



ACIP

Beulah High School

Lee 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?

Beulah High School is a public school located on Lee Road 270 in rural Lee County, Alabama. Located in northeast Lee County, Beulah is an unincorporated community approximately ten miles from Opelika, Alabama and approximately twenty miles from Auburn, Alabama. The community is bounded by Chambers County on the north, the Chattahoochee River on the east, and the Halawaka Embayment of Lake Harding on the south. The community is named for Beulah Baptist Church, which was founded in 1851. Beulah School was originally built in 1926.

Due to the community's unincorporated status, an accurate population of the Beulah attendance area is difficult to obtain. Specifically, the physical addresses of our students include the incorporated cities and communities of Cusseta, Opelika, Salem, and Valley. Recent census data suggests that Beulah had a population of approximately 5,500 with 87 percent of the population being white, 11 percent being black, and two percent belonging to some other race. There is little or no industrial or manufacturing base located within the community; the residents work predominately in "blue-collar," wage-earning positions in neighboring cities. Rapid growth of the attendance area over the last decade resulted in the construction of the new elementary school. Growth can be expected to continue with the popularity of Lake Harding and current development of the lake area. A wide variety of housing is also available, ranging from mobile homes to a surge of new houses and subdivisions.

Beulah High School is part of the Lee County School System, which serves approximately 9,700 students. Beulah has an enrollment of 530 students in grades seven through twelve. Class enrollment is distributed as follows: 62 seniors, 85 juniors, 95 sophomores, 99 freshmen, 95 eighth graders, and 94 seventh graders. The majority of our students come to us from Beulah Elementary School, which has a current enrollment of 735 students (an average of 105 per grade level). The ethnic background is as follows: Caucasian (seventy-eight percent), African-American (nineteen percent), and Other (three percent). A total of 248 students (47%) receive free lunch, and 48 students (9%) receive reduced lunch.

Our staff includes approximately thirty-five full-time certified instructional staff members, one instructional coach, one library media specialist, two administrators, two counselors, and five instructional aides. In addition, we have a lunchroom staff of six, a custodial staff of four, an office staff of four, and one school nurse. There are sixteen bus drivers and two bus aides who provide transportation services to our school and the elementary school.

Beulah High School's facilities include three classroom buildings, two gymnasiums, an agricultural-science building, and band room. One of our gymnasiums is state of the art and houses all of our volleyball and basketball games, as well as many other school functions. All teacher-occupied classrooms are equipped with at least two networked computers, ceiling-mounted LCD projectors, 5 Chromebooks, WiFi connectivity, and two-way intercom systems. We have a distance learning lab that allows us to increase our curriculum offerings. We also have a foods lab adjoining our family and consumer science classroom; a science laboratory equipped for chemistry, physics, and biology; a shop adjoining the Agriscience classroom; and a meeting room for teachers and students. We also have five computer labs, one of which is in the new media center. The newest building addition is a state-of-the-art media center, which opened during the 2014-2015 school year. The new media center includes the aforementioned computer lab, a conference room, workrooms for both teachers and students, and an internet café.

Students at Beulah High School must earn twenty-four credits to graduate, sixteen of which have to be core classes. The other requirements are a half credit of health, one credit of physical education, and one credit of career preparedness. The remaining five and one half credits are electives. The district offers a General Education Pathway Diploma, an Essential/Life Skills Pathway Diploma, and an Alternate Achievement Standards Pathway Diploma. Pre-AP classes are being offered in all grade levels for English, science, mathematics, and social studies during the 2017-2018 academic year. Additionally, Beulah High School students have the opportunity to take AP classes in grade levels 9-12 in the areas of English, science, mathematics, and social sciences.

Beulah High School operates on a seven-period instructional day. The periods are approximately fifty minutes long with four minutes between each class and three lunch waves of approximately twenty-five minutes each. Students in grades seven through eleven are assessed using Global Scholar (Scantron) Performance Assessments, juniors take the ACT with Writing, seniors are required to take the ACT Work Keys, and a small number of juniors and seniors interested in joining the military take the ASVAB test. Beginning in the 2017-2018 school year, juniors will have the opportunity to take the PSAT. Additionally, a small number of special education students are required to participate in the AAA (Alabama Alternate Assessment) during the seventh, eighth, tenth, eleventh, and twelfth grades.

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.

As part of the Lee County School System, our overall mission is to take a prominent role in advocating a progressive education for each student in our school. The mission of the Lee County Schools is to educate every student through a comprehensive and academically challenging curriculum taught in a safe and nurturing environment. The Lee County School System challenges students to pursue dreams, succeed with integrity, and contribute meaningfully to a diverse society.

