



ACIP

W. S. Neal High School

Escambia County Board of Education

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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 2,500 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 High School has a current student enrollment of 416 students in grades 9-12, of which 70% are Caucasian, 28% are African American, 0.2% are American Indian, 0.4% are Asian, 0.7% are Hispanic and 0.7% are multi-racial. The gender distribution is 48 % male and 52% female.

W. S. Neal High School, along with the feeder schools, W. S. Neal Middle School and W. S. Neal Elementary School, are rooted in strong traditions. As the only public schools in East Brewton, the Neal schools are the focal point of our community. The citizens of East Brewton offer continued support for our extra curricular programs and school organizations.

With a student body of 413 students, 73 of our students are in marching band with an additional 14 students in the Music Club, 46 students on the football team and 51 students in FFA (AG). All of our students are currently members of at least one team, club, or organization. This year, our School Publications Club created, published, and sold our first school newspaper since 1980. Our school newspaper highlights our students' accomplishments, and provides useful information to our students and teachers. In addition, our Theatre Program has returned this year, and the students are planning their first Murder Mystery Dinner Theatre for our school. Our Robotics Club competed in their first competition in the Spring of 2017 and is currently working on several new robotics projects which promote STEM standards. We are proud of our students and look to promote more opportunities for our students to showcase their talents.

Our students and staff are proud of our state-of-the-art facilities, which have increased technological capabilities and enabled our students to be more creative and more engaged in their learning. Most of our student classrooms are equipped with one-to-one technology, which provides our students with access to promote their educational endeavors.

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 has aligned its vision with that of our district, to provide an engaging and comprehensive instructional and co-curricular program that will enable all of our students to graduate college and/or career ready. Our school's vision is based on our student's needs, achievements, and desires for individual mastery of course, state, and college/career readiness standards. Our school embraces and promotes the use of technology as we work to provide optimal learning activities and experiences for our students. Every classroom is equipped with Cleartouch technology, and our students have access to Chromebooks. Our students are knowledgeable in using Google Apps and participate in cooperative learning activities with classmates using technology. Our teachers incorporate a variety of instructional strategies to engage and prepare students to be collaborative and creative learners.

We continue to incorporate remedial programs and opportunities in the classroom and computer labs. We participate in local assessments to monitor student progress. We use progress monitoring tools to track student progress, to evaluate academic growth, and to guide educational instruction. We use these tools to increase our student's achievement levels, close learning gaps, and prepare our students to meet their college and career goals.

ACCESS classes provide our students with foreign language instruction and other curriculum alternatives. Our district has incorporated a Virtual School to assist students who are not able to attend traditional school programs. We have been very successful with dual enrollment programs with local community colleges. Our partnerships with Coastal Alabama Community College, Reid State Technical School, and Troy University's Dual Enrollment Program are beneficial for our students to earn dual credits. We continue to provide a work force studies program, so students can participate in the Cooperative Education (school to work) program. These programs are essential to prepare our students to be life-long learners who are prepared for their future endeavors.

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 staff continues to participate in professional development that enhances instructional methods to promote student achievement. Not only do teachers attend professional workshops on technology, student engagement, and instructional strategies, but they also collaborate with coworkers to provide student's with variety of learning strategies. We have focused much attention on improving the overall climate of our school through positive feedback from our staff and students. We strive to provide the educational atmosphere that not only promotes learning, but also supports our student's individual needs.

Our new school facility has boosted our students, staff, and community pride. The students have transitioned well into this safe, clean, and productive learning environment. The morale of the school is positive due to the fact that we are now housed in a modern, innovative learning facility. The students and staff take pride in maintaining and showcasing their new school.

Title I funding has enabled our school to increase instructional materials and resources to enhance student learning and achievement. Our students are equipped with hands on materials and resources, which has provided various instructional opportunities. Core class have access to Chromebooks for individualized student use. Students create, edit, and publish work using a variety of technology. Teachers work collaboratively to provide cross-curriculum projects for our students. Innovative technology being available has improved our student's ability to be college and career ready.

Several students attending career technical classes at the Escambia County Career Readiness Center competed at both state and national competitions last year. One of our students placed thirteenth in the nation in the Skills USA carpentry division. We are proud of our career readiness center and the many certifications that our students have earned while attending these courses.

Our Agricultural students have many achievements at the district and state level. Students won fourth in the state strings competition, ninth in the forestry division, and tenth in the horticulture division. On the district level our forestry team won first place in their competition. One of our Ag officers, is the South District Treasurer and is running for a state office as well.

One of our students was selected and participated in the Southern Pine Washington Youth Tour this past summer. Our school sent two students to the Hugh O'Brian Youth Leadership conference and had two students selected for girls and boys state.

The U.S. News recognized W.S. Neal High School as one of the best nationally ranked schools.

Additional Information

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

Our marching band membership increased from a total of 110 last year to 124 this year. This number includes 73 high school students and 51 7th/8th grade students. This is the largest band membership on record for our school. This year a middle school band director was added to assist with band activities.

We have added a mentoring program in which every student has a mentor associated with their extra curricular activities. This program is to connect all students with an advisor who shares common interests while establishing positive personal relationships that serve as the foundation of support for students.

Our athletic teams have continued to do well in area, regional, and state play-offs. Several students on our track team have set state records this past year.

We have established a Robotics class and designated a room for the robotics students to work on their competition pieces and learn about programming. We plan to enter competitions this year and possibly host competitions within the next year.

P.T.O. has conducted fundraising and has donated eight outside benches that add to the beautification of our building. Smaller projects including new football and band practice fields have been completed. This year we are starting the construction of the AG greenhouse.

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 plan, the draft of the new plan, and the implementation of the new Continuous Improvement Plan. The administration, faculty, students, parents, and community members met to review our plan for school improvement and the Title I budget. Parents and community members were initially invited to serve on the team through phone calls and a formal letter. The Leadership Team which consists of the administration, the four department chair persons, the school counselor, two selected students, two parents, and one community member met at the end of May to review the former plan, assess student/school needs, review the school/parent compact, and to develop goals for the new plan. In August, the Leadership Team met again to review the new Title I budget and the new school improvement plan. The Parental Involvement section was sent home to each parent for revisions/dissatisfactions, and in September the final plan was accepted.

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

The following people listed participated as active members of our school Leadership Team.

Principal- Patricia L. Frazier

Assistant Principal-Coy Campbell

Counselor- Leketha Bradley

Media Specialist- Valissa Burnham

Department Chairs- Kraig Rittenhouse, Brenda Pendergrass, Daniel Hodge, Susan Hardyman, Austin Rogers

Students- Paige Joyner, Trent Ikner

Parents- Melanie Jett, Mitzy Roach

Community Member: Dr. Liza Bataglia Hillman

Each member was chosen to represent our school and to assist in the development of our Continuous Improvement Plan based on student and school needs. The team met in the spring to begin planning for the upcoming year. As the plan was developed, further meetings were held until the plan was presented and adopted by all staff in the fall.

The stakeholders below participated in the development of the school technology plan:

Valissa Burnham- Media Specialist

Susan Hardyman- English Department

Brenda Pendergrass- Science Department

Daniel Hodge- Math Department

Kraig Rittenhouse- History Department

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.

During the initial planning, leadership and faculty team meetings were held to discuss and revise the plan. The parent involvement section of the Continuous Improvement Plan was sent home with each student in August for parents to view. The school messenger system sent a call out to all parents to announce the review of our plan. The plan was reviewed at the Annual Title I Meeting for parents in September. The plan was presented to the entire staff and Leadership Committee for final approval and adoption. The plan was posted on the school's web page for parent viewing and access. Copies of the final plan were placed in the school office and parenting resource center located in the guidance office. This plan was announced using our school messenger system once the final plan was accepted by our local school board.

