Superintendent, principal, MS principal, and AP Coordinator 10:30-11:00 A+ Admin team meets with school counselors and those involved with scheduling</p> <p>Discuss use of data 11:00-12:00 A+ team meets with school leadership for debrief</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers.</p>	<p>November 10, 2016</p>	<p>Gregory Gray</p>

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

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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.	Parent Involvement, Community Engagement	09/26/2016	05/25/2017	\$2999	Title I Schoolwide	Administrator s, Title I Leadership Team, and Parent Involvement Committee
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Status	Progress Notes	Created On	Created By
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<p>Completed</p>	<p>American Education Week is November 14 - 18, 2016 and the theme is "Great Public Schools: A Basic Right and Our Responsibility." Limestone County Schools kickoff celebration will Monday, November 14, 2016 at the Event Center, located on Pryor Street, Athens, Alabama, beginning at 4:30 and concluding at 7:30 PM.</p> <p>The schedule of school day activities for American Education Week at West Limestone is below:</p> <p>Monday, November 14, 2016: Kickoff Day American Education Week Celebration at the Event Center 4:30-7:30. West Limestone High School will have a display setup. Please come see West Limestone's own little jazz group called "The Best Things" on the square in Athens. Dylan, Colton, Taya, Cameron, Griffin, and Jacob are students at West Limestone . Mariah graduated last year from West . Jazz group will perform on stage at 7:16 pm and visit our school display table.</p> <p>All teachers will decorate their classroom door (the actual door itself that is made of wood, nothing that has been painted) in accordance with the American Education Week theme: "Great Public Schools: A Basic Right and Our Responsibility". The "top" door in Elementary, Middle, and High School will be awarded a sweet treat party on Friday during snack/advisory. Please refer any question about this activity to Mrs. Gough.</p> <p>Tuesday, November 15, 2016: Parents Day Carline Appreciation for Parents (Junior Beta members will stand out during morning carline with signs that say "Thanks for getting your student to school on time" and present goody bags/snacks to those dropping off students.) Please refer any question about this activity to Mrs. Gough.</p> <p>PTO will provide lunch for teachers. Time and location to be determined. Elementary teachers it may be a bit after your normal lunch time.</p> <p>Wednesday, November 16, 2016: Education Support Professionals Day Breakfast for EVERYONE (faculty and staff, bus drivers, custodians, etc.) (Senior Beta members will hand deliver biscuits/donuts/drinks to each bus driver as they drop off students and then walk to each classroom to deliver breakfast to teachers.) Please refer any question about this activity to Mrs. Gough.</p> <p>Thursday, November 17, 2016: Educator for a Day (Each teacher in 6-12 is responsible for bringing in an outside person to "teach" his or her class for the day. Teachers should attempt to find someone willing to speak to all their class periods about their educational route, the day to day demands of their job, and the overall value of "education" (be it formal, skills based, or simply daily learning). The "community educator" should be prepared to speak/present 30-35 minutes and then be open to questions from that class period's students. For suggested speakers, think elected officials, engineers, doctors, nurses, firemen, real estate agents, insurance agents, plumbers, electricians, etc. It would be great to have a wide variety of community members from all walks of life! Elementary teachers have the option of selecting a specific time during their day to have a community member (or classroom parent) visit to read a book or engage the students in a career/education related activity.</p> <p>Sandra Blankenship's room to set up a "hospitality room" for our community educators where only the guest speakers will be receiving coffee/donuts and boxed lunch. Please refer any question about this activity to Mrs. Gough.</p> <p>PTO will provide lunch for teachers. Time and location to be determined. Elementary teachers it</p>	<p>November 15, 2016</p>	<p>Gregory Gray</p>
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	<p>PTO will provide lunch for teachers. Time and location to be determined. Elementary teachers it may be a bit after your normal lunch time.</p> <p>Friday, November 18, 2016: Substitute Educators Day Junior Beta members will mail personalized "Thank You" notes, hopefully with a "free" sandwich coupon from ChickfilA, to each sub that has served at WLHS so far this year. Please refer any question about this activity to Mrs. Gough.</p> <p>Retired Teachers Brunch at 10:00 a.m. in the Elementary Media Center.</p>		
Completed	<p>American Education Week Celebration (Limestone County Event Center) 11/14/16</p> <p>West Limestone High School/ Limestone County Schools provided parents, students, and community members an opportunity to see all the things our schools have to offer for students. The expo include student performance, program overviews, and an opportunity to speak with school staff and Limestone County School System leaders.</p>	November 15, 2016	Gregory Gray

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West Limestone High School

<p>In Progress</p>	<p>Parental Involvement Activity- (Educator for a Day) Parents will present to students how their occupation relates to skills learned through the education process and provide students relevant examples of educational skills needed in the work force. Teacher Speaker Occupation Adkins Bonnie Caldwell Electrical Engineer Andrews Sheree Gay Redstone Arsenal Engineer Arnsparger Michael Bishop Commander in Iraq Bates Ed Winter PPG Berzett Testing Testing Bishop David Arnsparger Coaching Career Cantrell (in with Coach Paul?) Carter Brandi/ Daniel McIntire Eyes Wide Open Ministries Cook Missy Owens ALH Labor and Delivery Nurse Dorning Caleb Gooch Engineer/Youth Pastor Engle Name? Payload Manager for International Space Station Ezeikel Will travel to different locations Francis, A Derek Pirtle Dubs Burgers Owner Francis, L Will travel to different locations Gant Gough David Gough Allstar Plumbing Gowan Deputy Lewter Limestone County Deputy Hand Sgt. Wendell Fulks AL State game warden Hodge Brad Travis WAFF Meterologist Horton Cheril Cleveland Occupational Therapist Jach Sisk/Tucker Travelling to IVC/ML Kennemer Name? Position? Lockett Mike Clem Retired Athens City Fireman McDaniel Will travel to different locations Morris, L Jim Morris Lawyer Morris, M Pack Classes go in with Mrs. Wallace as needed; some students may have time sensitive ACCESS work) Patrick Jarrod Taylor (1,5,6) Greg Patrick (2,3,7) (Medical Fields) Paul Brittany Paul Realtor and artist Pressnell Name? Madison Police Dept. Investigator Sutton Lerrin Thompson Sutton's Furniture Operations Taylor Pete Shinkunas Accountant Wallace Page Benson Nurse Whitaker Bessie Whitaker Communications Engineer-NASA Whiteside Jason Black County Commissioner (1,2) Williams Matthew Kyle Chickfila Operator</p> <p>Askew Greg Patrick EMS, etc. (10:45-11:00) Davis Greg Patrick EMS, etc. (10:45-11:00) Poff David Gough Allstar Plumbing (10:00-10:20) Wallace David Gough Allstar Plumbing (10:00-10:20) Keeton ? Gregg ? Craig Sgt. Wendell Fulks AL state game warden (Time ?) Hendrix Sgt. Wendell Fulks AL state game warden (Time ?)</p>	<p>November 15, 2016</p>	<p>Gregory Gray</p>
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Hendrix Sgt. Wendell Fulks AL state game warden (Time ?) Nicholson ? Johnson ? English Sgt. Wendell Fulks AL state game warden (Time ?) Fulks Sgt. Wendell Fulks AL state game warden (Time ?)		
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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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000	Title I Schoolwide	Administrator s, Instructional Coach, and Teachers.

Status	Progress Notes	Created On	Created By
In Progress	Nov. 30th and Dec. 1st- SPIRE Training will be offered for the 2016-17 school year. Grade level teachers, interventionist, reading specialists, and special education teachers who need to be trained will attend.	November 15, 2016	Gregory Gray
In Progress	Nov. 21 Secondary Dyslexia PST Awareness & Screening-#042scd3088 Central Office 8:00-3:00 6 hours	November 15, 2016	Gregory Gray

Activity - ARI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Specialist will will train all new teachers and/or retrain existing teachers on the revised ARI modules. Substitutes will be provided to classroom teachers so the training can take place during the school day. Additionally, any materials or supplies necessary for the training will be provided.	Direct Instruction, Professional Learning	10/03/2016	05/25/2017	\$10000	Title I Schoolwide	Administrator s, Reading Specialist, and K-3 Teachers.

Status	Progress Notes	Created On	Created By
In Progress	November 17 – Tier 2 ARI Schools Meeting – Principals & Reading Specialists	November 15, 2016	Gregory Gray

Strategy 2:

Tier I Reading K-2 - ARI explicit phonics lessons taught daily;

Action Step- Reading specialists will re-train all reading teachers in the revised ARI modules;

Action Step- Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers;

Action Step- Teachers will document explicit phonics instruction in lesson plans, including Tier 1 small group;

Action Step- Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation;

Action Step- Monthly data meetings will analyze data and provide next steps for teachers and administrators.

Category: Develop/Implement College and Career Ready Standards

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 multisensory. 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>

Status	Progress Notes	Created On	Created By
N/A	Dr. Vail Smith and Dr. Carter will conduct a walkthrough on 11/18/16. They will be looking for direct explicit instruction, student interaction with each other, teacher and student interaction, and students engagement. Please make sure your Essential Question is posted (standard stated as a question).	November 15, 2016	Gregory Gray

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Action Step= Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects; Action Step- Teachers will provide explicit instruction in comprehension strategies; Action Step-Teachers will provide scaffolding for all students through modeling; Action Step- Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Academic Support Program	08/05/2016	05/25/2017	\$0	General Fund	Teachers, Administrators, Instructional Coaches, Technology Facilitators

Status	Progress Notes	Created On	Created By
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West Limestone High School

Completed	1st Grade/ Media Specialist Collaboration Lesson Pilgrims Unit Jamestown • Compare/Contrast • Graphic Organizer “Sarah Morton’s Day in a life of a Pilgrim Girl”, “Samuel Eaton’s day in a life of a Pilgrim Boy”, “We will Go to America” http://www.familyeducation.com/fun/history-thanksgiving/thanksgiving-turkey-traditions-white-house Thanksgiving Traditions	November 15, 2016	Gregory Gray
Completed	1st Grade Collaborative Lesson (Media Specialist) Native American’s Unit • Fiction and Nonfiction • Real/Make-Believe • Compare/Contrast • Graphic Organizer “Cinderella” “The Rough-Face Girl” A Native American version of Cinderella	November 15, 2016	Gregory Gray
Completed	November (Collaboration Lesson- Media Specialist) Nonfiction/Expository Text Veterans’ Day Thanksgiving Election Day Real and Make Believe Unit • Fiction and Nonfiction • Real/Make-Believe • Research using Zoobooks and National Geographic for Kids • Compare/Constrast • Graphic Organizers “Arthur’s Thanksgiving”, “Clifford’s Thanksgiving”, “There was an Old Woman Who Swallowed a Pie”	November 15, 2016	Gregory Gray

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional assistant will work with classroom teachers and Reading Specialist to assist daily in tier I small group instruction.	Class Size Reduction	11/01/2016	05/25/2017	\$18308	Title I Schoolwide	Instructional assistant, classroom teacher, administrators , instructional coach

Status	Progress Notes	Created On	Created By
In Progress	Nov. 30th and Dec. 1st- SPIRE Training will be offered for the 2016-17 school year. Grade level teachers, interventionist, reading specialists, and special education teachers who need to be trained will attend.	November 15, 2016	Gregory Gray

Strategy 3:

Tier II Reading K-2 - Tiered instruction taught daily, based on progress monitoring data.

Category: Develop/Implement Learning Supports

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 - Tier II Reading K-2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach will collaborate with teachers to identify the need for tiered instruction based on data 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 K-2 classrooms on a weekly basis.	Academic Support Program	08/03/2016	05/25/2017	\$0	District Funding	Teachers, Guidance Counselor, Administrators, and Instructional Coach.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades K-2 will be provided 30 iPads for formative reading assessments, reading interventions, and multi-sensory lessons.	Technology	10/01/2016	05/25/2017	\$12083	Title I Schoolwide	K-2 Teachers, Technology facilitator, Instructional coach, and Administrators.
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Status	Progress Notes	Created On	Created By
In Progress	Technology Facilitator Training for West Limestone teachers: Technology Tuesday Resource Page & Discovery Education Schedule Thursday (11/10) 3:15-3:45- Elementary Media Center. Link: https://sites.google.com/lcsk12.org/wlhs/prof-dev/technology-tuesdays?authuser=0	November 15, 2016	Gregory Gray

Strategy 4:

Tier III K-2 Reading Strategy - Students needing Tier III instruction will be provided daily intervention with an appropriate SBRR program. SPIRE, Sounds Sensible, and I-SPIRE will be used to reinforce phonics and provide multisensory lessons.

Category: Develop/Implement Learning Supports

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 multisensory. 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>

Activities:

Teacher training

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Status	Progress Notes	Created On	Created By
N/A	Nov. 21 Secondary Dyslexia PST Awareness & Screening-#042scd3088 Central Office 8:00-3:00 6 hours	November 15, 2016	Gregory Gray

Activity - Tier III K-2 Reading Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Instructional coach will revisit intervention program training with appropriate teachers. 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.	Academic Support Program, Tutoring, Behavioral Support Program	08/03/2016	05/25/2017	\$0	District Funding	Teachers, Administrator s, Guidance Counselor, Instructional coach, and Technology facilitator.

Status	Progress Notes	Created On	Created By
In Progress	Nov. 30th and Dec. 1st- SPIRE Training will be offered for the 2016-17 school year. Grade level teachers, interventionist, reading specialists, and special education teachers who need to be trained will attend.	November 15, 2016	Gregory Gray
In Progress	Nov/ Dec.- Elementary K-5- Reading specialist will be training teachers in the Phonemic Awareness/ Phonics Modules. They will be modeling lessons and teachers will be conducting lessons. Focus is to plan and improve these areas in core instruction.	November 15, 2016	Gregory Gray

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction, Academic Support Program	11/01/2016	05/25/2017	\$15062	Title I Schoolwide	Administrator s, Instructional Coach, Intervention Teachers, and Special Education Teachers

Status	Progress Notes	Created On	Created By
In Progress	Nov. 30th and Dec. 1st- SPIRE Training will be offered for the 2016-17 school year. Grade level teachers, interventionist, reading specialists, and special education teachers who need to be trained will attend.	November 15, 2016	Gregory Gray
In Progress	<p>Intervention Schedule (Grades K-2) - E. Christensen</p> <p>8:10- 8:50 Reading: (K- Askew)</p> <p>8:50- 9:30 Reading: (K- Davis)</p> <p>9:35- 10:15 Reading: (1st- Poff)</p> <p>10:15- 10:40 Math: (K- Askew) - Monday/ Wednesday. (K- Davis)- Tuesday/ Thursday.</p> <p>10:40- 11:05 Math: (5th- Fulks)-Monday (5th- English) – Tuesday (1st- Poff)- Wednesday (1st Wallace) Thursday</p> <p>11:05- 11:30 Math: (2nd- Greg)-Monday/ Wednesday. (2nd- Keeton)- Tuesday/ Thursday.</p> <p>11:55- 12:20 Math: (3rd Craig)-Monday/ Wednesday. (3rd Hendrix)- Tuesday/ Thursday.</p> <p>12:20- 12:45 Math: (4th Nicholson)-Monday/ Wednesday. (4th Johnson)- Tuesday/ Thursday.</p> <p>12:50- 1:30 Reading: (2nd- Keeton/ Greg)</p> <p>1:30- 2:10 Reading: (1st- Wallace)</p> <p>Mrs. Christensen will work Monday-Thursday (6 hours). Students will be pulled out for reading intervention and SPIRE/ Sound Sensible will be used for identified strategic/ intensive students. Mrs. Christensen will come to class during assigned math intervention times listed above to assist/ address any math deficiencies. K-5 teachers, please document in Tier III plans/ lesson plans who will be receiving the above interventions. Remember we are using Title I for this service and must be updated through our CIP throughout this school year.</p>	November 10, 2016	Gregory Gray

Measurable Objective 2:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) in Reading by 05/25/2017 as measured by Scantron.