The faculty and staff of Beulah High School strive to make our school "a great place to learn" through the development of a positive, safe, and challenging environment. Our goal is to facilitate the development of well-rounded young people who are motivated for the future and have a lifelong love of learning. Our mission statement and beliefs are aimed at improving student learning by engaging students in the process of their own education. The mission statement is revisited by our continuous improvement plan team every year. Our mission and vision statement is communicated through the Lee County School District website and the Beulah High School website.

The creed of Beulah High School is Building through Education, Understanding through Learning, and Achieving through High Standards. The core beliefs of Beulah High School include the following:

1. Learning is a lifelong process and the quality of that process depends on the involvement of the home, school, and community.
2. Reading is the foundation for expanding knowledge, thought, and lifelong learning.
3. Communication is at the heart of the educational process and essential for learning.
4. All students can learn and will be provided the opportunities to do so.
5. Students who are actively involved in their education are higher achievers.
6. High expectations and appropriate opportunities increase student success.
7. Providing role models for teamwork is essential for learning.
8. Students will be taught with multiple methods of instruction in order to accommodate differences in learning styles.
9. An orderly, safe, and well-nurtured environment is conducive to learning.
10. Adequate funding for materials, equipment, and personnel are essential for learning.
11. A commitment to personal and academic growth must be fostered and valued.
12. A quality education addresses academic needs while building creativity, high self-esteem and respect.

This year, we have incorporated an acronym that embodies what we strive to be at Beulah High School. The acronym is BE REAL. It stands for:

Beulah's
Expectations (are to be)

Respectful
Encouraging
Attentive
Leader

This along with the mission statement is recited during morning announcements.

Beulah High School embodies its purpose and beliefs by providing a variety of college and/or career preparation opportunities. Emphasis on the necessity of learning in order to cope with the diverse and complex problems of daily living is an essential part of the educational process. Some of the programs and learning activities that support the curriculum include but are not limited to the following: Global Scholar (Scantron) Performance Assessment for all seventh through eleventh graders, the ACT With Writing for all juniors; and the optional PSAT for any sophomore or junior who wishes to take it, and ACT Work Keys for all seniors. Educational programs that support the curriculum include the Continuous Improvement Plan, the Response to Intervention (RtI) team, the technology plan, special education programs, after-school mathematics tutoring, and the career/technical program. Activities that support the curriculum include Beta Club induction and meetings, Math Club competitions and meetings, Awards Day, pep rallies, assemblies, and college and career nights.

Beulah High School has a variety of extracurricular activities that contribute to the development of a well-rounded student. These clubs and activities include the following: Student Council; Beta Club; Scholar's Bowl; Math Team; Spanish Club; Yearbook/Journalism staff; Inkslingers; Family, Consumer, and Community Leaders of America (FCCLA); Future Business Leaders of America (FBLA); Health Occupation Students of America (HOSA); Fellowship of Christian Athletes (FCA); marching and concert bands; and athletics.

Beulah High School engages its stakeholders in a collaborative process through its belief that the process of learning is dependent on the involvement of home, school, and community and the belief that providing role models for teamwork is essential. Beulah High School engages stakeholders in this collaborative process through meetings of departments, faculty, parents, and the student body, which, in turn, supports our belief that communication is the heart of the educational process and is essential to learning. School efforts to promote this partnership with parents and the community include the Parent-Teacher Organization (PTO), PTO sponsored Facebook page, Beulah Band Boosters, and the Beulah Athletic Boosters. Additionally, the school offers Heads-Up 7-Up (new school orientation) at the beginning of the year for incoming 7th graders, open house, student orientations, parent meetings for athletics, parent conferences, e-mails, STI I-Now (Chalkable), messages on the school's marquee, automated phone messages about important events and happenings, and social media to communicate with the public.

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.

Beulah High School consistently met all accountability measures established under the No Child Left Behind Act. For instance, we met all accountability goals based on the eleventh grade's performance on the Alabama High School Graduation Exam for the 2010-2011 and 2011-2012 school years. Graduation rate goals for those school years were also met. However, our graduation rate slipped during the 2012-2013 school year from 82% to 75% and this drop was chronicled by a local news agency as the lowest rate in the district. The graduation rate rebounded for the 2013-2014 school year increasing to 85 percent (10% increase from the previous year). Data from more recent graduation rates show that 88% of the 2015 Cohort graduated, 86% of the 2016 Cohort graduated, and 86% of the 2017 Cohort graduate. Although we have achieved a greater graduation rate over the last three years, we are still behind the state average of 89%. It is imperative that we continue focusing on increasing the graduation rate to at least that of the state average.