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	Data for 2017 was compiled and uploaded.	Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Of the 93 graduates of 2017, 52% scored silver or above on the Work Keys Test. The eleventh grade students on the ACT has shown a decline in both 2014 and 2015. In 2016, there was an increase in the overall composite from 17.4 to 18.1. However, in 2017, there was a slight decrease from 18.1 to 17.8 on the overall composite score, but gains were made in the sub tests of math and science.

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

This was the second year of data for our tenth grade ASPIRE scores. Our students showed a gain of 2.3 in Math, 0.6 in Reading, and a 3.7 in Science. Positive gains were made in all three areas.

The five-year trend on the ACT indicates fluctuating composite scores. In 2014, only 47 students tested with an overall composite of 18.7. In 2015, with 89 students tested, the overall composite dropped to 17.4. In 2016, with 98 students tested, the school composite improved from 17.4 to 18.1. In 2017, our overall composite dropped to 17.8, but our science composite improved from 18.2 to 18.3. We are making small gains in science.

Which area(s) indicate the overall highest performance?

On the 2017 ACT, 41 students bench marked in the area of English. On the 10th grade ASPIRE, 56% of the tenth grade students scored "exceeding" or "ready". English is the overall area of highest performance for our students tested in 2017.

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

On the 2017 testing of the ACT for 11th grade students, the Caucasian sub group improved from 18.6 to 18.8.

Between which subgroups is the achievement gap closing?

The achievement gap is closing for Multi-racial and Hispanic children at our school based on the 2016-2017 ACT scores.

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

The tenth grade ASPIRE indicates that our students are stronger in the area of English compared to reading, math, science, and writing.

Female students had higher performance scores than male students on the overall ACT composite with the females scoring an average of
SY 2017-2018

18.4 and the males scoring an average of 17.4.

Areas in Need of Improvement

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

According to the ASPIRE scores for the tenth grade in 2017, our school scored 429 (Ready) in English, 423 (Close) in Writing, 425 (Close) in Reading, 428 (Close) in Science, and 424 (In Need of Support) in Math. The tenth grade scores improved in every area, but scores are still below expected achievement in Reading, Writing, Science, and Math.

Based on the 2016 and 2017 ACT scores, our school is still behind state averages in all areas even though we are improving in sub categories. The state average for English is 18.9, and our students scored 17.2. In Math the state average is 18.4, and our school scored 17.1. In Reading the state average is 19.7, and our school scored 18.2. In science the state average is 19.4, and our school scored 17.8. The school composite dropped to 17.8 as compared to the composite score of 18.1 in 2016.

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

Our ACT school composite has dropped from a 19.4 to the 2017 composite of 17.8; however, we are still below the state average of 19.2. On the Science sub-test of the ACT, scores decreased from 17 in 2015 to 14 in 2016, but increased to 15 in 2017. On the ACT Math sub-test only 13 students bench marked in 2016 and only increased to 14 in 2017.

Only 30% of the tenth grade students scored close or proficient on the ASPIRE Math as compared to 55% scored close or proficient on ASPIRE Reading. Math was lower than science on the ASPIRE with a Math proficiency score of 30% and a Science proficiency score of 45.5%. Math and Science continue to show a trend in negative performance at our school.

Which area(s) indicate the overall lowest performance?

The overall lowest performance has been in the math sub-test area. On the ACT in 2016, our Math composite was 17.0, and in 2017 it was 17.1. Our student's scores still remained below the state average of 18.4.

The 2017 ASPIRE scores indicated that our students are not proficient in Math, with only a 30% proficiency score for the tenth grade.

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

On the ACT our African American students have shown a decrease in ACT scores over the last four years. In 2014 the subgroup composite was 17.8, and in 2015 the composite dropped to 16.9. In 2016 the composite dropped to 16.8, and in 2017 the composite dropped to 16.0.

Between which subgroups is the achievement gap becoming greater?

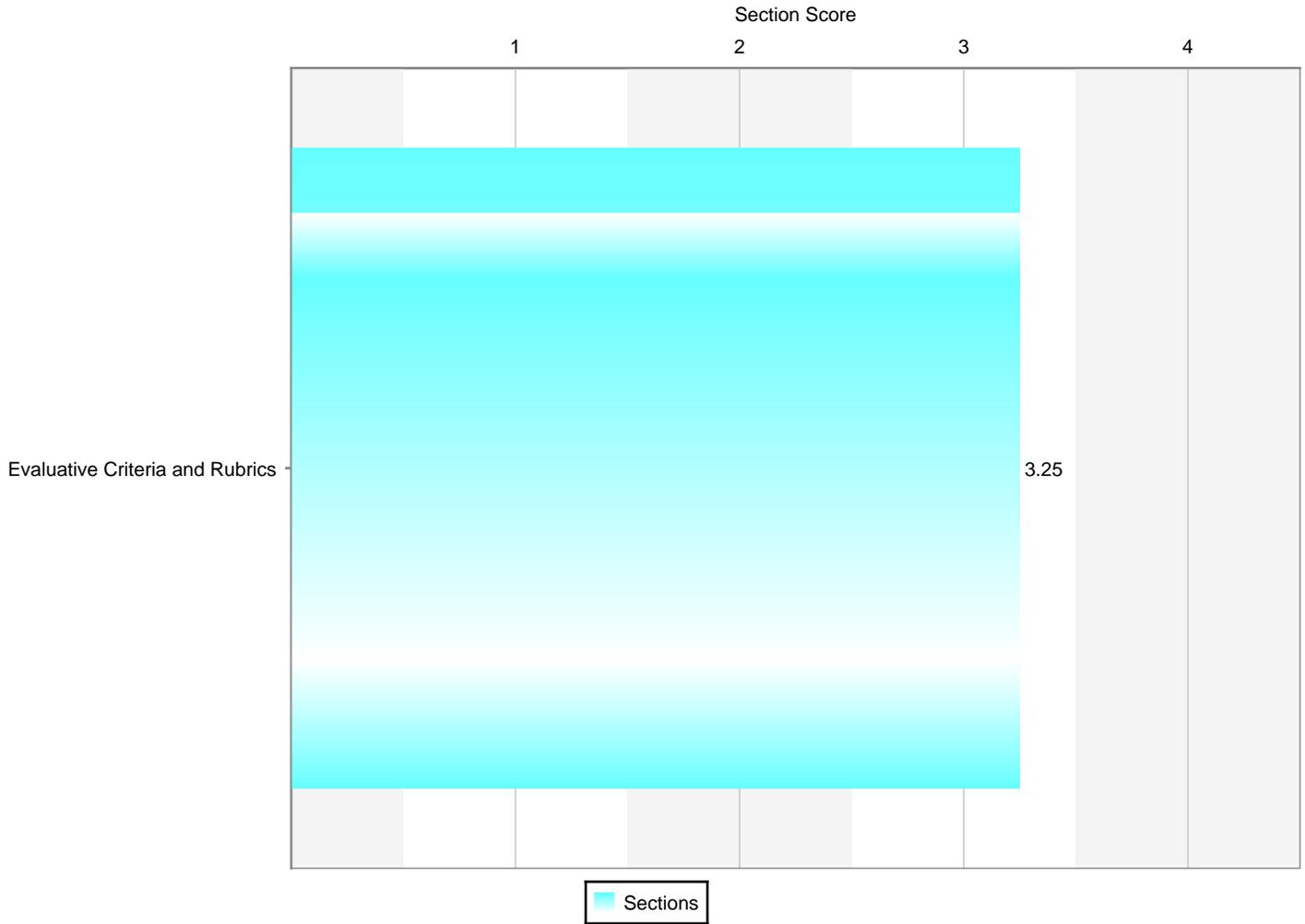
The achievement gap is increasing between the African American students and Caucasian students .