Strategy 1:

3-5 Reading Comprehension Strategy - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

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

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).

Activity - Tier 1 (3-5) Reading Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. If departmentalized, reading teachers will collaborate with content teachers (social studies, science, and math) on specific strategies and work to provide opportunities for students to use specific strategies throughout the day. Teachers will document comprehension lessons in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction.	Academic Support Program	08/03/2016	05/25/2017	\$0	No Funding Required	Teachers and Administrators.

Status	Progress Notes	Created On	Created By
Completed	5th Grade/ Media Specialist Collaboration Lesson Mayflower Compact http://www.scholastic.com/scholastic_thanksgiving/ http://www.scholastic.com/scholastic_thanksgiving/voyage/ *virtual field trip *reading expository text comprehension lesson	November 15, 2016	Gregory Gray

Activity - Tier 2 Reading Comprehension (3-5)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group instruction. Re-teach, re-assess. Weekly progress monitoring. Documentation of small group in lesson plans.	Direct Instruction	08/03/2016	05/25/2017	\$0	No Funding Required	Teacher, Instructional coach, administrator

Activity - Tier III (3-5) Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Collaboration with instructional coach on dyslexia screening process. One-on-one instruction Multi-sensory lessons SPIRE Weekly documentation of Tier III plan.	Direct Instruction	08/03/2016	05/25/2017	\$0	No Funding Required	Teacher, Instructional Coach, Guidance Counselor, and Administrator.
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Status	Progress Notes	Created On	Created By
In Progress	Nov/ Dec.- Elementary K-5- Reading specialist will be training teachers in the Phonemic Awareness/ Phonics Modules. They will be modeling lessons and teachers will be conducting lessons. Focus is to plan and improve these areas in core instruction.	November 15, 2016	Gregory Gray

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction, Academic Support Program	11/01/2016	05/25/2017	\$15062	Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Status	Progress Notes	Created On	Created By
In Progress	Nov. 30th and Dec. 1st- SPIRE Training will be offered for the 2016-17 school year. Grade level teachers, interventionist, reading specialists, and special education teachers who need to be trained will attend.	November 15, 2016	Gregory Gray

In Progress	<p>Reading Intervention Schedule (Grades 3-5) – D. Coulter 8:45- 9:30: 5th Grade (Fulks/ English) 9:30- 10:10: 3rd Grade (Craig/Hendrix) 10:15- 10:50 6thGrade (Sutton) 10:50- 11:15 3rdGrade 11:15- 12:00: 4th Grade (Johnson/ Nicholson) 12:00-12:30 Lunch 12:30- 12:45 Available for One-on-one intervention</p> <p>Mrs. Coulter will work Monday-Thursday (4 hours) 8:45 am- 12:45pm. Students will be pulled out for reading intervention and SPIRE/ Sound Sensible will be used for identified strategic/ intensive students. Teachers (3-5), please document in Tier III plans/ lesson plans who will be receiving the above interventions. Remember we are using Title I for this service and must be updated through our CIP throughout this school year.</p>	November 10, 2016	Gregory Gray
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Strategy 2:

6-12 Reading Comprehension Strategy - Reading comprehension strategies will be incorporated in Standard, Laying The Foundation (LTF), and Advance Placement Courses.

Category: Develop/Implement College and Career Ready Standards

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 - Tier I (6-12) Reading Comprehension Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quality core instruction including an appropriate amount of varied texts (percentages in CCRS standards) Use of multiple texts for standards-based lessons Direct instruction of vocabulary & comprehension strategies Before (engage, activate prior knowledge, self-assessments, etc.) During (variety of strategies to tie thinking, speaking, writing together) After (summarizing strategies, exit slips, etc.)	Direct Instruction	08/03/2016	05/25/2017	\$0	District Funding	Teachers (6-12)

Status	Progress Notes	Created On	Created By
In Progress	<p>A+ College Ready (10/27/16)</p> <p>1:30-2:00 English teacher meeting 2:00- 2:30 Science teacher meeting 2:30- 3:00 Social Studies teacher meeting</p> <p>1:00-2:15 A+ Admin team meets with middle school leadership/counselor Review data, explain LTF/SSC3 2:15-3:30 A+ meets with school leadership to debrief Content people report as they finish their meetings Academic team reports to school leadership team for debrief</p> <p>Middle School Visit Schedule</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers according to the following schedule:</p>	November 10, 2016	Gregory Gray
In Progress	<p>A+ College Ready(LTF): Site Visit Daily Schedule- High School Visit 9:00-9:30 Science Teacher meeting</p> <p>9:30-10:00 English Teacher meeting 10:00-10:30 Math Teacher meeting 10:30-11:00 Social Studies Teacher meeting 11:00-12:00 Debrief with School Leadership Team</p> <p>Principal, Assistant Principal, AP Coordinator, District Coordinator and any other administrative team members: 9:00-10:30 A+ Admin team meets with School/District Leadership Superintendent, principal, MS principal, and AP Coordinator 10:30-11:00 A+ Admin team meets with school counselors and those involved with scheduling</p> <p>Discuss use of data 11:00-12:00 A+ team meets with school leadership for debrief</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers.</p>	November 10, 2016	Gregory Gray

Activity - Tier II (6-12) Reading Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

West Limestone High School

Small group instruction for help in decoding words and fluency Documentation of reading comprehension interventions in teacher's lesson plans. Moby Max	Academic Support Program	08/03/2016	05/25/2017	\$0	General Fund	Teacher, Administrator, Technology Facilitator.
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Activity - Tier III (6-12) Reading Comprehension Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Problem Solving Team Plan for student identified by team. Intervention period scheduled by guidance for Reading/ Language Arts I-spire program for decoding/ phonics.	Academic Support Program	08/03/2016	05/25/2017	\$0	No Funding Required	Teacher, Guidance Counselor, Instructional Coach, and Administrator.

Status	Progress Notes	Created On	Created By
In Progress	Nov. 21st Secondary Grades 6-12 Dyslexia Awareness & Screening Training- three members from PST team (counselors, assistant principals, and grade level teachers) will learn how to screen for dyslexia characteristics.	November 15, 2016	Gregory Gray

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction, Academic Support Program	11/01/2016	05/25/2017	\$15062	Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Status	Progress Notes	Created On	Created By
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<p>In Progress</p>	<p>Reading Intervention Schedule (Grades 3-5) – D. Coulter 8:45- 9:30: 5th Grade (Fulks/ English) 9:30- 10:10: 3rd Grade (Craig/Hendrix) 10:15- 10:50 6thGrade (Sutton) 10:50- 11:15 3rdGrade 11:15- 12:00: 4th Grade (Johnson/ Nicholson) 12:00-12:30 Lunch 12:30- 12:45 Available for One-on-one intervention</p> <p>Mrs. Coulter will work Monday-Thursday (4 hours) 8:45 am- 12:45pm. Students will be pulled out for reading intervention and SPIRE/ Sound Sensible will be used for identified strategic/ intensive students. Teachers (3-5), please document in Tier III plans/ lesson plans who will be receiving the above interventions. Remember we are using Title I for this service and must be updated through our CIP throughout this school year.</p>	<p>November 10, 2016</p>	<p>Gregory Gray</p>
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Activity - Classroom Materials and Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom materials/ supplies will be provided for the Laying The Foundation Program. A copier/ copier paper as well as other supplies will be provided for teachers in grades 6-12 for LTF. USA Test Preps will be purchased for grades 3-8 and used to help prepare students for state mandated standardized reading test.</p>	<p>Other - Material/ Supplies, Technology</p>	<p>10/01/2016</p>	<p>05/25/2017</p>	<p>\$18400</p>	<p>Title I Schoolwide</p>	<p>Teachers, Inst ructional coach, Counselors, and Administrator s.</p>

Status	Progress Notes	Created On	Created By
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In Progress	<p>A+ College Ready (10/27/16)</p> <p>1:30-2:00 English teacher meeting 2:00- 2:30 Science teacher meeting 2:30- 3:00 Social Studies teacher meeting</p> <p>1:00-2:15 A+ Admin team meets with middle school leadership/counselor Review data, explain LTF/SSC3 2:15-3:30 A+ meets with school leadership to debrief Content people report as they finish their meetings Academic team reports to school leadership team for debrief</p> <p>Middle School Visit Schedule</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers according to the following schedule:</p>	November 10, 2016	Gregory Gray
In Progress	<p>A+ College Ready(LTF): Site Visit Daily Schedule- High School Visit 9:00-9:30 Science Teacher meeting</p> <p>9:30-10:00 English Teacher meeting 10:00-10:30 Math Teacher meeting 10:30-11:00 Social Studies Teacher meeting 11:00-12:00 Debrief with School Leadership Team</p> <p>Principal, Assistant Principal, AP Coordinator, District Coordinator and any other administrative team members: 9:00-10:30 A+ Admin team meets with School/District Leadership Superintendent, principal, MS principal, and AP Coordinator 10:30-11:00 A+ Admin team meets with school counselors and those involved with scheduling</p> <p>Discuss use of data 11:00-12:00 A+ team meets with school leadership for debrief</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers.</p>	November 10, 2016	Gregory Gray

Goal 2: Increase percent of students which meet college readiness benchmarks in the areas of Mathematics.

Measurable Objective 1:

A 3% increase of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on summative assessments by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ACT .

Strategy 1:

Math Problem Solving - Increase student fluency in math facts K-8;

AMSTI Math Training;

Collaborative Planning,

Analysis of common assessments;

Implementation of Moby Max Individualized Learning Paths grades 3-8;

Strategic Teacher scheduling for intervention periods;

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

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>)

Status	Progress Notes	Created On	Created By
N/A	West Limestone Guidance Counselor Memo. for West teachers/ students: The Army has a website, March2success.com that is free ACT practice that has a verbal assessment and a math assessment. Once they do the assessments then they are set up on a learning path that they can work through and if they do the program the results have shown to raise their scores 1-2 points. It is free to everyone.	November 15, 2016	Gregory Gray

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

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Teachers will receive professional development to implement strategies from LTF/AP to increase number of students who meet benchmark status in the area of Mathematics on the ACT.	Academic Support Program	08/05/2016	05/25/2017	\$0	General Fund	Teachers, Administrator s, Technology Facilitators, Instructional Coachses
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Status	Progress Notes	Created On	Created By
In Progress	<p>A+ Coolege Ready (10/27/16)</p> <p>1:30-2:00 English teacher meeting 2:00- 2:30 Science teacher meeting 2:30- 3:00 Social Studies teacher meeting</p> <p>1:00-2:15 A+ Admin team meets with middle school leadership/counselor Review data, explain LTF/SSC3 2:15-3:30 A+ meets with school leadership to debrief Content people report as they finish their meetings Academic team reports to school leadership team for debrief</p> <p>Middle School Visit Schedule</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers according to the following schedule:</p>	November 10, 2016	Gregory Gray
In Progress	<p>A+ College Ready(LTF): Site Visit Daily Schedule- High School Visit 9:00-9:30 Science Teacher meeting</p> <p>9:30-10:00 English Teacher meeting 10:00-10:30 Math Teacher meeting 10:30-11:00 Social Studies Teacher meeting 11:00-12:00 Debrief with School Leadership Team</p> <p>Principal, Assistant Principal, AP Coordinator, District Coordinator and any other administrative team members: 9:00-10:30 A+ Admin team meets with School/District Leadership Superintendent, principal, MS principal, and AP Coordinator 10:30-11:00 A+ Admin team meets with school counselors and those involved with scheduling</p> <p>Discuss use of data 11:00-12:00 A+ team meets with school leadership for debrief</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers.</p>	November 10, 2016	Gregory Gray

Measurable Objective 2:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) on the ASPIRE (3-8,10) by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by Scantron.

Strategy 1:

Math Fluency - Increase student fluency in math facts K-8;

AMSTI/OGAP Math training;

Implementation of LTF;

PLC's, collaborative planning, common assessments;

Moby Max Individualized Learning Path;

Placement of students with math deficits and/or not scoring ready or above with math teachers during intervention time

Category: Develop/Implement College and Career Ready Standards

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.