With the change from the AHSGE accountability requirements and the implementation of the new Alabama College and Career Readiness Standards (CCRS), Beulah High School has shifted its focus to continued improvement of the cohort graduation rate, proficiency on the the ACT with Writing, and the ACT Work Keys. Ensuring that our graduates are college and career ready has required improved lesson planning and instruction in accordance with the new CCRS. As a result, the overall number of students being proficient based on CCRS criteria increased from 55 students during the 2015-2016 school year to 73 students for the 2016-2017 school year. Additionally, departmental and cross curricular collaboration will help increase student achievement.

A review of recent testing data indicates that proficiency in reading and mathematics is an area of concern across all grade levels. Results from the 2017 ACT Aspire show that twenty-nine percent of students in grade seven scored in the proficient range in reading. The same results indicate that thirty-seven percent of students in grade eight performed at the proficient level in reading. Twenty-five percent of students in the grade ten scored in the proficient level in reading. The same results revealed that about nineteen percent of students in grades seven were proficient, twenty-seven percent of students in grade eight scored in the proficient range in mathematics. Twenty percent of students in grade ten scored in the proficient range in mathematics. Global Scholar (Scantron) Performance Series Assessment results from Spring 2017 are as follows: Students meeting growth target in Reading - 7th grade: 58%; 8th grade: 37%; 9th grade: 33%; 10th grade 34%; and 11th grade: 30%. Students meeting growth target in Mathematics - 7th grade: 33%; 8th grade: 25%; 9th grade: 30%; 10th grade: 32% and 11th grade: 41%. The Fall 2017 administration of Scantron Performance Series Assessment yield the following proficiency results: Reading- 7th grade: 41%; 8th grade: 40%; 9th grade: 45%; 10th grade: 66%; 11th grade: 58% & Math- 7th grade: 46%; 8th grade: 35%; 9th grade: 51%; 10th grade: 56%.

Beulah High School has incorporated Pre-Advanced Placement and Advanced Placement programs provided by the College Board. The grant has provided funding for intensive professional development for AP teachers which included three weeks of summer training. This opportunity is important in addressing our school's need to expand course offerings and in offering advanced courses on campus as opposed to through distance learning.

Additional Information

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

The state of Alabama has changed the graduation rate calculation method to the four-year cohort graduation rate. This has greatly affected Beulah High School graduation rates when compared to previous years. The state of Alabama has also adopted the Common Core State Standards and added other state-specific objectives to create the College and Career Readiness Standards (CCRS). Implementation of these new standards is on-going, and staff members serve on school and district-level implementation teams to help monitor state requirements and expectations, as well as Beulah's progress.

Beulah High School students and faculty members have been acknowledged for numerous achievements. Several teachers wrote grants in which they received monies totaling \$500 per grant. These grants will enable classroom teachers to buy materials to help students increase learning opportunities. The graduating class of 2017 excelled in accumulating scholarships totaling \$1,427, 500. A total of thirty students from the class of 2017 were awarded various academic and or athletic scholarships. Some notable scholarships include: one student received a Presidential Scholarship to Auburn University, one student received a Founders Scholarship to Auburn University, one student received a Fellowship Scholarship to Lagrange College, one student received a Merit Scholarship to Jacksonville State University, one student received a Founders Scholarship to LaGrange College, and one student received a Gautrelet Scholarship to Spring Hill College.

Our band has continued to have success on the competition circuit. Additionally, Beulah High School has formed a track team which sent several members to the state tournament.

The twenty-first century has brought a great deal of change to the school and community situated on the banks of Lake Harding. First, the school has experienced a significant growth in student population. For instance, the class of 2000 graduated approximately 45 students, compared with over 100 students in 2012. The athletic program has fluctuated between the Alabama High School Athletic Association's 2A, 3A, and 4A classifications. We are currently participating in the 3A classification. The growth in the community has resulted in the construction of a new elementary school, new neighborhoods, and two Dollar General stores (one is located directly across the road from the school).

The accomplishments highlighted in the Executive Summary and in our accreditation study reflect the ability of our students to be successful participants in the realm of academics and extracurricular activities. These accomplishments are also reflections of a dedicated faculty and devoted community. We at Beulah High School stand committed to our mission and reaffirm our efforts through accreditation and continuous improvement to forever strive to make Beulah High School "A Great Place to Learn."

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.

