



ACIP

West Point High School

Cullman County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

West Point High School is a 5-A school located in the rolling hills of northwest Cullman County, Alabama. Established in its current location in 1918, West Point graduated its first class in 1935. In 1961, the wood building was torn down to make room for a brick one, part of which was destroyed in a 1996 fire. The West Point campus now spans four schools: Elementary, Intermediate, Middle, and High Schools. At the high school, we pride ourselves in the quality of the education we offer our students and are pleased to be on the leading edge of instructional strategies and educational technology.

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.

The mission of West Point High School is to provide maximal opportunities for all students to learn, to develop the potential for becoming positive contributors to society, and to be properly equipped to lead productive and fulfilling lives in a constantly changing and increasingly demanding environment.

Our beliefs:

We believe that learning is the most important reason for attending school.

We believe that every student can learn if he or she is given an appropriate education that employs a variety of methods.

We believe students must be prepared to be good citizens at home, at school, and in their communities.

We believe that all teachers and all school personnel must be good role models and must promote high values and ethics.

We believe that students should be actively involved in solving problems and in producing quality work.

We believe that teachers, parents, and the community must work together for the good of our students.

We believe that a safe and physically comfortable environment promotes student learning.

We believe that mutual respect, shared responsibility, and positive communication are important aspects of an effective learning 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 Point High School faculty, staff, students, parents, and community members have worked diligently in recent years to improve the quality of education provided for students in our school district. Teachers have attended numerous professional development workshops specifically targeted at improving instruction through strategic teaching methods. Many of the faculty have gleaned ideas that they now routinely integrate into their instruction. These ideas or methods have been aimed at increasing student engagement, student academic performance, and ultimately preparing students to exit high school being prepared for college and/or potential careers. Staff members, including administrators, routinely visit classrooms to observe instruction and assess student engagement. Parents and community members have volunteered their time to assist at the school and to find and apply grant opportunities that could fund needed instructional materials and improve current technological resources.

Due to the efforts of all stakeholders, currently our students have the opportunity complete a curriculum that will prepare them for college entrance and/or for entrance into the work force. This will also be our focus for the coming school years. To exit students that are college and career ready.

Recent achievements include an expansion of opportunities for students via the following:

- PreAP and AP Courses: West Point High School Faculty and Staff applied for the A+ College Ready Pipeline Grant in the Fall of 2014 and Program Grant for 2016-17 through 2018-19. As one of 15 schools in the state to receive this grant, WPHS has been able to launch an AP program in grades 6-12 that includes quality teacher training and rigorous content for students. Securing this grant opens the opportunity for intensive, quality professional development for teachers. This funding also provides resources for classroom enhancement and supplies. For 2015-2016 WPHS has been selected as a Program Grant recipient. This grant will help fund and promote the AP program. 2015-2016 course launches include PreAP courses in Math, English, Science, and History for grades 6-10 and AP English Language and Literature, AP Chemistry, AP Biology, AP Calculus AB, AP US History, and AP Government and Politics. In 2017-2018 AP Computer Science Principles was added to course offerings. In 2018-2019 AP Psychology has been added.

- Dual Enrollment: West Point High School and Cullman County Schools have expanded dual enrollment opportunities for 11th and 12th grade students via online courses, the Fast Track Academy, and the Fast Track for Industry Program. Students who take advantage of these opportunities are able to earn high school credit and college credit simultaneously. For students in the industry program, much of the enrollment costs are covered and students are able to earn a degree or certification in a career technical field while in high school.

- Virtual School: Students are able to take all classes online through ACCESS. These courses are coordinated through the Cullman Area Technology Academy where students are also eligible to study career technical fields. This opportunity eliminates the lost time in transport to a separate campus as they are now able to spend a greater amount of time of the school day in training programs.

Additional Information

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

All West Point High School teachers are highly effective and certified in their teaching fields.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The West Point High School faculty began the planning and review process in May of 2018 and continued through September 2018 by discussing the strengths and weaknesses of the 2017-2018 continuous improvement plan. This process included leadership team, grade level and subject area department meetings to examine goals and to review strategies and action steps to determine which needed to be kept, deleted or changed. Current Scantron testing data, ACT WorkKeys, ACT with Writing data, and stakeholder survey data were used to make decisions on target groups and instructional areas of weakness. A final faculty meeting was held (September 2018) in which each department presented the information that was discussed during the small group meetings. Each faculty member had an opportunity to provide final feedback concerning proposed strategies and action steps. The feedback was used to write the 2018-2019 plan during the fall including parents and other instructional leadership team members.