Status	Progress Notes	Created On	Created By
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ACIP

West Limestone High School

N/A	<p>A+ College Ready (10/27/16)</p> <p>1:30-2:00 English teacher meeting 2:00- 2:30 Science teacher meeting 2:30- 3:00 Social Studies teacher meeting</p> <p>1:00-2:15 A+ Admin team meets with middle school leadership/counselor Review data, explain LTF/SSC3 2:15-3:30 A+ meets with school leadership to debrief Content people report as they finish their meetings Academic team reports to school leadership team for debrief</p> <p>Middle School Visit Schedule</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers according to the following schedule:</p>	November 10, 2016	Gregory Gray
N/A	<p>A+ College Ready(LTF): Site Visit Daily Schedule- High School Visit 9:00-9:30 Science Teacher meeting</p> <p>9:30-10:00 English Teacher meeting 10:00-10:30 Math Teacher meeting 10:30-11:00 Social Studies Teacher meeting 11:00-12:00 Debrief with School Leadership Team</p> <p>Principal, Assistant Principal, AP Coordinator, District Coordinator and any other administrative team members: 9:00-10:30 A+ Admin team meets with School/District Leadership Superintendent, principal, MS principal, and AP Coordinator 10:30-11:00 A+ Admin team meets with school counselors and those involved with scheduling</p> <p>Discuss use of data 11:00-12:00 A+ team meets with school leadership for debrief</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers.</p>	November 10, 2016	Gregory Gray

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Training to implement strategies from AMSTI and LTF.	Academic Support Program	08/05/2016	05/25/2017	\$0	General Fund	Teachers and Administrators

Status	Progress Notes	Created On	Created By
In Progress	13. AMSTI is providing funds for professional development and substitutes for PLG's and PLC's. There will be K-2 math sessions with Jana Byrd. Clint Vandiver will conduct the 3-5 math sessions. Patti Maze & Emily Burton will be doing the science sessions also. These teachers have been selected by AMSTI from our district to participate.	November 15, 2016	Gregory Gray
In Progress	<p>A= College Ready (10/27/16)</p> <p>1:30-2:00 English teacher meeting 2:00- 2:30 Science teacher meeting 2:30- 3:00 Social Studies teacher meeting</p> <p>1:00-2:15 A+ Admin team meets with middle school leadership/counselor Review data, explain LTF/SSC3 2:15-3:30 A+ meets with school leadership to debrief Content people report as they finish their meetings Academic team reports to school leadership team for debrief</p> <p>Middle School Visit Schedule</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers according to the following schedule:</p>	November 10, 2016	Gregory Gray
In Progress	<p>A+ College Ready(LTF): Site Visit Daily Schedule- High School Visit 9:00-9:30 Science Teacher meeting</p> <p>9:30-10:00 English Teacher meeting 10:00-10:30 Math Teacher meeting 10:30-11:00 Social Studies Teacher meeting 11:00-12:00 Debrief with School Leadership Team</p> <p>Principal, Assistant Principal, AP Coordinator, District Coordinator and any other administrative team members: 9:00-10:30 A+ Admin team meets with School/District Leadership Superintendent, principal, MS principal, and AP Coordinator 10:30-11:00 A+ Admin team meets with school counselors and those involved with scheduling</p> <p>Discuss use of data 11:00-12:00 A+ team meets with school leadership for debrief</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers.</p>	November 10, 2016	Gregory Gray

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West Limestone High School

Activity - Number Talks Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of math journals for each student in grades K-5 to promote math fluency, math problem solving, teach number sense, and higher order thinking skills.	Academic Support Program	08/05/2016	05/25/2017	\$0	General Fund	Teachers and Administrators

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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000	Title I Schoolwide	Teachers, Instructional Coach, Administrators,

Status	Progress Notes	Created On	Created By
In Progress	<p>A+ College Ready (10/27/16)</p> <p>1:30-2:00 English teacher meeting 2:00- 2:30 Science teacher meeting 2:30- 3:00 Social Studies teacher meeting</p> <p>1:00-2:15 A+ Admin team meets with middle school leadership/counselor Review data, explain LTF/SSC3 2:15-3:30 A+ meets with school leadership to debrief Content people report as they finish their meetings Academic team reports to school leadership team for debrief</p> <p>Middle School Visit Schedule</p> <p>Teachers will meet with A+ College Ready Content Directors/Managers according to the following schedule:</p>	November 10, 2016	Gregory Gray

<p>In Progress</p>	<p>A+ College Ready(LTF): Site Visit Daily Schedule- High School Visit 9:00-9:30 Science Teacher meeting 9:30-10:00 English Teacher meeting 10:00-10:30 Math Teacher meeting 10:30-11:00 Social Studies Teacher meeting 11:00-12:00 Debrief with School Leadership Team Principal, Assistant Principal, AP Coordinator, District Coordinator and any other administrative team members: 9:00-10:30 A+ Admin team meets with School/District Leadership Superintendent, principal, MS principal, and AP Coordinator 10:30-11:00 A+ Admin team meets with school counselors and those involved with scheduling Discuss use of data 11:00-12:00 A+ team meets with school leadership for debrief Teachers will meet with A+ College Ready Content Directors/Managers.</p>	<p>November 10, 2016</p>	<p>Gregory Gray</p>
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Measurable Objective 3:

50% of Kindergarten, First and Second grade students will increase student growth as measured by their national percentile ranking in Mathematics by 05/25/2017 as measured by Scantron .

Strategy 1:

- AMSTI Math Program - Increase math fluency in K-2 math facts,
- AMSTI Math Training for teachers,
- Math investigation lab for students,
- Collaborative planning with K-2 teachers,
- Lesson development monitored by administration through lesson plans.

Category: Develop/Implement Learning Supports

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.

Status	Progress Notes	Created On	Created By
N/A	Nov. 10th- AMSTI Kindergarten District Training- 8:00-11:00- 3 hours #042scd3087 12:00- 3:00- 3 hours #042scd3089	November 15, 2016	Gregory Gray

Activity - AMSTI Math K-2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training in AMSTI Math Program (On-site AMSTI support) Math lab investigation to promote higher order think skills. Number talks lessons increase number sense. Monthly data meetings to analyze student performance for grade level standards. Development of PST plans to address deficits in math. Monitoring/ Observation of math lessons by administration. PST/ Lesson plan documentation.	Direct Instruction	08/03/2016	05/25/2017	\$0	District Funding	Teacher, Administrator, Guidance Counselor, and Reading Specialist.

Status	Progress Notes	Created On	Created By
In Progress	AMSTI is providing funds for professional development and substitutes for PLG's and PLC's. There will be K-2 math sessions with Jana Byrd. Clint Vandiver will conduct the 3-5 math sessions. Patti Maze & Emily Burton will be doing the science sessions also. These teachers have been selected by AMSTI from our district to participate.	November 15, 2016	Gregory Gray
Completed	Nov. 3rd- 2nd Grade District Grade Level Meeting/ First Grade Teachers (Finishing common assessments)	November 15, 2016	Gregory Gray

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

Measurable Objective 1:

increase student growth of students achieving proficiency in science by 05/25/2017 as measured by the ACT-Aspire (grades 5,7,10) by 3%.

Strategy 1:

AMSTI- Science Program - Teachers will seek to improve science instruction in grades K-5 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.

PLC provided through AMSTI that include teachers and school administrators.

Category: Develop/Implement Learning Supports

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
Teacher training in science to implement strategies from AMSTI	Academic Support Program	06/13/2016	05/25/2017	\$0	No Funding Required	Teachers, Administrators

Activity - AMSTI PLU	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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West Limestone High School

Administrators and lead teachers at West Limestone High School will participate in a Professional Learning Unit led by AMSTI throughout the 2016-2017 school year.	Professional Learning	09/15/2016	05/25/2017	\$0	No Funding Required	Administrators, Teachers.
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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 2016-2017 school year	Professional Learning	10/01/2016	05/25/2017	\$10000	Title I Schoolwide	Teachers, Instructional Coach, Administrators

Strategy 2:

A+ Laying the Foundation - West Limestone students in grades 6-10 will be given the opportunity to participate in 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: 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 - 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	07/01/2016	05/25/2017	\$0	No Funding Required	Teachers, Administrators

Goal 4: West Limestone High School will reduce truancy and increase attendance.

Measurable Objective 1:

collaborate to decrease by 1% the number of students in the 2016-2017 school year, as compared to the 2015-2016 school year (516 students). by 05/05/2017 as measured by the number of students who miss more than 10 days .

Strategy 1:

Attendance Monitoring & Intervention Plans - Attendance will be monitored and tracked for all students by school staff.

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

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research and Practice, Northwest Regional Educational Laboratory, June 2004.

This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no “silver bullet” approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Monitoring & Intervention Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues. Students will be referred to the PST team for an intervention plan after 5 unexcused absences.	Academic Support Program, Behavioral Support Program	08/08/2016	05/05/2017	\$0	No Funding Required	Teachers, Counselors, Administrators, SRO, PST Team

Strategy 2:

Mentoring Sessions - All students will receive mentoring sessions at least once monthly. Students identified for attendance tracking will focus on attendance and removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Balfanz, Robert and Vaughan Byrnes, Meeting the Challenge of Combating Chronic Absenteeism: Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and Its Implications for Other Cities, Everyone Graduates Center, Johns Hopkins University School of Education,

November 2013. This report examines the impact of New York City Mayor Michael Bloomberg's task force on truancy, chronic absenteeism and school engagement, a program that spanned 2010 to 2013 and reached more than 60,000 students in NYC public schools. The study found that students who missed at least 20 days of school per year — the definition of chronic absenteeism — had lower grades and were more likely to drop out than students with better attendance. Yet, the researchers also found these effects of absenteeism are reversible with the help of mentors, incentive programs, and awareness campaigns.

Activity - Mentoring Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Academic Support Program, Behavioral Support Program	09/01/2016	05/05/2017	\$0	No Funding Required	Teachers, Administrators, Counselors

Strategy 3:

Positive Behavior Support - Teachers will implement programs to recognize and reward students for positive actions, including attendance and/or reduced truancy.

Category: Develop/Implement Student and School Culture Program

Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining the effectiveness of truancy prevention programs, Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine school-based, family-based, and community-based interventions. The study focused on programs for elementary and middle school students.

Activity - Positive Behavior Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use positive behavior support to recognize and reward students for attending school. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance.	Behavioral Support Program	09/01/2016	05/05/2017	\$0	No Funding Required	Teachers, counselors, administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Support	Teachers will use positive behavior support to recognize and reward students for attending school. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance.	Behavioral Support Program	09/01/2016	05/05/2017	\$0	Teachers, counselors, administrators
AMSTI- Science Program	Teacher training in science to implement strategies from AMSTI	Academic Support Program	06/13/2016	05/25/2017	\$0	Teachers, Administrators
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	07/01/2016	05/25/2017	\$0	Teachers, Administrators
Mentoring Sessions	Mentoring sessions will focus on students' attendance and removing barriers through learning supports.	Academic Support Program, Behavioral Support Program	09/01/2016	05/05/2017	\$0	Teachers, Administrators, Counselors
Tier 1 (3-5) Reading Activity	Reading teachers will provide explicit instruction in comprehension strategies. If departmentalized, reading teachers will collaborate with content teachers (social studies, science, and math) on specific strategies and work to provide opportunities for students to use specific strategies throughout the day. Teachers will document comprehension lessons in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction.	Academic Support Program	08/03/2016	05/25/2017	\$0	Teachers and Administrators.
AMSTI PLU	Administrators and lead teachers at West Limestone High School will participate in a Professional Learning Unit led by AMSTI throughout the 2016-2017 school year.	Professional Learning	09/15/2016	05/25/2017	\$0	Administrators, Teachers.

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Tier III (3-5) Reading Comprehension	Collaboration with instructional coach on dyslexia screening process. One-on-one instruction Multi-sensory lessons SPIRE Weekly documentation of Tier III plan.	Direct Instruction	08/03/2016	05/25/2017	\$0	Teacher, Instructional Coach, Guidance Counselor, and Administrator.
Attendance Monitoring & Intervention Plans	Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents, SRO will contact parents, and the truancy officer will contact parents. Parents will be called to Early Warning and Truancy Court if the problem continues. Students will be referred to the PST team for an intervention plan after 5 unexcused absences.	Academic Support Program, Behavioral Support Program	08/08/2016	05/05/2017	\$0	Teachers, Counselors, Administrators, SRO, PST Team
Tier 2 Reading Comprehension (3-5)	Small group instruction. Re-teach, re-assess. Weekly progress monitoring. Documentation of small group in lesson plans.	Direct Instruction	08/03/2016	05/25/2017	\$0	Teacher, Instructional coach, administrator
Tier III (6-12) Reading Comprehension Activity	Problem Solving Team Plan for student identified by team. Intervention period scheduled by guidance for Reading/ Language Arts I-spire program for decoding/ phonics.	Academic Support Program	08/03/2016	05/25/2017	\$0	Teacher, Guidance Counselor, Instructional Coach, and Administrator.
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explicit instruction K-12	Monitor the implementation of explicit reading instruction through Tier I-III strategies, K-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 meetings.	Career Preparation/Orientation	08/05/2016	05/25/2017	\$0	Administrators and instructional coach.
Number Talks Book Study	Implementation of math journals for each student in grades K-5 to promote math fluency, math problem solving, teach number sense, and higher order thinking skills.	Academic Support Program	08/05/2016	05/25/2017	\$0	Teachers and Administrators
Professional Development	Teacher Training to implement strategies from AMSTI and LTF.	Academic Support Program	08/05/2016	05/25/2017	\$0	Teachers and Administrators

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Direct Instruction	Action Step= Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects; Action Step- Teachers will provide explicit instruction in comprehension strategies; Action Step-Teachers will provide scaffolding for all students through modeling; Action Step- Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Academic Support Program	08/05/2016	05/25/2017	\$0	Teachers, Administrators, Instructional Coaches, Technology Facilitators
Teacher Training for LTF/AP	Teachers will receive professional development to implement strategies from LTF/AP to increase number of students who meet benchmark status in the area of Mathematics on the ACT.	Academic Support Program	08/05/2016	05/25/2017	\$0	Teachers, Administrators, Technology Facilitators, Instructional Coaches
Tier II (6-12) Reading Comprehension	Small group instruction for help in decoding words and fluency Documentation of reading comprehension interventions in teacher's lesson plans. Moby Max	Academic Support Program	08/03/2016	05/25/2017	\$0	Teacher, Administrator, Technology Facilitator.
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 2016-2017 school year	Professional Learning	10/01/2016	05/25/2017	\$10000	Teachers, Instructional Coach, Administrators
Instructional Assistant	Instructional assistant will work with classroom teachers and Reading Specialist to assist daily in tier I small group instruction.	Class Size Reduction	11/01/2016	05/25/2017	\$18308	Instructional assistant, classroom teacher, administrators, instructional coach
Reading Intervention Teacher	A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction, Academic Support Program	11/01/2016	05/25/2017	\$15062	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

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Reading Intervention Teacher	A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction, Academic Support Program	11/01/2016	05/25/2017	\$15062	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers
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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000	Teachers, Instructional Coach, Administrators,
ARI Training	The Reading Specialist will will train all new teachers and/or retrain existing teachers on the revised ARI modules. Substitutes will be provided to classroom teachers so the training can take place during the school day. Additionally, any materials or supplies necessary for the training will be provided.	Direct Instruction, Professional Learning	10/03/2016	05/25/2017	\$10000	Administrators, Reading Specialist, and K-3 Teachers.
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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000	Administrators, Instructional Coach, and Teachers.
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.	Parent Involvement, Community Engagement	09/26/2016	05/25/2017	\$2999	Administrators, Title I Leadership Team, and Parent Involvement Committee
Technology Integration	Students in grades K-2 will be provided 30 iPads for formative reading assessments, reading interventions, and multi-sensory lessons.	Technology	10/01/2016	05/25/2017	\$12083	K-2 Teachers, Technology facilitator, Instructional coach, and Administrators.
Reading Intervention Teacher	One intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction, Academic Support Program	11/01/2016	05/25/2017	\$15062	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

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Classroom Materials and Supplies	Classroom materials/ supplies will be provided for the Laying The Foundation Program. A copier/ copier paper as well as other supplies will be provided for teachers in grades 6-12 for LTF. USA Test Preps will be purchased for grades 3-8 and used to help prepare students for state mandated standardized reading test.	Other - Material/ Supplies, Technology	10/01/2016	05/25/2017	\$18400	Teachers, Instructional coach, Counselors, and Administrators.
Total					\$136976	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier I (6-12) Reading Comprehension Strategy	Quality core instruction including an appropriate amount of varied texts (percentages in CCRS standards) Use of multiple texts for standards-based lessons Direct instruction of vocabulary & comprehension strategies Before (engage, activate prior knowledge, self-assessments, etc.) During (variety of strategies to tie thinking, speaking, writing together) After (summarizing strategies, exit slips, etc.)	Direct Instruction	08/03/2016	05/25/2017	\$0	Teachers (6-12)
AMSTI Math K-2	Teacher training in AMSTI Math Program (On-site AMSTI support) Math lab investigation to promote higher order think skills. Number talks lessons increase number sense. Monthly data meetings to analyze student performance for grade level standards. Development of PST plans to address deficits in math. Monitoring/ Observation of math lessons by administration. PST/ Lesson plan documentation.	Direct Instruction	08/03/2016	05/25/2017	\$0	Teacher, Administrator, Guidance Counselor, and Reading Specialist.
Tier II Reading K-2	Instructional coach will collaborate with teachers to identify the need for tiered instruction based on data 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 K-2 classrooms on a weekly basis.	Academic Support Program	08/03/2016	05/25/2017	\$0	Teachers, Guidance Counselor, Administrators, and Instructional Coach.