Stakeholders were involved in the development of the improvement plan through previous surveys, feedback from school improvement meetings (including PTO), and departmental and grade level meetings. Meetings are held in the morning, during planning periods, and after school. Meetings are announced through email, faculty meetings, and announcements. Any teacher may request a suggestion to the improvement team as they deem necessary to help increase student achievement. The improvement team welcomes all stakeholders to make suggestions and/or provide information that will better enable students at Beulah High School to become productive citizens in the twenty-first century global economy.

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

The school's improvement team includes teachers from each department, school guidance counselors, the school-based instructional coach, parents, and administrators. At the beginning of the school year, the improvement team meets to discuss events, meetings, and responsibilities for the year. Responsibilities include carrying out incentive parties, ceremonies, staff development, and plan writing. Roles and duties are assigned and carried out throughout the school year.

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 improvement plan was broken down into smaller parts and delegated to several members of the improvement team and technology team. At the beginning of the year, each department met to discuss data and brainstormed researched-based differentiated instructional strategies known to increase student learning. Department Heads provided the Continuous Improvement Plan Chair with information from department meetings. Goals, objectives, strategies, and activities were written using this information, along with information provided by other stakeholders and survey results. When the plan is finished, it is summarized and reviewed with the faculty during a faculty meeting. The faculty are given the information through an Improvement Plan Presentation and handouts of information are distributed. Additionally, all certified staff will receive training throughout the school year to help implement strategies to ensure goal mastery. The leadership team will meet periodically to review student progress and make adjustments to the plan as necessary.

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 Student Performance Data has been uploaded.	Student Performance Data 2017-2018

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

7th Grade

Results from Scantron Performance Series testing show there was a 21% increase in Reading.

8th Grade

Results from the ACT Aspire indicate that there was a 5% increase in the reading level from Spring 2016 to Spring 2017. Additionally, these students also increased science scores by 8% (using the same assessment).

10th Grade

Results from the ACT Aspire for Spring 2017 show that gains were made in the areas of Science (increased from 19% proficiency to 21%) and Writing (increased from 36% to 41% proficiency).

11th Grade

Although the overall average of ACT scores were two tenths lower than the previous year (18.9 to 18.7), scores were above the state average.

Based on results from the 2017 ACT, over fifty percent of all eleventh grade students scored 18 or better and 32% of 11th graders scored 20 or higher. Thirty-six percent of students were proficient in the area of Reading.

12th Grade

Results CCRC data reveal that 73 students were College and Career Ready. This is an increase from the previous year by 18 students.

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

7th Grade

Results from the Spring 2017 Scantron Performance Series testing show that seventh graders increased reading proficiency by 21% (33% - 58%) compared to Spring 2016 scores.

8th Grade

Results from the 2017 ACT Aspire showed a four percent overall increase in science proficiency.

10th Grade

The proficiency levels of tenth graders in both science (2%) and writing (5%) as measured by the ACT Aspire have increased,

12th Grade

The number of students who received a College Readiness Indicator (CRI) increased from 55 students to 73 students.

Which area(s) indicate the overall highest performance?

Seventh grade students showed a significant improvement in reading proficiency from Spring 2016- Spring 2017. The percentage of students proficient increased from 37% to 58%.

Eighth grade Students taking the ACT Aspire increased reading proficiency by 5% from seventh to eighth grade (32% - 37%). Additionally, science proficiency scores rose by 8% compared to their scores as seventh graders (30% - 38%).

The number of seniors receiving a College Readiness Indicator (CRI) increased from 55 to 73 (when comparing 2016 graduates to 2017 graduates). Over 70% of seniors received a CRI.

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

ACT Aspire results for 8th grade females (current 9th graders) show that 40% scored in the proficient range compared to 33% of males. Males students, however, scored higher in science (40% proficient compared to 34%) and in math (32% proficient compared to 22%).

ACT Aspire results for African American 10th graders (current 11th graders) show that 24% scored in the proficient level (outperforming the overall school by 4%).

Between which subgroups is the achievement gap closing?

Results from the ACT Aspire for 8th grade show that the economically disadvantaged scored at or close to the total grade population in reading, science, and math. Proficient Reading scores for the economically disadvantaged students were 36% compared to the total school population's 37%, science and math were even at 38%, and 27%, respectively.

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

Data from Scantron Performance Assessments and the ACT Aspire provide consistent findings with assessed components in reading and mathematics.

Areas in Need of Improvement

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

7th Grade (Current 8th graders)

Results from the spring 2017 administration of the ACT Aspire show that students' proficiency level in reading, mathematics, and science decreased. In reading, 29% of students scored in the proficient range. This is a 3% decrease. In mathematics, 19% of students scored in the proficient range. This is a 10% decrease. In science, 327 of students scored in the proficient range. This is a 3% decrease. At a closer look, the African American's scoring proficient in science was only 8%, compared to 27% of the total grade level and this subgroup's math scores show that only 4% scored in the proficient range, while the total grade level scored 19%.

