Accreditation Report

Danville-Neel Elementary School

Morgan County Board of Education

Ms. Tara P Murphy, Principal
8688 Danville Road
Danville, AL 35619

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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?

Danville-Neel Elementary School is a Title I school, comprised of grades PreK-4th grade and is located in the rural community of Danville, Alabama. This year, we are serving 500 students (289 males and 211 females). The demographic breakdown of Danville Neel-Elementary School students include a 88.2% white population, 5.8% Hispanic or Latino population, 2% Black or African American population, 0.4% American Indian population, 0.6 % Asian population and 3% multi-race population. The population of economically disadvantaged students in our school receiving free and reduced lunch priced meals is 54%. The free lunch population is 46% and the reduced lunch population is 8%.

The entire faculty at Danville-Neel is highly qualified and includes 1 administrator, 32 full time teachers, 2 part time teachers, 1 part time instructional coach, 1 Librarian, 25 support personnel, 1 nurse and 1 counselor.   The demographic composition of the faculty and staff are as follows: 61 females and 3 males; 100% white.

All 37 certified staff members are highly qualified and have been employed for 3 or more years. 66% of our teachers have a master's degree or higher. In addition, we have 2 nationally board certified teachers and 100% of our certified staff were employed by Danville-Neel Elementary School in 2013-2014.
Since Danville is such a rural area, it can be challenging because the area is weak in business stakeholders. Currently, there are only three local businesses in the community; most recently, the community lost its largest business. Since the community is small, it does not have a mayor, police department, or city council. Although Danville-Neel Elementary School is located in a smaller area, the community members and local churches immensely support the school.

In the past couple of years, Danville-Neel Elementary School has undergone many changes. Due to retirements and transfers, we have a new administrator, 2 new teachers and a new secretary. There has also been a major change to the core academic curriculum with a new reading and math series, as well as the implementation of the College and Career Readiness Standards. There have been several new assessments added to the instructional calendar (Global Scholar, STI and ACT Aspire). New to Danville-Neel Elementary School in 2014-2015, will be the creative block scheduling for our 3rd and 4th grade students; enhanced mentoring program; and small group help for students who are struggling in reading. State and school accountability has also been refined this year presenting new challenges to the teaching staff. However, despite the changes and challenges faced by Danville-Neel Elementary School, test data indicates that our students are being prepared to meet the challenges of the future whether they are college or career bound.

A unique feature of Danville-Neel Elementary School is the location. While we have our own campus, we are also only 1.33 miles away from Danville Middle School and Danville High School. This close proximity of schools allows the administrators of each school the opportunity to have vertical team meetings in which they collaborate ideas and goals. This collaboration insures unity in our schools while we work toward a common goal and vision "Every child a graduate…Every graduate prepared to lead".

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.

Danville-Neel Elementary School Vision: Tomorrow's Leaders, Lead Today.

Danville-Neel Elementary School Mission: "Danville-Neel Elementary…On track to creating lifelong learners and leaders". This mission statement reflects the values of our school and the relationship between students and teachers.   It also goes along with our train theme for our school
Following the Morgan County Schools mission of "Every child a graduate…every graduate prepared to lead" numerous leadership opportunities are presented to the students and teachers.

Danville-Neel Elementary School Motto: Discovering Never Ending Success…Full Steam Ahead

Our beliefs at Danville-Neel are:

1. Every student is a leader.
2. All children can learn and are deserving of respect, love and compassion.
3. All children should be provided a variety of instructional approaches to accommodate various learning styles and be actively engaged in their learning.
4. All children can and will succeed.
5. The school, home and community must share responsibility for the needs and development of children, while fostering an appreciation for individual differences and cultures.
6. Differences in learning styles exist, therefore; students have the right to learn in a way that brings them personal success.
7. The function of education embraces the act of preparing our students for living successfully in an ever-changing society by providing academic, social, emotional, physical, and character developing skills.
8. Students and staff have a right to a safe and secure school environment.
9. Self-discipline is a prerequisite for the development of higher-order thinking skills and lifelong learning.
10. Each student has a responsibility for actively participating in his or her learning and achievement, as well as demonstrating self-management skills.
11. Student learning is the chief priority for the school.
12. Students' learning needs should be the primary focus of all decisions impacting the work of the school.
13. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

Danville-Neel Elementary School utilizes a leadership team, made up of one teacher from each grade level, resource teachers, instructional coach and principal. The team meets regularly to address concerns and provide input and feedback to administration.

