



ACIP

W. S. Neal High School

Escambia County Board of Education

Mrs. Patricia Frazier, Principal
801 Andrew Jackson Street
East Brewton, AL 36426

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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 413 students in grades 9-12, of which 66% are Caucasian, 30% are African American, 1.2% are American Indian, 1.7% Hispanic, and 1.0% are multi-racial. The gender distribution is 52% males and 48% 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. This year we added a 30 minute enrichment class for students to have set time to meet for mentoring, clubs, and organizations. Our aim is to increase student participation and increase student interest in school.

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 Winter of 2015-2016. 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. We desire to provide engaging and comprehensive instructional programs that optimize a students ability to be college and career ready.

Our master schedule is set with that purpose in mind and our teachers assess standards and goals throughout the school year. This year we added a 30 minute enrichment period for all our students. During this time, students can engage in mentoring, club/group activities, RTI, and other instructional activities. Our schedule also provides 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, Learn BOP, Khan Academy, Discovery Learning, 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 winter. 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 received a second grant in the amount of \$25,015.96 which will also be used to purchase chrome books for our students.

This is our second year designated as a Title 1 school. Our total allocation of title one funds is \$104,433.40. We will use these funds to greatly enhance our school. Below is the breakdown of how we will spend our money:

- 1) \$7,119.54 for classroom instructional supplies
- 2) \$75060.46 for technology purchases (chrome books, poster printer)
- 3) \$4174.00 for after school and summer school learning lab tutors
- 4) \$10,000 for professional development activities
- 5) \$3750.00.00 for ACT Mastery Prep
- 6) \$2826.00 for Library materials for students
- 7) \$1,503.40 for parent instruction supplies

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. For the last three years, our Scholars Bowl team has placed second in the region and advanced to state.. Our FFA teams have advanced to state in Poultry judging, Small Engines, Livestock Judging, Ag Construction, and in the Chicken Q. Our FFA teams 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 the last three years, the football team has made it to the second round of play-offs each year. WE have had 4 football players to sign scholarships in the last 2 years. We have had several students in the past three years break state records in track for 3-A teams. Our Boys basketball team were named the 2014-15 Regional Champions. Our girls softball team won the area tournament this past year and for the last two years have been regional champions. Our girls volleyball team advanced to the first round of play-offs. Our girls basketball won their first ever area tournament. We have 102 students participating in marching band this year.

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.

In addition, our efforts to promote college and career readiness have shown positive improvements with steady enrollment of our student graduates in 2-4 year post secondary institutions. We have remained at or above the states targeted graduation rate for the last three years.

We are very proud of our students and their accomplishments.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

At W. S. Neal High School all teachers are involved in the evaluation of the former planning, the pre-planning of the new plan, and the implementation of the new CIP in May of 2015. The administration, faculty, students, parents, and community members met to review our plans for school improvement and Title I budgeting. Parents and community members were initially invited to serve on the team by phone and then by a formal letter. The Leadership Team which consists of the Administration, the four department Chair Persons, school counselor, selected students, parents, and community members met with all faculty again at the end of May to review the former plan, assess student data and student needs, and to accept goals/budgets for the new plan. In August, another Leadership Team meeting was held to revise the plan and accept the Title I budget. Once revisions were made, the Leadership Team sent home copies of the Parental Involvement plan for stakeholder input.

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

Principal- Patricia L. Frazier

Counselor - Leketha Bradley

Librarian - Valissa Burnham

Teachers - Kraig Rittenhouse, Michal Stallworth, Jeff Haney, Susan Hardyman, Austin Rogers

Students - Taylor Burns, Kendra Collins, Jasmine Carter, Landon Tindell

Parents - Liza Bataglia Hillman, Mitzi Roach, and Melanie Jett

Community Members: Landon Simmons

The stakeholders who have participated in the development of the school technology plan include teachers from each core subject area, the librarian, and the principal. Below is a list of the W.S. Neal High School Technology Team members:

Valissa Burnham, Librarian

Ben Quimby, English Language Arts

Susan Hardyman, English Language Arts

Michal Stallworth, Science

Jeff Haney, Math

Holly Wyatt, History

Austin Rogers, Resource

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

The finished school improvement plan is placed in our Parent Resource Center located in the Guidance office, the front office, the school web site, and the district web site. School Cast messages accompany forms that are sent home to ensure that parents are informed about the CIP. All forms and documents related to the school improvement plan are also located on the school web site. Parents can email, call, or complete letters of dissatisfaction or suggestions for change.

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 2015 ACT report, PLAN assessment results.	data

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?

Our 10th grade students who took the PLAN improved their English score to 63% meeting or exceeding the benchmark. Our 11th grade students increased their overall composite score on the ACT from 17.29 to 17.78. English scores rose from 16.69 to 17.59. STAR Math scores have been higher than STAR Reading scores for the past two years. In 2015, STAR Math scores show an overall grade equivalent of 8.6 while reading scores show a compiled grade equivalent of 7.8. 52.1% of our students scored above the 50th percentile on STAR MATH.

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

The five year trend for senior students taking the ACT reveals initial improvement, decline, and then improvement,

In the spring of 2014, 86 eleventh grade students tested on the ACT with a class composite of 17.3. In the Spring of 2015, 88 eleventh grade students tested with a class composite of 17.59.

In 2014, 46% of our students scored above the 50th percentile on STAR MATH and in 2015, 52.1% of our students scored above the 50th percentile on STAR MATH.

Which area(s) indicate the overall highest performance?

On the 2014 Plan the highest area of performance was English with 63% of students meeting or exceeding the benchmark. Reading proved to be the highest content area for the ASPIRE (8th grade), Plan, and the ACT. On STAR, the greatest improvements were seen in math with 52% of students meeting or exceeding the 50th percentile as compared to STAR reading with only 28% of students scoring at or above the 50th percentile.

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

On the 2014/15 PLAN test, our African American students improved the overall group composite from 14.9 to 15.2 while our Caucasian students remained at 16.5 for the past 2 years. On the ACT for 11th graders, the overall composite increased from 13.2 to 15.

Between which subgroups is the achievement gap closing?

The schools total PLAN composite remained at 16.1 for the past two years. However, the gap is closing for our African American students
SY 2015-2016

on the PLAN. Also in 2014 our special education population scored an ACT composite of 13.2 and in 2015 scored a 15.0 indicating that the achievement gap went from 4.09% to 2.72% as compared to the regular population.

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

As indicated by scores from the 8th grade ASPIRE, 10th grade PLAN, and the 11th grade ACT, our students score higher in reading than in math and science.

Areas in Need of Improvement

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

Based on ACT scores from the graduating class of 2015, the number of students benchmarking in all areas was below that of the state. We had only 9% of our students to benchmark in all areas as compared to 16% of students in the state. On the 2014 PLAN, we only had 10.78% of our students benchmark in math and 17.65 in science which is below the national average for both areas. On STAR Reading, our students scored lower overall than on STAR Math. only 28% of our students scored at or above the 50th percentile in /Reading, while 52% scored at or above the 50th percentile on STAR Math

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

For the past two years, the ACT scores from the graduating classes have indicated a decline in overall school composites. We have decreased from 18.7 in 2014 to a 17.4 with greater weaknesses in English and science performance. The scores were based n 47 students from the graduating class of 2014 and 89 students from the graduating class of 2015. Regardless, we showed a 1.7% decline in overall composite as compared to the state. Star scores indicate that overall Spring reading scores have lagged behind math scores for the past two years.