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

Heith Yearwood - Principal

Wes Black - Assistant Principal

Amanda Yearwood - Guidance Counselor

Lucretia Smith - Math Department Teacher

Jen Thompson - English Department Teacher

Becky Drummond - Science Department and Elective Teacher

Jimmy Harbison - History Department Teacher

Amy Griffin - ELL Teacher

Tiffany Whitesell - Parent

Selena Clark - Student

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 2018-2019 improvement plan will be posted on the school website at westpointhigh.com. This posting will be promoted through social media and displayed at an easily accessible location on the site pages. This posting will allow all stakeholder to download and view the plan at any time. Printed copies are available upon request for stake holders with limited or no internet access.

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	The attached document contains data used in faculty, department, grade level, and leadership team meetings for developing the 2018-2019 school improvement plan.	WPHS Data WPHS Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

The following areas were identified by the leadership team as being above the expected level of performance.

ACT WorkKeys % Proficient:

The percentage of students achieving Proficient status by earning a Silver Certificate on the ACT WorkKeys increased from 61% to 71%.

ACT WorkKeys Applied Mathematics:

The percentage of students who scored Level 4 or higher on the ACT WorkKeys Applied Mathematics increased from 67% to 83%.

ACT WorkKeys Graphic Literacy:

The percentage of students who scored Level 4 or higher on ACT WorkKeys Graphic Literacy increased from 75% to 86%.

ACT English:

The percentage of students who met the English college readiness benchmark increased from 44% to 45%.

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

ACT WorkKeys data indicate an upward trend in student performance in Applied Mathematics, Graphic Literacy, and overall proficiency. In relation, the percentage of students meeting a College/Career Readiness Indicator prior to high school exit has increased dramatically (75.9% to 97.1%) since 2017.

Which area(s) indicate the overall highest performance?

Scantron:

Scantron data indicates annual growth in math and reading areas.

-Reading proficiency rates show an increase from 42% in 2016-17 to 53% in 2017-18.

-Mathematics proficiency rates show an increase from 40% in 2016-17 to 46% in 2017-18.

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

Comparison of 2016-2017 verses 2017-2018 ACT Profile reports indicate the following trends:

-Average ACT Mathematics scores for American Indians increased from 14.8 to 15.5.

-Average ACT Reading scores for Black/African American students increased from 13.0 to 14.0.

-Average ACT Science scores for Black/African American students increased from 16.0 to 17.0.

-Average ACT Science scores for Hispanic students increased from 17.3 to 18.0.

-Average ACT Composite scores for Black/African American students increased from 15.0 to 15.5.

Between which subgroups is the achievement gap closing?

According to the data presented in the 2016-17 and 2017-18 ACT Profile Reports, all students show an increase in Science. The largest increase was found in Black/African American student scores with average rising from 16.0 to 17.0. Hispanic student scores increased by 0.7 and White student scores increased by 0.1.

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

Scantron and ACT data shows growth in Reading throughout the 2017-18 school year.

Areas in Need of Improvement

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

The following areas were identified by the leadership team as being below the expected level of performance.

ACT Benchmark/Proficiency Rates:

A decrease in math proficiency was noted in 2017-18 ACT scores with only 15% of students reaching benchmark. Likewise, a decrease was also found in reading proficiency with 22% of students reaching benchmark on the ACT reading test.

WorkKeys Assessment:

2017-18 WorkKeys data indicates that only 77% of students scored Level 4 or higher on Workplace Documents. This is a 16% decrease from 2016-17.

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

ACT Benchmark/Proficiency Rates:

A decreasing trend is noted in student all subgroups, with the exception of American Indians, on ACT Mathematics.

WorkKeys Assessment:

A negative trend in performance is noted in WorkKeys Workplace Documents (formerly Reading for Information). In 2015-16, 95% of students scored Level 4 or higher. In 2016-17 this percentage dropped to 93%, then in 2017-18 it decreased to 77%.

Which area(s) indicate the overall lowest performance?

In 2017-18 the number of students reaching the ACT Mathematics benchmark of 22 was 20 out of 134. Therefore, 85% of students did not meet proficiency goals.

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

According to the 2017-18 ACT Profile Report, student STEM (Science, Technology, Engineering, and Mathematics) scores show a decreased average score for all students. Decreases were noted in all subgroups including Black/African American students, White students, Hispanic students, and American Indian students. Additionally these same decreases are seen across gender subgroups.

Between which subgroups is the achievement gap becoming greater?