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Tier III K-2 Reading Activity	Intervention will be conducted on a daily basis and monitored monthly during data meetings. Instructional coach will revisit intervention program training with appropriate teachers. 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.	Academic Support Program, Tutoring, Behavioral Support Program	08/03/2016	05/25/2017	\$0	Teachers, Administrator s, Guidance Counselor, Instructional coach, and Technology facilitator.
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Data Document 16-17

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?

Parent/Stakeholder Survey: 19. My child knows the expectations for learning in all classes - rated 3.91

Elementary Student Survey: 16. My school has computers to help me learn - rated 2.99

Secondary Student Survey: 8. In my school, the principal and teachers have high expectations of me - rated 3.95

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

Parent/Stakeholder Survey: 19. My child knows the expectations for learning in all classes - rated 3.91

Elementary Student Survey: 16. My school has computers to help me learn - rated 2.99

Secondary Student Survey: 8. In my school, the principal and teachers have high expectations of me - rated 3.95

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

All questions in the area of school technology have shown increasing response scores due to Limestone County Schools Digital Passport Initiative.

Areas in Need of Improvement

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

Parent/Stakeholder Survey: 16. All of my child's teachers keep me informed regularly of how my child is being graded - rated 3.2

Elementary Student Survey: 18. My principal and teachers ask me what I think about school - rated 2.34

Secondary Student Survey: 24. In my school, students respect the property of others - rated 2.73

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

Parent/Stakeholder Survey: 16. All of my child's teachers keep me informed regularly of how my child is being graded - rated 3.2

Elementary Student Survey: 18. My principal and teachers ask me what I think about school - rated 2.34

Secondary Student Survey: 24. In my school, students respect the property of others - rated 2.73

What are the implications for these stakeholder perceptions?

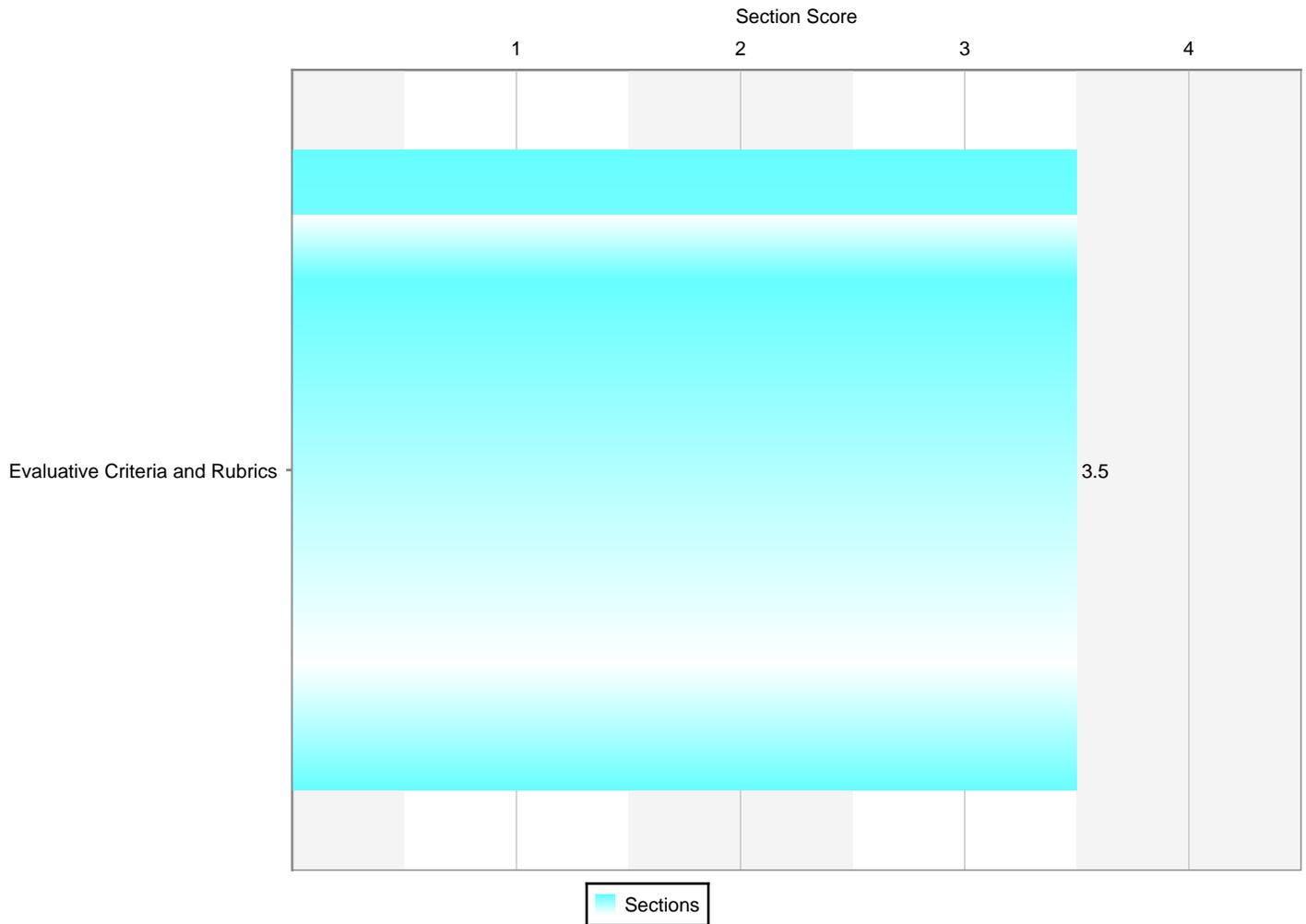
The school has not been proactive in the area of parental communication in regards to student academic progress, therefore, communication from teachers to parents must be improved.

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

My school considers students' opinions when planning ways to improve the school was marked lower on the Middle/ High Student Survey (3.06). This is consistent with My principal and teachers ask me what I think about school - rated 2.34.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

In August of 2016, 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.

2. What were the results of the comprehensive needs assessment?

Stakeholder Survey Findings

Parents Report the following as areas of strength at West Limestone High School:

- My child knows the expectations for learning in all classes. (3.93)
- Our school provides a safe learning environment. (3.90)
- Our school's purpose is clearly focused on student success. (3.86)
- My child has at least one adult advocate in the school. (3.79)

Areas(Stakeholder) in needs of improvement:

- All of my child's teachers keep me informed regularly of how my child is being graded. (3.24)
- All of my child's teachers meet his/her learning needs by individualizing instruction.(3.35)
- All of my child's teachers help me to understand my child's progress.(3.40)

Students Report the following areas of strength at West Limestone High School:

Early Elementary Survey

- My school has computers to help me learn.(2.99)
- My school has many places where I can learn,such as the library. (2.95)
- My teacher wants me to do my best. (2.96)
- My teachers care about students.(2.94)
- My teachers tell me how I should behave and do my work. (2.94)

Areas(Elementary) in needs of improvement:

- My principal and teachers ask me what I think about school. (2.34)
- My teachers ask my family to come to school activities. (2.49)

Students Report the following areas of strength at West Limestone High School:

Secondary School Survey- Middle/High

- In my school, the principal and teachers have high expectations of me. (3.95)
- In my school, I can participate in activities that interest me. (3.85)
- All of my teachers fairly grade and evaluate my work (3.84)

- In my school, programs and services are available to help me succeed. (3.84)
- My school provides me with challenging curriculum and learning experiences. (3.83)

Areas(Middle/High) in needs of improvement:

- In my school, students respect the property of others. (2.73)
- In my school, students help each other even if they are not friends. (2.75)
- All of my teachers change their teaching to meet my learning needs. (2.98)

3. 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 Reading and Parent Involvement. Assessment Data at all levels indicate reading to be an area that needs to be improved, as our scores have recently made a gradual decrease in proficiency levels. Additionally, parent involvement showed to be an area needing improvement based on our stakeholder feedback data.

4. 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 are adequately informed of child's progress/grades in the classroom. In terms of reading achievement, it was determined that our teachers need a better understanding of Tiered instruction, small group instruction, and basic instruction of phonemic awareness using multi-sensory strategies.

5. 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 K-12. For parent involvement, parents were involved in the design of the activities and plan.

6. 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, DIBLES, 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.

7. 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.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Increase student proficiency in the core academic subject of reading

Measurable Objective 1:

A 5% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading by 05/25/2017 as measured by Dibels, Aspire, ACT, Work Keys, Scantron.

Strategy1:

Tier II Reading K-2 - Tiered instruction taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited: Dibels, ARI, Spire, Sound Sensible

Activity - Tier II Reading K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will collaborate with teachers to identify the need for tiered instruction based on data 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 K-2 classrooms on a weekly basis.	Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Guidance Counselor, Administrators, and Instructional Coach.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-2 will be provided 30 iPads for formative reading assessments, reading interventions, and multi-sensory lessons.	Technology	10/01/2016	05/25/2017	\$12083 - Title I Schoolwide	K-2 Teachers, Technology facilitator, Instructional coach, and Administrators.

Strategy2:

Tier III K-2 Reading Strategy - Students needing Tier III instruction will be provided daily intervention with an appropriate SBRR program.

Category: Develop/Implement Learning Supports

Research Cited: RTI, IDEA

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Activity - Tier III K-2 Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Instructional coach will revisit intervention program training with appropriate teachers. 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.	Behavioral Support Program Tutoring Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Administrators, Guidance Counselor, Instructional coach, and Technology facilitator.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Academic Support Program Direct Instruction	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Strategy3:

Tier I Reading K-2 - ARI explicit phonics lessons taught daily;

Action Step- Reading specialists will re-train all reading teachers in the revised ARI modules;

Action Step- Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers;

Action Step- Teachers will document explicit phonics instruction in lesson plans, including Tier 1 small group;

Action Step- Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation;

Action Step- Monthly data meetings will analyze data and provide next steps for teachers and administrators.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, CCR, ESSA, IDEA

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional assistant will work with classroom teachers and instructional coach to assist daily in tier I small group instruction.	Class Size Reduction	11/01/2016	05/25/2017	\$18308 - Title I Schoolwide	Instructional assistant, classroom teacher, administrators, instructional coach

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Action Step= Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects; Action Step- Teachers will provide explicit instruction in comprehension strategies; Action Step-Teachers will provide scaffolding for all students through modeling; Action Step- Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Instructional Coaches, Technology Facilitators

Strategy4:

Explicit instruction - ARI explicit phonics lessons/new modules, multisensory strategies (K-2)

Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, College and Career Ready Standards, ESSA, AP courses, IDEA

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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Administrators, Instructional Coach, 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.	Parent Involvement Community Engagement	09/26/2016	05/25/2017	\$2999 - Title I Schoolwide	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Explicit instruction K-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies, K-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 meetings.	Career Preparation/Orientation	08/05/2016	05/25/2017	\$0 - General Fund	Administrators and instructional coach.

Measurable Objective 2:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) in Reading by 05/25/2017 as measured by ACT-Aspire.

Strategy1:

6-12 Reading Comprehension Strategy - Reading comprehension strategies will be incorporated in Standard, Laying The Foundation (LTF), and Advance Placement Courses.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ESSA, AP courses, IDEA

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Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier III (6-12) Reading Comprehension Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem Solving Team Plan for student identified by team. Intervention period scheduled by guidance for Reading/ Language Arts I-spire program for decoding/ phonics.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Guidance Counselor, Instructional Coach, and Administrator.

Activity - Classroom Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom materials/ supplies will be provided for the Laying The Foundation Program. A copier/ copier paper as well as other supplies will be provided for teachers in grades 6-12 for LTF. USA Test Preps will be purchased for grades 3-8 and used to help prepare students for state mandated standardized reading test.	Other - Material/ Supplies Technology	10/01/2016	05/25/2017	\$18400 - Title I Schoolwide	Teachers, Instructional coach, Counselors, and Administrators.

Activity - Tier II (6-12) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for help in decoding words and fluency Documentation of reading comprehension interventions in teacher's lesson plans. Moby Max	Academic Support Program	08/03/2016	05/25/2017	\$0 - General Fund	Teacher, Administrator, Technology Facilitator.

Activity - Tier I (6-12) Reading Comprehension Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quality core instruction including an appropriate amount of varied texts (percentages in CCRS standards) Use of multiple texts for standards-based lessons Direct instruction of vocabulary & comprehension strategies Before (engage, activate prior knowledge, self-assessments, etc.) During (variety of strategies to tie thinking, speaking, writing together) After (summarizing strategies, exit slips, etc.)	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teachers (6-12)

Strategy2:

3-5 Reading Comprehension Strategy - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

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

Research Cited: ARI

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Activity - Tier 2 Reading Comprehension (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction. Re-teach, re-assess. Weekly progress monitoring. Documentation of small group in lesson plans.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional coach, administrator

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier III (3-5) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with instructional coach on dyslexia screening process. One-on-one instruction Multi-sensory lessons SPIRE Weekly documentation of Tier III plan.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional Coach, Guidance Counselor, and Administrator.

Activity - Tier 1 (3-5) Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. If departmentalized, reading teachers will collaborate with content teachers (social studies, science, and math) on specific strategies and work to provide opportunities for students to use specific strategies throughout the day. Teachers will document comprehension lessons in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators.

Goal 2:

Increase percent of students which meet college readiness benchmarks in the areas of Mathematics.

Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) on the ASPIRE (3-8,10) by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ASPIRE.

Strategy1:

Math Fluency - Increase student fluency in math facts K-8;

AMSTI/OGAP Math training;

Implementation of LTF;

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PLC's, collaborative planning, common assessments;

Moby Max Individualized Learning Path;

Placement of students with math deficits and/or not scoring ready or above with math teachers during intervention time

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRs, AMSTI, LTF, IDEA

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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators,

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training to implement strategies from AMSTI and LTF.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Activity - Number Talks Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of math journals for each student in grades K-5 to promote math fluency, math problem solving, teach number sense, and higher order thinking skills.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Measurable Objective 2:

A 3% increase of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on summative assessments by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ACT .