Which area(s) indicate the overall lowest performance?

The three year trend for the PLAN indicates a decline in Reading, and Science. Reading declined from a 16.3 in 2012-2013 to a 15.5 in 2014-2015. Science declined from a 17.0 in 2012-2013 to a 16.9 in 2014-2015. The overall composite for PLAN also indicated a decline from 16.4 in 2012-2013 to 16.1 in 2014-2015.

On the ACT scores from the graduating classes of 2014 and 2015, we show a decline in the number of students benchmarking in English and Science. In 2014, 57% of our students benchmarked in English and in 2015, only 38% of our students benchmarked in English. In 2014, 23% of those taking the ACT benchmarked in science and in 2015, only 17% of our students benchmarked in science.

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

Our Caucasian students have shown a decline in overall composite on the ACT over the last three years. In 2013, our Caucasian students scored an overall composite of 20.7 and in 2015, they scored an overall composite of 17.8.

Between which subgroups is the achievement gap becoming greater?

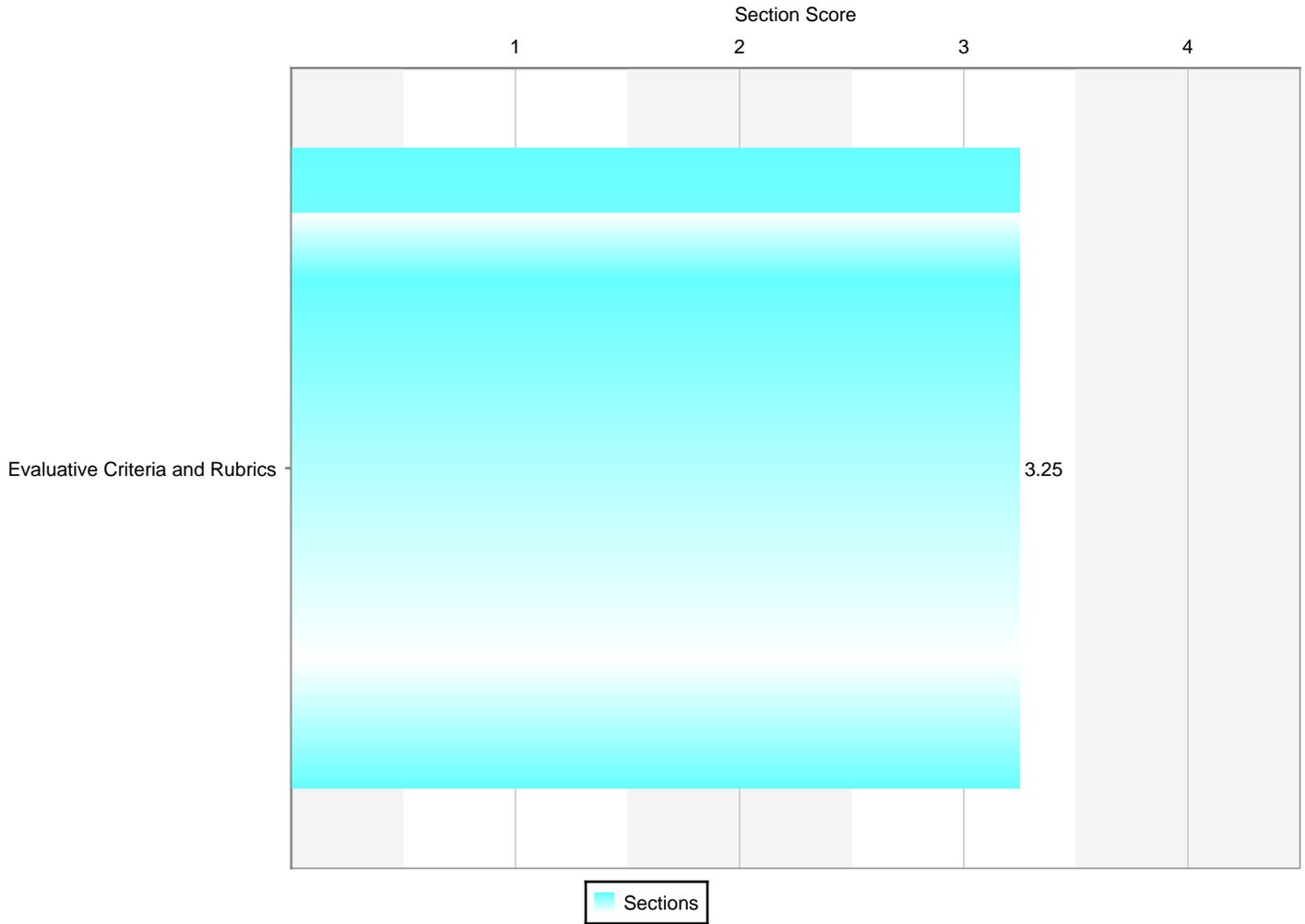
The achievement gap has become greater for Hispanic students decreasing from a total ACT composite of 21.0 (based on one student) in 2013 to 15.8 (based on 4 students) in 2015.

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

In 2014 our Hispanic students scored a composite of 15.0 on the PLAN and in 2015, they scored a 12.0 on the PLAN. Our Caucasian students made no significant gains on the PLAN scoring a composite of 16.5 both years.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Mona Simmons Human Resource Director Escambia County Board of Education 301 Belleville Avenue Brewton, Alabama 36426 251-867-6251	802

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mona Simmons Director of Human Resources and Transportation Escambia County School District P.O. Box 307, 36427 251-867-1014	Signatures

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	-Sent home a letter for the parents to review our plan and to encourage parents to have input for changes they felt were needed. -August 12th - Parent Right to Know with Principal signature sent	assurance 4

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W. S. Neal High School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Spanish and English versions signed by Principal sent home August 12, 2015	assurance 5

Plan for ACIP 2015 - 2016

Overview

Plan Name

Plan for ACIP 2015 - 2016

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: 3 Activities: 4	Organizational	\$3523
2	Engage and Empower the Learner Through the use of Technology and Instructional Best Practices	Objectives: 4 Strategies: 5 Activities: 10	Organizational	\$90910
3	Prepare and support teachers and leaders to graduate college and career ready students	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10000

Goal 1: Increase Neal High School's Graduation Rate

Measurable Objective 1:

collaborate to increase our graduation rate by 2% by 05/27/2016 as measured by the Alabama Department of Education data of high school graduation rates for 2016.

Strategy 1:

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

Category:

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	08/12/2015	05/27/2016	\$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 track.

Category:

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 inventory.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$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
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W. S. Neal High School

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 the future educational and career goals. Provide scheduled parent nights and an online newsletter.	Parent Involvement	10/01/2015	07/29/2016	\$1503	Title I Part A	Administration , Counselor
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Strategy 3:

After School Tutoring - Students will be provided with opportunities for after school tutoring. Students will receive help in all academic areas.

Category:

Research Cited: Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students' reading achievement (Burns, Senesac, & Symington, 2004).

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided after school tutoring programs 2 days a week. Help will be provided for core subjects as well as ACT practice.	Academic Support Program	10/15/2015	05/27/2016	\$2020	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.

Category:

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	08/12/2015	05/27/2016	\$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	08/12/2015	05/27/2016	\$0	No Funding Required	Principal, AP, and Guidance

ACIP

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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	08/12/2015	05/27/2016	\$0	No Funding Required	Administration

Measurable Objective 2:

collaborate to upgrade technology throughout the school to promote and enhance student learning by 05/26/2017 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.