DNES engages its students through providing intense, rigorous instruction and classroom technology. Each classroom utilizes a smart board, document camera, digital projector and student computer stations. Additionally, teachers and students have access to laptops or iPads, networked by a wireless, Wi-Fi-network.

We utilize the tiered teaching model (RTI) in order to identify and support our struggling students. Our mission statement, "Discovering Never Ending Success", combined with our Leader In Me program focuses on the 7 Habits of Highly Effective People. These efforts help us live our vision each day. DNES provides many opportunities for students and teachers to be leaders within our school.

Danville-Neel Elementary School holds high expectations for everyone involved in the school. Academics are a top priority of Danville-Neel Elementary School. Teachers utilize data provided by state assessments, formative assessments, surveys, Global Scholar, STI quarterly assessments, DIBELS, observations, and other assessment tools in order to drive the rigorous instruction in their classrooms. This data helps the teachers differentiate the instruction, so they meet the needs of all learners in their classrooms.

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.

Within the past three years, Danville-Neel Elementary School has focused on building leadership throughout the school by participating in the Leader In Me program.

The number of office referrals has declined each year for the past three years. In 2011-2012, there were 56 office referrals. In 2012-2013, there were 47 office referrals and in 2013-2014, there were 44 office referrals.

The number of tardies declined, drastically, this past year. For the 2012-2013 school year, we had over 6,000 tardies. For the 2013-2014 school year, we had 1,018 tardies.

School-wide Expectations (S.O.A.R.) and Home Communications Notebooks (TRAIN) were created and implemented. By using the school-wide expectations, there is a common language throughout the school. Students know the expectations are the same in regular classrooms, resource classrooms, PE, the cafeteria and the playground. The home communications notebooks provide consistency between grade levels. Each notebook has the same five tabs so that parents know exactly where to look for information.

There has been an increase in parent and community communication (INOW, school/teacher websites, newsletters, parent conferences, family nights, Remind 101, School Messenger, parent phone calls, e-mails, etc.). Each teacher and/or grade level sends home a weekly newsletter to inform parents of important activities, assignments and other information. This information is also shared on our school website, through emails, School Messenger and Remind 101. Each teacher makes contact with each parent once a month. This contact is done by email, text, phone or in person. In addition, a school Facebook page was created for sharing important information.

A Parent Handbook was created and implemented as a resource for parents to find policies and procedures specific to our school. Each parent was asked to sign that the handbook was received.

Teacher Leaders are utilized for each grade level. Our leadership team is comprised of a teacher leader from each grade level and several resource teachers. This leader collects lesson plans, monthly call logs, RTI information, newsletters and weekly data results. This has provided more leadership positions in our school, helped with organization and consistency.

Consistently made AYP (Average Yearly Progress) in all areas.

Resource Teachers serve as mentors for students struggling with reading. The principal, PE teacher, Art/Music teacher, computer aides and other support staff serve as mentors for students who struggle with reading. Each group meets three times a week to work on reading fluency.

Implementation of technology has increased. Both of our computer labs were updated with new computers and each classroom received additional classroom computers. In addition, ipads and Kindles have been added in some classrooms and the library.

Improved student leadership by continuing the implementation of the "7 Habits Leader in Me". Ambassadors were chosen to represent our school. This group participated in several community and school projects, led school tours and served as mentors for struggling students. In addition, other leadership opportunities were formed throughout the school: library leaders, recycling leaders, lunchroom leaders and many others.

Areas of Improvement, Next 3 Years

Over the next three years, we plan to focus on improving reading and math proficiency. For reading, we will continue to use differentiated instruction, additional small groups and supplemental phonics programs. Our small groups will be identified prior to school starting so that immediate help can be provided when the school year begins. For math, we will implement math journals, more hands-on strategies, AMSTI assistance and OGAP strategies. For reading and math, we will continue to use meaningful formative assessment and data review to help inform instruction.