Strategy1:

Math Problem Solving - Increase student fluency in math facts K-8;

AMSTI Math Training;

Collaborative Planning,

Analysis of common assessments;

Implementation of Moby Max Individualized Learning Paths grades 3-8;

Strategic Teacher scheduling for intervention periods;

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRs, AMSTI, ESSA, IDEA

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Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development to implement strategies from LTF/AP to increase number of students who meet benchmark status in the area of Mathematics on the ACT.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Technology Facilitators, Instructional Coaches

Measurable Objective 3:

50% of Kindergarten, First and Second grade students will increase student growth as measured by their national percentile ranking in Mathematics by 05/25/2017 as measured by Scantron .

Strategy1:

AMSTI Math Program - Increase math fluency in K-2 math facts,
 AMSTI Math Training for teachers,
 Math investigation lab for students,
 Collaborative planning with K-2 teachers,
 Lesson development monitored by administration through lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - AMSTI Math K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math Program (On-site AMSTI support) Math lab investigation to promote higher order think skills. Number talks lessons increase number sense. Monthly data meetings to analyze student performance for grade level standards. Development of PST plans to address deficits in math. Monitoring/ Observation of math lessons by administration. PST/ Lesson plan documentation.	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teacher, Administrator, Guidance Counselor, and Reading Specialist.

Goal 3:

Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth of students achieving proficiency in science by 05/25/2017 as measured by the ACT-Aspire (grades 5,7,10) by 3%.

Strategy1:

AMSTI- Science Program - Teachers will seek to improve science instruction in grades K-5 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.

PLC provided through AMSTI that include teachers and school administrators.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI- (Alabama State Department of Education)

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in science to implement strategies from AMSTI	Academic Support Program	06/13/2016	05/25/2017	\$0 - No Funding Required	Teachers, 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 2016-2017 school year	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators

Activity - AMSTI PLU	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers at West Limestone High School will participate in a Professional Learning Unit led by AMSTI throughout the 2016-2017 school year.	Professional Learning	09/15/2016	05/25/2017	\$0 - No Funding Required	Administrators, Teachers.

Strategy2:

A+ Laying the Foundation - West Limestone students in grades 6-10 will be given the opportunity to participate in 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: National Math and Science Initiative (NMSI), Advanced Placement Training and Incentive Program (APTIP)

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	07/01/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Increase student proficiency in the core academic subject of reading

Measurable Objective 1:

A 5% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading by 05/25/2017 as measured by Dibels, Aspire, ACT, Work Keys, Scantron.

Strategy1:

Tier I Reading K-2 - ARI explicit phonics lessons taught daily;

Action Step- Reading specialists will re-train all reading teachers in the revised ARI modules;

Action Step- Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers;

Action Step- Teachers will document explicit phonics instruction in lesson plans, including Tier 1 small group;

Action Step- Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation;

Action Step- Monthly data meetings will analyze data and provide next steps for teachers and administrators.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, CCR, ESSA, IDEA

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional assistant will work with classroom teachers and instructional coach to assist daily in tier I small group instruction.	Class Size Reduction	11/01/2016	05/25/2017	\$18308 - Title I Schoolwide	Instructional assistant, classroom teacher, administrators, instructional coach

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Action Step= Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects; Action Step- Teachers will provide explicit instruction in comprehension strategies; Action Step-Teachers will provide scaffolding for all students through modeling; Action Step- Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Instructional Coaches, Technology Facilitators

Strategy2:

Tier II Reading K-2 - Tiered instruction taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited: Dibels, ARI, Spire, Sound Sensible

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Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-2 will be provided 30 iPads for formative reading assessments, reading interventions, and multi-sensory lessons.	Technology	10/01/2016	05/25/2017	\$12083 - Title I Schoolwide	K-2 Teachers, Technology facilitator, Instructional coach, and Administrators.

Activity - Tier II Reading K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will collaborate with teachers to identify the need for tiered instruction based on data 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 K-2 classrooms on a weekly basis.	Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Guidance Counselor, Administrators, and Instructional Coach.

Strategy3:

Explicit instruction - ARI explicit phonics lessons/new modules, multisensory strategies (K-2)

Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, College and Career Ready Standards, ESSA, AP courses, IDEA

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.	Parent Involvement Community Engagement	09/26/2016	05/25/2017	\$2999 - Title I Schoolwide	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 curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Administrators, Instructional Coach, and Teachers.

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Activity - Explicit instruction K-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies, K-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 meetings.	Career Preparation/Orientation	08/05/2016	05/25/2017	\$0 - General Fund	Administrators and instructional coach.

Strategy4:

Tier III K-2 Reading Strategy - Students needing Tier III instruction will be provided daily intervention with an appropriate SBRR program.

Category: Develop/Implement Learning Supports

Research Cited: RTI, IDEA

Activity - Tier III K-2 Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Instructional coach will revisit intervention program training with appropriate teachers. 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.	Behavioral Support Program Academic Support Program Tutoring	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Administrators, Guidance Counselor, Instructional coach, and Technology facilitator.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Measurable Objective 2:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) in Reading by 05/25/2017 as measured by ACT-Aspire.

Strategy1:

3-5 Reading Comprehension Strategy - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

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

Research Cited: ARI

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Activity - Tier III (3-5) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with instructional coach on dyslexia screening process. One-on-one instruction Multi-sensory lessons SPIRE Weekly documentation of Tier III plan.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional Coach, Guidance Counselor, and Administrator.

Activity - Tier 2 Reading Comprehension (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction. Re-teach, re-assess. Weekly progress monitoring. Documentation of small group in lesson plans.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional coach, administrator

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Academic Support Program Direct Instruction	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier 1 (3-5) Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. If departmentalized, reading teachers will collaborate with content teachers (social studies, science, and math) on specific strategies and work to provide opportunities for students to use specific strategies throughout the day. Teachers will document comprehension lessons in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators.

Strategy2:

6-12 Reading Comprehension Strategy - Reading comprehension strategies will be incorporated in Standard, Laying The Foundation (LTF), and Advance Placement Courses.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ESSA, AP courses, IDEA

Activity - Tier III (6-12) Reading Comprehension Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem Solving Team Plan for student identified by team. Intervention period scheduled by guidance for Reading/ Language Arts I-spire program for decoding/ phonics.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Guidance Counselor, Instructional Coach, and Administrator.

Activity - Tier I (6-12) Reading Comprehension Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quality core instruction including an appropriate amount of varied texts (percentages in CCRS standards) Use of multiple texts for standards-based lessons Direct instruction of vocabulary & comprehension strategies Before (engage, activate prior knowledge, self-assessments, etc.) During (variety of strategies to tie thinking, speaking, writing together) After (summarizing strategies, exit slips, etc.)	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teachers (6-12)

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Academic Support Program Direct Instruction	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier II (6-12) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for help in decoding words and fluency Documentation of reading comprehension interventions in teacher's lesson plans. Moby Max	Academic Support Program	08/03/2016	05/25/2017	\$0 - General Fund	Teacher, Administrator, Technology Facilitator.

Activity - Classroom Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom materials/ supplies will be provided for the Laying The Foundation Program. A copier/ copier paper as well as other supplies will be provided for teachers in grades 6-12 for LTF. USA Test Preps will be purchased for grades 3-8 and used to help prepare students for state mandated standardized reading test.	Other - Material/ Supplies Technology	10/01/2016	05/25/2017	\$18400 - Title I Schoolwide	Teachers, Instructional coach, Counselors, and Administrators.

Goal 2:

Increase percent of students which meet college readiness benchmarks in the areas of Mathematics.

Measurable Objective 1:

A 3% increase of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on summative assessments by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ACT .

Strategy1:

Math Problem Solving - Increase student fluency in math facts K-8;

AMSTI Math Training;
 Collaborative Planning,
 Analysis of common assessments;
 Implementation of Moby Max Individualized Learning Paths grades 3-8;
 Strategic Teacher scheduling for intervention periods;
 ACT readiness courses
 Category: Develop/Implement College and Career Ready Standards
 Research Cited: CCRs, AMSTI, ESSA, IDEA

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development to implement strategies from LTF/AP to increase number of students who meet benchmark status in the area of Mathematics on the ACT.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Technology Facilitators, Instructional Coaches

Measurable Objective 2:

50% of Kindergarten, First and Second grade students will increase student growth as measured by their national percentile ranking in Mathematics by 05/25/2017 as measured by Scantron .

Strategy1:

AMSTI Math Program - Increase math fluency in K-2 math facts,
 AMSTI Math Training for teachers,
 Math investigation lab for students,
 Collaborative planning with K-2 teachers,
 Lesson development monitored by administration through lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - AMSTI Math K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math Program (On-site AMSTI support) Math lab investigation to promote higher order think skills. Number talks lessons increase number sense. Monthly data meetings to analyze student performance for grade level standards. Development of PST plans to address deficits in math. Monitoring/ Observation of math lessons by administration. PST/ Lesson plan documentation.	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teacher, Administrator, Guidance Counselor, and Reading Specialist.

Measurable Objective 3:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) on the ASPIRE (3-8,10) by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ASPIRE.

Strategy1:

Math Fluency - Increase student fluency in math facts K-8;

AMSTI/OGAP Math training;

Implementation of LTF;

PLC's, collaborative planning, common assessments;

Moby Max Individualized Learning Path;

Placement of students with math deficits and/or not scoring ready or above with math teachers during intervention time

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRs, AMSTI, LTF, IDEA

Activity - Number Talks Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of math journals for each student in grades K-5 to promote math fluency, math problem solving, teach number sense, and higher order thinking skills.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers 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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators,

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training to implement strategies from AMSTI and LTF.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Goal 3:

Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth of students achieving proficiency in science by 05/25/2017 as measured by the ACT-Aspire (grades 5,7,10) by 3%.

Strategy1:

A+ Laying the Foundation - West Limestone students in grades 6-10 will be given the opportunity to participate in 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: National Math and Science Initiative (NMSI), Advanced Placement Training and Incentive Program (APTIP)

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	07/01/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Strategy2:

AMSTI- Science Program - Teachers will seek to improve science instruction in grades K-5 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.

PLC provided through AMSTI that include teachers and school administrators.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI- (Alabama State Department of Education)

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in science to implement strategies from AMSTI	Academic Support Program	06/13/2016	05/25/2017	\$0 - No Funding Required	Teachers, 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 2016-2017 school year	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators

Activity - AMSTI PLU	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers at West Limestone High School will participate in a Professional Learning Unit led by AMSTI throughout the 2016-2017 school year.	Professional Learning	09/15/2016	05/25/2017	\$0 - No Funding Required	Administrators, Teachers.

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Increase student proficiency in the core academic subject of reading

Measurable Objective 1:

A 5% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading by 05/25/2017 as measured by Dibels, Aspire, ACT, Work Keys, Scantron.

Strategy1:

Tier II Reading K-2 - Tiered instruction taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited: Dibels, ARI, Spire, Sound Sensible

Activity - Tier II Reading K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will collaborate with teachers to identify the need for tiered instruction based on data 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 K-2 classrooms on a weekly basis.	Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Guidance Counselor, Administrators, and Instructional Coach.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-2 will be provided 30 iPads for formative reading assessments, reading interventions, and multi-sensory lessons.	Technology	10/01/2016	05/25/2017	\$12083 - Title I Schoolwide	K-2 Teachers, Technology facilitator, Instructional coach, and Administrators.

Strategy2:

Tier I Reading K-2 - ARI explicit phonics lessons taught daily;

Action Step- Reading specialists will re-train all reading teachers in the revised ARI modules;

Action Step- Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers;

Action Step- Teachers will document explicit phonics instruction in lesson plans, including Tier 1 small group;

Action Step- Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation;

Action Step- Monthly data meetings will analyze data and provide next steps for teachers and administrators.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, CCR, ESSA, IDEA

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional assistant will work with classroom teachers and instructional coach to assist daily in tier I small group instruction.	Class Size Reduction	11/01/2016	05/25/2017	\$18308 - Title I Schoolwide	Instructional assistant, classroom teacher, administrators, instructional coach

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Action Step= Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects; Action Step- Teachers will provide explicit instruction in comprehension strategies; Action Step-Teachers will provide scaffolding for all students through modeling; Action Step- Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Instructional Coaches, Technology Facilitators

Strategy3:

Explicit instruction - ARI explicit phonics lessons/new modules, multisensory strategies (K-2)

Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, College and Career Ready Standards, ESSA, AP courses, IDEA

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 Parent Involvement	09/26/2016	05/25/2017	\$2999 - Title I Schoolwide	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Explicit instruction K-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies, K-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 meetings.	Career Preparation/ Orientation	08/05/2016	05/25/2017	\$0 - General Fund	Administrators and instructional coach.

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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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Administrators, Instructional Coach, and Teachers.

Strategy4:

Tier III K-2 Reading Strategy - Students needing Tier III instruction will be provided daily intervention with an appropriate SBRR program.

Category: Develop/Implement Learning Supports

Research Cited: RTI, IDEA

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier III K-2 Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Instructional coach will revisit intervention program training with appropriate teachers. 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.	Tutoring Academic Support Program Behavioral Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Administrators, Guidance Counselor, Instructional coach, and Technology facilitator.

Measurable Objective 2:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) in Reading by 05/25/2017 as measured by ACT-Aspire.

Strategy1:

6-12 Reading Comprehension Strategy - Reading comprehension strategies will be incorporated in Standard, Laying The Foundation (LTF), and Advance Placement Courses.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ESSA, AP courses, IDEA

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Activity - Tier II (6-12) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for help in decoding words and fluency Documentation of reading comprehension interventions in teacher's lesson plans. Moby Max	Academic Support Program	08/03/2016	05/25/2017	\$0 - General Fund	Teacher, Administrator, Technology Facilitator.

Activity - Tier I (6-12) Reading Comprehension Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quality core instruction including an appropriate amount of varied texts (percentages in CCRS standards) Use of multiple texts for standards-based lessons Direct instruction of vocabulary & comprehension strategies Before (engage, activate prior knowledge, self-assessments, etc.) During (variety of strategies to tie thinking, speaking, writing together) After (summarizing strategies, exit slips, etc.)	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teachers (6-12)

Activity - Tier III (6-12) Reading Comprehension Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem Solving Team Plan for student identified by team. Intervention period scheduled by guidance for Reading/ Language Arts I-spire program for decoding/ phonics.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Guidance Counselor, Instructional Coach, and Administrator.