Category:

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 Chromebooks, students in grades 9 - 12 will be provided instructional learning opportunities through internet/intranet based tools such as Google Classroom and other online resources.	Academic Support Program	08/12/2015	05/27/2016	\$61765	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	06/06/2016	07/29/2016	\$2154	Title I Part A	Administration and Guidance

Measurable Objective 3:

collaborate to increase number of students meeting college readiness on ACT plus writing by 2% in Math, Reading, Science, and Language Arts. by 05/27/2016 as measured by state assessments.

Strategy 1:

Use online resources for ACT and Quality Core Practice - Teachers will guide students in the use of online ACT practice programs through the use of Chromebooks and computer labs.

Category:

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 to practice for the ACT plus Writing test. Tools, training, and materials will be purchased to help students prepare for the ACT plus Writing and the Aspire tests.	Academic Support Program	10/15/2015	05/27/2016	\$3750	Title I Part A	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.

Category:

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	08/12/2015	05/27/2016	\$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	10/01/2015	05/27/2016	\$23241	Title I Part A	Administration Teachers and Staff Students

Measurable Objective 4:

demonstrate a behavior by engaging in the use of digital resources and technology tools to complete educational activities planned by core teachers by 05/01/2015 as measured by by observations, student work samples, and survey responses..

Strategy 1:

Increase student use of technology - Increase student use of technology tools and digital resources for learning - Students will use available classroom technology to complete activities designed by teachers to increase student engagement.

Category:

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children & Technology; June 1, 2010)

Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	09/01/2014	05/24/2018	\$0	No Funding Required	Administration Teachers Librarian
Activity - Use Available Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computers are available in 2 computer labs, the library, and a mobile lab. With the opening of the new school in 2015, all classrooms will have interactive whiteboards. Teachers will design lessons to encourage student use of existing equipment to increase academic engagement.	Technology	09/30/2013	05/24/2018	\$0	No Funding Required	Administration Teachers Librarian

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 05/27/2016 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.

Category:

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

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	08/17/2015	05/27/2016	\$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	10/01/2015	08/01/2016	\$10000	Title I Part A	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 inventory.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$0	County and School administration along with the guidance staff at both schools
On Campus Suspension	When possible and practical, students will be assigned on campus suspension instead of out of school suspension	Behavioral Support Program	08/12/2015	05/27/2016	\$0	Principal, Assistant Principal, and OCS instructor
Turnaround Technology Training	WSNHS will provide turn around teacher technology trainings on technology use	Professional Learning	08/17/2015	05/27/2016	\$0	Administration and Librarian
Google Apps for Education	Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	09/01/2014	05/24/2018	\$0	Administration Teachers Librarian
Use Available Technology	Computers are available in 2 computer labs, the library, and a mobile lab. With the opening of the new school in 2015, all classrooms will have interactive whiteboards. Teachers will design lessons to encourage student use of existing equipment to increase academic engagement.	Technology	09/30/2013	05/24/2018	\$0	Administration Teachers Librarian
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	08/12/2015	05/27/2016	\$0	Administration
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	08/12/2015	05/27/2016	\$0	Administrators, Core Teachers
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	08/12/2015	05/27/2016	\$0	Principal, AP, and Guidance

ACIP

W. S. Neal High School

ACCESS Courses	Students in grades 9-12 will be allowed to take online classes through the ACCESS program	Academic Support Program	08/12/2015	05/27/2016	\$0	Principal, AP, and Guidance Counselor
Total					\$0	

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	10/01/2015	05/27/2016	\$23241	Administration Teachers and Staff Students
Technology Use	Through the purchase of Chromebooks, students in grades 9 - 12 will be provided instructional learning opportunities through internet/intranet based tools such as Google Classroom and other online resources.	Academic Support Program	08/12/2015	05/27/2016	\$61765	Administration , Guidance, All Teachers and Staff
After School Tutoring	Students will be provided after school tutoring programs 2 days a week. Help will be provided for core subjects as well as ACT practice.	Academic Support Program	10/15/2015	05/27/2016	\$2020	Administration
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	06/06/2016	07/29/2016	\$2154	Administration and Guidance
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 the future educational and career goals. Provide scheduled parent nights and an online newsletter.	Parent Involvement	10/01/2015	07/29/2016	\$1503	Administration , Counselor
Online Resources	Students will use online resources to practice for the ACT plus Writing test. Tools, training, and materials will be purchased to help students prepare for the ACT plus Writing and the Aspire tests.	Academic Support Program	10/15/2015	05/27/2016	\$3750	Administration and Core teachers
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	10/01/2015	08/01/2016	\$10000	Administration
Total					\$104433	

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 data document

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 Title I School-wide Parent Survey indicate that the overall highest satisfaction was that parents understood our students report cards and test scores. 94% of parents responded positively to the grading system. In addition 94% of the parents reported that they have internet connectivity at home. 89% of those responding stated that they received a copy of the Districts Parental Involvement Plan and the schools parent-teacher compact.

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

Parents continue to feel welcomed at our school based on the survey result. This year, 89% of our parents reported that they feel welcomed at our school. Those who actually responded to our survey indicated that they received a copy of the District Plan (89%), Compacts (84%), and the School plan (84%).

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

Based on the Advanced Ed feedback from 2014/15, the parent survey also indicated that parents believe that our teachers do a good job at providing student progress information to them in a language they understand. Parents believe that Neal High School provides a safe learning environment and they understand our schools expectations for learning.

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.

As indicated on the parent survey results, the lowest area of satisfaction was that parents did not know they could do volunteer work. In addition, 63% of our parents did not know how to be involved in the planning process.

Last year's 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?

The parent survey indicates a decline in the level of parents knowing about the Title I/School Improvement planning process. Only 64% of those responding to our survey indicated that they know about how to be involved in our committees.

What are the implications for these stakeholder perceptions?

The implication for our school parent survey is that parents aren't aware of how they can be involved or how they can volunteer to help our school. With only 4.5% of our parents participating in this survey, it is rather difficult to state that the results of this particular survey holds any significant value.

