Accreditation Report

W. S. Neal High School

Escambia 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?

W. S. Neal High School, located in East Brewton, Alabama, a town of approximately 2,476 inhabitants, is a public and primarily rural school. East Brewton, located approximately 18 miles east of I-65 and 50 miles north of I-10, is part of the Escambia County School District. W. S. Neal has a current enrollment of 402 students in grades 9-12, of which 68% are Caucasian, 29% are African American, 1.7% are American Indian, 0.1% Hispanic, and 0.7% are multi-racial. The gender distribution is 211 males and 191 females.

W. S. Neal High School, along with the feeder schools, W. S. Neal Middle School and W. S. Neal Elementary School, is a very strong traditionally based school. As the only public school in East Brewton, it is the focal point of our community. It is the one place where many people come together and work together. The school boasts of strong football and homecoming events including alumni pep rallies, parades, and homecoming courts. The community support is great and in the past few years, has increased in terms of returning alumni. While football is the strongest connection to our community, baseball and band are also well supported.

Six of our 23 certificated employees are graduates of W. S. Neal. Five of our non-certificated staff are also graduates of Neal. As a small school, the return of staff who are invested in our school is noteworthy and meaningful to our students. The students get to hear about past traditions while creating new traditions. Even though, a larger portion of our staff are not graduates of Neal, they are dedicated to our students and our school.

Half of our student body participates in major extra-curricular activities such as band, football, cheer, volleyball, baseball, basketball, softball, track, golf, and tennis. Many of these same students also participate in Scholar's Bowl, Math Teams, National Honor Society, Student Council, FFA, and a host of other clubs and organizations. New to our school, is the Key Club, which is a civic organization sponsored by our local Kiwanis Club.

The building of a new school facility has caused much excitement for our community. We hope to move into our new 84,000 building in the Fall of 2015. The positive reaction from our community has been overwhelming. Not only are we proud of what will be but we are also proud that several of the men employed by the contractors/sub-contractors building our new school are former students.

As we look to our future, we hope to change are ability to increase the graduation rate and prepare our students to be college and career ready. Knowing that 22% of the area's population lack a high school diploma, our goal is to close that gap and ensure that our students have a bright future that will keep the traditions of Neal strong.

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 faculty and staff of W. S. Neal High School have set visions and beliefs concerning student learning and student mastery. Our school vision is based on student achievement and individual mastery of course, state, and college and career readiness standards. The mission of the W.S. Neal High School Community is to encourage and support student achievement as we strive for excellence.

Our master schedule is set with that purpose in mind and our teachers assess standards and goals throughout the school year. We provide remedial services, as well as honors courses to meet individual student needs. We use ACCESS to provide on-line coursework that we would not ordinarily be able to provide at a rural school. Programs such as A Plus Learning System, Reading Coach, and ACT On-Line Prep are provided to our students. Formal assessments such as STAR are utilized to progress monitor our students and to help plan for all non-proficient students.Our staff meets monthly by departments to discuss program needs and student needs. Our staff is dedicated to our students and parents. We make parental contacts through email, phone, and face-to face conferences as needed to identify needs or discuss student behavior. Our parents are involved and updated with school information through our website and through our school messaging system.

We have in the past three years, brought back needed programs like dual enrollment and work force studies. Our dual enrollment program has increased to add career/technical studies as well as academic studies. We have students enrolled in the areas local community college and also in two nearby technical schools. This affords our students the opportunity for scholarships and post high school enrollment in 2 and 4 year programs. The work force studies program is essential in job placements for our local students. The community both supports our vision for our students success.

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.

Our school has made several changes to improve the quality of education provided to our students. Not only have we participated in many professional developments as a school, our departments have been trained in providing best practices to improve student engagement. Our school has incorporated formative assessments and now has several years of solid student data. We have increased the number of students participating in on-line courses through ACCESS, added back dual enrollment and work force based learning.

Construction of our new high school should be completed in late spring. This has already improved our school climate and parent involvement. The prospects of a brand new building has brought a new level of excitement to our community. Knowing that a few of the employees working on the new building are former students, brings a sense of pride and boasts of the work produced in our career technical programs.

Our students are able to participate in dual enrollment programs at Jefferson Davis Community College and Reid State Technical College. This has been the catalyst for many scholarship opportunities for our students. At the end of last year, our seniors earned in excess of $1,000,000 in scholarships of which many were given from the local dual enrollment colleges.

In 2012, we were the recipients of a grant from the Poarch Creek Band of Indians. This grant greatly enhanced our technology by funding our new computer labs used by all students. This grant helped us create a 40 computer classroom lab and also gave us a 30 computer rolling laptop lab.

This year we have been designated as a Title 1 school. Our total allocation of title one funds is $99,122.00. We will use these funds to greatly enhance our school. Below is the breakdown of how we will spend our money:

1) $43,527.00 for classroom instructional supplies

2) $1056.00 for instructional equipment

3) $42,046.00 for computer hardware

4) $999.00 for sub teachers, enabling our teachers to attend school day professional development activities

5) $3000.00 for staff travel and training

6) $4,417.00 for registration fees

7) $1299.00 for parent instruction supplies

8) $2,778.00 for summer school

In addition to the Title I funding, our school received Title VI funding which has provided $8200.00 for 10 desktop computers, 10 Chrome Books, after school tutoring, and other instructional materials and supplies. The increased availability of technology assists our school in preparing students to be college and career ready. While we are positive that the new construction will afford us the ability to further provide the technology needed by our students, we are proud of the advancements made in the last few years.

Moving forward we are very excited about WS Neal High School and the positive changes we have made.

Additional Information

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

In the past three years, W. S. Neal High School has improved in both academic and extra-curricular areas. Our math team has moved from not placing at the annual Jefferson Davis Community College Math Tournament to placing third place overall last year, and fourth place the year before. Our Scholars Bowl team placed second in the region and went to state this past year, of which we were very proud. Our FFA team also placed at fifth at state in Building Construction and 10th in Livestock Judging. Our students have worked hard and have increased the amount of scholarship dollars for the past three years. Last year, our students earned well over $1,000.000.00 in scholarship tuition.

Our athletic teams have made many improvements through the past three years. The baseball team went to the state playoffs with 31 straight wins in 2013. In 2013 and 2014, the football team made it to the play-offs increasing the number of young men dressed out from the thirties to the sixties. We have had several students in the past three years break state records in track. Our girls softball team won the area tournament this past year and our girls volleyball team advanced to the first round of play-offs.

Several of our local juniors participated in the Distinguished Young Woman Program, earning scholarships to several colleges. We also had several young men who vied for scholarships through the Automotive Program at the Career Readiness Center, and they were able to gain scholarships to Lincoln Institute.