We also plan to further increase parent and community involvement. We will offer opportunities for our parents to be more involved by serving on leadership committees, volunteers and active members of our team. We have a new partner in education and plan to involve our partner a great deal. In addition, we plan to reach out to other organizations in our community for leadership opportunities and partnerships.

An area of need for us is consistency. We plan to work horizontally and vertically to provide more consistency within our school. This will include common language for expectations, 7 Habits, grade level expectations, assignments and assessments. We will also extend this by working to be consistent with our middle and high school.

Student leadership is an area that we need to broaden. We will work on restructuring our mentoring groups, block scheduling and student leadership opportunities.

Additional Information

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

Danville-Neel Elementary School piloted the Global Scholar assessment and the ACT Aspire state assessment during the 2012-2013 school year. This provided our students and teachers the opportunity to become familiar with the format and process of these assessments before they became mandated. This made the transition to these new assessments easier during the 2013-2014 school year. Our teachers are highly focused on teaching the Common Core Standards that are aligned with these assessments. Most importantly, our staff is very caring and dedicated to the overall well-being of each student in our school. Danville-Neel teachers want their students to be successful in academics, leadership, and character. When decisions are made, they are based on what is best for the students.
Quarterly Vertical Team Meetings will allow Danville Neel Elementary School, Danville Middle School, and Danville High School to collaborate together to form unity in the schools and prepare every student for graduation, college or career bound.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

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

Our strength is our school's implementation of our continuous improvement process, which is indicator 1.3. By providing clear direction for improving conditions for academic growth, student learning is supported. This is achieved by the requirement of documented systematic continuous improvement by our school leaders. All stakeholder groups are involved in the process. Using current and comprehensive data, student and school performance profiles are maintained by school personnel. Our evidence is provided through the use of data profile notebooks, the continuous improvement plan and survey results.

The area of improvement that was noted is for indicator 1.2. The 7 Habits are being implemented in stages, and is led by our Lighthouse Team. The leadership focus is combined with an increased understanding of student thinking in terms of academic excellence and improved life skills.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Governing body policies on roles and responsibilities, conflict of interest	Level 3

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

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

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan	Level 3

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

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

Danville-Neel Elementary School operates under governance and leadership that promote and support student performance and school

effectiveness. Our school's strengths include effective administration that operates responsibly and effectively to insure that day-to-day operations are achieved. Also, our evaluation process results in improvement for all professionals and students.

Our weaknesses include a need to be more content oriented to all discipline areas, as well as, a need for more opportunities for community involvement. To improve on our areas of weakness, all discipline areas including certified and non-certified resource personnel need more opportunities for content specific professional development. Also, to improve community involvement, content specific family nights could be implemented throughout the year. Also, vertical collaboration between grade levels could be provided.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	•Survey results •Lesson plans •Posted learning objectives	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 2

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

Students are provided with learning experiences that are both challenging and equitable. Data from multiple assessments are used to guide instruction, making adjustments to instruction based on data updates as it becomes available each time assessments are given. Teachers and students use all available technology as instructional resources and learning tools. Improvement of instructional strategies are monitored and supported by local school administrators. Teachers are learning how to and are implementing effective feedback and learning expectations to both parents and students. Teachers are using strategies to improve student learning that is in line with the values and beliefs of the school. Parents are informed of their students' progress in various ways: progress reports, phone calls, emails and texts. Teachers are constantly searching for and implementing ways to get parents actively engaged in their child's education in more meaningful ways. A school wide mentoring program is in place and is continuously being improved so that each child is known by several adults. This allows students to have many adults supporting their educational experience both emotionally and academically. The student handbook is given to each student at the beginning of each school year so that parents are aware of policies concerning common grading scales, reporting timelines and other policies. Parents are asked to sign a form indicating that they have received the handbook and have read and understood the information provided. Professional development is both system and teacher driven based on surveys and suggestions from teacher collaboration. However, this is a weakness and will be an area of focus for our school.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.71

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

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	Level 3

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

We have dedicated teachers. Many go above and beyond the call of duty. Paraprofessionals fill such a great need in the classroom setting. They enable many children to increase their performance and participation in the general education setting. Title I is also a strength for Danville-Neel Elementary. There is a team of formed administration, teachers, and stakeholders who work together to allocate money in the most beneficial direction for the children. Technology is a strength. DNE has many teachers who are very knowledgeable in this area. They are willing to share ideas about different ways to access and utilize technology within the classroom.