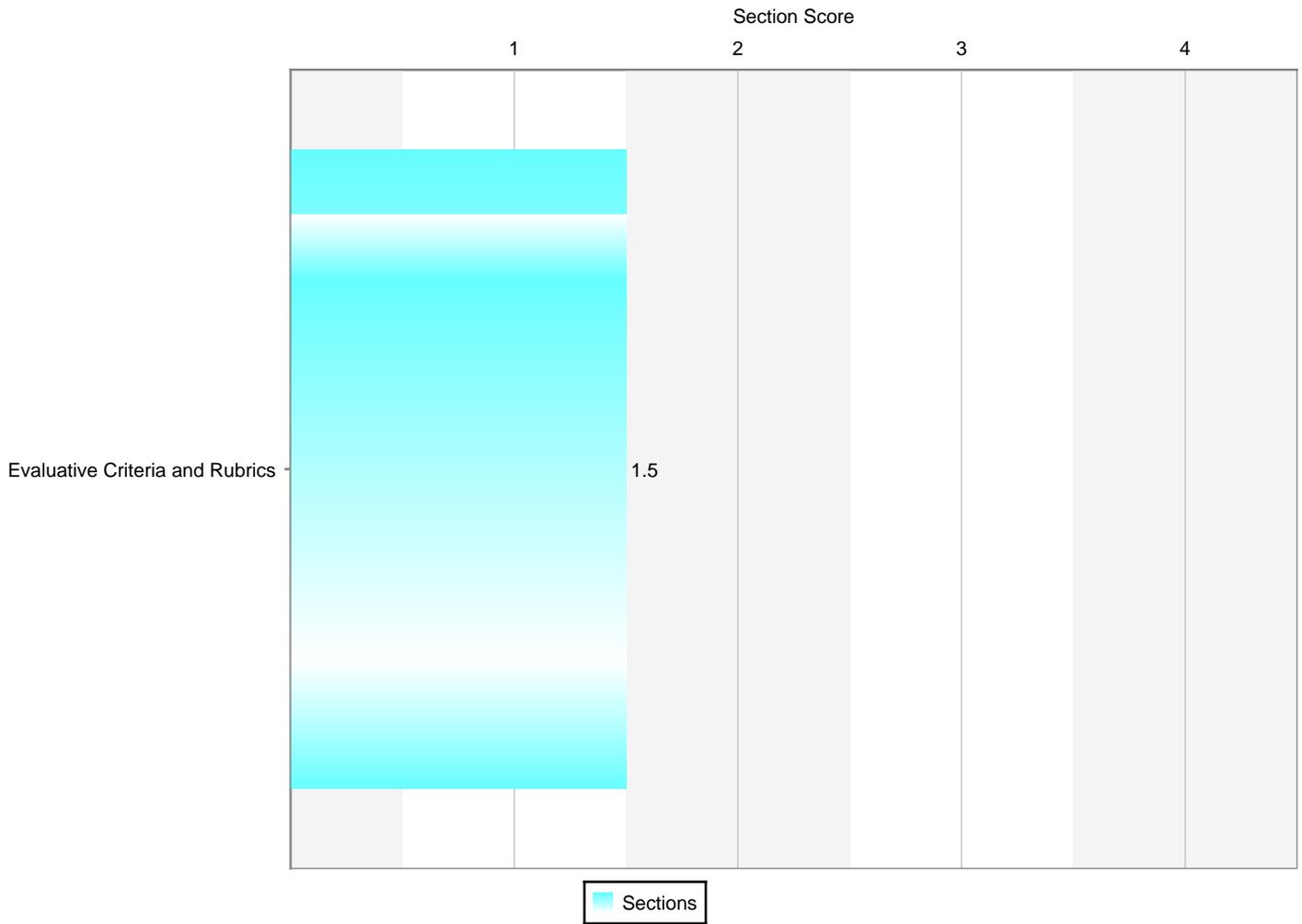
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

This year's parent survey indicated that 84% of our parents stated that the school encourages them to be involved in their child's education and 84% stated that they can contact their child's teachers to discuss their child's education. 89% of our parents stated that they feel welcomed at the school.

Based on findings from the parent school climate survey in 2013, 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



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Parents and staff met in May, to review our school needs for this year. The school data for last year was reviewed by parents and staff in order to complete the comprehensive needs assessment. Test results from the 8th grade ASPIRE, tenth grade PLAN, and the ACT were reviewed to determine needs. In addition, survey results were also used to develop a better picture of student needs. The information gathered was used to help guide the development of the new school improvement plan for this year.

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

The results of Neal High Schools comprehensive assessment indicated that the effective use of technology, need for I PADS, Whiteboards, and other technology ranked among the highest needs of our students and teachers.

3. What conclusions were drawn from the results?

The results of the comprehensive needs assessment were exactly as the staff had predicted. Our students still need technological devices and instruction on using such devices. The staff needs professional development related to technology use. There are so many wonderful programs available for student remediation and instruction, however, we do not have enough devices to have students using such programs.

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

Based on current test results from ASPIRE, PLAN, and ACT, it is obvious that our students are not meeting state benchmarks in all areas, however, student gaps between subgroups are changing with positive results. Our special education students are improving their performance on state assessments and also our African American students. While our overall school composites are not increasing significantly on the three assessments, positive gains are being made in our sub groups.

Parent participation is still very weak when it comes to completing surveys. However, our booster clubs for extra-curricular remain strong. Parents completing our surveys are positive about the relationship between school and home and parents feel welcomed at school.

Our efforts to improve college and career readiness have continued to be an area of strength for Neal High. We have a strong career technical school attendance and dual enrollment participation. Our Work Force Studies program is flourishing remaining in school while working.

The greatest need for our students and staff continues to be increased technology for students and professional development with technology for staff. While we have seen an increase in the amount of technology used in our classrooms, teachers have to very carefully schedule our 40 chrome books to ensure that they can use them every few weeks.

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

.All our school goals are directly tied to student engagement and preparing our students to be college and career ready. Our goals align with our student and school needs. By increasing our students interest in school by providing the academic and career/technical support, we increase our students chances of remaining in school and therefore improving our schools overall graduation rate. Our needs assessment clearly indicates the greater need for technological devices and instruction for our students and training for our staff. Our school goals and activities are directly tied to both our comprehensive needs and our desire to improve student achievement.

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

As we develop our school improvement plan, we look at many sources of information and data to determine academic and school culture goals. Assessments.school demographics, student, parent, and staff input, are all used to determine our plan for school improvement.

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

When we as a school look at all our data, we also look at our special populations in comparison to the rest of the student body. We aim to ensure that all students receive the highest quality education possible. Our special population students have plans in place to help them achieve their goals in addition to the regular instruction provided to all students. Our resource students, EL students, 504 students, and students with other special needs are given appropriate consideration based on their needs and their plans. These students are provided opportunities to participate in extra-curricular activities just as the regular population. Services and accommodations are also provided as needed to ensure that all children succeed.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

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.

Strategy1:

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

Category:

Research Cited: Alabama State Department of Education Requirement

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 will be allowed to take online classes through the ACCESS program	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance Counselor

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance

Activity - Proper Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administration

Measurable Objective 2:

collaborate to upgrade technology throughout the school to promote and enhance student learning by 05/26/2017 as measured by technology purchase orders and increased student performance.

Strategy1:

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

Category:

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

Activity - Extended Learning Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	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	06/06/2016	07/29/2016	\$2154 - Title I Part A	Administration and Guidance

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the purchase of Chromebooks, students in grades 9 - 12 will be provided instructional learning opportunities through internet/intranet based tools such as Google Classroom and other online resources.	Academic Support Program	08/12/2015	05/27/2016	\$61765 - Title I Part A	Administration, Guidance, All Teachers and Staff

Measurable Objective 3:

collaborate to increase number of students meeting college readiness on ACT plus writing by 2% in Math, Reading, Science, and Language Arts. by 05/27/2016 as measured by state assessments.

Strategy1:

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

Category:

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

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	05/27/2016	\$23241 - Title I Part A	Administration Teachers and Staff Students

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administrators, Core Teachers

Strategy2:

Use online resources for ACT and Quality Core Practice - Teachers will guide students in the use of online ACT practice programs through the use of Chromebooks and computer labs.

Category:

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

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online resources to practice for the ACT plus Writing test. Tools, training, and materials will be purchased to help students prepare for the ACT plus Writing and the Aspire tests.	Academic Support Program	10/15/2015	05/27/2016	\$3750 - Title I Part A	Administration and Core teachers

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

Goal 1:

Increase Neal High School's Graduation Rate

Measurable Objective 1:

collaborate to increase our graduation rate by 2% by 05/27/2016 as measured by the Alabama Department of Education data of high school graduation rates for 2016.