Seven of our students have been elected to serve on the Greater Brewton Area Chamber of Commerce Youth Leadership Team, which is a viable community service team that works directly with the Chamber. In addition to this service organization, we have started a new club called Key Club, and it is sponsored by the local Kiwanis Club, The Key Club is a civic service club which promotes community involvement and help our students earn needed community service hours. This club joins our host of others clubs that students can participate in throughout the year. Other clubs include but are not limited to The National Honor Society, Mu Alpha Theta, Scholars Bowl, NEA (Neal Eagle Ambassadors), The Student Council, FFA, Yearbook, Youth Alive, and Band. We have both major and minor sports that are open to all students who meet AHSAA requirements.

We are very proud of our students and their accomplishments.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •The school web page documentation is including as the school web site is a valuable tool to communicate with stakeholders.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Survey results •The school's statement of purpose •Sample course syllabi's are included to indicate differences in honors and regular class requirements. Evidence of dual enrollment opportunities and participation is also noted.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Survey results •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan •School assessment data is included to document student performance for the past two years as we have moved into monitoring students using the ACT quality core testing and the ACT.	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 1

Areas of Strength/Actions to Sustain Strength

The staff of W. S. Neal High School along with its leaders strives to communicate high expectations for learning and a shared vision to all stakeholders. During our comprehensive review in 2010, our staff revisited our mission statement. Stakeholders were invited to vote on our mission statement. The mission statement that was chosen by our stakeholders reflects our purpose and direction as a learning community and it is posted throughout our school and on our web page. Student achievement is our mission and our focus daily. As a school community, we desire to prepare college and career ready students through combined community, parent, student, and staff efforts. Our schools continuous improvement plan reflects both the needs and the goals of our students. Based on needs assessments and surveys, we develop performance goals that reflect our purpose, accountability, instruction, and our measures of evaluation. We strongly believe that we have a clear direction of our purpose and we make many efforts to share our vision with our stakeholders.

Our students are offered regular and Honor's coursework. They also have the opportunity to participate in AP courses, as well as other elective courses through ACCESS. Additionally, our students have the opportunity to participate in dual enrollment programs for college and career at local colleges. Not only are our educational programs equitable, they are also challenging and attainable. Students and parents are afforded the opportunity to choose the educational experiences that best fit their needs.

Our staff is committed to improving instructional practices. Staff participates in professional development opportunities that are focused on improving student achievement. Course syllabi's reflect challenging coursework which supports our vision and focus on student learning. Teachers incorporate instructional strategies, student use of technology, and depth of knowledge activities into their lesson plans to engage, challenge, and support our students in learning. We are very proud of how our faculty has shifted in pedagogy and instructional delivery. As we continue to build our learning community into a truly student centered entity, we will seek for those professional development opportunities which support our vision of preparing our students for not only college and career, but also to be life-long learners.

Areas in Need of Improvement/Plans to Improve

While the staff and administration of W. S. Neal High School has a clear vision of our purpose and are committed to high student achievement, we do feel that we need to improve on our stakeholder involvement. While we find that we have very good extra-curricular

support from parents, we do not have the level of stakeholder involvement we desire academically. We are making efforts to not only improve upon the level of communication with stakeholders, but are also making more efforts to include parents in academic processes directly linked to our student's success. We plan to hold more parent meetings which include topics such as state testing and instructional practices, and we also to provide increased parent contacts through newsletters, school cast messages, a new face book page, use of our school web page, and resources in our parent resource center.

In addition, we feel that as a school, we need to improve upon our ability to analyze our school's data and create an improved profile of student performance. Our ability to effectively plan interventions and instructional strategies will improve as we put into place a better method to progress monitor student performance and individual student needs. While we already have existing teams to manage RTI, EL, and special education referrals, we feel that by creating individual student profiles, we can better align our school's goals with student needs.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Documentation of School Cast messaging is included as evidence of stakeholder communication on policies and procedures.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•List of assigned staff for compliance •Assurances, certifications •Governing code of ethics •A copy of the master schedule is included to evidence highly qualified staff, roles, and courses.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •Documentation of parent meetings/contacts are included to evidence information conveyed to parent about student achievement and parent participation.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports •Sample faculty meetings have been included to evidence conversations with staff on improving professional practices.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

The policies and practices of W. S. Neal High School support our purpose and direction as we endeavor to effectively lead our stakeholders. The district sets forth policies in our Student Code of Conduct which is given to each student and signed by parents. Our student handbook/folder also reiterates our policies and reinforces our governing processes. Parents are provided these same policies on the district and school web sites. Changes to policies are sent home to parents and are also posted on the school web site. School Cast Messaging has been an effective tool in reaching parents and informing parents. We have a face-book page that gives us an additional method to inform parents and stakeholders. While the district protects and supports the individual schools, the leadership at the schools are tasked with the responsibility of managing the day-to-day functions.

The district policies outline the roles and responsibilities of school administration. The governing body communicates with the administration to make certain that all leaders and staff are equally involved in continuous improvement. Monthly principal meetings are held by the district and all principals turn-around the information shared at the principal meetings with local staff. Principals also share local school information with the district to ensure that all leaders are informed and share in decision making. There exists a sense of shared community and culture as evident in the number of meetings held with the LEA and with staff.

Another considered strength for W. S. Neal High School is the focus on professional practice. Professional development activities relate to our school's plans for improvement. Supervision and evaluation is evident among the governing body and its leaders. Staff is well informed on evaluation methods and processes. Educate Alabama is one of our main evaluation tools used to evaluate professional practices. Walk-throughs are held to evidence the practices and instructional strategies used in classrooms and peer-observations are used as a collaborative practice to share practices with staff. The ELEOT observation tool is used with staff and is instrumental in guiding teacher practices for improved student engaging and achievement.

Areas of Need for Improvement/Plans to Improve

One area of improvement for our school was to clearly define the roles and responsibilities of the governing body. While our school complies

with all local policies, procedures and rules, our staff sometimes feels unsure of which LEA supervisor information needs to be directed. Although, the district has improved on the communication of information, the local staff would like a calendar of events that is shared among stakeholders.

In addition, the local leadership and staff need to improve on their ability to communicate and share in decision making with stakeholders. While increased collaboration has occurred, our school feels the needs to improve on our ability to participate and share in stakeholder engagement that increases the level of school improvement. While the school has provided opportunities for stakeholders to attend meetings, the stakeholder response is still considerably low.   Parent contacts by teachers occurs but can be improved. We desire to increase our collaboration with all stakeholders for a shared vision of student achievement.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Included is an example of the number of graduates enrolling in remedial classes for college.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Lesson plans aligned to the curriculum •Professional developments including district wide subject planning supports instruction and improvement planning. Departmental Meetings are held to discuss student performance and curriculum concerns. This is a time for vertical and horizontal planning. District grading system supports assessment procedures.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Peer coaching guidelines and procedures •Departmental Meetings for Core Teachers	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •Faculty meetings/agendas	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•List of learning support services and student population served by such services •Data used to identify unique learning needs of students •Sample 504, RTI, EL, and Special Educations documents are included to support individualize student planning. Also, evidence of contacting outside agencies to support unique needs of students is included.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

W. S. Neal provides a curriculum that is both equitable and challenging to all students. Students are afforded the opportunity to participate in learning experiences that meet their individual needs. Honors courses and regular courses are provided for all students. Parents can choose to opt their children out of the honors courses. ACCESS courses provide additional opportunities to take elective coursework and/or AP classes. Dual enrollment opportunities for academics and career are provided to students who meet the criteria to participate. In addition, support is provided for students with unique learning needs. W. S. Neal purposes to help students plan for their next steps and produce college and career ready students. In 2013, 56 of the 93 graduates enrolled in either a 2 or 4 year program, 5 entered the military, and the remainder had plans to enter the workforce.