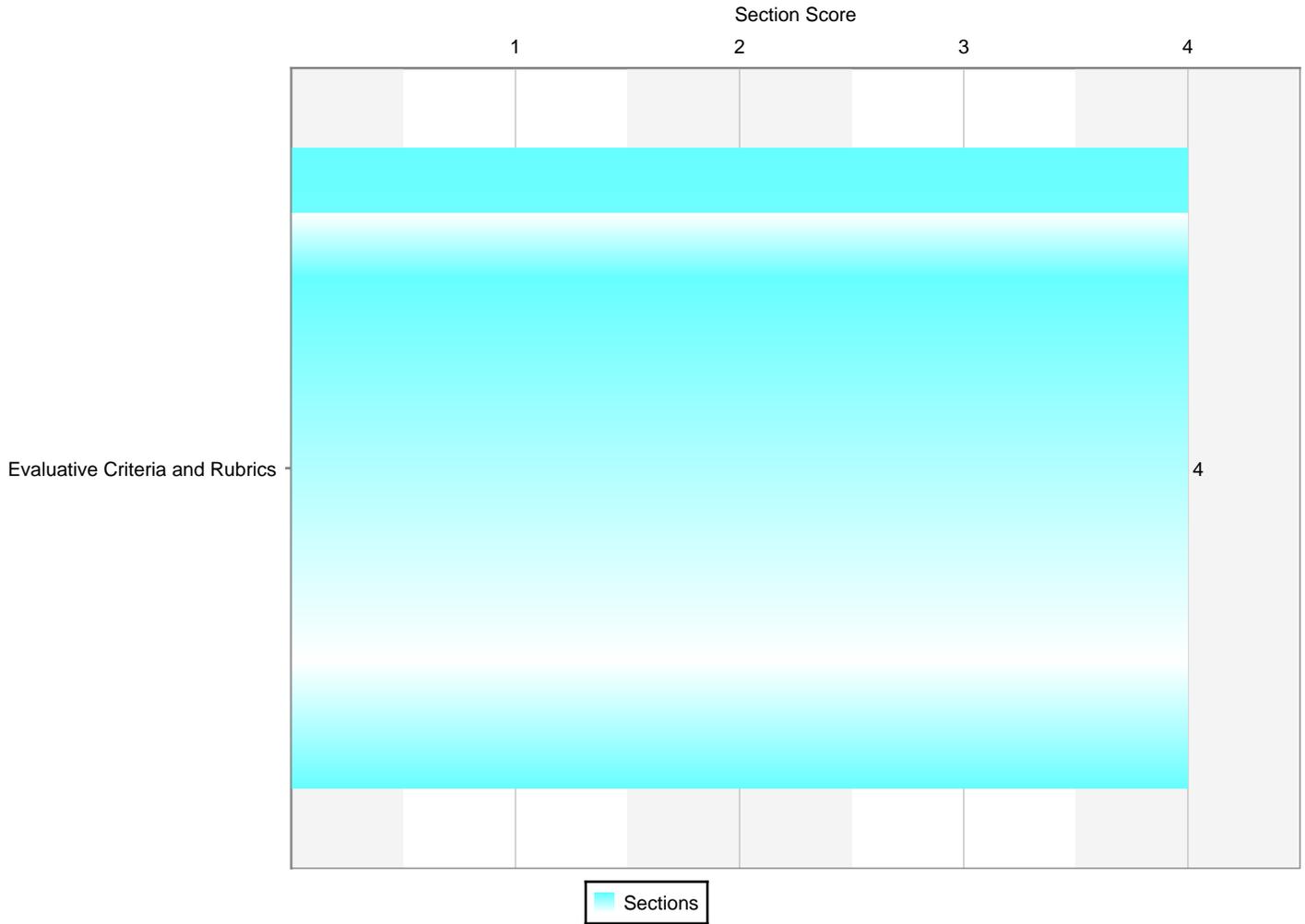
According to the 2017-18 ACT Profile report, Hispanic students show a gap in achievement when compared with their peers. These students had an average ACT Reading score of 12.5 where as the average for all students was 18.2 and White students at 18.5.

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

2018 PreACT scores indicate similar lower performance across race/ethnicity groups as compared to the overall average and as compared to their White peers.

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, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	See attached Leadership Team signature page	Instructional Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	See attached non-discriminatory signature	non-discriminatory signature

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	See attached designated employee signature	designated employee signature

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	N/A	

2018-2019 West Point High School Plan

Overview

Plan Name

2018-2019 West Point High School Plan

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	Instructional Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$0
2	Learning Support Goal: Identify barriers to teaching and learning and align support systems to address barriers.	Objectives: 2 Strategies: 3 Activities: 14	Organizational	\$2500
3	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Management: Effectively use our teachers, and staff to increase student achievement, stakeholder involvement and satisfaction.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: Instructional Goal: Engage learners through high quality instruction aligned to college and career ready standards and assessments in all content areas.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: by 05/24/2019 as measured by Scantron Math from 44% to 49% in 9th grade and 48% to 53% in 10th grade, Scantron Reading from 60% to 65% in 9th grade and 52% to 57% in 10th grade for students meeting their annual target.

Strategy 1:

Effective Instruction - Teachers will be trained and implement the use of standards based instruction and learning for students in core areas. Teachers will track the progress of student groups using district level instructional guide spreadsheets.

Students will be assessed through benchmark tests and informal whole class assessments.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: State Assessments: Scantron Reading, Math, and Achievement Series Benchmark Testing

Activity - Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the instructional framework for all core areas.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	All 9th and 10th grade core teachers.