Strategy1:

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

Category:

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	Funding Amount & Source	Staff Responsible
When possible and practical, students will be assigned on campus suspension instead of out of school suspension	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, and OCS instructor

Strategy2:

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 track.

Category:

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	Funding Amount & Source	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 inventory.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$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	Funding Amount & Source	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 the future educational and career goals. Provide scheduled parent nights and an online newsletter.	Parent Involvement	10/01/2015	07/29/2016	\$1503 - Title I Part A	Administration, Counselor

Strategy3:

After School Tutoring - Students will be provided with opportunities for after school tutoring. Students will receive help in all academic areas.

Category:

Research Cited: Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students' reading achievement (Burns, Senesac, & Symington, 2004).

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided after school tutoring programs 2 days a week. Help will be provided for core subjects as well as ACT practice.	Academic Support Program	10/15/2015	05/27/2016	\$2020 - Title I Part A	Administration

Goal 2:

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

Measurable Objective 1:

demonstrate a behavior by engaging in the use of digital resources and technology tools to complete educational activities planned by core teachers by 05/01/2015 as measured by observations, student work samples, and survey responses..

Strategy1:

Increase student use of technology - Increase student use of technology tools and digital resources for learning - Students will use available classroom technology to complete activities designed by teachers to increase student engagement.

Category:

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children & Technology; June 1,

2010)

Activity - Use Available Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computers are available in 2 computer labs, the library, and a mobile lab. With the opening of the new school in 2015, all classrooms will have interactive whiteboards. Teachers will design lessons to encourage student use of existing equipment to increase academic engagement.	Technology	09/30/2013	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	09/01/2014	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

Measurable Objective 2:

collaborate to upgrade technology throughout the school to promote and enhance student learning by 05/26/2017 as measured by technology purchase orders and increased student performance.

Strategy1:

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

Category:

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	Funding Amount & Source	Staff Responsible
Through the purchase of Chromebooks, students in grades 9 - 12 will be provided instructional learning opportunities through internet/intranet based tools such as Google Classroom and other online resources.	Academic Support Program	08/12/2015	05/27/2016	\$61765 - Title I Part A	Administration, Guidance, All Teachers and Staff

Activity - Extended Learning Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	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	06/06/2016	07/29/2016	\$2154 - Title I Part A	Administration and Guidance

Measurable Objective 3:

collaborate to increase number of students meeting college readiness on ACT plus writing by 2% in Math, Reading, Science, and Language

Arts. by 05/27/2016 as measured by state assessments.

Strategy1:

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

Category:

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

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administrators, Core Teachers

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	05/27/2016	\$23241 - Title I Part A	Administration Teachers and Staff Students

Strategy2:

Use online resources for ACT and Quality Core Practice - Teachers will guide students in the use of online ACT practice programs through the use of Chromebooks and computer labs.

Category:

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

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online resources to practice for the ACT plus Writing test. Tools, training, and materials will be purchased to help students prepare for the ACT plus Writing and the Aspire tests.	Academic Support Program	10/15/2015	05/27/2016	\$3750 - Title I Part A	Administration and Core teachers

Measurable Objective 4:

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

Strategy1:

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

Category:

Research Cited: Alabama State Department of Education Requirement

Activity - Proper Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administration

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 will be allowed to take online classes through the ACCESS program	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance Counselor

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance

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 05/27/2016 as measured by ELEOT observation forms.

Strategy1:

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

Category:

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

Activity - Turnaround Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WSNHS will provide turn around teacher technology trainings on technology use	Professional Learning	08/17/2015	05/27/2016	\$0 - No Funding Required	Administration and Librarian

ACIP

W. S. Neal High School

Activity - ELEOT Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/17/2015	05/27/2016	\$0 - No Funding Required	Administration

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	08/01/2016	\$10000 - Title I Part A	Administration

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

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

Measurable Objective 1:

demonstrate a behavior by engaging in the use of digital resources and technology tools to complete educational activities planned by core teachers by 05/01/2015 as measured by by observations, student work samples, and survey responses..

Strategy1:

Increase student use of technology - Increase student use of technology tools and digital resources for learning - Students will use available classroom technology to complete activities designed by teachers to increase student engagement.

Category:

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children & Technology; June 1, 2010)

Activity - Use Available Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computers are available in 2 computer labs, the library, and a mobile lab. With the opening of the new school in 2015, all classrooms will have interactive whiteboards. Teachers will design lessons to encourage student use of existing equipment to increase academic engagement.	Technology	09/30/2013	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

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Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	09/01/2014	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

Measurable Objective 2:

collaborate to increase number of students meeting college readiness on ACT plus writing by 2% in Math, Reading, Science, and Language Arts. by 05/27/2016 as measured by state assessments.

Strategy1:

Use online resources for ACT and Quality Core Practice - Teachers will guide students in the use of online ACT practice programs through the use of Chromebooks and computer labs.

Category:

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

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online resources to practice for the ACT plus Writing test. Tools, training, and materials will be purchased to help students prepare for the ACT plus Writing and the Aspire tests.	Academic Support Program	10/15/2015	05/27/2016	\$3750 - Title I Part A	Administration and Core teachers

Strategy2:

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

Category:

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

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administrators, Core Teachers

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	05/27/2016	\$23241 - Title I Part A	Administration Teachers and Staff Students

Measurable Objective 3:

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

Strategy1:

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

Category:

Research Cited: Alabama State Department of Education Requirement

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 will be allowed to take online classes through the ACCESS program	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance Counselor

Activity - Proper Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administration

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance

Measurable Objective 4:

collaborate to upgrade technology throughout the school to promote and enhance student learning by 05/26/2017 as measured by technology purchase orders and increased student performance.

Strategy1:

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

Category:

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

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W. S. Neal High School

Activity - Extended Learning Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	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	06/06/2016	07/29/2016	\$2154 - Title I Part A	Administration and Guidance

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the purchase of Chromebooks, students in grades 9 - 12 will be provided instructional learning opportunities through internet/intranet based tools such as Google Classroom and other online resources.	Academic Support Program	08/12/2015	05/27/2016	\$61765 - Title I Part A	Administration, Guidance, All Teachers and Staff

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

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 05/27/2016 as measured by ELEOT observation forms.

Strategy1:

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

Category:

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

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	08/01/2016	\$10000 - Title I Part A	Administration

Activity - ELEOT Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/17/2015	05/27/2016	\$0 - No Funding Required	Administration

Activity - Turnaround Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WSNHS will provide turn around teacher technology trainings on technology use	Professional Learning	08/17/2015	05/27/2016	\$0 - No Funding Required	Administration and Librarian

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

Goal 1:

Increase Neal High School's Graduation Rate

Measurable Objective 1:

collaborate to increase our graduation rate by 2% by 05/27/2016 as measured by the Alabama Department of Education data of high school graduation rates for 2016.

Strategy1:

After School Tutoring - Students will be provided with opportunities for after school tutoring. Students will receive help in all academic areas.

Category:

Research Cited: Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students' reading achievement (Burns, Senesac, & Symington, 2004).

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided after school tutoring programs 2 days a week. Help will be provided for core subjects as well as ACT practice.	Academic Support Program	10/15/2015	05/27/2016	\$2020 - Title I Part A	Administration

Strategy2:

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

Category:

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	Funding Amount & Source	Staff Responsible
When possible and practical, students will be assigned on campus suspension instead of out of school suspension	Behavioral Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, and OCS instructor

Strategy3:

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 track.