The core teachers of W. S. Neal High School use student data, both formal and informal to monitor and adjust curriculum, instruction, and assessment practices. Departmental meetings are held monthly to discuss student needs and practices to improve student achievement. Not only do our teachers meet within our local school, the county provides professional development opportunities for vertical and horizontal curriculum alignment to ensure that district-wide planning occurs. Turn-around trainings are held by departments when opportunities present. The systemic continuous improvement processes ensures that effective planning provides for student learning and growth.

Teachers incorporate instructional strategies into lessons to ensure the highest level of student engagement and participation. It is our goal to develop self-reflective learners who understand their learning needs. Teachers utilize research based techniques that allow for the development of critical thinking skills and increased depth of knowledge. Technology is incorporated into lessons especially for special projects as evidenced in lesson plans. Teachers identify struggling learners and provide additional assistance to those in need and if necessary make recommendations for intervention.

The leadership of W. S. Neal monitors instructional practices and evaluates educational processes both formally and informally. The leadership has all teachers participate in walk-throughs using the ELEOT tool as a means to promote discussion and collaboration of instructional practices that are student centered. Teachers conduct and document peer observations to support professional growth and student achievement. New teachers are paired with a mentor teacher to provide additional support. School leaders include all certificated staff on evaluation processes to ensure the alignment of the school's vision with our classroom practices.

Another identified strength for W. S. Neal High School is the adherence to the districts grading policies. Staff follows a clearly defined system of grading and reporting student's attainment of standards. The district has outlined a grading policy for regular and honors coursework. Stakeholders are provided the grading policy in their handbooks and on the school website. In addition, parent meetings are held if requested by parents to review coursework and student achievement. Teachers also keep contact logs of parent interaction. Report cards and progress reports are sent to parents as scheduled by the district.

Areas of Need for Improvement/Plans for Improvement
As evident in our review, our teachers feel the importance of creating rubrics for classwork which will guide students in the development of self-monitoring. Although our staff provides a grading policy for specific student projects, teachers feel the need to provide more exemplars and increased measures to guide student performance. Our core teachers plan to incorporate a better process of informing students on grading and providing increased individualized feedback.

As a first year Title I school, it is important for our school to develop and refine our ability to engage families in the educational process. Even though many attempts are made to invite parents to participate in our planning, there is a very low parent response. Our survey results are indicative of low parental participation in academics. While our parents participate in a wide variety of extra-curricular activities, it has proven difficult to get parents to participate in the educational planning of school wide goals. Efforts have improved over the last three years, but as a school, we still need to work to continue improvement in this area. While we host parent-teacher conferences, and required Title I meetings, we plan to provide parents with opportunities to visit the school and be more involved in student learning. We plan to send home quarterly newsletters, provide more materials in our parent resource center, and communicate through our new face-book page in addition to

our regular school web site.

Our school has started a student mentoring program named True Blue. This program is aimed at pairing all students with at least one adult in hopes to improve and build solid relationships among staff and students. We desire for our students to feel accepted and appreciated by staff. It is important for our staff to advocate for our students and help meet the needs of students. Our program will run during our homeroom times as that best fits our schedule. As we further develop our program our goal will be to support each student's educational experience by meeting their individual needs.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Schools budgets include Title VI and one year of Title I funding.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •The School Safety Plan is updated annually and drills are practiced monthly.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •The technology plan and the school improvement plan both outline student opportunities for online learning. Sing-in logs for the computer labs serve as evidence of student opportunities to have access to digital material. The media specialist is available to our students for student learning about digital tools- a copy of her schedule is included.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students •Paired partnership with mental health services included.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process •Career technical rosters indicating the number of students being served in career technical classes (this includes special populations). Report from the Kuder program for 4 year plans.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

The leadership of W. S. Neal follows the hiring policies, procedures, and processes based on district guidelines. Teacher units are based on a numerical system formulated by the state. Additional staff paid through local funding is provided for based on student needs. Staffing is sufficient to meet the purpose and vision of the school. Our leadership aims to hire and retain highly qualified staff.

Efforts to improve student achievement are evident in the day to day operations of the school. Instructional time is valued by staff and guarded to the highest extent possible for a secondary institution. Instructional allocations are provided for all teachers and additional materials are provided for students through Title I and Title VI funding. Increased technology has been provided to our students with greater opportunities for student use. In addition, resources support our mission and direction for school improvement.

Even though our facilities are outdated, they are well maintained by our staff. The district has been very supportive in providing any additional resources to provide a safe environment. A new camera system was installed in 2012-2013 which provides a level of security for our students. The district provides a strong measure of safety through weather updates which help the schools plan for student safety both during schools hours and during transportation. Not only are our facilities guarded and safe, predator updates are provided to principals by the superintendent's office which adds another layer of security. There are plans to move into a brand new state-of-the-art school facility in 2015-2016. The new building will provide an increased level of safety and security for our students and staff.

The area news media provides positive coverage for our school. Both radio and newsprint are available means used to communicate and correspond with stakeholders. Face-book and our school web page provide ongoing updated information to parents and other stakeholders. Within the school, the technological provisions allow for students to access media to support student learning. Well qualified staff in the district and within the school, provide trainings and support the learning needs of our students. Even though our current facility lacks the infrastructure to support some equipment, our students efficiently use what we have in terms of technology. The new building will certainly be an asset and will support the new technology our district is providing our students. Google chrome books, Google apps, and a variety of

programs will continue to be used in instruction and learning.

Areas of Need for Improvement/Plans to Improve

As mentioned earlier, the infrastructure of our current school building does not support much of the new technology available to schools today. The lack of technology available to our students has been minimal. However, in 2012, we did receive a $30,000.00 grant from The Poarch Band of Creek Indians which provided our students a rolling laptop lab and a 40 desktop computer lab for our students. Additionally, Title I and Title VI funding has provided our students the availability of new equipment in the form of desktops, laptops, and chrome books. Furthermore, the provision of a new state-of-the-art school will provide the infrastructure to add increased technology for our students. Our district has plans to move to a one-to-one technology initiative in the near future. To support this effort, our teachers will continue to receive professional development training provided by the district to improve our understanding and use of new technologies.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Evidence that assessments are reliable and bias free •A listing of recent testing and student performance level is included.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Documentation of professional development that is data focused in included.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •STAR, PLAN, ACT data is included to indicate student performance levels. The Kuder Program is used to develop 4 year plans. Work Keys has been added for all Seniors.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

W. S. Neal High School staff has made improvements in student assessment by using data from the Explore, STAR, Plan, ACT, and teacher made assessments. The district support has been evident as we have learned to assess our students using research based formal assessments.   The leadership has worked with staff to provide a calendar of assessment dates to ensure that all students participate in a timely manner. The information gathered from testing results enhances instructional practices by providing teachers with information of individual student progress.   The uniformity of the assessments ensures that students are tested in a biased free manner and the results are reliable for planning for school improvement.