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

The ACT and ASPIRE scores show a decreasing trend in student test proficiency. According to other data sources, such as student class schedules and transcripts, fewer African American students are enrolling in Honors classes due to rigorous academic requirements.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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 Escambia County Board of Education 301 Belleville Ave. PO Box 307 Brewton, AL 36426 Phone 251 867 6251	director of human resources

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

ACIP

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		school-parent compact

2017 - 2018 Plan for ACIP

Overview

Plan Name

2017 - 2018 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To improve student achievement and readiness by engaging learners through high quality aligned college and career ready standards, instruction, and assessments.	Objectives: 3 Strategies: 4 Activities: 8	Organizational	\$111390
2	To align support systems that address barriers to teaching and learning and to foster positive community relations	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$13367
3	Achieving English Language Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: To improve student achievement and readiness by engaging learners through high quality aligned college and career ready standards, instruction, and assessments.

Measurable Objective 1:

increase student growth in reading and math proficiency by 05/25/2018 as measured by a 5% improvement on the Spring Chalkable Benchmark Reading and Math Assessment in grades 9 - 11.

Strategy 1:

After School Tutoring/Boot Camp - Students will be provided with opportunities for after school tutoring receiving help in all academic areas with an emphasis on reading and math. In addition, eleventh Grade students will be provided an opportunity to attend ACT Boot Camp.

Category: Develop/Implement College and Career Ready Standards

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 with an after school tutoring program 2 days a week in which they will receive strategies for improving reading and math scores. Time will also be provided for ACT practice and other core areas of need.	Academic Support Program	10/02/2017	05/25/2018	\$2807	Title I Part A	Administration

Activity - ACT Boot Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eleventh grade students will be given the opportunity to attend an ACT Boot Camp prior to the ACT test in the Spring. Students will gain test taking strategies and ACT specific strategies.	Academic Support Program	03/01/2018	05/18/2018	\$4560	Title I Part A	Administration

Strategy 2:

Provide Support for Students - Programs will be put into place to provide student support for increased academic achievement

Category: Develop/Implement Learning Supports

Activity - Extended Learning Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 9 - 12 will be provided a four week summer learning lab to provide additional support for at-risk students needing to regain credits to reduce drop-out rates and to provide tutoring for increased ACT scores.	Academic Support Program	06/04/2018	07/27/2018	\$2159	Title I Part A	Administration

Measurable Objective 2:

collaborate to purchase new technology and classroom instructional materials to provide an optimal learning environment including the arts to enhance student achievement by 05/18/2018 as measured by increased academic performance.

Strategy 1:

Additional Student Resources - Title I funding will be used to provide hands-on resources, new technology, and visual aides for students' use in the classroom environment.

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

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
Students will be provided instructional learning opportunities through internet based tools such as Google Classroom and additional purchase of Google Chromebooks. By providing additional iPads students will be able to create presentations and videos including the use of green screen technology that demonstrates learning has occurred. Using other technology, students will construct posters and create other printed materials demonstrating learning and understanding.	Academic Support Program	08/21/2017	05/25/2018	\$26364	Title I Part A	Administration , Teachers

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide instructional materials for classes such as scientific calculators, novels, informational text, maps, software licenses, primary sources, videos, posters, lab supplies, copies, etc.	Direct Instruction	10/02/2017	05/18/2018	\$40500	Title I Part A	Administration , Classroom teachers, Librarian

Activity - Art Rich Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide art rich learning materials and activities in the classroom and after school to promote greater student involvement and engagement.	Academic Support Program	10/02/2017	05/25/2018	\$25000	Title I Part A	Administration , Classroom Teachers

Measurable Objective 3:

collaborate to aid teachers with the identification of areas in need of growth and to provide them with mentors and supports necessary to increase effectiveness in the classroom for improving student achievement and readiness by 05/18/2018 as measured by Educator Effectiveness Observations..

Strategy 1:

Teacher Support - Regularly scheduled professional development activities and mentoring support will be conducted throughout the course of the school year.

Category: Develop/Implement Teacher Effectiveness Plan

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

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will attend regularly scheduled professional development activities including technology, Laying the Foundation, Mega Conference, ISTE, Nuts and bolts, STEM, NSTA, AETC, and other such conferences held throughout the year, through the summer, and early Fall.	Professional Learning	10/02/2017	09/17/2018	\$10000	Title I Part A	Administration
Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice teachers will be provided with an accomplished mentor to support the teaching/learning process.	Professional Learning	08/07/2017	05/25/2018	\$0	No Funding Required	Teachers, Administration

Goal 2: To align support systems that address barriers to teaching and learning and to foster positive community relations

Measurable Objective 1:

collaborate to provide behavioral and transitional support for students grades 9 - 12 by 07/27/2018 as measured by mentoring dialogue, attendance, behavior records, and summer school records.

Strategy 1:

Provide Support for Students - Programs will be put into place to provide student support for grade level transitions, positive behavior choices, increased attendance, and increased academic achievement

Category: Develop/Implement Learning Supports

Activity - Insights to Behavior Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide appropriate behavioral interventions and additional support for at-risk students.	Behavioral Support Program	08/14/2017	05/25/2018	\$12000	District Funding	Guidance, Administration

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will be assigned a mentor with similar extracurricular interests in effort to provide positive support and guidance for academic and behavioral improvement.	Academic Support Program, Behavioral Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, Classroom Teachers

Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 8 - 12 will be provided transition support based on their Kuder assessment results for grade level advancement.	Behavioral Support Program	08/14/2017	05/25/2018	\$0	No Funding Required	Guidance, Administration

Measurable Objective 2:

collaborate to improve the level of parent and staff satisfaction in the area of stakeholder involvement by 05/25/2018 as measured by surveys given during the spring.

Strategy 1:

Engagement through print and digital communication - Parents will receive information both digitally and through print materials.

Category: Develop/Implement Learning Supports

Research Cited: Wang, Ming-Te, and Salam Sheikh-Khalil. "Does Parental Involvement Matter For Student Achievement And Mental Health In High School?." Child Development 85.2 (2014): 610-625. Academic Search Premier. Web. 26 Sept. 2016.

Activity - Social Media and School Website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will use social media outlets and the school website to post information such as testing dates, testing strategies, team information, club information, and good news.	Parent Involvement	08/14/2017	05/25/2018	\$0	No Funding Required	Administration
Activity - Print Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided with resources such as books, pamphlets, newsletters, calendars, and other printed materials which will enable them to assist their children in decision making regarding current and future educational and career goals.	Parent Involvement	08/14/2017	05/25/2018	\$1367	Title I Part A	Guidance, Administration

Goal 3: Achieving English Language Proficiency**Measurable Objective 1:**

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance..

Strategy 1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of student progress.

Category: Develop/Implement Learning Supports

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	All teachers

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W. S. Neal High School

Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/08/2017	05/25/2018	\$0	No Funding Required	Administration All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Print Materials	Parents will be provided with resources such as books, pamphlets, newsletters, calendars, and other printed materials which will enable them to assist their children in decision making regarding current and future educational and career goals.	Parent Involvement	08/14/2017	05/25/2018	\$1367	Guidance, Administration
Art Rich Learning	Provide art rich learning materials and activities in the classroom and after school to promote greater student involvement and engagement.	Academic Support Program	10/02/2017	05/25/2018	\$25000	Administration, Classroom Teachers
ACT Boot Camp	Eleventh grade students will be given the opportunity to attend an ACT Boot Camp prior to the ACT test in the Spring. Students will gain test taking strategies and ACT specific strategies.	Academic Support Program	03/01/2018	05/18/2018	\$4560	Administration
After School Tutoring	Students will be provided with an after school tutoring program 2 days a week in which they will receive strategies for improving reading and math scores. Time will also be provided for ACT practice and other core areas of need.	Academic Support Program	10/02/2017	05/25/2018	\$2807	Administration
Instructional Best Practices	Provide instructional materials for classes such as scientific calculators, novels, informational text, maps, software licenses, primary sources, videos, posters, lab supplies, copies, etc.	Direct Instruction	10/02/2017	05/18/2018	\$40500	Administration, Classroom teachers, Librarian
Professional Learning	Teachers will attend regularly scheduled professional development activities including technology, Laying the Foundation, Mega Conference, ISTE, Nuts and bolts, STEM, NSTA, AETC, and other such conferences held throughout the year, through the summer, and early Fall.	Professional Learning	10/02/2017	09/17/2018	\$10000	Administration
Technology Use	Students will be provided instructional learning opportunities through internet based tools such as Google Classroom and additional purchase of Google Chromebooks. By providing additional iPads students will be able to create presentations and videos including the use of green screen technology that demonstrates learning has occurred. Using other technology, students will construct posters and create other printed materials demonstrating learning and understanding.	Academic Support Program	08/21/2017	05/25/2018	\$26364	Administration, Teachers