Category:

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 - Inform Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	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 the future educational and career goals. Provide scheduled parent nights and an online newsletter.	Parent Involvement	10/01/2015	07/29/2016	\$1503 - Title I Part A	Administration, Counselor

Activity - Career and Technical School Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	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 inventory.	Career Preparation/Orientation	08/12/2015	05/27/2016	\$0 - No Funding Required	County and School administration along with the guidance staff at both schools

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.

Strategy1:

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

Category:

Research Cited: Alabama State Department of Education Requirement

Activity - Proper Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administration

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 will be allowed to take online classes through the ACCESS program	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance Counselor

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance

Measurable Objective 2:

demonstrate a behavior by engaging in the use of digital resources and technology tools to complete educational activities planned by core teachers by 05/01/2015 as measured by observations, student work samples, and survey responses..

Strategy1:

Increase student use of technology - Increase student use of technology tools and digital resources for learning - Students will use available classroom technology to complete activities designed by teachers to increase student engagement.

Category:

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children & Technology; June 1, 2010)

Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	09/01/2014	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

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W. S. Neal High School

Activity - Use Available Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computers are available in 2 computer labs, the library, and a mobile lab. With the opening of the new school in 2015, all classrooms will have interactive whiteboards. Teachers will design lessons to encourage student use of existing equipment to increase academic engagement.	Technology	09/30/2013	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

Measurable Objective 3:

collaborate to increase number of students meeting college readiness on ACT plus writing by 2% in Math, Reading, Science, and Language Arts. by 05/27/2016 as measured by state assessments.

Strategy1:

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

Category:

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

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	05/27/2016	\$23241 - Title I Part A	Administration Teachers and Staff Students

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administrators, Core Teachers

Strategy2:

Use online resources for ACT and Quality Core Practice - Teachers will guide students in the use of online ACT practice programs through the use of Chromebooks and computer labs.

Category:

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

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online resources to practice for the ACT plus Writing test. Tools, training, and materials will be purchased to help students prepare for the ACT plus Writing and the Aspire tests.	Academic Support Program	10/15/2015	05/27/2016	\$3750 - Title I Part A	Administration and Core teachers

Measurable Objective 4:

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W. S. Neal High School

collaborate to upgrade technology throughout the school to promote and enhance student learning by 05/26/2017 as measured by technology purchase orders and increased student performance.

Strategy1:

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

Category:

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	Funding Amount & Source	Staff Responsible
Through the purchase of Chromebooks, students in grades 9 - 12 will be provided instructional learning opportunities through internet/intranet based tools such as Google Classroom and other online resources.	Academic Support Program	08/12/2015	05/27/2016	\$61765 - Title I Part A	Administration, Guidance, All Teachers and Staff

Activity - Extended Learning Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	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	06/06/2016	07/29/2016	\$2154 - Title I Part A	Administration and Guidance

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 05/27/2016 as measured by ELEOT observation forms.

Strategy1:

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

Category:

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

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W. S. Neal High School

Activity - ELEOT Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/17/2015	05/27/2016	\$0 - No Funding Required	Administration

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	08/01/2016	\$10000 - Title I Part A	Administration

Activity - Turnaround Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WSNHS will provide turn around teacher technology trainings on technology use	Professional Learning	08/17/2015	05/27/2016	\$0 - No Funding Required	Administration and Librarian

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

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

Measurable Objective 1:

collaborate to increase number of students meeting college readiness on ACT plus writing by 2% in Math, Reading, Science, and Language Arts. by 05/27/2016 as measured by state assessments.

Strategy1:

Use online resources for ACT and Quality Core Practice - Teachers will guide students in the use of online ACT practice programs through the use of Chromebooks and computer labs.

Category:

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

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online resources to practice for the ACT plus Writing test. Tools, training, and materials will be purchased to help students prepare for the ACT plus Writing and the Aspire tests.	Academic Support Program	10/15/2015	05/27/2016	\$3750 - Title I Part A	Administration and Core teachers

Strategy2:

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

Category:

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

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	05/27/2016	\$23241 - Title I Part A	Administration Teachers and Staff Students

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administrators, Core Teachers

Measurable Objective 2:

collaborate to upgrade technology throughout the school to promote and enhance student learning by 05/26/2017 as measured by technology purchase orders and increased student performance.

Strategy1:

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

Category:

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

Activity - Extended Learning Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	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	06/06/2016	07/29/2016	\$2154 - Title I Part A	Administration and Guidance

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the purchase of Chromebooks, students in grades 9 - 12 will be provided instructional learning opportunities through internet/intranet based tools such as Google Classroom and other online resources.	Academic Support Program	08/12/2015	05/27/2016	\$61765 - Title I Part A	Administration, Guidance, All Teachers and Staff

Measurable Objective 3:

demonstrate a behavior by engaging in the use of digital resources and technology tools to complete educational activities planned by core teachers by 05/01/2015 as measured by by observations, student work samples, and survey responses..

Strategy1:

Increase student use of technology - Increase student use of technology tools and digital resources for learning - Students will use available classroom technology to complete activities designed by teachers to increase student engagement.

Category:

Research Cited: Integrating Web 2.0 Tools into the Classroom: Changing the Culture of Learning (Center for Children & Technology; June 1, 2010)

Activity - Use Available Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computers are available in 2 computer labs, the library, and a mobile lab. With the opening of the new school in 2015, all classrooms will have interactive whiteboards. Teachers will design lessons to encourage student use of existing equipment to increase academic engagement.	Technology	09/30/2013	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	09/01/2014	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

Measurable Objective 4:

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

Strategy1:

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

Category:

Research Cited: Alabama State Department of Education Requirement

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance

Activity - Proper Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administration

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 will be allowed to take online classes through the ACCESS program	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance Counselor

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

Goal 1:

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

Measurable Objective 1:

collaborate to upgrade technology throughout the school to promote and enhance student learning by 05/26/2017 as measured by technology purchase orders and increased student performance.

Strategy1:

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

Category:

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W. S. Neal High School

Activity - Extended Learning Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	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	06/06/2016	07/29/2016	\$2154 - Title I Part A	Administration and Guidance

Measurable Objective 2:

collaborate to increase number of students meeting college readiness on ACT plus writing by 2% in Math, Reading, Science, and Language Arts. by 05/27/2016 as measured by state assessments.

Strategy1:

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

Category:

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Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	10/01/2015	05/27/2016	\$23241 - Title I Part A	Administration Teachers and Staff Students

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administrators, Core Teachers

Strategy2:

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Category:

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Measurable Objective 3:

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teachers by 05/01/2015 as measured by by observations, student work samples, and survey responses..

Strategy1:

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Category:

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Activity - Google Apps for Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Google Apps for Education will be available for use by teachers and students to increase the use of technology tools and digital resources for classroom instruction. Teachers will provide assignments for students to be completed using Google Apps. These may be shared with other students and teachers to encourage collaboration and cooperative learning.	Technology	09/01/2014	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

Activity - Use Available Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computers are available in 2 computer labs, the library, and a mobile lab. With the opening of the new school in 2015, all classrooms will have interactive whiteboards. Teachers will design lessons to encourage student use of existing equipment to increase academic engagement.	Technology	09/30/2013	05/24/2018	\$0 - No Funding Required	Administration Teachers Librarian

Measurable Objective 4:

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

Strategy1:

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

Category:

Research Cited: Alabama State Department of Education Requirement

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance

ACIP

W. S. Neal High School

Activity - Proper Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2015	05/27/2016	\$0 - No Funding Required	Administration

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 will be allowed to take online classes through the ACCESS program	Academic Support Program	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal, AP, and Guidance Counselor

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	We have an English teacher from Florida who is currently completing his Alabama certification requirements.	attestation

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

Our goal is to hire highly qualified persons who are knowledgeable and capable of performing instructional and curricular requirements. We want our teachers to know and understand how to teach COS standards and implement learning strategies to best engage students. We try to hire teachers who understand the importance of technology and its place in educational preparation for students.