Based on student performance on informal and formal assessments, the school guidance counselor and staff are able to direct students in

their post-secondary careers. The counselor visits classrooms often to discuss student achievement and student planning for the future. College and Career days are held to assist seniors in finding resources available to help them make educated decisions on future planning. Guest speakers are brought into the school to offer information and guidance with career planning.   Seniors are provided the opportunity to visit a college of their choice to learn more about the institution they wish to attend.   The counselor sets up opportunities for students to complete their FASFA's in hopes of gaining scholarships and grants. Last year, our students received well over $1,000.000.00 in scholarship funding. By matching student ability and interests with higher institutes of learning, we are able to assist our students in continuing their educational careers.
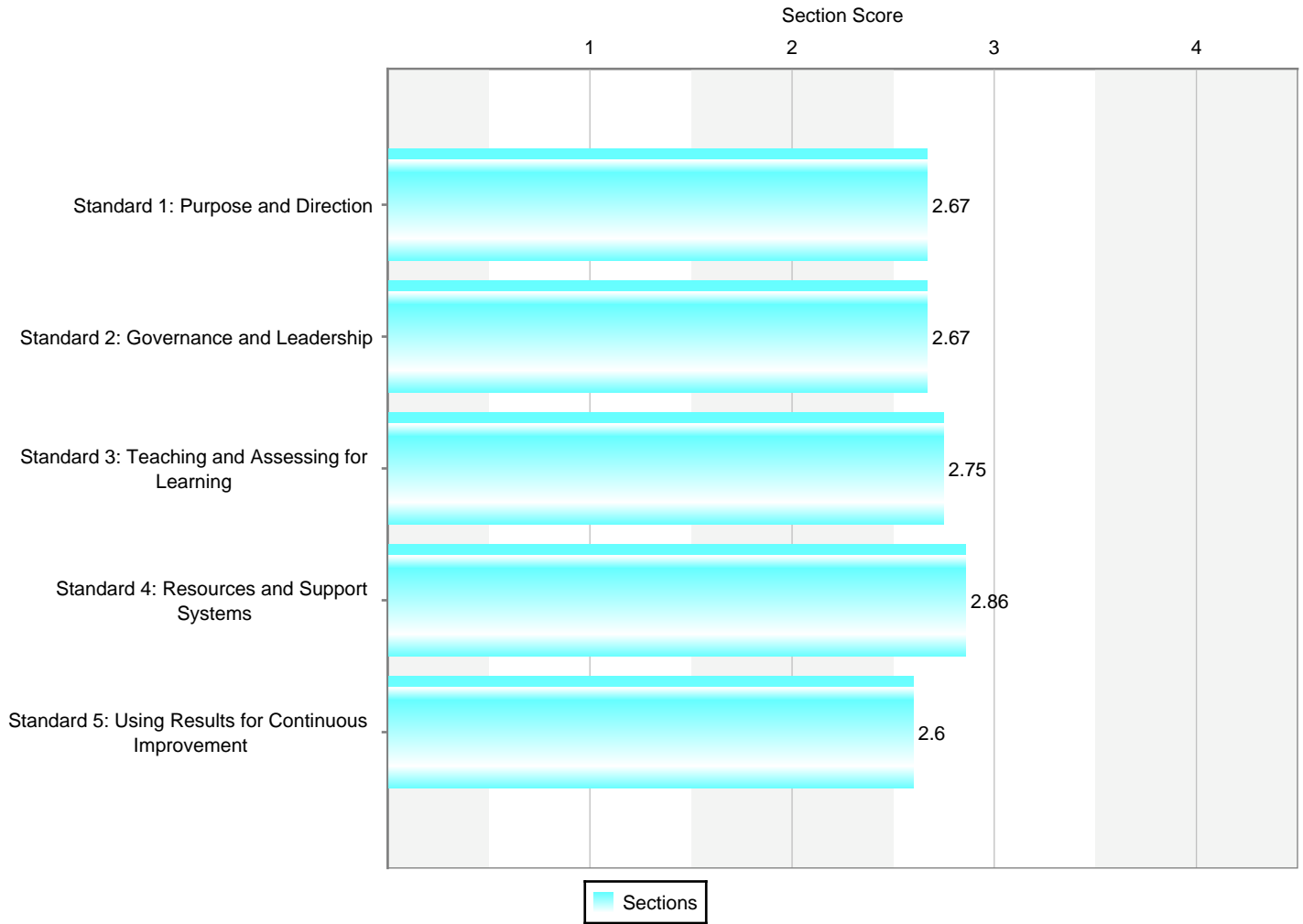
The leadership of W. S. Neal supports students and stakeholders by developing partnerships with local colleges and technical programs. Parents are invited to meetings to learn more about the availability of opportunities for students. Several parent meetings are held throughout the school year to provide information to parents. Dual enrollment programs have been increasing in number for both academic and career. Advisors from Jefferson Davis Community College and Reid State Technical College have made several visits with our students to help them plan their next steps. Students in grades 10 through grade 12 are afforded the opportunity to participate in our dual enrollment programs. Not only are we discussing with our students the opportunities that are available, classroom teachers are having those conversations with students that support future planning and learning at the next level. We feel confident that we are assisting our students in preparing for not only academic success at the next level but also for emotional and social success. By connecting our students with a post-secondary plan, and providing increased information about colleges and careers, we are helping our students reduce the fear of the unknown while providing the confidence to seek out resources that will continue to support their plans.

Areas in Need of Improvement/Plans to Improve
While our teachers feel confident that they have a variety of informal and formal assessments available to gather information about student success, we feel that we need to improve our ability to interpret and analyze our data. Increased professional development is need in this area. We plan to work with our district leaders to ensure that our staff becomes more efficient is analyzing our student's data. Our goal is to collect our data in a more systematic way to create individual student profiles that will follow a student throughout high school. We plan to create a method to document each student's testing results beginning with their 8th grade assessments and ending with their 12th grade assessments.   By using our STAR data and other state assessments, we can catalog and progress monitor student achievement.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 2.67

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 2.86

Standard 5: Using Results for Continuous Improvement — 2.6

Sections

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		Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 1.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

The results of the Advanced Ed. Student survey indicate that the highest level was that the principal and teachers hold high expectations for students (3.49). Students also believe that there are programs and services available to help them succeed (3.6). Both receiving a 3.4, students know the schools purpose and expectations, and they are given a challenging curriculum to help them succeed.