Activity - Direct Instruction Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies to introduce and re-teach content. Lessons will include chunking content, processing content, and recording and representing content.	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	All teachers.

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will actively encourage student engagement by: -Noticing When Students are Not Engaged -Using Physical Movement -Maintaining a Lively Pace -Demonstrating Intensity and Enthusiasm	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	All teachers.

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Activity - Communicating High Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate high expectations for students by asking in-depth questions of reluctant learners.	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	All teachers.

Measurable Objective 2:

demonstrate a proficiency of student achievement of a 5% increase in the percentage of graduating seniors who achieve College-and-Career Readiness from 59% to 64% by 05/24/2019 as measured by students satisfying at least one of the CCR indicators: benchmark ACT score, silver level WorkKeys, qualifying AP score, college credit attainment, career technical credential, and/or military enlistment.

Strategy 1:

Instructional Framework - Teachers will implement instructional framework to facilitate an increase in the percentage of graduating seniors who achieve College and Career Readiness as measured by students satisfying at least one of the CCR indicators: ACT benchmark, silver level WorkKeys, qualifying AP score, college credit attainment, career technical credential, and/or military enlistment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Readiness Indicators

Activity - WorkKeys Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate WorkKeys practice items into lessons.	Direct Instruction, Tutoring, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers who teach senior level courses.

Strategy 2:

Alternative Educational Strategies - School administrators will coordinate with district staff to provide a college credit attainment opportunity for seniors identified as having not yet met a CCR indicator.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Readiness Indicators

Activity - College Course Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors identified as having not yet met a CCR indicator will have the opportunity to enroll in a college introductory course.	Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	No Funding Required	School administrators and counselors.

Activity - CCR Credentialing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in Agriscience or Family and Consumer Science receive the opportunity to gain Beef Quality Assurance (BQA) credentialing in order to meet the CCR indicator.	Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	No Funding Required	Agriscience Teacher FACS Teacher

Goal 2: Learning Support Goal: Identify barriers to teaching and learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy 1:

Professional Learning - Teachers and administrators will participate in professional development opportunities directly related to instruction for all levels of learners.

Category: Develop/Implement Professional Learning and Support

Research Cited: Blue Ribbon and Marzano Research

Activity - Standards Based Instruction Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development opportunities provided by Blue Ribbon that target teaching practices that encourage emphasis on the mastery of content standards.	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Core teachers.
Activity - Marzano Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to participate in professional development provided through the A+ College Ready partnership that integrates concepts derived from Marzano's The New Art and Science of Teaching.	Professional Learning	08/08/2018	05/24/2019	\$2000	Other	All core teachers.
Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategic teaching strategies into their daily instructional practice. Teacher professional learning will take place at faculty meetings, learning walks, and early release sessions.	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty and Administration
Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data, provide feedback, and scaffold their instruction based on the individualized needs of all students. Scantron will be used to screen all students. Teachers will use a research-based progress monitoring tool and design their instruction to support students' academic achievement. In addition, attendance, behavior reports will be used to identify at-risk students to provide additional supports. PBIS will be utilized to assist in the behavioral support program.	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	All Staff

Strategy 2:

Culture - Culture - West Point High School emphasis will be placed on promoting practices that foster a positive school culture. The elements that will be considered are safety, relationships, teaching and learning, and the institutional environments.

Activities may include:

- Teacher-student interactions
- Students who feel safe, connected and engaged
- Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, plus a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged
- Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors
- Parental involvement
- Collaborative relationships between the school leader and faculty as well as between faculty members
- Focus on learning and high expectations for student achievement

Category: Develop/Implement Student and School Culture Program

Category: Develop/Implement Student and School Culture Program

Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

Activity - AP Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents that are interested in AP/Pre-AP courses will attend AP Night to better understand the program, the course rigor, and the benefits of AP.	Community Engagement	08/08/2018	05/24/2019	\$0	No Funding Required	Principal Assistant Principal Counselor

Activity - Senior Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior student and parents receive transcripts, important transitional information as well as College and Career information.	Community Engagement	08/08/2018	05/24/2019	\$0	No Funding Required	Counselor

Activity - Goal Setting Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of PST and/or Urgent Intervention will attend a goal setting meeting with their parent to set goals, discuss data, and provide feedback.	Behavioral Support Program, Community Engagement, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	PST/Rtl Committee

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The use of social media, website, and parent information from the guidance office and main office will be used to keep parents, students, and community stakeholders informed about current activities happening at West Point High School.	Community Engagement	08/08/2018	05/24/2019	\$0	No Funding Required	Principal Assistant Principal Counselors Teachers
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Activity - Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School safety is at the forefront of operational processes. Our state of the art camera system helps the administration and SRO view multiple area of the building. In addition, we proactively work with our students to provide a safe learning environment so students can grow academically and socially.	Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	All staff