Activity - Classroom Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom materials/ supplies will be provided for the Laying The Foundation Program. A copier/ copier paper as well as other supplies will be provided for teachers in grades 6-12 for LTF. USA Test Preps will be purchased for grades 3-8 and used to help prepare students for state mandated standardized reading test.	Other - Material/ Supplies Technology	10/01/2016	05/25/2017	\$18400 - Title I Schoolwide	Teachers, Instructional coach, Counselors, and Administrators.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Strategy2:

3-5 Reading Comprehension Strategy - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

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

Research Cited: ARI

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Activity - Tier III (3-5) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with instructional coach on dyslexia screening process. One-on-one instruction Multi-sensory lessons SPIRE Weekly documentation of Tier III plan.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional Coach, Guidance Counselor, and Administrator.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Academic Support Program Direct Instruction	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier 1 (3-5) Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. If departmentalized, reading teachers will collaborate with content teachers (social studies, science, and math) on specific strategies and work to provide opportunities for students to use specific strategies throughout the day. Teachers will document comprehension lessons in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators.

Activity - Tier 2 Reading Comprehension (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction. Re-teach, re-assess. Weekly progress monitoring. Documentation of small group in lesson plans.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional coach, administrator

Goal 2:

Increase percent of students which meet college readiness benchmarks in the areas of Mathematics.

Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) on the ASPIRE (3-8,10) by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ASPIRE.

Strategy1:

Math Fluency - Increase student fluency in math facts K-8;

AMSTI/OGAP Math training;

Implementation of LTF;

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PLC's, collaborative planning, common assessments;

Moby Max Individualized Learning Path;

Placement of students with math deficits and/or not scoring ready or above with math teachers during intervention time

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRs, AMSTI, LTF, IDEA

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training to implement strategies from AMSTI and LTF.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Activity - Number Talks Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of math journals for each student in grades K-5 to promote math fluency, math problem solving, teach number sense, and higher order thinking skills.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers 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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators,

Measurable Objective 2:

50% of Kindergarten, First and Second grade students will increase student growth as measured by their national percentile ranking in Mathematics by 05/25/2017 as measured by Scantron .

Strategy1:

AMSTI Math Program - Increase math fluency in K-2 math facts,

AMSTI Math Training for teachers,

Math investigation lab for students,

Collaborative planning with K-2 teachers,

Lesson development monitored by administration through lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - AMSTI Math K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math Program (On-site AMSTI support) Math lab investigation to promote higher order think skills. Number talks lessons increase number sense. Monthly data meetings to analyze student performance for grade level standards. Development of PST plans to address deficits in math. Monitoring/ Observation of math lessons by administration. PST/ Lesson plan documentation.	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teacher, Administrator, Guidance Counselor, and Reading Specialist.

Measurable Objective 3:

A 3% increase of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on summative assessments by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ACT .

Strategy1:

- Math Problem Solving - Increase student fluency in math facts K-8;
- AMSTI Math Training;
- Collaborative Planning,
- Analysis of common assessments;
- Implementation of Moby Max Individualized Learning Paths grades 3-8;
- Strategic Teacher scheduling for intervention periods;
- ACT readiness courses
- Category: Develop/Implement College and Career Ready Standards
- Research Cited: CCRs, AMSTI, ESSA, IDEA

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development to implement strategies from LTF/AP to increase number of students who meet benchmark status in the area of Mathematics on the ACT.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Technology Facilitators, Instructional Coaches

Goal 3:

Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth of students achieving proficiency in science by 05/25/2017 as measured by the ACT-Aspire (grades 5,7,10) by 3%.

Strategy1:

AMSTI- Science Program - Teachers will seek to improve science instruction in grades K-5 and increase the knowledge and skills needed to move toward college and career ready.

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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.

PLC provided through AMSTI that include teachers and school administrators.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI- (Alabama State Department of Education)

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in science to implement strategies from AMSTI	Academic Support Program	06/13/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Activity - AMSTI PLU	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers at West Limestone High School will participate in a Professional Learning Unit led by AMSTI throughout the 2016-2017 school year.	Professional Learning	09/15/2016	05/25/2017	\$0 - No Funding Required	Administrators, Teachers.

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 2016-2017 school year	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators

Strategy2:

A+ Laying the Foundation - West Limestone students in grades 6-10 will be given the opportunity to participate in 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: National Math and Science Initiative (NMSI), Advanced Placement Training and Incentive Program (APTIP)

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	07/01/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Increase student proficiency in the core academic subject of reading

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) in Reading by 05/25/2017 as measured by ACT-Aspire.

Strategy1:

6-12 Reading Comprehension Strategy - Reading comprehension strategies will be incorporated in Standard, Laying The Foundation (LTF), and Advance Placement Courses.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ESSA, AP courses, IDEA

Activity - Classroom Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom materials/ supplies will be provided for the Laying The Foundation Program. A copier/ copier paper as well as other supplies will be provided for teachers in grades 6-12 for LTF. USA Test Preps will be purchased for grades 3-8 and used to help prepare students for state mandated standardized reading test.	Technology Other - Material/ Supplies	10/01/2016	05/25/2017	\$18400 - Title I Schoolwide	Teachers, Instructional coach, Counselors, and Administrators.

Activity - Tier I (6-12) Reading Comprehension Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quality core instruction including an appropriate amount of varied texts (percentages in CCRS standards) Use of multiple texts for standards-based lessons Direct instruction of vocabulary & comprehension strategies Before (engage, activate prior knowledge, self-assessments, etc.) During (variety of strategies to tie thinking, speaking, writing together) After (summarizing strategies, exit slips, etc.)	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teachers (6-12)

Activity - Tier II (6-12) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for help in decoding words and fluency Documentation of reading comprehension interventions in teacher's lesson plans. Moby Max	Academic Support Program	08/03/2016	05/25/2017	\$0 - General Fund	Teacher, Administrator, Technology Facilitator.

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Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier III (6-12) Reading Comprehension Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem Solving Team Plan for student identified by team. Intervention period scheduled by guidance for Reading/ Language Arts I-spire program for decoding/ phonics.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Guidance Counselor, Instructional Coach, and Administrator.

Strategy2:

3-5 Reading Comprehension Strategy - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

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

Research Cited: ARI

Activity - Tier 1 (3-5) Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. If departmentalized, reading teachers will collaborate with content teachers (social studies, science, and math) on specific strategies and work to provide opportunities for students to use specific strategies throughout the day. Teachers will document comprehension lessons in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators.

Activity - Tier 2 Reading Comprehension (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction. Re-teach, re-assess. Weekly progress monitoring. Documentation of small group in lesson plans.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional coach, administrator

Activity - Tier III (3-5) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with instructional coach on dyslexia screening process. One-on-one instruction Multi-sensory lessons SPIRE Weekly documentation of Tier III plan.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional Coach, Guidance Counselor, and Administrator.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Measurable Objective 2:

A 5% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading by 05/25/2017 as measured by Dibels, Aspire, ACT, Work Keys, Scantron.

Strategy1:

Tier II Reading K-2 - Tiered instruction taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited: Dibels, ARI, Spire, Sound Sensible

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-2 will be provided 30 iPads for formative reading assessments, reading interventions, and multi-sensory lessons.	Technology	10/01/2016	05/25/2017	\$12083 - Title I Schoolwide	K-2 Teachers, Technology facilitator, Instructional coach, and Administrators.

Activity - Tier II Reading K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will collaborate with teachers to identify the need for tiered instruction based on data 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 K-2 classrooms on a weekly basis.	Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Guidance Counselor, Administrators, and Instructional Coach.

Strategy2:

Tier III K-2 Reading Strategy - Students needing Tier III instruction will be provided daily intervention with an appropriate SBRR program.

Category: Develop/Implement Learning Supports

Research Cited: RTI, IDEA

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Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier III K-2 Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Instructional coach will revisit intervention program training with appropriate teachers. 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.	Tutoring Behavioral Support Program Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Administrators, Guidance Counselor, Instructional coach, and Technology facilitator.

Strategy3:

Explicit instruction - ARI explicit phonics lessons/new modules, multisensory strategies (K-2)

Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, College and Career Ready Standards, ESSA, AP courses, IDEA

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 Parent Involvement	09/26/2016	05/25/2017	\$2999 - Title I Schoolwide	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Explicit instruction K-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies, K-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 meetings.	Career Preparation/ Orientation	08/05/2016	05/25/2017	\$0 - General Fund	Administrators and instructional coach.

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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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Administrators, Instructional Coach, and Teachers.

Strategy4:

Tier I Reading K-2 - ARI explicit phonics lessons taught daily;

Action Step- Reading specialists will re-train all reading teachers in the revised ARI modules;

Action Step- Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers;

Action Step- Teachers will document explicit phonics instruction in lesson plans, including Tier 1 small group;

Action Step- Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation;

Action Step- Monthly data meetings will analyze data and provide next steps for teachers and administrators.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, CCR, ESSA, IDEA

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Action Step= Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects; Action Step- Teachers will provide explicit instruction in comprehension strategies; Action Step-Teachers will provide scaffolding for all students through modeling; Action Step- Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Instructional Coaches, Technology Facilitators

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional assistant will work with classroom teachers and instructional coach to assist daily in tier I small group instruction.	Class Size Reduction	11/01/2016	05/25/2017	\$18308 - Title I Schoolwide	Instructional assistant, classroom teacher, administrators, instructional coach

Goal 2:

Increase percent of students which meet college readiness benchmarks in the areas of Mathematics.

Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) on the ASPIRE (3-8,10) by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ASPIRE.

Strategy1:

Math Fluency - Increase student fluency in math facts K-8;

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AMSTI/OGAP Math training;

Implementation of LTF;

PLC's, collaborative planning, common assessments;

Moby Max Individualized Learning Path;

Placement of students with math deficits and/or not scoring ready or above with math teachers during intervention time

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRs, AMSTI, LTF, IDEA

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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators,

Activity - Number Talks Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of math journals for each student in grades K-5 to promote math fluency, math problem solving, teach number sense, and higher order thinking skills.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training to implement strategies from AMSTI and LTF.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Measurable Objective 2:

50% of Kindergarten, First and Second grade students will increase student growth as measured by their national percentile ranking in Mathematics by 05/25/2017 as measured by Scantron .

Strategy1:

AMSTI Math Program - Increase math fluency in K-2 math facts,

AMSTI Math Training for teachers,

Math investigation lab for students,

Collaborative planning with K-2 teachers,

Lesson development monitored by administration through lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - AMSTI Math K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math Program (On-site AMSTI support) Math lab investigation to promote higher order think skills. Number talks lessons increase number sense. Monthly data meetings to analyze student performance for grade level standards. Development of PST plans to address deficits in math. Monitoring/ Observation of math lessons by administration. PST/ Lesson plan documentation.	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teacher, Administrator, Guidance Counselor, and Reading Specialist.

Measurable Objective 3:

A 3% increase of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on summative assessments by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ACT .

Strategy1:

- Math Problem Solving - Increase student fluency in math facts K-8;
- AMSTI Math Training;
- Collaborative Planning,
- Analysis of common assessments;
- Implementation of Moby Max Individualized Learning Paths grades 3-8;
- Strategic Teacher scheduling for intervention periods;
- ACT readiness courses
- Category: Develop/Implement College and Career Ready Standards
- Research Cited: CCRs, AMSTI, ESSA, IDEA

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development to implement strategies from LTF/AP to increase number of students who meet benchmark status in the area of Mathematics on the ACT.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Technology Facilitators, Instructional Coaches

Goal 3:

Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth of students achieving proficiency in science by 05/25/2017 as measured by the ACT-Aspire (grades 5,7,10) by 3%.

Strategy1:

A+ Laying the Foundation - West Limestone students in grades 6-10 will be given the opportunity to participate in 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: National Math and Science Initiative (NMSI), Advanced Placement Training and Incentive Program (APTIP)

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	07/01/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Strategy2:

AMSTI- Science Program - Teachers will seek to improve science instruction in grades K-5 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.

PLC provided through AMSTI that include teachers and school administrators.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI- (Alabama State Department of Education)

Activity - AMSTI PLU	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers at West Limestone High School will participate in a Professional Learning Unit led by AMSTI throughout the 2016-2017 school year.	Professional Learning	09/15/2016	05/25/2017	\$0 - No Funding Required	Administrators, Teachers.

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 2016-2017 school year	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in science to implement strategies from AMSTI	Academic Support Program	06/13/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Increase student proficiency in the core academic subject of reading

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) in Reading by 05/25/2017 as measured by ACT-Aspire.

Strategy1:

6-12 Reading Comprehension Strategy - Reading comprehension strategies will be incorporated in Standard, Laying The Foundation (LTF), and Advance Placement Courses.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ESSA, AP courses, IDEA

Activity - Tier II (6-12) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for help in decoding words and fluency Documentation of reading comprehension interventions in teacher's lesson plans. Moby Max	Academic Support Program	08/03/2016	05/25/2017	\$0 - General Fund	Teacher, Administrator, Technology Facilitator.

Activity - Classroom Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom materials/ supplies will be provided for the Laying The Foundation Program. A copier/ copier paper as well as other supplies will be provided for teachers in grades 6-12 for LTF. USA Test Preps will be purchased for grades 3-8 and used to help prepare students for state mandated standardized reading test.	Other - Material/ Supplies Technology	10/01/2016	05/25/2017	\$18400 - Title I Schoolwide	Teachers, Instructional coach, Counselors, and Administrators.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

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Activity - Tier III (6-12) Reading Comprehension Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem Solving Team Plan for student identified by team. Intervention period scheduled by guidance for Reading/ Language Arts I-spire program for decoding/ phonics.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Guidance Counselor, Instructional Coach, and Administrator.

Activity - Tier I (6-12) Reading Comprehension Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quality core instruction including an appropriate amount of varied texts (percentages in CCRS standards) Use of multiple texts for standards-based lessons Direct instruction of vocabulary & comprehension strategies Before (engage, activate prior knowledge, self-assessments, etc.) During (variety of strategies to tie thinking, speaking, writing together) After (summarizing strategies, exit slips, etc.)	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teachers (6-12)

Strategy2:

3-5 Reading Comprehension Strategy - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

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

Research Cited: ARI

Activity - Tier 1 (3-5) Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. If departmentalized, reading teachers will collaborate with content teachers (social studies, science, and math) on specific strategies and work to provide opportunities for students to use specific strategies throughout the day. Teachers will document comprehension lessons in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

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Activity - Tier III (3-5) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with instructional coach on dyslexia screening process. One-on-one instruction Multi-sensory lessons SPIRE Weekly documentation of Tier III plan.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional Coach, Guidance Counselor, and Administrator.

Activity - Tier 2 Reading Comprehension (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction. Re-teach, re-assess. Weekly progress monitoring. Documentation of small group in lesson plans.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional coach, administrator

Measurable Objective 2:

A 5% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading by 05/25/2017 as measured by Dibels, Aspire, ACT, Work Keys, Scantron.

Strategy1:

Tier III K-2 Reading Strategy - Students needing Tier III instruction will be provided daily intervention with an appropriate SBRR program.