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W. S. Neal High School

Extended Learning Activity	Students in grades 9 - 12 will be provided a four week summer learning lab to provide additional support for at-risk students needing to regain credits to reduce drop-out rates and to provide tutoring for increased ACT scores.	Academic Support Program	06/04/2018	07/27/2018	\$2159	Administration
Total					\$112757	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Providing Information to Parents	The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/08/2017	05/25/2018	\$0	Administration All teachers
Teacher Mentoring	Novice teachers will be provided with an accomplished mentor to support the teaching/learning process.	Professional Learning	08/07/2017	05/25/2018	\$0	Teachers, Administration
Ensure Academic Success for EL Students	Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	All teachers
Social Media and School Website	The school will use social media outlets and the school website to post information such as testing dates, testing strategies, team information, club information, and good news.	Parent Involvement	08/14/2017	05/25/2018	\$0	Administration
Mentoring Program	Every student will be assigned a mentor with similar extracurricular interests in effort to provide positive support and guidance for academic and behavioral improvement.	Academic Support Program, Behavioral Support Program	08/21/2017	05/25/2018	\$0	Administration, Classroom Teachers
Transition	Students in grades 8 - 12 will be provided transition support based on their Kuder assessment results for grade level advancement.	Behavioral Support Program	08/14/2017	05/25/2018	\$0	Guidance, Administration
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Insights to Behavior Program	To provide appropriate behavioral interventions and additional support for at-risk students.	Behavioral Support Program	08/14/2017	05/25/2018	\$12000	Guidance, Administration
Total					\$12000	

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	Staff, Student, and Parent surveys were conducted.	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 highest area of approval or satisfaction for our students and our staff alike was that our school was safe, clean and a healthy environment for learning with students responding with 56% agreeing, 10% disagreeing, and 34% indifferent. Students also agreed that teachers used technology in the classroom with 53% agreeing, 15% disagreeing and the rest indifferent to this statement. 52% of our students felt that they could participate in the activities that interest them, since our staff is always encouraging our students to become involved in a club or organization. Our new mentoring program has connected all students with a staff member.

The staff agreed with a score of 95% that our purpose statement was clearly focused on student learning with 5% of teachers being neutral.

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

There is an increase in parents participating in their children's activities. Although the parent response was low on the survey results, 100% of those who did respond indicated that they participate in some type of activity. 100% also feel welcome in the school, and agree that the school encourages them to be involved in their child's education. It is noted that our school has a very good support for our extra curricular organizations and clubs. Parents use the INOW Portal to stay informed about their child's grades and the school encourages parents to be involved in their child's education.

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

The student survey is consistent with the last PRIDE Survey conducted at our school (52% agreeing, 10% disagreeing, and the 38% indifferent). Our students indicate that they have a good learning environment and that their teachers encourage them to learn (52% agreeing, 13% disagreeing, and 35% indifferent). Previous parent surveys are consistent with the finding that parents are encouraged to participate in their child's activities.

Areas in Need of Improvement

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

As in the previous year, our students indicated that other students do not respect the belongings of others (24% agreed with this statement, 26% disagreed with this statement, and 51% were indifferent to this statement). Students stated that they are not treated with respect by other students (22% agreed with this statement, 39% disagreed with this statement and 38% were indifferent to this statement). They feel like other students do not always help them.

The lowest areas for the staff survey results were that not all teachers monitor and adjust curriculum for data led instruction, and not all teachers actively participate in cross categorical learning communities.

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

The student survey indicated that there is a trend in which students do not feel respected by their peers. The score was high for the past two years with 39% of students stating that they are not respected, 37% indifferent, 22% saying they were respected, and 2% said the question was not applicable. As a staff we feel that their perception has more to do with social media comments than actual incidents at school.

What are the implications for these stakeholder perceptions?

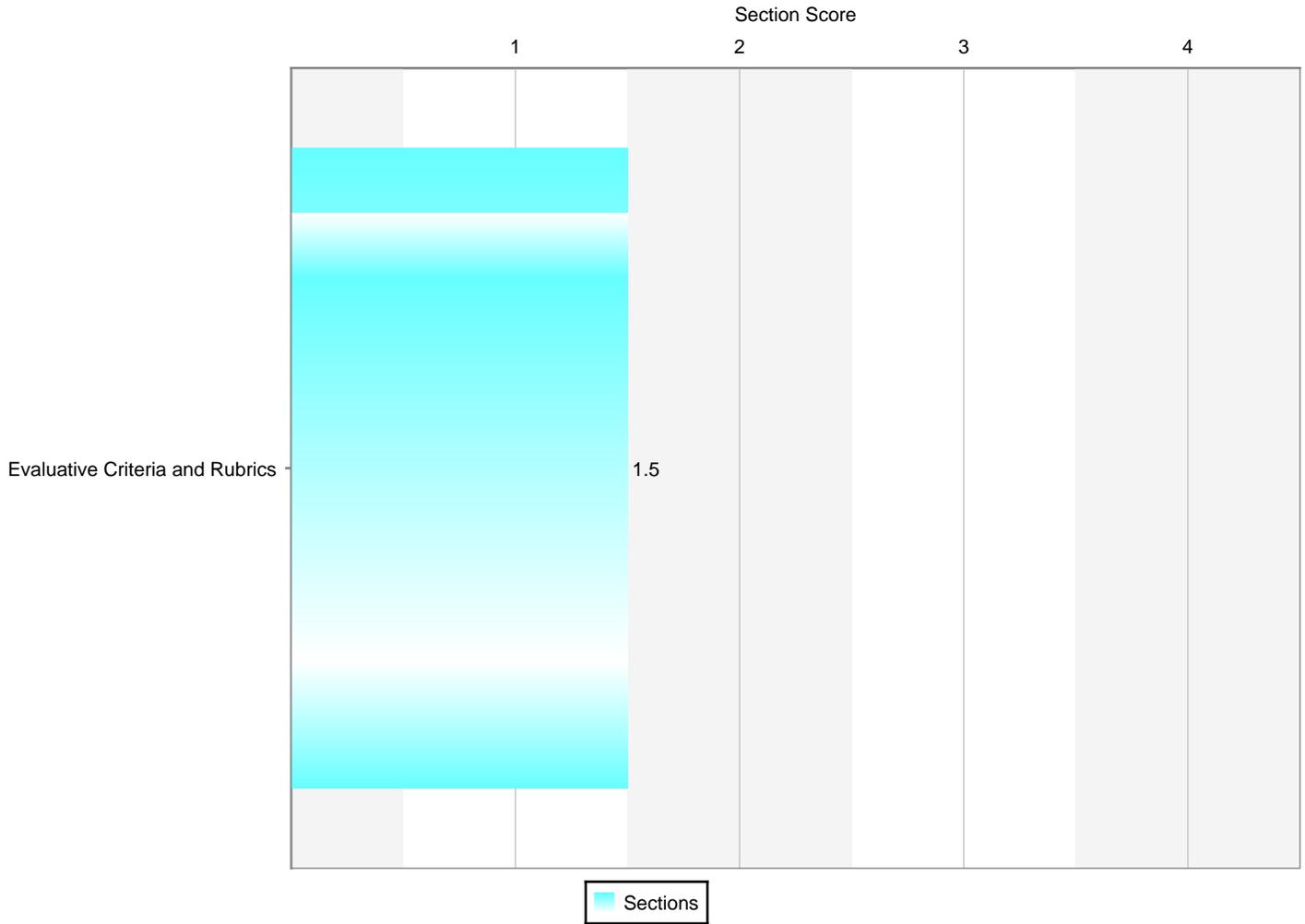
The staff and administration strive to teach students to respect each other and we encourage proper social media use. As for parent involvement we are striving to improve ways for parents to be involved academically. The school has started a P.T.O. that is making improvements to our school, but we need more active PTO members.