The parents survey reveals that students are provided with technology to use (3.84), and that teachers provide information on student progress in a language they understand (3.75). Parents also indicated that they know the school's purpose and expectations and that the school provides a safe learning environment (both receiving a 3.69).

The staff survey revealed that our school's purpose statement is reviewed with stakeholders (4.31), and that our school's purpose statement is supported by our practices (4.23). Our staff is provided with continuous professional learning opportunities that support the identified needs of our school (4.23). Scoring a 4.15, our staff participates in a continuous improvement process based on data, goals, actions, and measures of growth, our school complies with board policies, we provided support services, and a have a formal structure to know all students, we have qualified staff, provide resources, and monitor student data.

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

Students and parents both feel that the administration is concerned about student success. Parents are contacted by School-Cast messenger System, phone calls, emails, and face to face meetings.   We have created a Facebook page to help keep parents posted of school events in addition to the use of our school web page.

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

Our school conducted a school climate survey in 2013-2014. Based on student responses for that survey, we found that students consistently believe that we encourage our students to succeed, students know what is expected of them, that administration holds high expectations for students academically and behaviorally, and that teachers use multiple teaching strategies.

Our school climate survey also revealed that parents are informed about student progress and behavior by the administration(80% positive response rate), and that students use the available technology during school. The climate also indicates that parents feel that only 50% of the teachers notify them of student concerns, which was noted on the Advanced Ed. Survey.

The 2015 Needs Assessment survey revealed that students did use the available technology at Neal efficiently. This finding is consistent with findings from other surveys.

Areas in Need of Improvement

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

Based on the results of the Staff Advanced Ed survey, our staff felt that the peer coaching was low (3.46). while we have a peer mentoring program, our staff feels that the program itself needs some revision. Furthermore, the staff rated support of new teachers a 3.54. Another area of concern was that the staff did not feel that all teachers presented a challenging curriculum which was also rated a 3.54.

The student survey revealed that 17% of our students felt that they were not treated with respect (2.38), and while 49% disagreed with this statement and 2% remained neutral, it was still disturbing to see that 17% felt that they were not respected. It is also noted that students stated that in this school, students did not treat adults with respect (score of 2.49). Another finding was that students did not feel that other students helped them (2.39).

The parent survey revealed that parents did not feel that all the teachers worked together as a team to help their child (2.97) , and that all teachers did not keep parents informed about student progress (2.97). Parents did not feel that all teachers individualize instruction to help students succeed (3.0). Some parents were concerned about the fact that students did not make a connection between what is being taught and real life (3.03).

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

Based on findings from the student survey, it was surprising to find that students believed that other students do not help them even if they are friends. This is definitely the beginning of what could be a downward trend. It will be interesting to determine if students decided that because those who do their work want others to do their own work, or if this is based on competitiveness, or lack of just being helpful. With increased instructional strategies being incorporated into the classroom, as well as increased group work, we as a school, are interested in determining why students have responded to this question in this manner.

The parent survey indicates a decline in the level of teacher contacts to parents. While it is noted that less than 20% of the parents participated in the Advanced Ed. Survey and only 11 parents participated in the school climate survey last year, both surveys indicated that parents did not feel that all teachers contacted them with student concerns of grades or behaviors.

What are the implications for these stakeholder perceptions?

The implication for our school survey results would be to determine why students felt that other students did not help them and in what manner the other students did not help. Also, we need to determine which teachers are not contacting parents over student grades or behavior.

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

Based on the school climate survey we conducted with students and parents in 2013-2014, several of the findings from the Advanced Ed. Surveys were consistent.

In reviewing the student climate survey it is noted that 92% of students felt that they are comfortable using technology, while 49% believed that our school did not have enough technology. While 55% of our students stated that they felt safe at school, 72% stated that they are not bullied at school. Students reported on the school climate survey that the administration (85%) encouraged student success and 82% of teachers were concerned about student success.

Based on findings from the parent school climate survey, 80% believed that the administration contacts them while on 50% of the teachers contacted them and it is noted that 20% of the parents responses were marked "Don't Know", for both administration and teachers. These findings are indicated on the Advanced Ed survey as well.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 1.5