Category: Develop/Implement Learning Supports

Research Cited: RTI, IDEA

Activity - Tier III K-2 Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Instructional coach will revisit intervention program training with appropriate teachers. 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.	Behavioral Support Program Tutoring Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Administrators, Guidance Counselor, Instructional coach, and Technology facilitator.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Academic Support Program Direct Instruction	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Strategy2:

Explicit instruction - ARI explicit phonics lessons/new modules, multisensory strategies (K-2)

Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

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Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, College and Career Ready Standards, ESSA, AP courses, IDEA

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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Administrators, Instructional Coach, 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 Parent Involvement	09/26/2016	05/25/2017	\$2999 - Title I Schoolwide	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Explicit instruction K-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies, K-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 meetings.	Career Preparation/Orientation	08/05/2016	05/25/2017	\$0 - General Fund	Administrators and instructional coach.

Strategy3:

Tier I Reading K-2 - ARI explicit phonics lessons taught daily;

Action Step- Reading specialists will re-train all reading teachers in the revised ARI modules;

Action Step- Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers;

Action Step- Teachers will document explicit phonics instruction in lesson plans, including Tier 1 small group;

Action Step- Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation;

Action Step- Monthly data meetings will analyze data and provide next steps for teachers and administrators.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, CCR, ESSA, IDEA

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional assistant will work with classroom teachers and instructional coach to assist daily in tier I small group instruction.	Class Size Reduction	11/01/2016	05/25/2017	\$18308 - Title I Schoolwide	Instructional assistant, classroom teacher, administrators, instructional coach

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Action Step= Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects; Action Step- Teachers will provide explicit instruction in comprehension strategies; Action Step-Teachers will provide scaffolding for all students through modeling; Action Step- Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Instructional Coaches, Technology Facilitators

Strategy4:

Tier II Reading K-2 - Tiered instruction taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited: Dibels, ARI, Spire, Sound Sensible

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-2 will be provided 30 iPads for formative reading assessments, reading interventions, and multi-sensory lessons.	Technology	10/01/2016	05/25/2017	\$12083 - Title I Schoolwide	K-2 Teachers, Technology facilitator, Instructional coach, and Administrators.

Activity - Tier II Reading K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will collaborate with teachers to identify the need for tiered instruction based on data 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 K-2 classrooms on a weekly basis.	Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Guidance Counselor, Administrators, and Instructional Coach.

Goal 2:

Increase percent of students which meet college readiness benchmarks in the areas of Mathematics.

Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) on the ASPIRE (3-8,10) by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ASPIRE.

Strategy1:

Math Fluency - Increase student fluency in math facts K-8;

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AMSTI/OGAP Math training;

Implementation of LTF;

PLC's, collaborative planning, common assessments;

Moby Max Individualized Learning Path;

Placement of students with math deficits and/or not scoring ready or above with math teachers during intervention time

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRs, AMSTI, LTF, IDEA

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training to implement strategies from AMSTI and LTF.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers 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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators,

Activity - Number Talks Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of math journals for each student in grades K-5 to promote math fluency, math problem solving, teach number sense, and higher order thinking skills.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Measurable Objective 2:

50% of Kindergarten, First and Second grade students will increase student growth as measured by their national percentile ranking in Mathematics by 05/25/2017 as measured by Scantron .

Strategy1:

AMSTI Math Program - Increase math fluency in K-2 math facts,

AMSTI Math Training for teachers,

Math investigation lab for students,

Collaborative planning with K-2 teachers,

Lesson development monitored by administration through lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - AMSTI Math K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math Program (On-site AMSTI support) Math lab investigation to promote higher order think skills. Number talks lessons increase number sense. Monthly data meetings to analyze student performance for grade level standards. Development of PST plans to address deficits in math. Monitoring/ Observation of math lessons by administration. PST/ Lesson plan documentation.	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teacher, Administrator, Guidance Counselor, and Reading Specialist.

Measurable Objective 3:

A 3% increase of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on summative assessments by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ACT .

Strategy1:

Math Problem Solving - Increase student fluency in math facts K-8;
AMSTI Math Training;
Collaborative Planning,
Analysis of common assessments;
Implementation of Moby Max Individualized Learning Paths grades 3-8;
Strategic Teacher scheduling for intervention periods;
ACT readiness courses
Category: Develop/Implement College and Career Ready Standards
Research Cited: CCRs, AMSTI, ESSA, IDEA

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development to implement strategies from LTF/AP to increase number of students who meet benchmark status in the area of Mathematics on the ACT.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Technology Facilitators, Instructional Coaches

Goal 3:

Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth of students achieving proficiency in science by 05/25/2017 as measured by the ACT-Aspire (grades 5,7,10) by 3%.

Strategy1:

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AMSTI- Science Program - Teachers will seek to improve science instruction in grades K-5 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.

PLC provided through AMSTI that include teachers and school administrators.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI- (Alabama State Department of Education)

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in science to implement strategies from AMSTI	Academic Support Program	06/13/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Activity - AMSTI PLU	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers at West Limestone High School will participate in a Professional Learning Unit led by AMSTI throughout the 2016-2017 school year.	Professional Learning	09/15/2016	05/25/2017	\$0 - No Funding Required	Administrators, Teachers.

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 2016-2017 school year	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators

Strategy2:

A+ Laying the Foundation - West Limestone students in grades 6-10 will be given the opportunity to participate in 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: National Math and Science Initiative (NMSI), Advanced Placement Training and Incentive Program (APTIP)

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	07/01/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

6. 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 5% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) in Reading by 05/25/2017 as measured by ACT-Aspire.

Strategy1:

6-12 Reading Comprehension Strategy - Reading comprehension strategies will be incorporated in Standard, Laying The Foundation (LTF), and Advance Placement Courses.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ESSA, AP courses, IDEA

Activity - Tier I (6-12) Reading Comprehension Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quality core instruction including an appropriate amount of varied texts (percentages in CCRS standards) Use of multiple texts for standards-based lessons Direct instruction of vocabulary & comprehension strategies Before (engage, activate prior knowledge, self-assessments, etc.) During (variety of strategies to tie thinking, speaking, writing together) After (summarizing strategies, exit slips, etc.)	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teachers (6-12)

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Academic Support Program Direct Instruction	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier III (6-12) Reading Comprehension Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem Solving Team Plan for student identified by team. Intervention period scheduled by guidance for Reading/ Language Arts I-spire program for decoding/ phonics.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Guidance Counselor, Instructional Coach, and Administrator.

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Activity - Tier II (6-12) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for help in decoding words and fluency Documentation of reading comprehension interventions in teacher's lesson plans. Moby Max	Academic Support Program	08/03/2016	05/25/2017	\$0 - General Fund	Teacher, Administrator, Technology Facilitator.

Activity - Classroom Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom materials/ supplies will be provided for the Laying The Foundation Program. A copier/ copier paper as well as other supplies will be provided for teachers in grades 6-12 for LTF. USA Test Preps will be purchased for grades 3-8 and used to help prepare students for state mandated standardized reading test.	Other - Material/ Supplies Technology	10/01/2016	05/25/2017	\$18400 - Title I Schoolwide	Teachers, Instructional coach, Counselors, and Administrators.

Strategy2:

3-5 Reading Comprehension Strategy - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

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

Research Cited: ARI

Activity - Tier III (3-5) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with instructional coach on dyslexia screening process. One-on-one instruction Multi-sensory lessons SPIRE Weekly documentation of Tier III plan.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional Coach, Guidance Counselor, and Administrator.

Activity - Tier 2 Reading Comprehension (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction. Re-teach, re-assess. Weekly progress monitoring. Documentation of small group in lesson plans.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional coach, administrator

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

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Activity - Tier 1 (3-5) Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. If departmentalized, reading teachers will collaborate with content teachers (social studies, science, and math) on specific strategies and work to provide opportunities for students to use specific strategies throughout the day. Teachers will document comprehension lessons in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators.

Measurable Objective 2:

A 5% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading by 05/25/2017 as measured by Dibels, Aspire, ACT, Work Keys, Scantron.

Strategy1:

Tier III K-2 Reading Strategy - Students needing Tier III instruction will be provided daily intervention with an appropriate SBRR program.

Category: Develop/Implement Learning Supports

Research Cited: RTI, IDEA

Activity - Tier III K-2 Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Instructional coach will revisit intervention program training with appropriate teachers. 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.	Tutoring Behavioral Support Program Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Administrators, Guidance Counselor, Instructional coach, and Technology facilitator.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Academic Support Program Direct Instruction	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Strategy2:

Tier I Reading K-2 - ARI explicit phonics lessons taught daily;

Action Step- Reading specialists will re-train all reading teachers in the revised ARI modules;

Action Step- Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers;

Action Step- Teachers will document explicit phonics instruction in lesson plans, including Tier 1 small group;

Action Step- Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation;

Action Step- Monthly data meetings will analyze data and provide next steps for teachers and administrators.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, CCR, ESSA, IDEA

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional assistant will work with classroom teachers and instructional coach to assist daily in tier I small group instruction.	Class Size Reduction	11/01/2016	05/25/2017	\$18308 - Title I Schoolwide	Instructional assistant, classroom teacher, administrators, instructional coach

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Action Step= Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects; Action Step- Teachers will provide explicit instruction in comprehension strategies; Action Step-Teachers will provide scaffolding for all students through modeling; Action Step- Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Instructional Coaches, Technology Facilitators

Strategy3:

Explicit instruction - ARI explicit phonics lessons/new modules, multisensory strategies (K-2)

Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, College and Career Ready Standards, ESSA, AP courses, IDEA

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.	Parent Involvement Community Engagement	09/26/2016	05/25/2017	\$2999 - Title I Schoolwide	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 curriculum alignment, vertical teaming, lesson development, and collaborative planning will be provided for West Limestone teachers throughout the 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Administrators, Instructional Coach, and Teachers.

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Activity - Explicit instruction K-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies, K-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 meetings.	Career Preparation/Orientation	08/05/2016	05/25/2017	\$0 - General Fund	Administrators and instructional coach.

Strategy4:

Tier II Reading K-2 - Tiered instruction taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited: Dibels, ARI, Spire, Sound Sensible

Activity - Tier II Reading K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will collaborate with teachers to identify the need for tiered instruction based on data 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 K-2 classrooms on a weekly basis.	Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Guidance Counselor, Administrators, and Instructional Coach.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-2 will be provided 30 iPads for formative reading assessments, reading interventions, and multi-sensory lessons.	Technology	10/01/2016	05/25/2017	\$12083 - Title I Schoolwide	K-2 Teachers, Technology facilitator, Instructional coach, and Administrators.

Goal 2:

Increase percent of students which meet college readiness benchmarks in the areas of Mathematics.

Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) on the ASPIRE (3-8,10) by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ASPIRE.

Strategy1:

Math Fluency - Increase student fluency in math facts K-8;

AMSTI/OGAP Math training;

Implementation of LTF;

PLC's, collaborative planning, common assessments;

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Moby Max Individualized Learning Path;

Placement of students with math deficits and/or not scoring ready or above with math teachers during intervention time

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRs, AMSTI, LTF, IDEA

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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators,

Activity - Number Talks Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of math journals for each student in grades K-5 to promote math fluency, math problem solving, teach number sense, and higher order thinking skills.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training to implement strategies from AMSTI and LTF.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Measurable Objective 2:

A 3% increase of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on summative assessments by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ACT .

Strategy1:

Math Problem Solving - Increase student fluency in math facts K-8;

AMSTI Math Training;

Collaborative Planning,

Analysis of common assessments;

Implementation of Moby Max Individualized Learning Paths grades 3-8;

Strategic Teacher scheduling for intervention periods;

ACT readiness courses

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRs, AMSTI, ESSA, IDEA

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Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development to implement strategies from LTF/AP to increase number of students who meet benchmark status in the area of Mathematics on the ACT.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Technology Facilitators, Instructional Coaches

Measurable Objective 3:

50% of Kindergarten, First and Second grade students will increase student growth as measured by their national percentile ranking in Mathematics by 05/25/2017 as measured by Scantron .

Strategy1:

AMSTI Math Program - Increase math fluency in K-2 math facts,
 AMSTI Math Training for teachers,
 Math investigation lab for students,
 Collaborative planning with K-2 teachers,
 Lesson development monitored by administration through lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - AMSTI Math K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math Program (On-site AMSTI support) Math lab investigation to promote higher order think skills. Number talks lessons increase number sense. Monthly data meetings to analyze student performance for grade level standards. Development of PST plans to address deficits in math. Monitoring/ Observation of math lessons by administration. PST/ Lesson plan documentation.	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teacher, Administrator, Guidance Counselor, and Reading Specialist.

Goal 3:

Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth of students achieving proficiency in science by 05/25/2017 as measured by the ACT-Aspire (grades 5,7,10) by 3%.

Strategy1:

AMSTI- Science Program - Teachers will seek to improve science instruction in grades K-5 and increase the knowledge and skills needed to

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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.

PLC provided through AMSTI that include teachers and school administrators.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI- (Alabama State Department of Education)

Activity - AMSTI PLU	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers at West Limestone High School will participate in a Professional Learning Unit led by AMSTI throughout the 2016-2017 school year.	Professional Learning	09/15/2016	05/25/2017	\$0 - No Funding Required	Administrators, Teachers.

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in science to implement strategies from AMSTI	Academic Support Program	06/13/2016	05/25/2017	\$0 - No Funding Required	Teachers, 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 2016-2017 school year	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators

Strategy2:

A+ Laying the Foundation - West Limestone students in grades 6-10 will be given the opportunity to participate in 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: National Math and Science Initiative (NMSI), Advanced Placement Training and Incentive Program (APTIP)

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	07/01/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Increase student proficiency in the core academic subject of reading

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) in Reading by 05/25/2017 as measured by ACT-Aspire.

Strategy1:

3-5 Reading Comprehension Strategy - Students will learn specific comprehension strategies for non-fiction text which will be practiced in content areas.

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

Research Cited: ARI

Activity - Tier 1 (3-5) Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will provide explicit instruction in comprehension strategies. If departmentalized, reading teachers will collaborate with content teachers (social studies, science, and math) on specific strategies and work to provide opportunities for students to use specific strategies throughout the day. Teachers will document comprehension lessons in lesson plans. Administrators will check for evidence of comprehension lessons in lesson plans and monitor classroom instruction for evidence of instruction.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teachers and Administrators.

Activity - Tier III (3-5) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with instructional coach on dyslexia screening process. One-on-one instruction Multi-sensory lessons SPIRE Weekly documentation of Tier III plan.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional Coach, Guidance Counselor, and Administrator.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Academic Support Program Direct Instruction	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier 2 Reading Comprehension (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction. Re-teach, re-assess. Weekly progress monitoring. Documentation of small group in lesson plans.	Direct Instruction	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Instructional coach, administrator

Strategy2:

6-12 Reading Comprehension Strategy - Reading comprehension strategies will be incorporated in Standard, Laying The Foundation (LTF), and Advance Placement Courses.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS, ESSA, AP courses, IDEA

Activity - Tier III (6-12) Reading Comprehension Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Problem Solving Team Plan for student identified by team. Intervention period scheduled by guidance for Reading/ Language Arts I-spire program for decoding/ phonics.	Academic Support Program	08/03/2016	05/25/2017	\$0 - No Funding Required	Teacher, Guidance Counselor, Instructional Coach, and Administrator.