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will monitor student and teacher attendance throughout the school year. We will motivate students and promote student and teacher attendance by offering a rewards-based program.	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	08/08/2018	05/24/2019	\$500	Other	Principal Assistant Principal

Activity - Discipline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to provide continuity to promote positive behavior and deescalate negative behavior, a uniform discipline ladder is in place. Additionally, PBIS will be utilized.	Behavioral Support Program, Policy and Process, Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Principal Assistant Principal

Measurable Objective 2:

demonstrate a proficiency of a 5% increase in student growth: by 05/24/2019 as measured by Scantron Math from 46% to 51%, PreACT Math from 10% to 15% on ACT Math, Scantron Reading from 56% to 61% and PreACT Reading from 31% to 36% on ACT Reading of students reaching their individual annual growth target as measured by state assessments. .

Strategy 1:

Student Support - West Point High School will implement a student support team and teacher advisory group to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Support Team - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School support was provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly Rtl meetings will take place at West Point High School to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Edgenuity for remediation lessons to improve student outcomes.	Behavioral Support Program, Direct Instruction, Tutoring, Academic Support Program, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Rtl/PST Committee Principal Guidance Office Faculty
Activity - Dyslexia screening and intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Rtl Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction, Tutoring, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Rtl/PST Principal Classroom teacher
Activity - Social Worker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A social worker is provided on a as needed basis for intervention services with at-risk students. The social worker provides group, individual, and intervention services based on referrals from the school principal. This alternative program will include strategies and focus on academic, character education, and coping skills. She provides coping skills in the areas of anger management, stress management and conflict resolution; while working with social services to meet the needs of the students and their families, with the ultimate goal of helping students make better choices and be successful in academics and in life.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Social Worker Principal Classroom Teacher

Goal 3: EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS 2.0 for ELLs..

Strategy 1:

Core EL Instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	District support, EL and Classroom Teachers
Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration, EL and Classroom Teachers

Goal 4: Management: Effectively use our teachers, and staff to increase student achievement, stakeholder involvement and satisfaction.

Measurable Objective 1:

collaborate to to effectively collect, analyze, and use data to continuously improve teaching & learning experiences for all students as measured by agendas, sign in by 05/24/2019 as measured by as measured by agendas, sign in sheets, student performance, and walk-throughs.

Strategy 1:

Increase ability to collect, analyze, & applies findings from various data sources - West Point High School will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Decision Ed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators will be trained on the effective implementation of the Decision Ed dashboards. Dashboards will be created for specific purposes and used throughout the year in data meetings.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Technology	08/08/2018	05/24/2019	\$0	No Funding Required	School administration
Activity - CIP Process and Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

West Point High School

<p>School staff training for the Continuous Improvement Plans will be discussed. Accountability requirements will also be shared (A-F Report Card). Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership team will collaborate with the staff throughout the year to guide the continuous improvement process.</p>	<p>Behavioral Support Program, Direct Instruction, Policy and Process, Career Preparation/Orientation, Parent Involvement, Tutoring, Professional Learning, Academic Support Program, Technology</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Leadership Team Staff</p>
<p>Activity - Data Meetings</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>School leadership will have a designated time for classroom teachers to collaborate and analyze data to improve instruction and student achievement. Discussions will occur during grade level, subject area benchmark assessment data will be discussed after each nine week grading period.</p>	<p>Policy and Process, Career Preparation/Orientation, Professional Learning, Academic Support Program, Technology</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Leadership Team Classroom Teacher</p>
<p>Activity - Educator Effectiveness</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Employees will utilize Educator Effectiveness and throughout the school year. The basis of the program is to improve practice of teachers in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.</p>	<p>Policy and Process, Professional Learning, Technology</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administration Teachers</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance	School leadership will monitor student and teacher attendance throughout the school year. We will motivate students and promote student and teacher attendance by offering a rewards-based program.	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	08/08/2018	05/24/2019	\$500	Principal Assistant Principal
Marzano Training	Teachers will have the opportunity to participate in professional development provided through the A+ College Ready partnership that integrates concepts derived from Marzano's The New Art and Science of Teaching.	Professional Learning	08/08/2018	05/24/2019	\$2000	All core teachers.
Total					\$2500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	Administrator, EL and Classroom Teachers