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

The findings of the student perceptions are consistent with the last PRIDE Survey conducted at our school. There is an increasing pattern of students not feeling respected by other students. On the Pride Survey, students indicate that they do not have many friends.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The district developed a comprehensive needs assessment and sent this to all high school principals who then asked the school staff to participate in the assessment through Google drive. All staff were sent the link to open the assessment and complete the assessment. The results were then tallied and reported back to the individual schools.

What were the results of the comprehensive needs assessment?

The majority of staff continued to feel the need for on- going professional development for reading and math, and the addition of art to our curriculum.

What conclusions were drawn from the results?

The staff feels strongly about reaching our math and reading goals for our students, but they see the need to bring in the arts to supplement and encourage student participation and learning. This is also verified through student and parent surveys which indicate that our school does not offer enough electives.

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

Based on our current state assessments, our students' scores are not consistently meeting state benchmarks in all areas. Our overall student composite scores on the ACT fluctuate even though we do show improvements in math and science. Our students improved on the ACT ASPIRE reaching "ready" in English and "close" in all areas except Math. We still need support for our tenth grade math students.

It is evident that our females outscore our males on standardized assessments. Our African American students are taking fewer honors classes and are scoring lower than the Caucasian group as a whole. Our special education students are maintaining their scores, but they are still perform significantly lower than their age appropriate peers.

We do not feel that parents participate in school survey's adequately, but parents do attend and support athletics and extra curricular activities.

Our staff feels that we need on-going support and guidance as we work to help our students reach their academic and career goals. We will plan to continue to provide meaningful professional development for our staff and programs for our students.

We will incorporate the arts into our program and work to hire a full time art teacher.

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

Our school goals are directly tied to the values of our staff and students. Our goal is to graduate college and career ready students who can be successful in their future endeavors. By supporting our teachers with targeted professional development, having collaborative conversations, and sharing the responsibility of helping our students succeed, we plan to continue to work to increase our students overall academic performance. Our day to day communication with each other and parents help us focus on our vision for learning and also help us work together to assist our students.

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

We use the data from our surveys, parent communications, professional development, state testing, course scores, daily work, and behavior data to help determine our actions for teaching and learning. The goals and objectives from our data are built into our daily planning to keep us focused on why and what we teach the students.

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

As we look at multiple sources of data, we look at how this breaks down to the sub-groups and special populations in comparison to the whole student body. We look for trends in our data to see what changes are occurring and what changes need to occur. As a school, we make sure that our special population students have plans of action with specific goals. We consider our free-reduced lunch listing, IEP's, RTI Plans, Behavioral Plans, Mental Health Plans, Health Care Plans, and teacher documentation to determine needs, plan of action, steps to support our students, and to provide the necessary services and accommodations for individual learners to achieve their goals.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

To improve student achievement and readiness by engaging learners through high quality aligned college and career ready standards, instruction, and assessments.

Measurable Objective 1:

increase student growth in reading and math proficiency by 05/25/2018 as measured by a 5% improvement on the Spring Chalkable Benchmark Reading and Math Assessment in grades 9 - 11.

Strategy1:

Provide Support for Students - Programs will be put into place to provide student support for increased academic achievement

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Extended Learning Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9 - 12 will be provided a four week summer learning lab to provide additional support for at-risk students needing to regain credits to reduce drop-out rates and to provide tutoring for increased ACT scores.	Academic Support Program	06/04/2018	07/27/2018	\$2159 - Title I Part A	Administration

Strategy2:

After School Tutoring/Boot Camp - Students will be provided with opportunities for after school tutoring receiving help in all academic areas with an emphasis on reading and math. In addition, eleventh Grade students will be provided an opportunity to attend ACT Boot Camp.

Category: Develop/Implement College and Career Ready Standards

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 with an after school tutoring program 2 days a week in which they will receive strategies for improving reading and math scores. Time will also be provided for ACT practice and other core areas of need.	Academic Support Program	10/02/2017	05/25/2018	\$2807 - Title I Part A	Administration

Activity - ACT Boot Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eleventh grade students will be given the opportunity to attend an ACT Boot Camp prior to the ACT test in the Spring. Students will gain test taking strategies and ACT specific strategies.	Academic Support Program	03/01/2018	05/18/2018	\$4560 - Title I Part A	Administration

Measurable Objective 2:

collaborate to purchase new technology and classroom instructional materials to provide an optimal learning environment including the arts to enhance student achievement by 05/18/2018 as measured by increased academic performance.

Strategy1:

Additional Student Resources - Title I funding will be used to provide hands-on resources, new technology, and visual aides for students' use in the classroom environment.

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

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

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instructional materials for classes such as scientific calculators, novels, informational text, maps, software licenses, primary sources, videos, posters, lab supplies, copies, etc.	Direct Instruction	10/02/2017	05/18/2018	\$40500 - Title I Part A	Administration, Classroom teachers, Librarian

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instructional learning opportunities through internet based tools such as Google Classroom and additional purchase of Google Chromebooks. By providing additional iPads students will be able to create presentations and videos including the use of green screen technology that demonstrates learning has occurred. Using other technology, students will construct posters and create other printed materials demonstrating learning and understanding.	Academic Support Program	08/21/2017	05/25/2018	\$26364 - Title I Part A	Administration, Teachers

Activity - Art Rich Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide art rich learning materials and activities in the classroom and after school to promote greater student involvement and engagement.	Academic Support Program	10/02/2017	05/25/2018	\$25000 - Title I Part A	Administration, Classroom Teachers

Goal 2:

To align support systems that address barriers to teaching and learning and to foster positive community relations

Measurable Objective 1:

collaborate to provide behavioral and transitional support for students grades 9 - 12 by 07/27/2018 as measured by mentoring dialogue, attendance, behavior records, and summer school records.

Strategy1:

Provide Support for Students - Programs will be put into place to provide student support for grade level transitions, positive behavior choices, increased attendance, and increased academic achievement

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student will be assigned a mentor with similar extracurricular interests in effort to provide positive support and guidance for academic and behavioral improvement.	Behavioral Support Program Academic Support Program	08/21/2017	05/25/2018	\$0 - No Funding Required	Administration, Classroom Teachers

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 8 - 12 will be provided transition support based on their Kuder assessment results for grade level advancement.	Behavioral Support Program	08/14/2017	05/25/2018	\$0 - No Funding Required	Guidance, Administration

Activity - Insights to Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide appropriate behavioral interventions and additional support for at-risk students.	Behavioral Support Program	08/14/2017	05/25/2018	\$12000 - District Funding	Guidance, Administration

Goal 3:

Achieving English Language Proficiency

Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance..

Strategy1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of student progress.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/08/2017	05/25/2018	\$0 - No Funding Required	Administration All teachers

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

To improve student achievement and readiness by engaging learners through high quality aligned college and career ready standards, instruction, and assessments.

Measurable Objective 1:

increase student growth in reading and math proficiency by 05/25/2018 as measured by a 5% improvement on the Spring Chalkable Benchmark Reading and Math Assessment in grades 9 - 11.

Strategy1:

Provide Support for Students - Programs will be put into place to provide student support for increased academic achievement

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Extended Learning Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9 - 12 will be provided a four week summer learning lab to provide additional support for at-risk students needing to regain credits to reduce drop-out rates and to provide tutoring for increased ACT scores.	Academic Support Program	06/04/2018	07/27/2018	\$2159 - Title I Part A	Administration

Strategy2:

SY 2017-2018

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W. S. Neal High School

After School Tutoring/Boot Camp - Students will be provided with opportunities for after school tutoring receiving help in all academic areas with an emphasis on reading and math. In addition, eleventh Grade students will be provided an opportunity to attend ACT Boot Camp.