Component 4: Strategies to Attract Highly Qualified Teachers

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

We did not hire any new teachers this year.

2. What is the experience level of key teaching and learning personnel?

We have 24 classroom teachers who have been in education for three or more years with the exception of one second year teacher.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The LEA provides monetary incentives for highly qualified math and science teachers. At the school level, we provide teacher support to help keep quality teachers.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The LEA provides monetary incentives to hire highly qualified math and science teachers. They provide professional development to support teachers and increase professional growth.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

All of our teachers are provided with instruction on best practices and depth of knowledge. Technology training is also provided both in-house and through turn-around-training. Teachers are encouraged to attend conferences and workshops to enhance teaching and learning.

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

Our school wide plan addresses the technology needs of our staff. In helping students become College and Career Ready, our staff is provided ongoing professional development to ensure that we prepare our students to be life long learners.

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

Inexperienced teachers are provided a one-on-one master teacher mentor. The master teacher meets with the mentee often and documents teaching experiences and teacher needs. Both parties keep a journal of activities. These logs are sent to the LEA for review.

4. Describe how this professional development is "sustained and ongoing."

Our goal is to provide our staff with professional development opportunities that will directly impact student achievement. As teachers have needs, it is our goal to provide any additional trainings or support that help sustain student learning.

Component 6: Transition Strategies

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

Our upcoming 8th grade students are brought to the high school in the spring to walk through our school and learn about high school academics, activities, graduation credits, career technical school, and to answer any questions as they observe the high school setting. The counselors from both the middle and high school collaborate to prepare an effective method to transition the students to high school. The high school counselor meets with the middle school students to personally register them for high school. In the Fall of the new year, the counselor will hold a Freshman Orientation to prepare parents and students and to answer questions about high school.

Preparation for graduation begins in ninth grade with the counselor assisting students in completing their four year plans and having discussions about college and career readiness. For the past several years, we have held a College and Career Day for our students and their parents. All grades have participated in this event, but the main focus has been our seniors who are finalizing their post secondary plans. For our Senior class, we hold several special meetings to encourage them to complete all the steps for college acceptance. College FASFA trainings are held, College Nights are held, speakers are brought in, and scholarships are announced.

Component 7: Teacher Participation in Making Assessment Decisions

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

Our teachers participate in data meetings, professional development training, and monthly departmental meetings. Also, many of our teachers attend regional in services to learn more about common core, depth of knowledge and state assessments. The administration ensures that teachers view data and make educated decisions concerning next steps for our school and students.

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

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

Core teachers review their data and modify or adjust classroom instruction to help struggling students achieve. For those students who continue to fail, teachers will begin RTI processes to find what works for this student even if that means a student referral for additional testing for special services. A data notebook is kept detailing all State academic achievement assessment scores. This data is used to determine steps needed to help students master the tests.

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

Immediate response is made by the teacher in the classroom to determine if different learning strategies will help the students achieve. If the students continue to fail and a referral is made to the RTI team. Then at least 8 weeks of interventions are provided before moving on to special education referrals.

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

At all times, teachers are mindful of following IEP's, 504's, and any other special plan for students. Every student is treated as if they have an individualized plan and is given consideration based on their educational needs. Students are allowed to get help from resource teachers, other teachers, and student peer helpers. Teachers use what ever strategies that they find will help students succeed.

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

Currently, students can email teachers for additional support if needed. Some of our teachers will stay after school if students ask and need additional help. We also provide after school tutoring and a summer learning lab.

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

Our county has policies in place to ensure that all students receive a high quality education. Students who need specialized instruction are given special educational plans that outline services and student learning needs and goals. Our teachers follow the plans and incorporate learning strategies to help students succeed. We currently serve our Special Education students through resource classes based on their particular needs for time and instruction. Our EL students are in the regular educational program with additional language acquisition

supports in place.

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

All students are provided the opportunity to participate in Career Technical programs. Many of our special needs students attend the Career Readiness Center just as those who are not identified as special needs and this includes students who are on the AAA standards. The school messages all parents concerning new opportunities for all students and even holds meetings to inform parents of opportunities.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

All students are provided with the highest level of education possible based on student needs. All Students participate to the highest extent possible in state testing and therefore are provided with learning opportunities to prepare them for academic success. Teachers prepare lessons that cross curriculum and share projects so that all students can participate and become engaged learners.

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

Neal High School is in its second year as a Title I school, and our school improvement team and leadership collaborates to ensure all programs and provisions of Title I are followed specifically. We provided after school and summer school tutoring for our students this past year and will continue to do the same this year. Students benefited from the extra instructional time. Increased technological devices were purchased to assist our students in meeting their instructional goals.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Neal High School has used the comprehensive needs assessment to help determine how we initiate, incorporate, and implement any service provided to our students. The school leadership ensures that all available programs are integrated into our school and followed according to guidelines.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

Through out the school year, our staff meets to review our school improvement plan to ensure that we are reaching our goals or to change any item that needs addressing. Also at the end of each year, our staff reviews and evaluates the effectiveness of our plan that year. We use this data to project next years needs and plans.

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

The state assessment data and other academic data is reviewed to ensure that we, as a school, are on target with our teaching and learning process. We want to identify the areas of student weaknesses to ensure we address those needs next year in efforts to improve student success.

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

Our goal is to close any gaps in learning. We analyze data from previous test administrations to determine student growth. For struggling learners, student growth is very important to determine. If our school wide goals are producing student growth then we feel that are goals were appropriate.

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

Our staff meets often to discuss the School Improvement Plan goals and objectives. Using STAR data, other state testing data, or informal assessments, teachers can determine if we are meeting our goals for our students. If the goals need to be adjusted or changed, we do what is necessary to provide continuous improvement.

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

All the goals from the previous year align with PLAN 2020. We have kept those three goals and have also added a local indicator to increase our student participation and involvement in school. We have been steadily reaching progress with all of the chosen goals. We have remained at or above the state average for graduation rate for the past three years. We have increased our college and career readiness efforts for our students by increasing the number of students participating in career technical courses, dual enrollment and or work force studies. In addition, our teachers have been afforded the opportunities to participate in professional development training that align to our school improvement plan.

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

The leadership team added an extra thirty minute period to our school day. We added the enrichment class time for all of our students to help encourage our students to be more actively engaged in our school and to provide additional remediation to those students in need.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	21.97	21.97	1,026,949.00
Administrator Units	1.00	1.0	77,837.00
Assistant Principal	0.50	.50	29,470.00
Counselor	1.00	1.00	59,838.00
Librarian	1.00	1.00	52,033.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	1,630.00
Professional Development	0.00	0	1,630.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	9,526.00
Library Enhancement	0.00	0	560.00
Totals			1,259,473.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	104434.0

Provide a brief explanation and breakdown of expenses.