Activity - Tier II (6-12) Reading Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction for help in decoding words and fluency Documentation of reading comprehension interventions in teacher's lesson plans. Moby Max	Academic Support Program	08/03/2016	05/25/2017	\$0 - General Fund	Teacher, Administrator, Technology Facilitator.

Activity - Classroom Materials and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom materials/ supplies will be provided for the Laying The Foundation Program. A copier/ copier paper as well as other supplies will be provided for teachers in grades 6-12 for LTF. USA Test Preps will be purchased for grades 3-8 and used to help prepare students for state mandated standardized reading test.	Technology Other - Material/ Supplies	10/01/2016	05/25/2017	\$18400 - Title I Schoolwide	Teachers, Instructional coach, Counselors, and Administrators.

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Direct Instruction Academic Support Program	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

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Activity - Tier I (6-12) Reading Comprehension Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quality core instruction including an appropriate amount of varied texts (percentages in CCRS standards) Use of multiple texts for standards-based lessons Direct instruction of vocabulary & comprehension strategies Before (engage, activate prior knowledge, self-assessments, etc.) During (variety of strategies to tie thinking, speaking, writing together) After (summarizing strategies, exit slips, etc.)	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teachers (6-12)

Measurable Objective 2:

A 5% increase of All Students will demonstrate student proficiency (pass rate) by meeting benchmark levels in Reading by 05/25/2017 as measured by Dibels, Aspire, ACT, Work Keys, Scantron.

Strategy1:

Explicit instruction - ARI explicit phonics lessons/new modules, multisensory strategies (K-2)

Comprehension strategies (K-12)

Laying the Foundation strategies (LTF)

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, College and Career Ready Standards, ESSA, AP courses, IDEA

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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Administrators, Instructional Coach, 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 Parent Involvement	09/26/2016	05/25/2017	\$2999 - Title I Schoolwide	Administrators, Title I Leadership Team, and Parent Involvement Committee

Activity - Explicit instruction K-12	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of explicit reading instruction through Tier I-III strategies, K-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 meetings.	Career Preparation/Orientation	08/05/2016	05/25/2017	\$0 - General Fund	Administrators and instructional coach.

Strategy2:

Tier III K-2 Reading Strategy - Students needing Tier III instruction will be provided daily intervention with an appropriate SBRR program.

Category: Develop/Implement Learning Supports

Research Cited: RTI, IDEA

Activity - Reading Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One intervention teacher will be hired and trained to deliver the SPIRE reading instruction. All special education teachers will also be trained to deliver the instruction. All training will be conducted by the Instructional Coach.	Academic Support Program Direct Instruction	11/01/2016	05/25/2017	\$15062 - Title I Schoolwide	Administrators, Instructional Coach, Intervention Teachers, and Special Education Teachers

Activity - Tier III K-2 Reading Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention will be conducted on a daily basis and monitored monthly during data meetings. Instructional coach will revisit intervention program training with appropriate teachers. 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.	Academic Support Program Behavioral Support Program Tutoring	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Administrators, Guidance Counselor, Instructional coach, and Technology facilitator.

Strategy3:

Tier I Reading K-2 - ARI explicit phonics lessons taught daily;

Action Step- Reading specialists will re-train all reading teachers in the revised ARI modules;

Action Step- Reading specialists will provide follow-up training on multi-sensory strategies for reading teachers;

Action Step- Teachers will document explicit phonics instruction in lesson plans, including Tier 1 small group;

Action Step- Administrators will check lesson plans and classroom instruction weekly in all K-2 classrooms to monitor implementation;

Action Step- Monthly data meetings will analyze data and provide next steps for teachers and administrators.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI, CCR, ESSA, IDEA

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Action Step= Teachers will incorporate read-alouds with think-alouds throughout the day in all subjects; Action Step- Teachers will provide explicit instruction in comprehension strategies; Action Step-Teachers will provide scaffolding for all students through modeling; Action Step- Teachers will use graphic organizers to help students organize their thinking to better comprehend text.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Instructional Coaches, Technology Facilitators

Activity - Instructional Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional assistant will work with classroom teachers and instructional coach to assist daily in tier I small group instruction.	Class Size Reduction	11/01/2016	05/25/2017	\$18308 - Title I Schoolwide	Instructional assistant, classroom teacher, administrators, instructional coach

Strategy4:

Tier II Reading K-2 - Tiered instruction taught daily, based on progress monitoring data

Category: Develop/Implement Learning Supports

Research Cited: Dibels, ARI, Spire, Sound Sensible

Activity - Tier II Reading K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coach will collaborate with teachers to identify the need for tiered instruction based on data 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 K-2 classrooms on a weekly basis.	Academic Support Program	08/03/2016	05/25/2017	\$0 - District Funding	Teachers, Guidance Counselor, Administrators, and Instructional Coach.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-2 will be provided 30 iPads for formative reading assessments, reading interventions, and multi-sensory lessons.	Technology	10/01/2016	05/25/2017	\$12083 - Title I Schoolwide	K-2 Teachers, Technology facilitator, Instructional coach, and Administrators.

Goal 2:

Increase percent of students which meet college readiness benchmarks in the areas of Mathematics.

Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate student proficiency (pass rate) on the ASPIRE (3-8,10) by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ASPIRE.

Strategy1:

Math Fluency - Increase student fluency in math facts K-8;

AMSTI/OGAP Math training;

Implementation of LTF;

PLC's, collaborative planning, common assessments;

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Moby Max Individualized Learning Path;

Placement of students with math deficits and/or not scoring ready or above with math teachers during intervention time

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRs, AMSTI, LTF, IDEA

Activity - Number Talks Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of math journals for each student in grades K-5 to promote math fluency, math problem solving, teach number sense, and higher order thinking skills.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training to implement strategies from AMSTI and LTF.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers 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 2016-2017 school year.	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators,

Measurable Objective 2:

50% of Kindergarten, First and Second grade students will increase student growth as measured by their national percentile ranking in Mathematics by 05/25/2017 as measured by Scantron .

Strategy1:

AMSTI Math Program - Increase math fluency in K-2 math facts,
 AMSTI Math Training for teachers,
 Math investigation lab for students,
 Collaborative planning with K-2 teachers,
 Lesson development monitored by administration through lesson plans.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI

Activity - AMSTI Math K-2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in AMSTI Math Program (On-site AMSTI support) Math lab investigation to promote higher order think skills. Number talks lessons increase number sense. Monthly data meetings to analyze student performance for grade level standards. Development of PST plans to address deficits in math. Monitoring/ Observation of math lessons by administration. PST/ Lesson plan documentation.	Direct Instruction	08/03/2016	05/25/2017	\$0 - District Funding	Teacher, Administrator, Guidance Counselor, and Reading Specialist.

Measurable Objective 3:

A 3% increase of Eleventh and Twelfth grade students will demonstrate student proficiency (pass rate) on summative assessments by the end of the 2016-17 school year. in Mathematics by 05/25/2017 as measured by ACT .

Strategy1:

- Math Problem Solving - Increase student fluency in math facts K-8;
- AMSTI Math Training;
- Collaborative Planning,
- Analysis of common assessments;
- Implementation of Moby Max Individualized Learning Paths grades 3-8;
- Strategic Teacher scheduling for intervention periods;
- ACT readiness courses
- Category: Develop/Implement College and Career Ready Standards
- Research Cited: CCRs, AMSTI, ESSA, IDEA

Activity - Teacher Training for LTF/AP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development to implement strategies from LTF/AP to increase number of students who meet benchmark status in the area of Mathematics on the ACT.	Academic Support Program	08/05/2016	05/25/2017	\$0 - General Fund	Teachers, Administrators, Technology Facilitators, Instructional Coaches

Goal 3:

Increase student proficiency in the core academic subject of science

Measurable Objective 1:

increase student growth of students achieving proficiency in science by 05/25/2017 as measured by the ACT-Aspire (grades 5,7,10) by 3%.

Strategy1:

AMSTI- Science Program - Teachers will seek to improve science instruction in grades K-5 and increase the knowledge and skills needed to move toward college and career ready.

ACIP

West Limestone High School

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.

PLC provided through AMSTI that include teachers and school administrators.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI- (Alabama State Department of Education)

Activity - AMSTI- Science Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training in science to implement strategies from AMSTI	Academic Support Program	06/13/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Activity - AMSTI PLU	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and lead teachers at West Limestone High School will participate in a Professional Learning Unit led by AMSTI throughout the 2016-2017 school year.	Professional Learning	09/15/2016	05/25/2017	\$0 - No Funding Required	Administrators, Teachers.

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 2016-2017 school year	Professional Learning	10/01/2016	05/25/2017	\$10000 - Title I Schoolwide	Teachers, Instructional Coach, Administrators

Strategy2:

A+ Laying the Foundation - West Limestone students in grades 6-10 will be given the opportunity to participate in 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: National Math and Science Initiative (NMSI), Advanced Placement Training and Incentive Program (APTIP)

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	07/01/2016	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Component 3: Instruction by Qualified Staff

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? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

3. Describe how staffing decision ensure that 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 fro 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

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

West Limestone High School has 16 classroom teacher in grades K-5 and 1 special education teacher. This year, we hired 1 new teachers for

these positions. One teacher retired.

In grades 6-12, there are 33 classroom teachers and 4 special education teachers. This year, we hired 4 new classrooms teachers. For those open positions, 2 were not rehired, one transferred to another school in the district and 1 resigned.

Therefore the turnover rate for this school year is 9%.

2. 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.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

West LimestoneHigh 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

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Multi-Sensory Professional Development

AMSTI Training for all Math and Science Teachers

Data Meetings

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Our school calendar has built in professional development days for teachers, administrators, paraprofessionals and other staff. During the 2016-2017 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.

3. 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.

4. Describe how this 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 coach on-site to meet with teachers daily.

Component 6: Transition Strategies

1. 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.

Kindergarten Camp assist students in transitioning from PreK or Home to the Kindergarten setting.

Fifth grade students who will come to West Limestone for 6th grade from Owens Elementary get to visit the school on a field trip. During this visit, the

students 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.

Component 7: Teacher Participation in Making Assessment Decisions

1. 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 os 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

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

Global Scholar 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.

2. 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 receive further testing.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All classroom teacher are expected to use Tiered instruction in the classroom to meet the needs of all learners.

Tier 1: All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2: In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3: At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

4. 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 3-8 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.

5. 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: Free breakfast is provided to all students in our school. Additionally, students in need receive weekend food bags to provide nutritious meals over the weekend. 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.

6. 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 provide 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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

There are several monetary sources that are integrated into the financial management and instructional program at the school. Types of funds include State of Alabama School Foundation Program, Title I, Title II, Title III, and Homeless. All funds support the goals of the CIP and overall student achievement. Please see the budget summary section of the ACIP.

2. 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.

2. 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.

3. 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, vocational and technical education, and job training.

3. 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, vocational and technical education, and job training.

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 and free meals are also served throughout the district before home football games.

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

1. 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.

2. 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.

3. 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.

4. 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.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

No.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

The focus of our CIP goals was shifted to a larger focus on Reading, Math, and Science. Adequate gains were made in the area of math, but we want to continue that trend and also improve Science instruction. However, Reading remains the area in most need of improvement for 2016-2017.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

Component 4: Instructional Strategies

1. Describe effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school.

3. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

4. What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs?

Component 6: Instruction by Qualified Staff

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? What action is being taken to meet this requirement?			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?			

Component 7: High Quality and Ongoing Professional Development

1. Describe opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. 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.

2. 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.

3. 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. (N/A for Elementary Schools)

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

5. 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?

6. How are students' individual needs being addressed through differentiated instruction in the classroom?

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

2. In what ways are the programs are coordinated and integrated toward the achievement of the Targeted Assistance goals?

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

4. 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 Targeted Assistance goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

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

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

4. 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 Targeted Assistance program?

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	59.06	61.49	3,354,683.00
Administrator Units	3.00	3	250,000.00
Assistant Principal	2.00	2	145,000.00
Counselor	2.50	2.5	160,000.00
Librarian	2.00	2	112,000.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	11,272.00
Professional Development	0.00	0	4,246.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	26,987.00
Library Enhancement	0.00	0	1,415.00
Totals			4,065,603.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	118398.97

Provide a brief explanation and breakdown of expenses.

Three reading intervention teachers/ one instructional assistant will be hired and trained to deliver interventions with students K-8.

\$74,917

Classroom Instructional Supplies

\$18,400

Instructional Equipment (Technology)

\$12,083

Professional Development

\$10,000

Parental Involvement

\$2998.97

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

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

Label	Question	Value
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

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

1. 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.

Our first Title I Parent meeting will be held on September 26, 2016 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. Since this is West Limestone's first year as a Title I

school, 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, will be streamed live, and will be available for parents to view online to insure all parents have access to the information. 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 page. These venues provide multiple opportunities for success when trying to communicate and gather feedback from parents.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

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.

3. 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.

At least two Parent Nights will be arranged at West Limestone High School during the 2016 - 2017 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.

4. 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).

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 (K-2, 3-5, 6-8, and 9-12). 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.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

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.

6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (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 2016-2017 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 ASPIRE, Global Scholar, and DIBELS. Parent information letters will be sent home with individual student reports. Sessions will also be available throughout the year for interpretation of the 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.

6b. 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 NCLB Section 1118, 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 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 hold at least two parent nights for the 2016-2017 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 items such as flashcards (math & sight words), fluency passages, timers, etc. that will provide parents with the resources to transfer the knowledge from the classroom setting into the home environment. 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 all parents concerning the technology being used by their child at WLHS).

6c. 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 NCLB Section 1118, 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's Title I Leadership Team, which includes parents, will seek ways to improve parent involvement in the school environment. The team of parents and teachers will be unique in that they will take an active role in the academic process as they work closely to "educate" other parents on the goals of the school as well as the instructional programs, strategies, and assessments that are used to guide student learning. Specific parent nights and/or meetings will be conducted throughout the year to work with parents in small group settings to allow them to experience the learning process, strategies, and assessments that are reflected in the classroom setting. West Limestone

High School will jointly develop with parents of all children served a school-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 achieve the State's high standards. 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. There will be a specified section on the School to Home compact that will allow for parent input.

6d. 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 NCLB Section 1118, 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 all parents in grades 3-8 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 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.

6e. 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 NCLB Section 1118, 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 itinerate ELL 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

6f. 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 NCLB Section 1118, 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, English Language Learners (ELL), 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.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

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 itinerate ELL teacher will also be available to provide assistance in this area as needed.