Sections
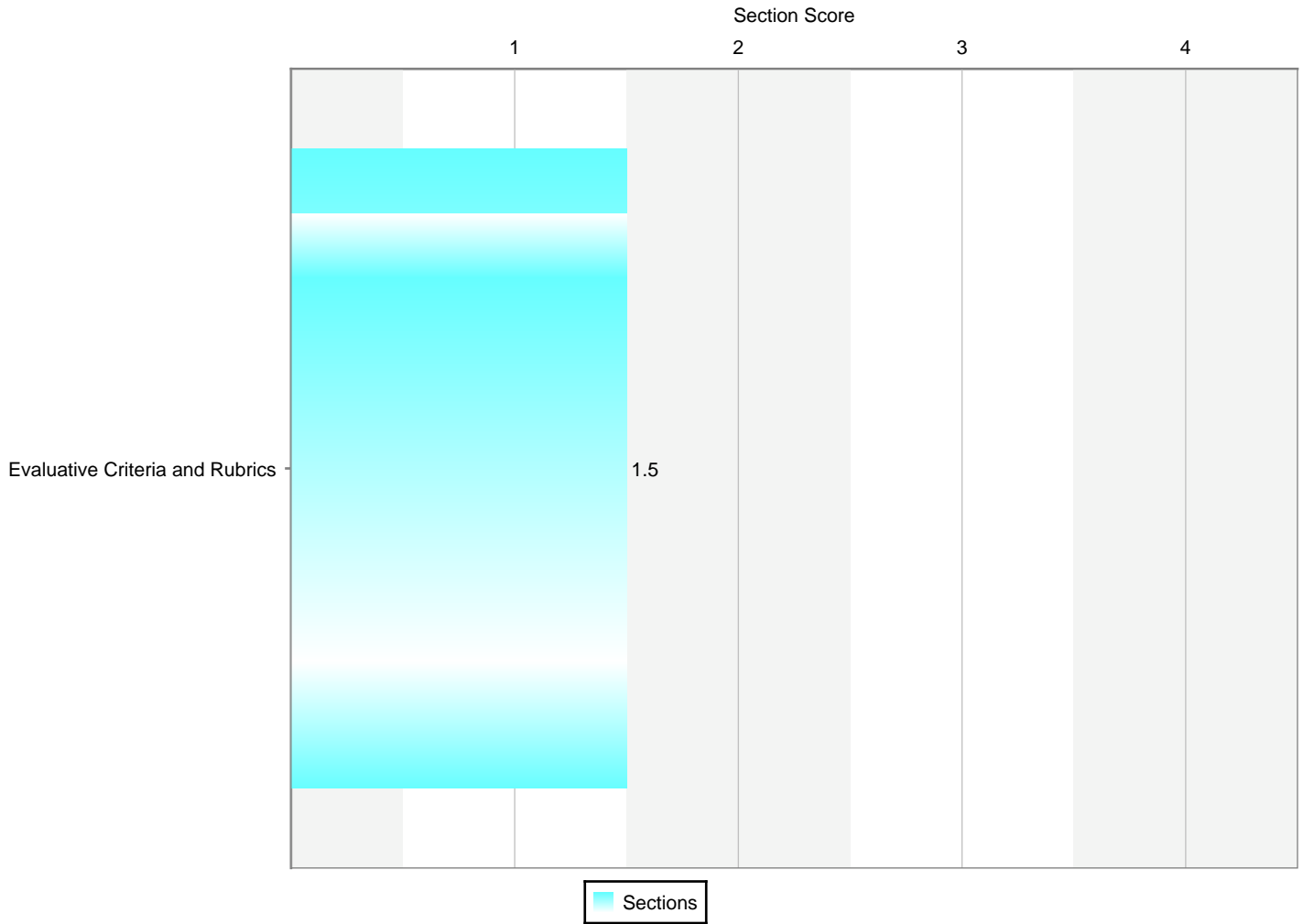
Student Performance Diagnostic

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	This year we will use data from the Spring 2014 ACT report, PLAN assessment results, and 13/14 end of course exam results.	student data performance document

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

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

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

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

Areas of Notable Achievement

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

Quality Core Algebra 1 Assessment scores rose one point between 2013 and 2014 end of course exams. As indicated on the PLAN, Students scored higher on English and Reading. The English scores from the Class of 2014 indicated that 57% of those tested met benchmarks indicated college readiness..

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

Algebra One scores are rising and the cohort group of the class of 2017 maintained their levels in English. Both are approaching state benchmarks. There was not a significant difference between the two.

The five year trend for senior students taking the ACT reveals initial improvement, decline, and then improvement, In 2010 and 2011, the school composite was 18.7. In 2012, the school composite dropped to 18.4. In 2013, the school composite increased to 19.4, but dropped to 18.7 in 2014.

The entire junior class tested in the spring of 2014. The school composite was 17.3, but there was an increase in the number of students tested from previous years.

Grades 9-12 each showed improvement in Math from the Fall of 2013 to the Spring of 2014 assessments. Fall 2013 scores compared to Fall of 2014 scores also indicate that all grades showed improvement and benchmarked.

Which area(s) indicate the overall highest performance?

On the Quality Core English Assessment, students in grade 10 scored an average benchmark of 152. On the 2013 PLAN test, 61 of the 109 students tested Benchmarked in English. On the ACT the Class of 2015, scored better in English with 38 of the 86 students tested benchmarked on English .   The ACT English scores from the Class of 2014 indicated that 57% of the 47 students tested, benchmarked.

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

Based on the five year trend for the ACT. African American students have improved from an average composite of 16.5 to 17.8 and white students dropped from 20.0 composite to 19.2 composite in 2014.. Of the Class of 2015, African American students scored an overall composite of 17.1 while white students score 17.5. African American students are improving at a steady rate.

Between which subgroups is the achievement gap closing?

Based on the Quality Core End of Course Assessment for Algebra I, African Americans are improving in comparison to All Students In addition, Special Education students are improving.in math compared to the All students subgroup. There was a light improvement in math from last year.

Based on composite scores for the ACT, the five year trend indicates an increased improvement for African Americans as well.

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

Based on scores from End of Course Quality Core Assessments, the PLAN, and the ACT, it is clear that African American students are improving in Algebraic operations and concepts. STAR assessment math scores for grades 9-12 also indicate a rising trend in student performance.

Areas in Need of Improvement

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

Based on ACT scores from 2014, the Junior class scored below benchmark in all areas. Only 38 students benchmarked in English, 13 in Math, 20 in Reading, 14 in Science and 6 in all four categories.

On the STAR assessment from 2013-2014, only the 9th grade showed improvement in the area of reading, while the other grades scored lower in the Spring than in the Fall.

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

Based on the Quality Core End of Course Assessment for English 10 from 2013 to 2014 fell 5 points. However, the class of 2017 stayed at the same level between the 9th and 10th grade. The ACT scores for the Class of 2014 showed a slight decrease in all categories as compared to the Class of 2013.   STAR Reading scores for grades 10, 11, and 12, showed a slight decline form Fall to Spring scores.

Which area(s) indicate the overall lowest performance?

On the Quality Core Assessment for Algebra I,   our students scored lower on non-linear Equations and Functions scoring 3 out of 14 possible points. In Exploring Quadratic Equations and Functions, and Number Sense, Operations, and Graph skills,our students scored the same possible points as in 2013, indicating no significant gains.

Reading scores on the STAR showed a decline overall for grades 10, 11, and 12.

While Critical Reading improved on the Quality Core End of Course English Assessment, grade 10 remained the same for reading comprehension making no gains or losses.

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

There was a decrease in performance for American Indians on the Quality Core End of Course Assessment for Grade 10. In 2011,American Indians which comprised 2% of the school student population taking the ACT scored a composite of 20.0 as compared to the 3% in the Class of 2015 scoring 16.3.

Between which subgroups is the achievement gap becoming greater?

Based on the 2014 Junior Class testing on the ACT, Special Ed. and all students had a greater gap in the area of Reading.

The STAR assessment scores from the Fall of 2013 to the Spring of 2014 also indicate a decline in student performance for grades 10, 11 and 12.

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

The ACT overall Reading scores for the Class of 2014 were 20.2 while the Reading scores for the Class of 2015 were 19.7. Special needs students, Reading Scores were lower on the PLAN and the Explore.

STAR Reading scores also indicated a decline for grades 10, 11, and 12.