Decision Ed	School administrators will be trained on the effective implementation of the Decision Ed dashboards. Dashboards will be created for specific purposes and used throughout the year in data meetings.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program, Technology	08/08/2018	05/24/2019	\$0	School administration
Tiered Instruction	Teachers will analyze data, provide feedback, and scaffold their instruction based on the individualized needs of all students. Scantron will be used to screen all students. Teachers will use a research-based progress monitoring tool and design their instruction to support students' academic achievement. In addition, attendance, behavior reports will be used to identify at-risk students to provide additional supports. PBIS will be utilized to assist in the behavioral support program.	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	All Staff
College Course Enrollment	Seniors identified as having not yet met a CCR indicator will have the opportunity to enroll in a college introductory course.	Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	School administrators and counselors.
Data Meetings	School leadership will have a designated time for classroom teachers to collaborate and analyze data to improve instruction and student achievement. Discussions will occur during grade level, subject area benchmark assessment data will be discussed after each nine week grading period.	Policy and Process, Career Preparation/Orientation, Professional Learning, Academic Support Program, Technology	08/08/2018	05/24/2019	\$0	Leadership Team Classroom Teacher
Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	District support, EL and Classroom Teachers
Parent and Family Engagement	The use of social media, website, and parent information from the guidance office and main office will be used to keep parents, students, and community stakeholders informed about current activities happening at West Point High School.	Community Engagement	08/08/2018	05/24/2019	\$0	Principal Assistant Principal Counselors Teachers

Educator Effectiveness	Employees will utilize Educator Effectiveness and throughout the school year. The basis of the program is to improve practice of teachers in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Policy and Process, Professional Learning, Technology	08/08/2018	05/24/2019	\$0	Administration Teachers
Standards Based Instruction Training	Teachers will participate in professional development opportunities provided by Blue Ribbon that target teaching practices that encourage emphasis on the mastery of content standards.	Professional Learning	08/08/2018	05/24/2019	\$0	Core teachers.
Instructional Framework	Implement the instructional framework for all core areas.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	All 9th and 10th grade core teachers.
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction, Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	District support, Administration, EL and Classroom Teachers
Strategic Teaching	Teachers will implement strategic teaching strategies into their daily instructional practice. Teacher professional learning will take place at faculty meetings, learning walks, and early release sessions.	Direct Instruction	08/08/2018	05/24/2019	\$0	Faculty and Administration
AP Night	Students and parents that are interested in AP/Pre-AP courses will attend AP Night to better understand the program, the course rigor, and the benefits of AP.	Community Engagement	08/08/2018	05/24/2019	\$0	Principal Assistant Principal Counselor
Safety	School safety is at the forefront of operational processes. Our state of the art camera system helps the administration and SRO view multiple area of the building. In addition, we proactively work with our students to provide a safe learning environment so students can grow academically and socially.	Behavioral Support Program	08/08/2018	05/24/2019	\$0	All staff

CIP Process and Data	School staff training for the Continuous Improvement Plans will be discussed. Accountability requirements will also be shared (A-F Report Card). Teams will analyze Needs Assessment Data for student performance and stakeholder feedback to begin determining the areas in need of improvement and the areas of notable achievement. Goals and activities will be determined to guide the school in continuously improving student achievement. Leadership team will collaborate with the staff throughout the year to guide the continuous improvement process.	Behavioral Support Program, Direct Instruction, Policy and Process, Career Preparation/Orientation, Parent Involvement, Tutoring, Professional Learning, Academic Support Program, Technology	08/08/2018	05/24/2019	\$0	Leadership Team Staff
Goal Setting Meeting	Students in need of PST and/or Urgent Intervention will attend a goal setting meeting with their parent to set goals, discuss data, and provide feedback.	Behavioral Support Program, Community Engagement, Academic Support Program	08/08/2018	05/24/2019	\$0	PST/Rtl Committee
Communicating High Expectations	Teachers will communicate high expectations for students by asking in-depth questions of reluctant learners.	Direct Instruction	08/08/2018	05/24/2019	\$0	All teachers.
Social Worker	A social worker is provided on an as needed basis for intervention services with at-risk students. The social worker provides group, individual, and intervention services based on referrals from the school principal. This alternative program will include strategies and focus on academic, character education, and coping skills. She provides coping skills in the areas of anger management, stress management and conflict resolution; while working with social services to meet the needs of the students and their families, with the ultimate goal of helping students make better choices and be successful in academics and in life.	Behavioral Support Program, Parent Involvement, Academic Support Program	08/08/2018	05/24/2019	\$0	Social Worker Principal Classroom Teacher
Senior Parent Night	Senior student and parents receive transcripts, important transitional information as well as College and Career information.	Community Engagement	08/08/2018	05/24/2019	\$0	Counselor