8th Grade (Current 9th graders)

Results from the spring 2017 administration of the ACT Aspire show that students' proficiency level in reading and mathematics decreased. In reading, 37% of students scored in the proficient range. This is a 6% decrease. In mathematics, 27% of students scored in the proficient range. This is a 1% decrease.

10th Grade (Current 11th graders)

Results from the spring 2017 administration of the ACT Aspire show that students' proficiency level in English, reading and mathematics decreased. In English, 41% were in the proficient range. This is a decrease of 25%. In reading, 25% of students scored in the proficient range. This is a 21% decrease. In mathematics, 20% of students scored in the proficient range. This is a 11% decrease.

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

Results from the spring 2017 administration of the ACT Aspire show that students in grades 7th, 8th, and 10th scoring proficient decreased.

Which area(s) indicate the overall lowest performance?

7th Grade (Current 8th graders)

Results from the ACT Aspire reveal that students scores dropped in reading (32% to 29%), math (29% to 19%), and science (30% to 27%).

Scores from the Spring 2017 ACT Aspire for current eleventh graders (10th grade scores) show that students scoring proficient decreased in the following areas: English (66% to 41%), reading (46% to 25%), and mathematics (31% to 20%).

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

According to data, the performance of current 8th and 9th grade African Americans were still lower in Reading, Science, and Math when compared to the total school population.

Between which subgroups is the achievement gap becoming greater?

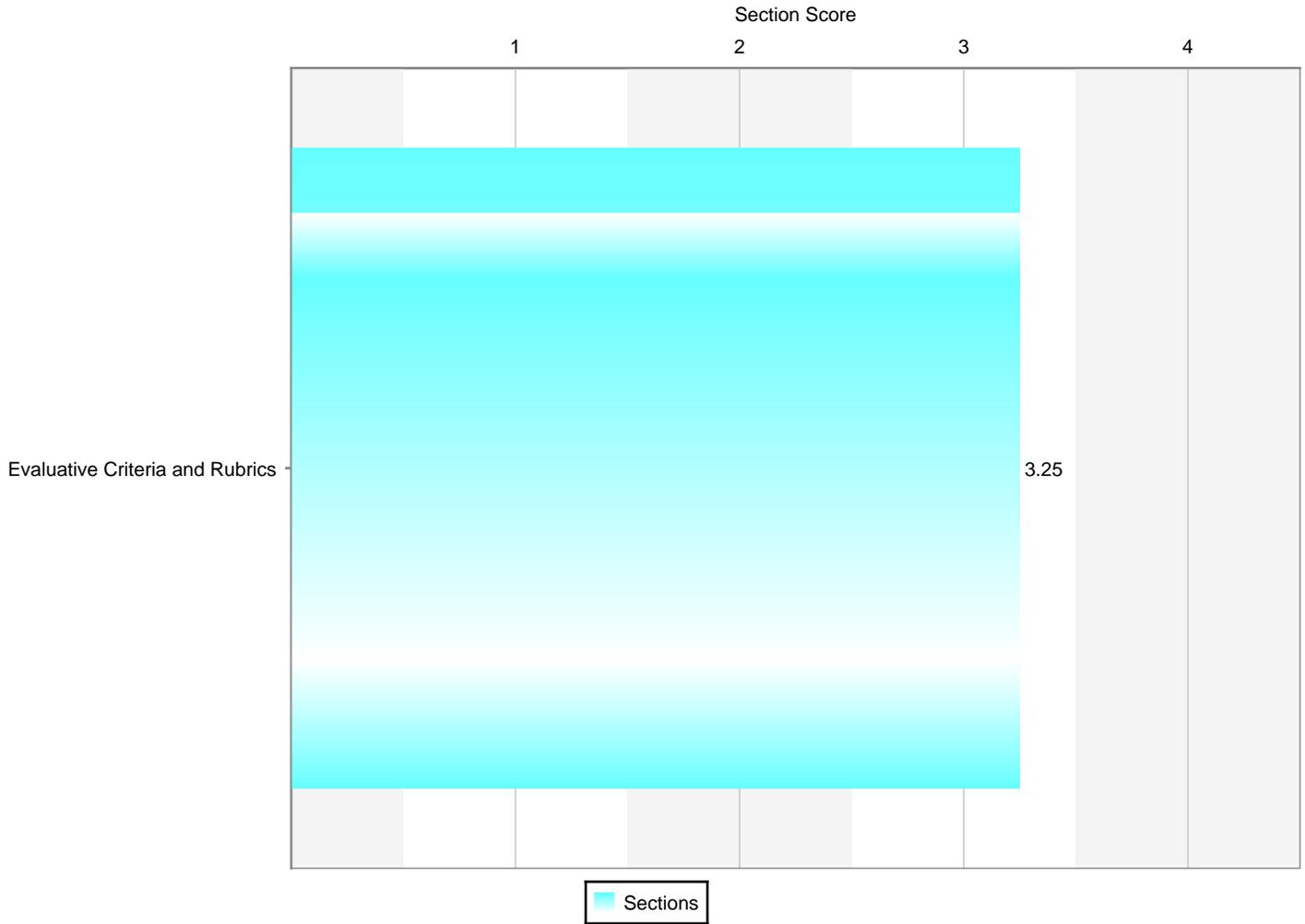
Based on data analysis from the ACT Aspire, current 9th grade African American reading scores seem to be greater when compared to the total grade population. For example, the total grade level scores during Spring 2016 revealed that 43% of the students scored in the proficient range while the African American subgroup scored at 38%. Compared with the Spring 2017 ACT Aspire administration, the total grade level proficiency in reading was 37% while the African American subgroup was 15%. Scores from the Spring 2016 administration only show a 5% gap while the Spring 2017 scores indicate that the gap widened to 22%.