Report Summary

Scores By Section

Section Score
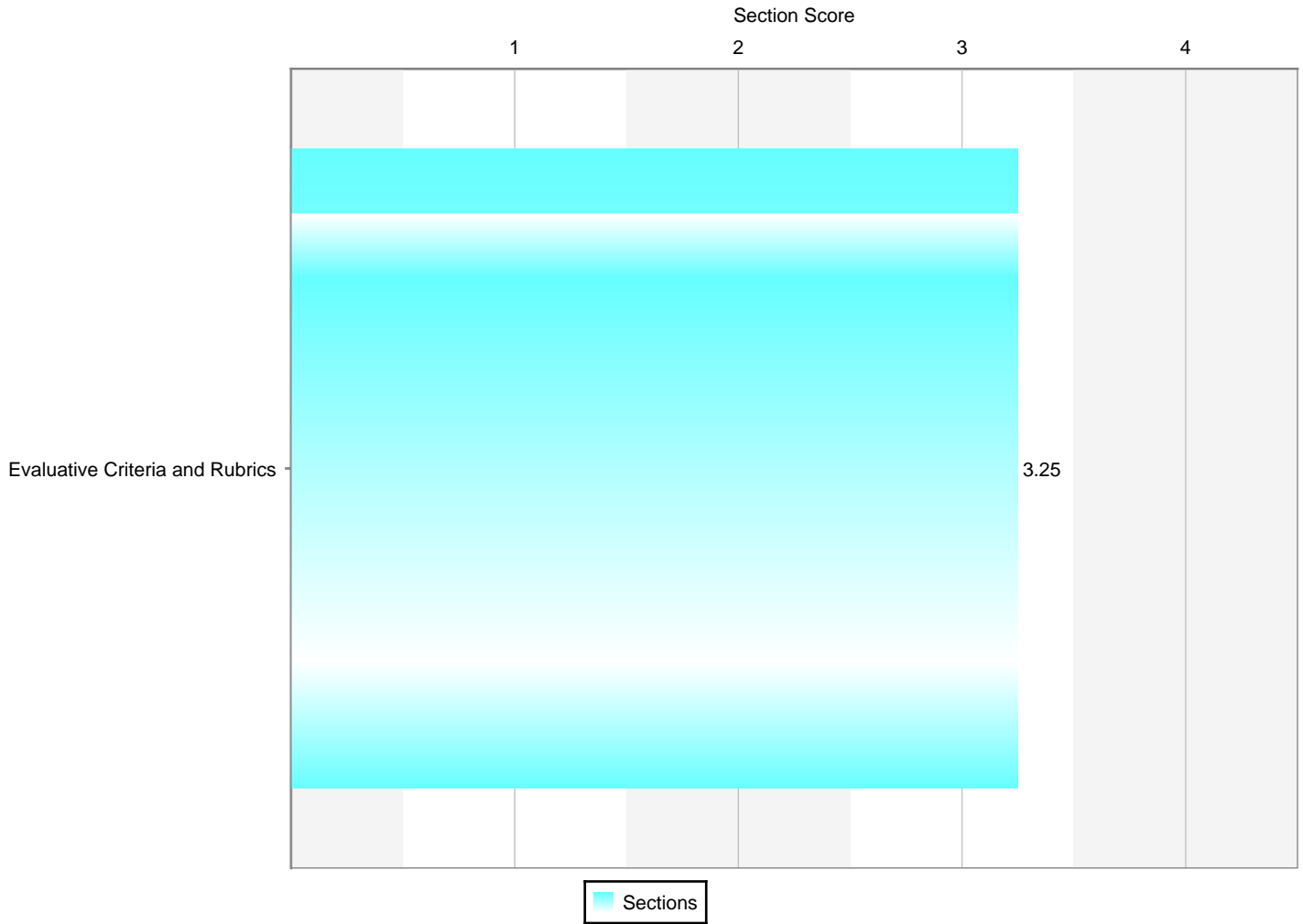
AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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 Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	The School Safety Plan has been updated and reviewed with staff. All fire, and safety drills have been conducted in accordance to Alabama school safety requirements. All documentation is located at the school.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		Escambia County Schools Public Accounts

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	W. S. Neal High School's ACIP is included as part of this review process.	

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase Neal High School's Graduation Rate	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$1300
2	Engage and Empower the Learner Through the use of Technology and Instructional Best Practices	Objectives: 3 Strategies: 4 Activities: 8	Organizational	$97606
3	Prepare and support teachers and leaders to graduate college and career ready students	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$8416

Goal 1: Increase Neal High School's Graduation Rate

Measurable Objective 1:

collaborate to increase our graduation rate by 5% by 06/26/2015 as measured by the Alabama Department of Education data of high school graduation rates for 2015.

Strategy 1:

On Campus Suspension - We will continue the use of our On Campus Suspension program giving students an alternative to out of school suspension to increase attendance and decrease the negative grading of unexcused absences on student work.

Research Cited: According to the National Assessment of Educational Progress research, students who are suspended are twice as likely to repeat a grade and suspension triples the odds of having contact with the juvenile justice system.

Activity - On Campus Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When possible and practical, students will be assigned On Campus Suspension instead of Out of School suspension.	Behavioral Support Program	08/18/2014	05/22/2015	$0	No Funding Required	Principal, Assistant Principal, and OCS instructor

Strategy 2:

Career and Technical School Attendance - Students will be able to sign up for and take vocational classes at the East Brewton Career Technical School and Neal High School as an alternative to a traditional diploma tract by 5/29/15 as measured by student schedules showing participation in those classes.

Research Cited: Miller and Imel (1987) attest that students with low motivation to attend school have shown improvement in school and their attendance and retention improve after participating in career education. They are also more likely to complete the vocational program they have selected.

Activity - Career and Technical School Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will enroll and take career and technical training courses at the Escambia County Career Readiness Center and at Neal High School based on students' interests as supported by their 4 year plan and their Kuder interest invenrory.	Career Preparation/Orientation	08/18/2014	05/22/2015	$0	No Funding Required	County and School administration along with the guidance staff at both schools.

Activity - Inform Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide parents with resources such as books, pamphlets, newsletters, calendars, and other printed materials which will enable them to assist their children in decision making regarding future educational and career goals.	Parent Involvement	10/01/2014	07/31/2015	$1300	Title I Part A	Administration

Goal 2: Engage and Empower the Learner Through the use of Technology and Instructional Best Practices

Measurable Objective 1:

complete a portfolio or performance by participating in at least one online experience before graduation by 06/01/2018 as measured by school records.

Strategy 1:

Online Experience - WS Neal High School will provide online experience opportunities for all students.

Research Cited: Alabama State Department of Education Requirement

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 9-12 will be allowed to take online classes through the ACCESS program	Academic Support Program	08/18/2014	05/29/2015	$0	No Funding Required	Principal, AP, and Guidance Counselor

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9th grade students will be required to take a Career Preparedness Course which meets the ASDE requirements for online experience credit.	Career Preparation/Orientation	08/18/2014	05/29/2015	$0	No Funding Required	Principal, AP, and Guidance

Activity - Proper Technology Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using provided resources on the legal and ethical uses of technology, including the dangers of cyber bullying, copyright laws, plagiarism, and privacy. Teachers will convey, explain, and reinforce all information to students in the classroom to encourage digital citizenship.	Professional Learning	08/12/2014	05/29/2015	$0	No Funding Required	Administration

Measurable Objective 2:

collaborate to upgrade technology throughout the school by the end of the school year to promote and enhance student learning by 05/29/2015 as measured by technology purchase orders and increased student performance.

Strategy 1:

Additional Student Resources - Title I funding will be used to provide hands-on resources, new technology, and extended learning opportunities for students.