ACIP

West Point High School

Student Support Team - Rtl	School support was provided through the deployment of a system-wide Rtl plan, complete with criteria for referring, documentation required for referral, monitoring of student progress, interventions implemented, and behavior plan. Monthly Rtl meetings will take place at West Point High School to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, and parental input. Students will have access to an individualized learning path through Edgenuity for remediation lessons to improve student outcomes.	Behavioral Support Program, Direct Instruction, Tutoring, Academic Support Program, Technology	08/08/2018	05/24/2019	\$0	Rtl/PST Committee Principal Guidance Office Faculty
WorkKeys Preparation	Teachers will integrate WorkKeys practice items into lessons.	Direct Instruction, Tutoring, Technology	08/08/2018	05/24/2019	\$0	Teachers who teach senior level courses.
Discipline	In order to provide continuity to promote positive behavior and deescalate negative behavior, a uniform discipline ladder is in place. Additionally, PBIS will be utilized.	Behavioral Support Program, Policy and Process, Parent Involvement	08/08/2018	05/24/2019	\$0	Principal Assistant Principal
Student Engagement	Teachers will actively encourage student engagement by: -Noticing When Students are Not Engaged -Using Physical Movement -Maintaining a Lively Pace -Demonstrating Intensity and Enthusiasm	Direct Instruction	08/08/2018	05/24/2019	\$0	All teachers.
CCR Credentialing	Students enrolled in Agriscience or Family and Consumer Science receive the opportunity to gain Beef Quality Assurance (BQA) credentialing in order to meet the CCR indicator.	Career Preparation/Orientation	08/08/2018	05/24/2019	\$0	Agriscience Teacher FACS Teacher
Direct Instruction Lessons	Teachers will use strategies to introduce and re-teach content. Lessons will include chunking content, processing content, and recording and representing content.	Direct Instruction	08/08/2018	05/24/2019	\$0	All teachers.
Dyslexia screening and intervention	The Rtl Coordinator will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students.	Direct Instruction, Tutoring, Academic Support Program	08/08/2018	05/24/2019	\$0	Rtl/PST Principal Classroom teacher
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

The Climate and Culture Survey for parents provided the following data:

C1-Things teachers say to students

66%-We will be working on

60%-Explain your work

45%-You will be working on

40%-You got it right

C2- Things students are most often doing at school

53%-Taking tests

50%-Listening to teachers

49%-Working with others

40%-Completing worksheet

C3-Interactions with staff

64%-Helpful

58%-Respectful

57%-Supportive

49%-Comfortable

The Teacher Inventory provided the following teacher data:

C2 - 85% of teachers felt their actions in and out of the classroom are aligned to the strategic direction of the school.

C4 - 93% of teachers felt that their lessons were based on high expectations for students almost always or often.

The High School Student Engagement Survey provided the following data:

C2 - 71% work harder or try to do their best with challenging lessons.

C5 - 72% of students believe that technology helps them stay focused to better understand the lesson in order to complete assigned tasks and raises their level of interest to feel challenged.

C6 - 76% of students believe that school rules are established for good reason and help establish student success.

C16 - 79% of students feel that they can go to their teachers about anything, and that teacher want them to do their best, especially on difficult content.

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

Parents believe that their interactions with staff at the school had the highest level of satisfaction on their survey this year.

Teachers surveys showed that their actions, in and out of the classroom, were aligned to the strategic direction of the school. We will continue to focus on strategic teaching and content literacy throughout the remainder of the school year. Data, Rtl, and grade level meeting will also continue during the 2018-2019 school year.

Student surveys indicate that school expectations are established for a good reason and helps maximize student success. In addition, the use of technology and challenging activities are tool used to increase student engagement, provide feedback, and promote a culture of learning were also areas of achievement.

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

According to our Blue Ribbon Needs Assessment Survey, all stakeholder believe that the climate at West Point High School is productive to aid in student learning and achievement. Students feel that teachers are approachable and are willing to provide additional support in areas of need.

Areas in Need of Improvement

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

According to the surveys, the following areas indicate the overall lowest level of satisfaction or approval:

C1- 51% of students struggle to do the work and do not try at all or do enough just to make a good grade

C10 - 70% of students either memorize the fact and information for a good grade; study just before the test; or rarely prepare for the test

C13 - 45% of student do classroom activities because the teacher requires it. Student feel the activities are not fun, are boring, or hold no value

C8 - 47% of teachers feel they structure lessons, tasks, and activities that require students' use of digital tools for learning sporadically or rarely

C13 - 43 % of teachers feel they use a formal two way process to communicate with parents, families and/or legal guardians of their students sporadically or rarely

D2- 43% of teachers say that they provide sporadically or rarely opportunities for parents, families, and/or legal guardians to engage in meaningful activities that support student success.

E1-53% of teachers feel that their lessons that increase students' awareness of and appreciation for other cultures are not created to fidelity.

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

Teacher surveys continue to show overall low percentages for providing multiple opportunities for parents to engage in meaningful activities that support student success. Plans will include strategies to increase communication and efforts will be made to strengthen partnerships between home and school environments in order to increase parent engagement to foster student achievement.

Teachers also continue to express low scores on differentiating lessons and setting individual goals based on student needs.

Student surveys indicate a desire for diverse lessons that are taught in multiple learning styles.

What are the implications for these stakeholder perceptions?