Safety within the building needs improvement. Many windows do not lock. Some cannot be opened while others cannot be closed. Clearer expectations could be developed for cleaning and maintenance. We have tested excessively. There is a need to evaluate eh best tesing methods and eliminate the rest. Teachers feel there is a need to provide more counseling and character education for students from resources other than the general education teacher.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

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

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

Our area of strength is that school personnel is utilizing and maintaining an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments. This data is then used to design and implement continuous improvement plans to improve the overall learning for all students. These data sources provide information about student learning and the effectiveness of programs. Policies and procedures are also used to determine overall student learning. Leaders monitor and support information regarding student learning and regularly communicate the results to all stakeholders using multiple delivery methods.

The actions that will be implemented to continue the areas of strength are the utilization of the Student Profile Notebook to record all pertinent student data. DIBELS, ACT Aspire, and S.T.I. Testing are assessments that will continue to be utilized. Global Scholar will also be used when needed. Classroom progress monitoring, monthly data meetings, Morgan County Pacing Guides, R.T.I., and OGAP will be implemented to continue this strength, as well. Additional small group instruction for intensive and strategic students will be continued, and

the master schedule will also allow for a more consistent yearly plan to help the students. Newsletters, the school website, School Messenger, progress reports, school marquee, and parent/teacher conferences will also be used to maintain communication.

The areas in need of improvement are for all system measurements to be consistent across all classrooms and courses, and that these are reliable and bias free. Also, the need for the system to be regularly and systematically evaluated for effective student learning and for the improvement of instruction. The processes and procedures for collecting and analyzing data by professional and support staff also needs improving. All professional and support staff members need to be regularly trained to interpret data and its implications on classroom instruction.

The plans to improve the areas of need could possibly be to provide S.T. I. training for all professional and support staff members and to include all professional and staff members in monthly data meetings and grade level meetings. Continued support through AMSTI and OGAP will also improve these areas of need. Teachers having weekly horizontal grade-level meetings, vertical grade level meetings, and the implementation of grade level team teaching for third and fourth grades will also provide more consistency across the grade levels.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.67

Standard 4: Resources and Support Systems — 2.71

Standard 5: Using Results for Continuous Improvement — 2.6
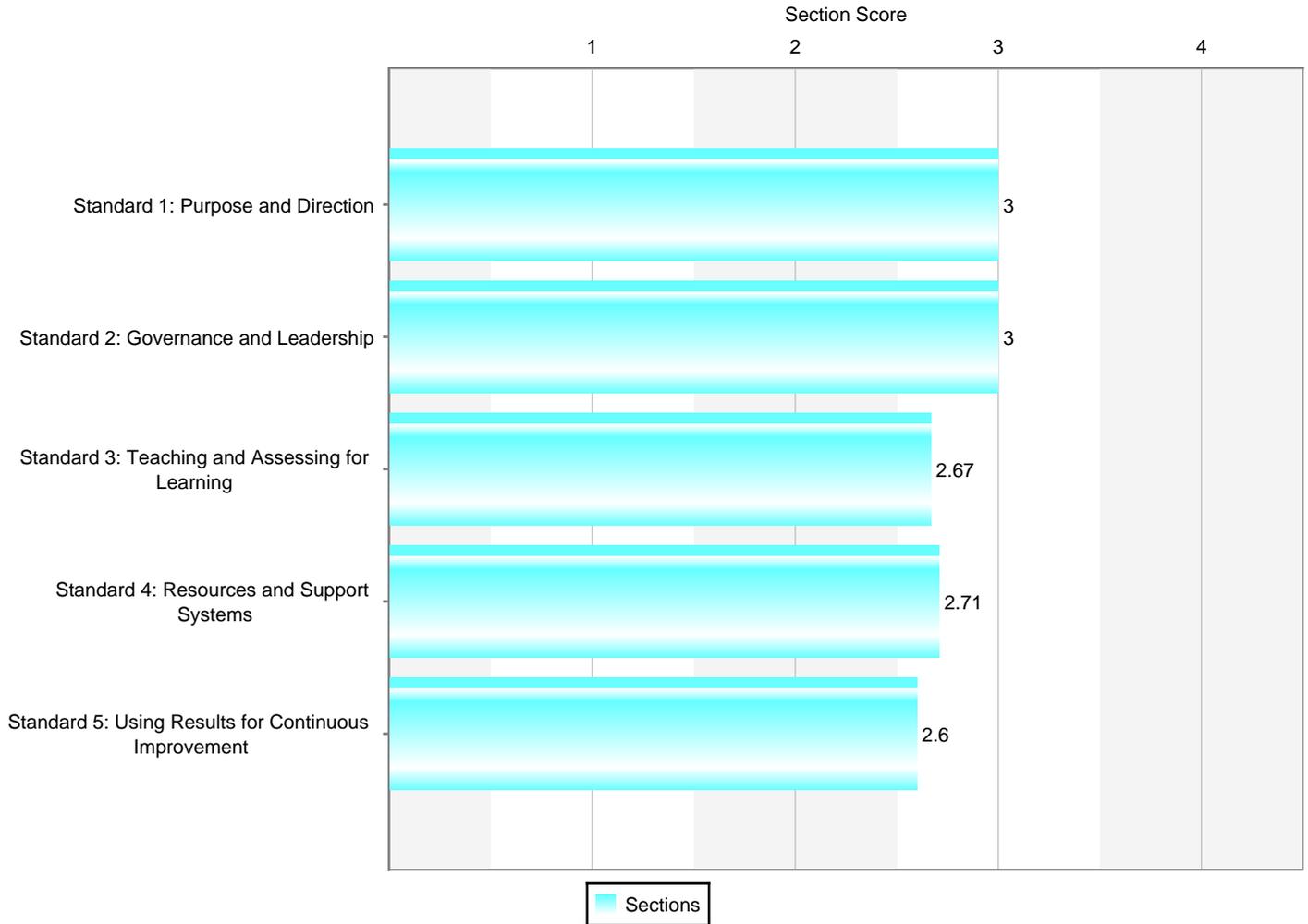
Sections