Category: Develop/Implement College and Career Ready Standards

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 with an after school tutoring program 2 days a week in which they will receive strategies for improving reading and math scores. Time will also be provided for ACT practice and other core areas of need.	Academic Support Program	10/02/2017	05/25/2018	\$2807 - Title I Part A	Administration

Activity - ACT Boot Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eleventh grade students will be given the opportunity to attend an ACT Boot Camp prior to the ACT test in the Spring. Students will gain test taking strategies and ACT specific strategies.	Academic Support Program	03/01/2018	05/18/2018	\$4560 - Title I Part A	Administration

Measurable Objective 2:

collaborate to purchase new technology and classroom instructional materials to provide an optimal learning environment including the arts to enhance student achievement by 05/18/2018 as measured by increased academic performance.

Strategy1:

Additional Student Resources - Title I funding will be used to provide hands-on resources, new technology, and visual aides for students' use in the classroom environment.

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

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
Students will be provided instructional learning opportunities through internet based tools such as Google Classroom and additional purchase of Google Chromebooks. By providing additional iPads students will be able to create presentations and videos including the use of green screen technology that demonstrates learning has occurred. Using other technology, students will construct posters and create other printed materials demonstrating learning and understanding.	Academic Support Program	08/21/2017	05/25/2018	\$26364 - Title I Part A	Administration, Teachers

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Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instructional materials for classes such as scientific calculators, novels, informational text, maps, software licenses, primary sources, videos, posters, lab supplies, copies, etc.	Direct Instruction	10/02/2017	05/18/2018	\$40500 - Title I Part A	Administration, Classroom teachers, Librarian

Activity - Art Rich Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide art rich learning materials and activities in the classroom and after school to promote greater student involvement and engagement.	Academic Support Program	10/02/2017	05/25/2018	\$25000 - Title I Part A	Administration, Classroom Teachers

Goal 2:

To align support systems that address barriers to teaching and learning and to foster positive community relations

Measurable Objective 1:

collaborate to provide behavioral and transitional support for students grades 9 - 12 by 07/27/2018 as measured by mentoring dialogue, attendance, behavior records, and summer school records.

Strategy1:

Provide Support for Students - Programs will be put into place to provide student support for grade level transitions, positive behavior choices, increased attendance, and increased academic achievement

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 8 - 12 will be provided transition support based on their Kuder assessment results for grade level advancement.	Behavioral Support Program	08/14/2017	05/25/2018	\$0 - No Funding Required	Guidance, Administration

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student will be assigned a mentor with similar extracurricular interests in effort to provide positive support and guidance for academic and behavioral improvement.	Academic Support Program Behavioral Support Program	08/21/2017	05/25/2018	\$0 - No Funding Required	Administration, Classroom Teachers

Activity - Insights to Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide appropriate behavioral interventions and additional support for at-risk students.	Behavioral Support Program	08/14/2017	05/25/2018	\$12000 - District Funding	Guidance, Administration

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

To improve student achievement and readiness by engaging learners through high quality aligned college and career ready standards, instruction, and assessments.

Measurable Objective 1:

collaborate to purchase new technology and classroom instructional materials to provide an optimal learning environment including the arts to enhance student achievement by 05/18/2018 as measured by increased academic performance.

Strategy1:

Additional Student Resources - Title I funding will be used to provide hands-on resources, new technology, and visual aides for students' use in the classroom environment.

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

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

Activity - Art Rich Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide art rich learning materials and activities in the classroom and after school to promote greater student involvement and engagement.	Academic Support Program	10/02/2017	05/25/2018	\$25000 - Title I Part A	Administration, Classroom Teachers

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W. S. Neal High School

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instructional materials for classes such as scientific calculators, novels, informational text, maps, software licenses, primary sources, videos, posters, lab supplies, copies, etc.	Direct Instruction	10/02/2017	05/18/2018	\$40500 - Title I Part A	Administration, Classroom teachers, Librarian

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instructional learning opportunities through internet based tools such as Google Classroom and additional purchase of Google Chromebooks. By providing additional iPads students will be able to create presentations and videos including the use of green screen technology that demonstrates learning has occurred. Using other technology, students will construct posters and create other printed materials demonstrating learning and understanding.	Academic Support Program	08/21/2017	05/25/2018	\$26364 - Title I Part A	Administration, Teachers

Measurable Objective 2:

increase student growth in reading and math proficiency by 05/25/2018 as measured by a 5% improvement on the Spring Chalkable Benchmark Reading and Math Assessment in grades 9 - 11.

Strategy1:

After School Tutoring/Boot Camp - Students will be provided with opportunities for after school tutoring receiving help in all academic areas with an emphasis on reading and math. In addition, eleventh Grade students will be provided an opportunity to attend ACT Boot Camp.

Category: Develop/Implement College and Career Ready Standards

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 - ACT Boot Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eleventh grade students will be given the opportunity to attend an ACT Boot Camp prior to the ACT test in the Spring. Students will gain test taking strategies and ACT specific strategies.	Academic Support Program	03/01/2018	05/18/2018	\$4560 - Title I Part A	Administration

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with an after school tutoring program 2 days a week in which they will receive strategies for improving reading and math scores. Time will also be provided for ACT practice and other core areas of need.	Academic Support Program	10/02/2017	05/25/2018	\$2807 - Title I Part A	Administration

Strategy2:

Provide Support for Students - Programs will be put into place to provide student support for increased academic achievement

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Extended Learning Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9 - 12 will be provided a four week summer learning lab to provide additional support for at-risk students needing to regain credits to reduce drop-out rates and to provide tutoring for increased ACT scores.	Academic Support Program	06/04/2018	07/27/2018	\$2159 - Title I Part A	Administration

Goal 2:

To align support systems that address barriers to teaching and learning and to foster positive community relations

Measurable Objective 1:

collaborate to provide behavioral and transitional support for students grades 9 - 12 by 07/27/2018 as measured by mentoring dialogue, attendance, behavior records, and summer school records.

Strategy1:

Provide Support for Students - Programs will be put into place to provide student support for grade level transitions, positive behavior choices, increased attendance, and increased academic achievement

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 8 - 12 will be provided transition support based on their Kuder assessment results for grade level advancement.	Behavioral Support Program	08/14/2017	05/25/2018	\$0 - No Funding Required	Guidance, Administration

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student will be assigned a mentor with similar extracurricular interests in effort to provide positive support and guidance for academic and behavioral improvement.	Behavioral Support Program Academic Support Program	08/21/2017	05/25/2018	\$0 - No Funding Required	Administration, Classroom Teachers

Activity - Insights to Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To provide appropriate behavioral interventions and additional support for at-risk students.	Behavioral Support Program	08/14/2017	05/25/2018	\$12000 - District Funding	Guidance, Administration

Goal 3:

Achieving English Language Proficiency

Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance..

Strategy1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of student progress.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/08/2017	05/25/2018	\$0 - No Funding Required	Administration All teachers

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

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

Achieving English Language Proficiency

Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance..

Strategy1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of student progress.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Providing Information to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/08/2017	05/25/2018	\$0 - No Funding Required	Administration All teachers

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can-Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	All teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The school provides information to the student's parents in their native language. We use a program called Language Line to call parents with an interpreter on one line to translate to the parents in their native language and provide information to parents through this service.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	We do not have any unqualified para-professionals.	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	We have two teachers who have not met all qualifications for state licensing. These teachers are enrolled in coursework to assist them in their certification.	

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 find certified and highly qualified teachers who are both knowledgeable and capable of performing instructional and curricular requirements. We want to hire and maintain teachers who not only understand the COS standards, but also understand the value of implementing appropriate instructional strategies to engage the learners for optimal academic success.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

W. S. Neal High School normally has a very minimal turn-over rate. However, this past year, we had seven teaching positions that had to be filled.