A high percentage of our stakeholders perceive that teachers are not using a variety of learning styles. The school ACIP reflects a focus on student engagement. Observation and peer walkthroughs will occur multiple times throughout the school year. Teachers will continue to collaborate through common plan and lunch periods. Data meetings and PD on strategic teaching will be provided throughout the school year. Additionally, district level instructional coaches will continue to be utilized to implement new resources.

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

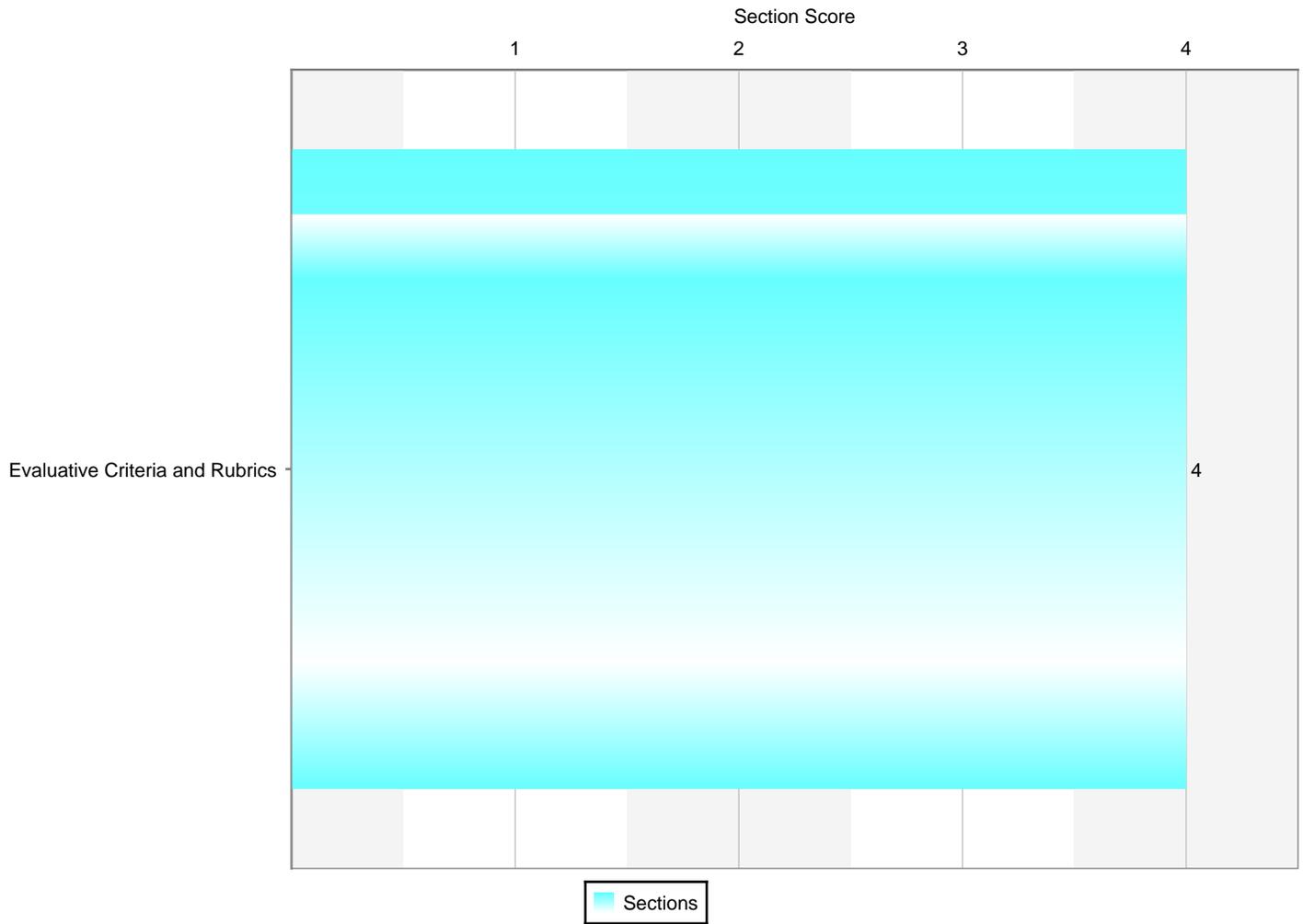
Blue Ribbon School of Excellence surveys reflected needs that were similar to the eProve survey results. Listed are the most common needs found from these surveys:

1. Goals and objectives need to be more defined

2. Data should be used to drive instruction
3. Tiered instruction should be implemented to fidelity
4. Standards based learning will yield better results

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	32.21

Provide the number of classroom teachers.

32.21

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1568602.0

Total

1,568,602.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	94632.0

Total

94,632.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	71568.0

Total

71,568.00

Counselor

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

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	89142.0

Total

89,142.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53556.0

Total

53,556.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	11013.0

Total

11,013.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3304.0

Total

3,304.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	19679.0

Total

19,679.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3529.0

Total

3,529.00

Title I

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

Provide a brief explanation and breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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