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		K-2 Student Survey 3-4 Student Survey Parent Survey Staff Survey Survey Results Short Version

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Strengths (K-2 Students)

1.) My teacher wants me to do my best. 2.99/3.00

2.) My teacher wants me to learn. 2.98/3.00

3.) My school has books for me to read. 2.98/3.00

Strengths (3-4 Students)

1.) In my school my teachers want to do my best work. 2.99/3.00

2.) In my school my principal and teachers want every student to learn. 2.98/3.00

3.) My school has many places where I can learn, such as the library. 2.97/3.00

Strengths (Staff Survey)

1.) Our school uses multiple assessment measures to determine student
   learning and school performance. 4.59/5.00

2.) Our school has a systematic process for collecting, analyzing, and
   using data. 4.57/5.00

3.) Our school provides qualified staff members to support student
   learning. 4.57/5.00

4.) Our school has a continuous improvement process based on data,
   goals, actions and measures for growth. 4.49/5.00

5.) Our school's purpose statement is clearly focused on student
   success. 4.49/5.00

Strengths (Parent Survery

1.) Our school provides a safe learning environment. 4.49/5.00

2.) My child knows the expectations for learning in all classes. 4.37/5.00

3.) All of my child's teachers work as a team to help my child learn. 4.32/5.00

4.) All of my child's teachers give work that challenges my child. 4.31/5.00

5.) My child has at least one adult advocate in the school. 4.29/5.00

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

1.) Parents and staff feel that expectations are clearly defined and communicated to all stakeholders.

2.) Staff feels that the use of assessments and data is used to determine student learning.

3.) Parents feel that our school provides a safe environment and that our staff works as a team to ensure student learning.

4.) Students know that the teachers want them to learn and do their best.

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

These findings were consistent with feedback provided by parents at our stakeholder meetings, local staff surveys and student interviews from our District Rounds.