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

Our staff is comprised of 2 teachers with 30 plus years of teaching experience, 5 teachers with 20 plus years of teaching experience, 8 teachers with 10 plus years of teaching experience, 6 teachers with 5 plus years of teaching experience, and 3 first year teachers.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

W. S. Neal High School traditionally does not carry a high turn over rate. However, our LEA provides monetary incentives to newly hired math and science teachers. Our district offers professional development to retain and support teacher professional growth. Our district also has an effective mentoring program in place to support our new teachers.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

The results from state testing and practice tests are used to determine individual student strengths and weaknesses, and focus areas to guide instruction. Our district not only supports our teachers by pulling them in to discuss the data as a district, but also provides school level professional development that targets data for our school. Our teachers meet by departments and look at student scores to determine trends, changes, and needs for student improvement. Then, we look at what support is needed by teachers and plan for targeted professional development and time for collaboration with colleagues. Our teachers work across disciplines to incorporate standards that can be shared to facilitate student learning.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

All of our teachers are provided professional development on instructional strategies, engaging learners, using best practices, understanding student data, COS standards, ACT test practice, and depth of knowledge. Our teachers take an active role in developing district pacing guides and lesson planning for classroom support. Our teachers have the opportunity to attend out of district conferences and workshops to improve instruction.

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

New teachers are provided with an accomplished mentor to support the teaching/learning process. They meet weekly to discuss classroom objectives and teaching strategies. New teachers observe their mentor during snapshot observation to help facilitate new teaching styles. Mentor teachers keep logs of weekly mentoring activities.

Describe how all professional development is "sustained and ongoing."

The goal of all professional development for our teachers is to bring new knowledge back to the classroom. We encourage our teachers to participate in as much training as needed for their personal growth and classroom success. We share our new knowledge and ideas with the other teachers through turn around training and incorporate our knowledge into our lessons. We also share with our curriculum supervisors to assist other schools in our district.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

To align support systems that address barriers to teaching and learning and to foster positive community relations

Measurable Objective 1:

collaborate to provide behavioral and transitional support for students grades 9 - 12 by 07/27/2018 as measured by mentoring dialogue, attendance, behavior records, and summer school records.

Strategy1:

Provide Support for Students - Programs will be put into place to provide student support for grade level transitions, positive behavior choices, increased attendance, and increased academic achievement

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 8 - 12 will be provided transition support based on their Kuder assessment results for grade level advancement.	Behavioral Support Program	08/14/2017	05/25/2018	\$0 - No Funding Required	Guidance, Administration

Narrative:

In the spring of each year, our high school counselor goes to the middle school to meet with the 8th grade class to begin the scheduling process and to inform students about high school life. The two counselors arrange a date for the 8th graders to visit the high school campus during school so the students can walk around the new building observing classrooms and activities. In the fall, the high school will hold a Ninth Grade Orientation for students and parents to prepare parents for the high school years. The parents are given a folder with information regarding credits, classes, activities, contact numbers, FASFA, and scholarship planning. During the orientation, parents are given the opportunity to ask questions.

Preparation for graduation starts at the beginning of the ninth grade and continues with a four year plan. Students complete their Kuder assessments and plans in preparation for college/career readiness. Even though all grades participate in planning from grades 8-12, much focus is given to getting ninth graders on the right path to successful planning.

Seniors begin each year with a Senior Orientation for students and parents. Again, parents are given folders with checklists and planning guides for the Senior year and college/career planning. Information on FASFA is shared along with other pertinent information specific to the senior year of high school. Throughout the year, teachers require lessons that incorporate post-high school planning to ensure that students are applying for college, military, and or careers. FASFA nights are held for parents. College Days are held at the local community college as

well as at our school, and guest speakers from colleges, technical schools, military and or local business leaders visit classrooms throughout the

year to encourage seniors to finalize planning and complete various processes for their next steps. Scholarships applications are made available to students as soon as they are given to the counselor, and they are posted on our school web page for parents.

Our goal is to ensure our students are prepared not only for high school, but for post secondary opportunities. We want to give students every opportunity to be college and career ready and make a smooth transition into post secondary life.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers at W. S. Neal High School participate in many meetings throughout the year. The majority of meetings are specific to state testing information on purpose, planning, conducting, interpreting, and utilizing state assessment and student data. Teachers attend local and regional training related to assessments. State meeting information is provided to the local school staff through turn around training. The administration ensures that teachers understand the expectations for student performance, are knowledgeable about test administration procedures. Data meetings are held to interpret data and drive decisions to promote student achievement.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

The teachers at W. S. Neal High School review student data with local and district leaders to be sure that the data is interpreted and understood correctly. Students who do not meet benchmark performances are targeted for specific academic interventions within the regular classroom to promote positive student achievement. Students are monitored in the classroom by their teachers and those failing to make adequate progress are referred for RTI. Following RTI, if students continue to fail to make adequate progress, they are referred for further intervention with Special Education or related services.

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 interventions begin following release and review of scores. Students are identified by core teachers who begin planning in class interventions based on identified needs. If students are showing a pattern of continued failure, they are referred for RTI and interventions continue until the student reaches an acceptable level of performance or a referral is made for special education testing. Depending on the results of special education testing, interventions may or may not continue. Either way, a student's progress is monitored for success and interventions may continue depending on the student needs.

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

Students have the opportunity to participate in after school tutoring through Title I funding. Many teachers will stay after school and work with individual students if the need arises. Some teachers will work with students before, during, or after school. We have a four week Summer Learning Lab each Summer for additional support.

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 district policies ensure that all students receive the opportunity for a high quality education. Students who need specialized instruction are given special educational plans that target individual learning goals. Our teachers provide a safe and productive learning environment and incorporate specific strategies to help each student meet their individual goals. We currently serve our special population students through a mix of resource and regular classroom instruction. Our EL students have opportunities to work individually with a teacher when needed for language acquisition, but we generally use total immersion to assist in this process. All of our students are encouraged to be in the regular classroom setting for core instruction and participation in lessons, but are provided with additional time to meet with specialized teachers as needed.

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 population students thrive in our career classes and the majority of these students elect to enroll in our Career Readiness Center including our multi-needs students on the AAA path. EL student information is sent home in both English and Spanish and these documents are posted on the school web page. The school uses the Language Line to call EL parents to translate important information in their native language. Economically disadvantaged students are assisted through a county wide program that provides school supplies and uniforms.

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

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.

W. S. Neal High School is a Title I school. The funds allotted under Title I are used to meet the needs of our students by providing resources in the classroom. The school leadership team reviews student data, needs assessments, and school wide goals to determine how to utilize our funds to best achieve our student goals for learning. In addition, Title V funds are used to enhance the technology available to our students. The spending of all local and state allocations that are provided to our school are examined first by a committee and then presented to all staff for voting on what is needed most. This year our focus is placed on increasing student achievement and providing additional ACT resources to help our students meet their academic achievement goals.

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Title I funds are presented to the entire staff, and the leadership team accepts suggestions for use from all staff. The staff votes on a final budget based on their needs assessments and classroom needs for students. All other funds are presented to all staff, and the staff votes on committees to determine the general use of these funds. Once the committees determine needs they compose several budgets and present these to the staff for revision and voting. The entire staff votes on final budgets to ensure that needs are met and voting is equitable.

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

Throughout the school year, our staff meets to review our school improvement plan to ensure that we are reaching our goals, and if we need to change any aspect of our plan. Also, at the end of each year, our staff reviews and evaluates the final effectiveness of our plan. We use the conclusion from evaluations to guide us in planning the next school year's needs and plans.

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 are reviewed to ensure that we, as a school, remain on target with our instructional planning and implementation. We aim to identify areas of student and instructional weaknesses to address those needs and improve the teaching and learning process.