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

Scantron Performance Series Assessment results are similarly related with outcomes from the ACT Aspire, and the ACT With Writing.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The ACIP team met to discuss and review the proposed plan. After collaboration, the team approved the plan on the school level.	Assurance Signature Page 2017-2018

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 ACIP team met to discuss and review the proposed plan. The team agreed that the document has been written to increase student learning opportunities for all students at Beulah High School.	Anit-Discrimination Signature Page 2017-2018

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Jason Wright, Director of Student Services and Federal Programs Dr. Michelle Washington, Director of Human Resources Lee County Board of Education 2410 Society Hill Road Opelika, AL 36804 (334) 705-6000	

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.	No	Beulah High School is not a Title I school.	

ACIP

Beulah High School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Beulah High School is not a Title I school.	

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

The following are goals created by the ACIP team as we strive to increase equitable learning opportunities for all students at Beulah High School.

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	To increase reading achievement among 7th, 8th, and 9th grade students.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
2	To increase math achievement among 7th, 8th, and 9th grade students.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
3	To increase reading achievement among 10th and 11th grade students.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
4	To increase math achievement among 10th and 11th grade students.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
5	To increase the number of students receiving a College Readiness Indicator (CRI).	Objectives: 1 Strategies: 6 Activities: 18	Organizational	\$0

Goal 1: To increase reading achievement among 7th, 8th, and 9th grade students.

Measurable Objective 1:

A 7% increase of Seventh, Eighth and Ninth grade students will demonstrate a proficiency when engaging in vocabulary, nonfiction, and long passage activities in Reading by 05/11/2018 as measured by Scantron Performance Series Testing.

Strategy 1:

Target textual/informational and functional reading passages in all classes - Teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students. Teachers will use direct, explicit comprehension strategies, resources, and monitoring of progress. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight, J. (2013). High-Impact Instruction. Newbury Park, CA: Corwin.

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to incorporate targeting textual/informational and functional reading passages strategy; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beulah High School

Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.
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Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Strategy 2:

Increase Vocabulary Development - Increase vocabulary development by providing instruction in synonyms, antonyms, context clues, and multiple meaning words – Teachers will determine content and testing vocabulary, pre-teach vocabulary, incorporate word walls, and allow students additional practice time. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to increase vocabulary development by incorporating a variety of instructional strategies; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership Team

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership Team.

Strategy 3:

Plan and Implement Strategic Teaching - Teachers will incorporate various differentiated instructional strategies to help student learning increase. Some examples of these strategies include TWIRL (talk, write, investigate, read, listen), Before - During - After purpose and strategies, standards-based instruction, formative assessment (daily), direct explicit instruction (I do, We do, You do), and scaffolded instruction. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beulah High School

All teachers will be trained on how to incorporate targeting textual/informational and functional reading passages strategy; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.
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Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership Team.

Activity - Grade Level and Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Goal 2: To increase math achievement among 7th, 8th, and 9th grade students.

Measurable Objective 1:

A 7% increase of Seventh, Eighth and Ninth grade students will demonstrate a proficiency when engaging in data analysis and probability, measurement, and algebra activities in Mathematics by 05/11/2018 as measured by Scantron Performance Series Testing.