Areas in Need of Improvement

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

Weaknesses (K-2 students)

1.) My family likes to come to my school.   2.49/3.00

2.) Other teachers know me.   2.83/3.00

3.) My teacher is fair to me.   2.86/3.00

Weaknesses

1.) My principal and teachers ask me what I think about school. 2.33/3.00

2.) My teachers ask my family to come to school activities.   2.50/3.00

3.) In my school students treat adults with respect.   2.77/3.00

Weaknesses (Staff Survey)

1.) Our school provides high quality student support services (e.g. counseling,

     referrals, educational, and career planning).   3.66/5.00

2.) Our school provides opportunities for students to participate in activities

      that interest them.   3.82/5.00

3.) In our school, a formal process is in place to support new staff members

      in their professional practice.   4.00/5.00

4.) Our school provides protected instructional time.   4.05/5.00

5.) Our school's leaders engage effectively with all stakeholders about

      the school's purpose and direction.   4.10/5.00

Weaknesses

1.) Our school's governing body does not interfere with the operation or

      leadership of our school of our school.   3.79/5.00

2.) Our school provides excellent support services (e.g., counseling and/or

      career planning).   3.80/5.00

3.) Our school provides opportunities for stakeholders to be involved

      in the school.   3.84/5.00

4.) Our school's governing body operates responsibly and functions

      effectively.   3.85/5.00

5.)   Our school provides opportunities for students to participate in

      activities that interest them.   3.91/5.00

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

1.) Our staff and parents feel that one area of concern continues to be that our school needs to do a better job of providing high quality student support services (e.g. counseling, referrals, educational, and career planning). I

2.) Our staff and parents continue to feel that children need more activities that are of interest to them.

3.) Our staff and parents continue to feel that stakeholders need more opportunities to be involved in the school and have input in the school's direction and purpose.

4.) Students feel that their families do not want to come to school or that they are not invited to our school.

What are the implications for these stakeholder perceptions?

1.) A stronger parent-school partnership must be cultivated.

2.) Opportunities for all stakeholders to be involved in all areas of the school, purpose and direction must be provided.

3.) Opportunities for students to participate in activities that interest them must be added.

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

These findings were consistent with feedback provided by parents at our stakeholder meetings, local staff surveys and student interviews from our District Rounds.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 4