Professional Development - \$7,198.00
Parental Involvement - \$1,504.00
Extended Day Remediation - \$6,000.00
Materials/Supplies - \$14,756.00
Computer Hardware - \$45,000.00
Non Capitalized Equipment - \$16,513.00
Software Maintenance - \$13,463.00

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title II

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

Provide a brief explanation and a breakdown of expenses.

Funds are held at the district level.

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title VI

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	2000.0

Provide a brief explanation and breakdown of expenses.

Computer Hardware - \$1,000.00

Materials/Supplies - \$1,000.00

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	132756.0

Provide a brief explanation and breakdown of expenses

FTE'S:

TEACHERS - 2.13

ASST. PRINCIPAL - .50

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

W. S. Neal High School's annual meeting will be held in September. A letter will be sent home along with a SchoolCast message to announce the annual Title I parents meeting. The meeting agenda will include a Power Point presentation which covers the 1% set aside for parental involvement and parents right-to-know. It will also include a review of our Title I budget, contact persons for the school and district, review of the district and school CIPs, review of the district and school parental involvement plans, letter of input for revision of the CIP and parental involvement plan, letter of dissatisfaction, review of the district Title I plan, review of documents that can be found on our web page, and a Title I parent information sheet.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

In the spring of 2015, the school leadership team along with parents, students, and community stakeholders met at 3:10 pm in the library to discuss our Title I parent-teacher compact revisions, review our current Title I plan, and to make recommendations for the 2015 - 2016 school year. A second meeting was held in August to accept our Title I plan and budget.

SchoolCast messages have been sent out to parents to announce the review of our CIP, how to respond to dissatisfaction with the CIP, and how to make suggestions for change. Our school web page has a parental involvement section with all documents and letters that have been sent home this year, along with all Title I and CIP documentations. W. S. Neal High School will continue to invite parents to participate in school decisions throughout the year.

W. S. Neal High School has \$1,503.40 for Parental Involvement. The funds allocated for parental involvement will be used throughout the year to provide parent resources and materials such as newsletters, books, and other printed materials for the Parent Resource Center which is located in the Guidance Office.

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

This is the second year our school has been identified as a Title I school. W. S. Neal High School tries to communicate with our parents in both Spanish and English through letters and a student translator. The school leadership sends out letters, School Cast Messages, student progress reports (both in Spanish and English), and makes phone contacts when necessary to inform parents of programs and learning opportunities. The administration uses TRANSACT and Google Translator to create documents in Spanish when needed. Resources are placed on the school web page in both Spanish and English. Parents, students, and all special populations are included in school cast messages, letters home, and meetings. W. S. Neal High School core teachers use a course syllabus to describe the course work and to

inform parents about course requirements, grading requirements, and expectations. School Cast messages are sent home to inform parents about state assessments, school meetings, and other special parent information. Parents are encouraged to email teachers or set up conferences when needed. The leadership has expressed the need for parents to be involved in the educational process of their children.

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

Beginning in the spring of 2015, a parent meeting was held to discuss Title I plans, budgets, and needs. The leadership team reviewed student data including instructional needs, assessments, and goals. The School-Parent Compact was reviewed as well. In the fall of 2015, another parent meeting was held to revise the Title I plan, and the annual meeting of parents was held. SchoolCast messages and letters have been sent home concerning learning opportunities, state testing and assessments, student grades, and other related educational issues. School-Parent Compacts were sent home to be signed identifying the responsibilities of students, parents, and educators to improve learning.

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

In addition to the four Title I parent meetings, the leadership sent home copies of the school improvement plan for parents to review and make changes or suggestions. A SchoolCast message and letter accompanied the plan to ensure that all parents had the opportunity to submit comments. The school web page also contains the letter of dissatisfaction for the CIP and the CIP documents. Parents have been encouraged to call, come by, or send in any questions, suggestions, or recommendations for change to the CIP.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

In the spring of 2015, a parent meeting was held to learn about the school improvement plan, review and evaluate the current school improvement plan, review school data, and determine new school goals. At the beginning of school another meeting was held with parents to discuss Title I plans. We had a senior night to discuss college and career planning for the senior year. SchoolCast messages and letters have been sent to parents concerning grades, progress reports, assessments, and Title I requirements.

A new student and freshman orientation was held during our open house to inform students and parents of schedules, four year plans, common core standards, college statistics for Neal students, Title I information, surveys, course credits, and other school related information. In September, the annual meeting of Title I parents was held in the school library. All parents were invited by letter and by SchoolCast messenger. School-Parent compacts were sent home to be signed and agreed upon. The Parent Resource Center is located in the Guidance Office. Materials, pamphlets, and books are placed in our parent resource center with plans to use our parental involvement funds

to add increased materials to our parents throughout the year.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Parents have been invited to serve on the school leadership team. All parents have been sent letters and SchoolCast messages, to participate in educational decision making for their children. Information has been provided to parents during open house orientation, and Title I meetings. We have a parent center located in the guidance office and all information and documents that have been sent home to parents are included on our school web page. Parents have been invited to use the school library computers to complete surveys, forms, and learn how to use Parent Portal.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Parents have been invited to Title I and CIP meetings to review student data. Staff meetings have been held to review the need for parent involvement. Teachers keep parent contact logs to discuss student needs. Administration calls parents as needed for academic and disciplinary reasons. SchoolCast messages and letters have been sent home to invite parents to participate in the educational process of their children. School Parent Compacts have been sent home and signed signifying the agreement of all stakeholders to assist with student learning. In addition, the school web page is designed to help parents stay informed. All documents and letters can be found on the web page. We have a Parent Center located in the Guidance office for parents to get information as needed.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Parents have been invited to complete school surveys which help us determine student needs. Parents have been invited to the Title I required meetings and other school improvement meetings. SchoolCast messages and letters are sent home and the information is also placed on our school web page for parents to view. Parents are called by teachers and administration when needed concerning educational matters of their children. The administration fosters an open door policy for parents to meet with and express concerns. Parent-teacher meetings are held at the request of parents. Email contacts are made as a means of communication with parents. School-Parent Compacts are signed showing a joint effort to improve student learning

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Administration uses TRANSACT and Google Translator to create forms in Spanish for the EL students and a student translator is used if needed. All parents of both regular and special populations are invited to attend meetings and are sent SchoolCast messages informing them of educational matters. Teachers and administrators meet with parents as needed to discuss student needs and to help parents understand school information. Many of our special population students have individualized learning plans that are reviewed with parents annually. Our school web page has some resources in both English and Spanish. In addition, there are resources in the Parent Center printed in Spanish and English.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

W. S. Neal High School faculty and staff try to accommodate parent requests for meetings as needed. Parents can call the school to set up meetings or email the teachers. The Parent Resource Center is located in the Guidance office and parents can obtain information as needed. Parents have access to student information through the Parent Portal and through the school web page.

W. S. Neal High School attempts to provide parents with available resources to help parents understand student needs. Parents are invited to meetings to discuss school plans and to inform them of student learning opportunities. Community stakeholders are often a part of meetings. Local colleges and businesses participate in activities designed by our school counselor to improve college and career readiness for our students.

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

Our school administration uses TRANSACT and Google Translator for our parents so that forms can be provided in the language they best understand. A student translator is used when necessary to convey certain information. Progress reports and general information letters are developed for the parents of our two Spanish students. Meetings are held for our special population students as needed to inform parents and help parents with decision making. It is the desire of W. S. Neal to keep all of our parents informed.