Research Cited: National Math and Science Initiative Blog - October 8, 2013 - Technology in the Classroom: The Benefits of Blended Learning

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

Through the purchase of computer hardware, desktops, and chrome books, students in grades 9 - 12 will be provided instructional learning opportunities through internet/intranet based tools and resources.	Academic Support Program	10/01/2014	05/29/2015	$43102	Title I Part A	Administration, Guidance, All Teachers and Staff

Activity - Extended Learning Opportunity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 9 - 12 will be provided a four week opportunity to use technology as an ACT and or credit recovery tool during the summer.	Academic Support Program	06/01/2015	07/31/2015	$2774	Title I Part A	Administration and Guidance

Measurable Objective 3:

collaborate to increase number of students meeting college readiness on ACT plus writing by 7% in Math, Reading, Science, and Language Arts as well as ACT Quality Core Algebra I and English 10 by 05/29/2015 as measured by state assessments.

Strategy 1:

Use online resources for ACT and Quality Core Practice - Teachers will take students to a computer lab and log into and use Quality Core website resources.

Research Cited: Evaluating the Effectiveness of Technology in Our Schools ACT Policy Report

Activity - Online Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use online resources for ACT plus Writing and ACT Quality Core Assessment practice and instruction at least one time per semester. Desktop computers and Chromebooks will be purchased to increase student accessibility to Internet. (Title VI)	Academic Support Program	10/15/2014	05/29/2015	$8200	Other	Administration and Core teachers

Strategy 2:

Instructional Best Practices - Teachers will implement content literacy strategies in order to increase student engagement and ownership of learning in the classroom.

Research Cited: Strengthening Literacy Programs and Instruction in Alabama - Southeast Comprehensive Center at SEDL

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Instructional Best Practices for daily instruction of students to incorporate literacy standards across all core content subject areas.	Direct Instruction	08/18/2014	05/22/2015	$0	No Funding Required	Administrators, Core Teachers

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide instructional materials for core classes such as scientific calculators, novels, maps, science lab equipment and materials, along with other additional hands-on and visual aid resources for students to promote student engagement through best practices.	Academic Support Program	10/01/2014	05/29/2015	$43530	Title I Part A	Administration Teachers and Staff Students

Goal 3: Prepare and support teachers and leaders to graduate college and career ready students

Measurable Objective 1:

collaborate to insure all teachers score at least 3(evident) or above on the ELEOT observation tool by 05/29/2015 as measured by ELEOT observation forms.

Strategy 1:

Professional Development - Regularly scheduled professional development activities will be conducted throughout the course of the school year.

Research Cited: Why Professional Development Matters by Hayes Mizell, Learning Forward 2010

Activity - ELEOT Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will be observed through both announced and unannounced observations. A checklist will be used for each observation requiring documentation to ensure the use and practice of the strategic components of the ELEOT assessment instrument.	Professional Learning	08/12/2014	05/29/2015	$0	No Funding Required	Administration

Activity - Instructional Best Practices PL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New core course teachers will attend Instructional Best Practices training provided by the school system.	Professional Learning	08/18/2014	05/15/2015	$0	No Funding Required	Administration

Activity - Turnaround Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WSNHS will provide turn around teacher technology trainings on technology use	Professional Learning	08/12/2014	05/29/2015	$0	No Funding Required	Administration and Librarian

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend regularly scheduled professional development activities including technology, Laying the Foundation, Mega Conferences, and other such conferences held throughout the year, through the summer, and early Fall.	Professional Learning	10/01/2014	09/10/2015	$8416	Title I Part A	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Best Practices	Provide instructional materials for core classes such as scientific calculators, novels, maps, science lab equipment and materials, along with other additional hands-on and visual aid resources for students to promote student engagement through best practices.	Academic Support Program	10/01/2014	05/29/2015	$43530	Administration Teachers and Staff Students
Inform Parents	Provide parents with resources such as books, pamphlets, newsletters, calendars, and other printed materials which will enable them to assist their children in decision making regarding future educational and career goals.	Parent Involvement	10/01/2014	07/31/2015	$1300	Administration
Technology Use	Through the purchase of computer hardware, desktops, and chrome books, students in grades 9 - 12 will be provided instructional learning opportunities through internet/intranet based tools and resources.	Academic Support Program	10/01/2014	05/29/2015	$43102	Administration, Guidance, All Teachers and Staff
Extended Learning Opportunity	Students in grades 9 - 12 will be provided a four week opportunity to use technology as an ACT and or credit recovery tool during the summer.	Academic Support Program	06/01/2015	07/31/2015	$2774	Administration and Guidance
Professional Learning	Teachers will attend regularly scheduled professional development activities including technology, Laying the Foundation, Mega Conferences, and other such conferences held throughout the year, through the summer, and early Fall.	Professional Learning	10/01/2014	09/10/2015	$8416	Administration
				Total	$99122	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Resources	Students will use online resources for ACT plus Writing and ACT Quality Core Assessment practice and instruction at least one time per semester. Desktop computers and Chromebooks will be purchased to increase student accessibility to Internet. (Title VI)	Academic Support Program	10/15/2014	05/29/2015	$8200	Administration and Core teachers
				Total	$8200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Preparedness Course	All 9th grade students will be required to take a Career Preparedness Course which meets the ASDE requirements for online experience credit.	Career Preparation/Orientation	08/18/2014	05/29/2015	$0	Principal, AP, and Guidance
Instructional Best Practices	Teachers will use Instructional Best Practices for daily instruction of students to incorporate literacy standards across all core content subject areas.	Direct Instruction	08/18/2014	05/22/2015	$0	Administrators, Core Teachers
ELEOT Assessment	All classroom teachers will be observed through both announced and unannounced observations. A checklist will be used for each observation requiring documentation to ensure the use and practice of the strategic components of the ELEOT assessment instrument.	Professional Learning	08/12/2014	05/29/2015	$0	Administration
Turnaround Technology Training	WSNHS will provide turn around teacher technology trainings on technology use	Professional Learning	08/12/2014	05/29/2015	$0	Administration and Librarian
Instructional Best Practices PL	New core course teachers will attend Instructional Best Practices training provided by the school system.	Professional Learning	08/18/2014	05/15/2015	$0	Administration
Career and Technical School Attendance	Students will enroll and take career and technical training courses at the Escambia County Career Readiness Center and at Neal High School based on students' interests as supported by their 4 year plan and their Kuder interest invenrory.	Career Preparation/Orientation	08/18/2014	05/22/2015	$0	County and School administration along with the guidance staff at both schools.
Proper Technology Use	Using provided resources on the legal and ethical uses of technology, including the dangers of cyber bullying, copyright laws, plagiarism, and privacy. Teachers will convey, explain, and reinforce all information to students in the classroom to encourage digital citizenship.	Professional Learning	08/12/2014	05/29/2015	$0	Administration
ACCESS Courses	Students in grades 9-12 will be allowed to take online classes through the ACCESS program	Academic Support Program	08/18/2014	05/29/2015	$0	Principal, AP, and Guidance Counselor
On Campus Suspension	When possible and practical, students will be assigned On Campus Suspension instead of Out of School suspension.	Behavioral Support Program	08/18/2014	05/22/2015	$0	Principal, Assistant Principal, and OCS instructor
				Total	$0	