Strategy 1:

Emphasize Instruction on Math Vocabulary - Teachers will engage students in activities that will enable them to identify vocabulary that will be emphasized during a lesson, how it will be emphasized during a lesson and plan for multiple opportunities to use vocabulary. Additionally, teachers will incorporate math word walls and have students keep a vocabulary journal. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to emphasize instruction on building math vocabulary and academic language; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready and AMSTI. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership Team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership Team.

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Activity - Grade Level and Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Strategy 2:

Increase Collaboration Among SPED and Reg. Ed. Teachers - Special education and regular education classroom teachers will use one or more of the co-teaching models, lesson plans, collaborative teaching, and collaborative planning and data meetings. Additionally, they will develop support structures needed for effective collaboration. Special education teachers will provide front loading to ensure that students are ready for the lesson. Administrators will collaborate with special education and regular education teachers to ensure this strategy is being implemented.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to increase collaboration among special education and regular education teachers; focusing on collaborating on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready and AMSTI. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.
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Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Strategy 3:

Model Math Comprehension and Process Skills for all Students - Teachers will provide direct explicit instruction, chunk information, incorporate the 5 E's of learning (Engage, Explore, Explain, Extend, Evaluate), utilize questioning skills and allow for wait time for student reflection, provide student time to discuss and write about what they know, and graphic organizers, Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to model math comprehension and process skills strategy; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready and AMSTI. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Goal 3: To increase reading achievement among 10th and 11th grade students.

Measurable Objective 1:

A 10% increase of Tenth and Eleventh grade students will demonstrate a proficiency when engaging in vocabulary and fiction activities in Reading by 05/11/2018 as measured by Scantron Performance Series Testing.

Strategy 1:

Target textual/informational and functional reading passages in all classes - Teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to incorporate targeting textual/informational and functional reading passages strategy; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Strategy 2:

Increase Vocabulary Development - Teachers will determine content and testing vocabulary, pre-teach vocabulary, incorporate word walls, and allow students additional practice time. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to increase vocabulary development by incorporating a variety of instructional strategies; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Grade Level and Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Strategy 3:

Plan and Implement Strategic Teaching - Teachers will use various instructional strategies like TWIRL (talk, write, investigate, read, listen), Before-During-After purpose and strategies, standards-based instruction, formative assessments (daily), direct explicit instruction (I do, We do, You do), and scaffolded instruction. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to incorporate targeting textual/informational and functional reading passages strategy; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.
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Goal 4: To increase math achievement among 10th and 11th grade students.

Measurable Objective 1:

A 12% increase of Tenth and Eleventh grade students will demonstrate a proficiency when engaging in data analysis and probability and numbers and operations in Mathematics by 05/11/2018 as measured by Scantron Performance Series Testing.

Strategy 1:

Emphasize Instruction on Math Vocabulary - Teachers will engage students in activities that will enable them to identify vocabulary that will be emphasized during a lesson, how it will be emphasized during a lesson and plan for multiple opportunities to use vocabulary. Additionally, teachers will incorporate math word walls and have students keep a vocabulary journal. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to emphasize instruction on building math vocabulary and academic language; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready and AMSTI. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Strategy 2:

Increase Collaboration Among SPED and Reg. Ed. Teachers - Special education and regular education classroom teachers will use one or more of the co-teaching models, lesson plans, collaborative teaching, and collaborative planning and data meetings. Additionally, they will develop support structures needed for effective collaboration. Special education teachers will provide front loading to ensure that students are ready for the lesson. Administrators will collaborate with special education and regular education teachers to ensure this strategy is being implemented.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beulah High School

Teachers will be trained on how to increase collaboration among special education and regular education teachers; focusing on collaborating on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready and AMSTI. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.
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Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Strategy 3:

Model Math Comprehension and Process Skills for all Students - Teachers will provide direct explicit instruction, chunk information, incorporate the 5 E's of learning (Engage, Explore, Explain, Extend, Evaluate), utilize questioning skills and allow for wait time for student reflection, provide student time to discuss and write about what they know, and graphic organizers. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to model math comprehension and process skills strategy; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready and AMSTI. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Goal 5: To increase the number of students receiving a College Readiness Indicator (CRI).

Measurable Objective 1:

achieve college and career readiness by increasing the number of students obtaining a College and Career Readiness Credential by 5% by 05/24/2018 as measured by CCRC Data.