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 learning gaps for all students. We analyze data from previous and current test administrations to determine patterns of performance and individual student growth. For those not showing achievement, the RTI team meets to determine a plan for intervention. At the end of each year, we review all data to determine if we met our school wide goals for student achievement. Multiple sources of data are examined to determine if student growth has been reached.

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 throughout the school year to discuss and review our school improvement plan goals and objectives. Using Chalkable Assessments, Workkeys, and ACT data and classroom performance data, we determine if our school is on track to achieve school wide goals. If the staff and leadership team determines that the plan needs to be adjusted or changed for optimal student success, then we revise the plan for continuous improvement.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	22.89

Provide the number of classroom teachers.

22.89

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1104856.0

Total

1,104,856.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	82144.0

Total

82,144.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	30650.0

Total

30,650.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	62233.0

Total

62,233.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54808.0

Total

54,808.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.00

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5595.0

Total

5,595.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2058.0

Total

2,058.00

EL Teachers

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

Provide the number of EL Teachers.

0.00

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	11137.0

Total

11,137.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	818.0

Total

818.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	112757.0

Provide a brief explanation and breakdown of expenses.

Instructional Supply \$45759

Instructional Hardware \$21065

Software Maintenance \$2000

Equipment Maintenance \$5000

Staff Development \$10000

Testing Services \$2600

Parenting \$1367

Extended Day \$24966

Title II

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

Provide a brief explanation and a breakdown of expenses.

District funded

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

Allocations not yet available

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

District Funded

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

District Funded

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

Provide a brief explanation and breakdown of expenses.

District Funded

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	89325.0

Provide a brief explanation and breakdown of expenses.

1.71 - Locally-Funded Units: \$88,744.

Teachers - 1.21 - \$58,094.

Asst. Principal - .50 - \$30,650.

Instructional Supplies - \$581.

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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. (Sec. 1116(c)(1))

W. S. Neal High School will hold an annual meeting of Title I parents. Parents will be notified of the meeting through a flier sent home, the school's website, Facebook page, and phone calls through the school cast system. Any parents unable to attend the annual meeting will have the option of obtaining the information in the WSNHS Parent Resource Center located in our main office.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

1) The W.S. Neal High School staff and leadership will hold meetings with regard to the Title I program functions for parents throughout the year at flexible times. Notification for these will always be through letters sent home, the school's website Facebook page, and also use of the school cast system. The WSNHS Parent Resource Center is also available each school day from 8:00 a.m. to 2:30 p.m., which allows parents to access all important school documentation, including the Title I information.

2) WSNHS will involve parents in the revision and evaluation of the School Parental Plan, the Title I program, the eCIP and the School-Parent Compacts. Invitation letters are sent to all parents to participate in the Annual Title I meeting. Specific parent representatives will be recruited to be on the Parental Involvement Committee and will be directly involved in the planning. Meetings will be scheduled with teachers, administrators, and the Parental Involvement Committee at designated times during the school year to review implementation of program goals. The Parent Resource Center will have copies of all important documents, as well as comment/suggestion/dissatisfaction forms. Any forms turned in will be responded to in a timely manner.

3) The allocated funds will be used to provide newsletters, information letters, and other printed resources for parents. The Parent Resource Center will be located in the guidance office.

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. (Sec. 1116(c)(4)(A)(B)(C))

A first day letter home, the Annual Meeting of Title I Parents, Facebook, and Parent/Teacher conferences will allow parents the opportunity to hear important information pertaining to Title I programs and their child's education. All of the information is also available at any time on the school's website and in the Parent Resource Center.

Each child's parent will have access to all course syllabi that contains information on curriculum and assessments. The Strategies to Increase Parental Involvement are available on the W.S Neal High School web page, as well as by request from the school. Additionally, the child's progress will be provided to parents periodically through one of the following ways: report cards, progress reports, parent-teacher conferences, and phone calls from the teachers and administrators. Parents also have access to the Parent Portal on INOW, State assessment information is shared with parents after each testing.

Parents are encouraged to contact the school when they feel inclined to discuss subjects they feel are important. Conferences with teachers or administrators can be scheduled quickly and easily where both parties are available within a reasonable amount of time. All of the information sent out by W.S Neal High School is provided to parents in a timely manner and presented in a way easily understood by all.

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). (Sec.1116(d))

The School Compacts are revised in April of each year, along with the CIP and Parental Involvement Plan. Parents are always given an opportunity to provide input on the Compacts (as well as the other documents). All parents are encouraged to provide comments and feedback at any time through the school year either online or through the Parent Resource Center. Parent Compacts are sent home at the beginning of school and returned by students with parent signatures. This document outlines the responsibilities that all parties will carry out to enable each student to achieve. Each teacher at WSNHS has a digital copy of the Compact for every student in their classes. The school has two regularly scheduled parent-teacher conferences, one in the fall and the other in the spring. Compacts are discussed with parents at these meetings and at appointed parent-teacher conferences, if the need arises.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Any parent wishing to voice dissatisfaction with the Continuous Improvement Plan has several options to submit express their concerns. Notices sent home with students, as well as notices posted on the school website will make parents aware the plan is available for review. Parents have access to all school documents through the school's website and from the Parent Resource Center throughout the school year. At any time parents may request copies of these documents from the school directly. Comment forms, which provide an opportunity to express dissatisfaction, are provided. Parents may submit comments through forms in Parent Resource Center, on the website, in writing through their child, or via e-mail. All concerns will be addressed in a reasonable amount of time.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

The Parent Resource Center (PRC) will be open every school day from 8:00 a.m. to 2:30 pm. During parent meetings, parent teacher conferences, and workshops the PRC will be open to accommodate parents. The PRC will provide materials for parents regarding a wide variety of issues, from literacy to state assessment requirements. Parents and students will have access to resource center at the Atmore Central Office from 8:00 a.m. to 4:00 p.m. daily (after school and Saturdays as requested).

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 ESSA Sec. 1116, 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)

During the school year all staff members will be given opportunities to attend workshops on a variety of parental involvement topics. These opportunities will be at various times throughout the year, including faculty meetings, professional development days, and at times deemed necessary by the administration. Additional professional development will also be provided through the LEA if needed. Teachers keep a parent contact log to document discussions or contacts with parents about student needs. Administration calls parents as needed for academic and disciplinary reasons. School Cast messenger system is used to keep parents informed about opportunities to participate in the educational process for children. School Parent Compacts are sent home and signed signifying the agreement of all stakeholders to assist with student learning.

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 ESSA Sec 1116, 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 are informed of all existing school programs through the school and district's website, the School Cast system, Facebook, and notices sent home. The Parent Resource Center (PRC), which provides important parent information regarding the education of their children, also provides information regarding all other programs offered at WSNHS. The PRC is open and available during regular school hours. Parents have been invited to complete school surveys to help determine student needs. The administration fosters an open door

policy with parents and invites parents to attend meetings. Email and texts are also used as a form of communication and contact with parents concerning educational matters.

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 ESSA Sec. 1116, 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)

English is the primary language of all students served by WSNHS. The school will make every effort to ensure that, to the extent possible, all information sent home will be in a language and form understandable to parents. The TransAct compliance and communication center is available online for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parent who speak a language other than English.

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 ESSA Sec. 1116, 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)

WSNHS shall provide reasonable support for parent family engagement activities through telephone contacts (parent logs and School Cast system), notices sent home, Facebook, and the school's website. Opportunities for students to perform in a variety of ways to encourage parental participation will also be used.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

W.S Neal High School will use any and all available resources to ensure that information and school reports are sent home written in a language that is appropriate for each parent to have a full understanding of its content. Parents with disabilities will be accommodated in every manner reasonable, and WSNHS is a handicap-accessible building. Questions and concerns about students and parents with limited English proficiency and/or migratory children and parents will be directed to Sarah Watkins, Director of Federal Programs. The Trans ACT compliance and communication center is available online for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than

English. Every effort will be made to communicate with parents in their primary language. The LEA has an ELL plan in place for students and parents.