Strategy 1:

Target textual/informational and functional reading passages in all classes - Teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students. Teachers will use direct, explicit comprehension strategies, resources, and monitoring of progress. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to incorporate targeting textual/informational and functional reading passages; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Training will be provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.
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Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team.

Strategy 2:

Increase Vocabulary Development - Increase vocabulary development by providing instruction in synonyms, antonyms, context clues, and multiple meaning words – Teachers will determine content and testing vocabulary, pre-teach vocabulary, incorporate word walls, and allow students additional practice time. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on how to increase vocabulary development by incorporating a variety of instructional strategies; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team.

Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership Team

Activity - Grade Level and Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership Team

Strategy 3:

Plan and Implement Strategic Teaching - Teachers will use various instructional strategies like TWIRL (talk, write, investigate, read, listen), Before-During-After purpose and strategies, standards-based instruction, formative assessments (daily), direct explicit instruction (I do, We do, You do), and scaffolded instruction. Administrators will use walkthroughs to ensure this strategy is being implemented.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will be trained on how to incorporate targeting textual/informational and functional reading passages strategy; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team
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Activity - Coaching Cycles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team

Activity - Grade Level and Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Department Heads, and the Leadership team

Strategy 4:

Emphasize Instruction on Math Vocabulary - Teachers will engage students in activities that will enable them to identify vocabulary that will be emphasized during a lesson, how it will be emphasized during a lesson and plan for multiple opportunities to use vocabulary. Additionally, teachers will incorporate math word walls and have students keep a vocabulary journal. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to emphasize instruction on building math vocabulary and academic language; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready and AMSTI. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team

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Strategy 5:

Increase Collaboration Among SPED and Reg. Ed. Teachers - Special education and regular education classroom teachers will use one or more of the co-teaching models, lesson plans, collaborative teaching, and collaborative planning and data meetings. Additionally, they will develop support structures needed for effective collaboration. Special education teachers will provide front loading to ensure that students are ready for the lesson. Administrators will collaborate with special education and regular education teachers to ensure this strategy is being implemented.

Category: Develop/Implement Professional Learning and Support

Research Cited: Knight J. (2013). High-Impact Instruction. Newbury Park, CA. Corwin

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Teachers will be trained on how to increase collaboration among special education and regular education teachers; focusing on collaborating on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready and AMSTI. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	No Funding Required	Principal, Instructional Coach, and the Leadership team

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Strategy 6:

Model Math Comprehension and Process Skills for all Students - Teachers will provide direct explicit instruction, chunk information, incorporate the 5 E's of learning (Engage, Explore, Explain, Extend, Evaluate), utilize questioning skills and allow for wait time for student reflection, provide student time to discuss and write about what they know, and graphic organizers. Administrators will use walkthroughs to ensure this strategy is being implemented.

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

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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
Teacher Training	All teachers will be trained on how to increase vocabulary development by incorporating a variety of instructional strategies; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	Principal, Instructional Coach, and the Leadership team.
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Teacher Training	Teachers will be trained on how to emphasize instruction on building math vocabulary and academic language; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready and AMSTI. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	Principal, Instructional Coach, and the Leadership team.
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Coaching Cycles	Coaching cycles will be offered to help teachers who are having difficulty implementing the strategy to address the identified area of concern. The instructional coach will be available to assist teachers with differentiated instructional strategies and using technology such as Safari Montage and Baseline Edge to ensure increases in student learning.	Professional Learning	11/10/2017	05/04/2018	\$0	Principal, Instructional Coach, and the Leadership team.
Grade Level and Departmental Meetings	Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	Principal, Department Heads, and the Leadership team.

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Beulah High School

Teacher Training	All teachers will be trained on how to incorporate targeting textual/informational and functional reading passages strategy; focusing on differentiated instruction and integrating technology into lessons. Based on data collected, an instructional coach is needed to provide support. Specifically, a specialist is needed to provide support to implement this best practice within classrooms. The instructional coach will also train teachers on how to utilize the following technology resources: Safari Montage and Baseline Edge. Additionally, teachers may participate in training provided by A+ College Ready. Once trained, teachers will utilize direct, explicit comprehension strategies, be provided with resources, and monitor the progress of their students.	Professional Learning	11/10/2017	05/04/2018	\$0	Principal, Instructional Coach, and the Leadership team
Grade Level and Departmental Meetings	Teachers will meet to review and discuss lesson plans and the types of questions that are being purposefully formulated for lessons. This activity will occur at least once per month. Administrators will conduct program fidelity checks and monitor lesson plans.	Policy and Process	11/10/2017	05/04/2018	\$0	Principal, Department Heads, and the Leadership team.
Total					\$0	