Sections
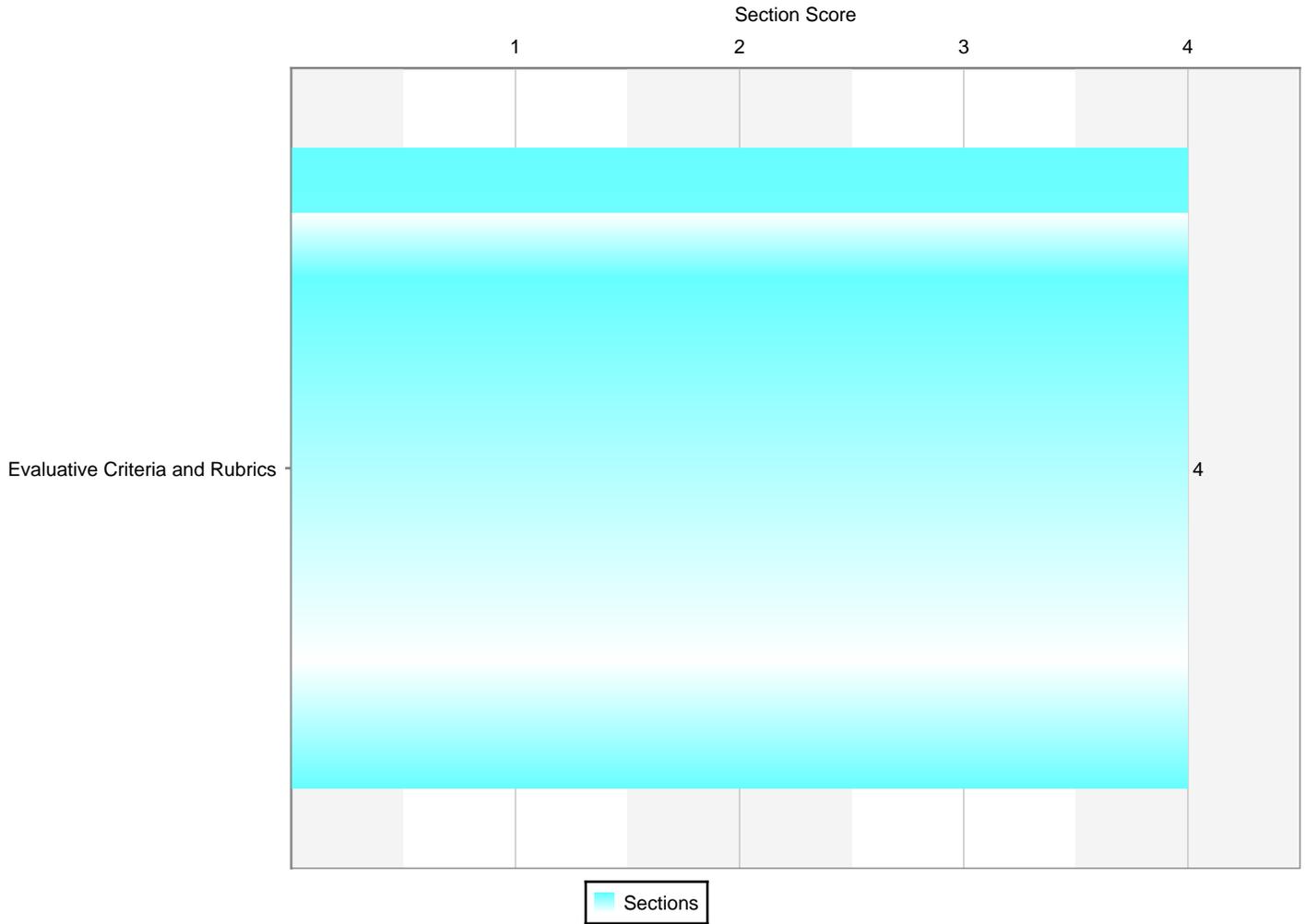
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Data Report Global Scholar 1st Grade Math Global Scholar 1st Grade Reading Global Scholar 2nd Grade Math Global Scholar 3rd Grade Math Global Scholar 4th Grade Math Global Scholar 4th Grade Reading STI 1st Grade ELA March STI 2nd Grade ELA January STI 1st Grade Math March STI 2nd Grade ELA March STI 2nd Grade Math March STI 3rd Grade ELA January STI 3rd Grade ELA March STI 3rd Grade Math January STI 4th Grade ELA January STI 4th Grade ELA March STI 4th Grade Math January STI Kindergarten ELA January STI Kindergarten ELA March STI Kindergarten January STI 4th Grade Math March DIBELS 1st Grade Results DIBELS 2nd Grade Results DIBELS 2nd Grade Graphs DIBELS Kindergarten Graphs DIBELS 1st Grade Graphs DIBELS Kindergarten Results

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

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

Areas of Notable Achievement

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

1.) Global Scholar:

First Grade: Reading 91% of students made gains, Math 98% of students made gains

Second Grade: Reading 100% of students made gains, Math 93%

Third Grade: Math 98%

Fourth: Math 91% made gains

2.) DIBELS:

Kinder - LNF up 7% (79%)

PSF up3% (99%)

NWF up 3% (86%)

First - PSF 99%

4.)

STI Achievement:

Kinder - Exceeded the system's goal of 70% in ELA (88% & 89%) and Math (90% & 96%)

First - Exceeded the system's goal in ELA & math

Second - Exceeded the system's goal in math

Third & Fourth - Exceeded the system's goal in ELA

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

1.) All grades continue to show gains in reading and math on Global Scholar.

2.) Kindergarten and First Grade Phoneme Segmentation remains at almost 100% each year.

Which area(s) indicate the overall highest performance?

First Grade Phoneme Segmentation

Kindergarten - STI Achievement Seriers: ELA (88% & 89%) and Math (90% & 96)

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

African American students improved in reading on Global Scholar.

Between which subgroups is the achievement gap closing?

Hispanic Students:

Global Scholar Gains: Mean SS Difference from fall 2013 - spring 2014

Math: Hispanic Students, 15   +201 (The gain for all students was +168)

Reading: Hispanic Students, 15   +195 (The gain for all students was +180)

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

Global Scholar data indicates growth in reading and math that correlates with STI Achievement.

Areas in Need of Improvement

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

1.) Global Scholar:

Second Grade Math - Target Gains - Below 45%, Far Below 14%

Third Grade Reading - Target Gains - Below 42%, Far Below 15%

Fourth Grade Math - Target Gains - Below 58%, Far Below 23%

2.) DIBELS:

First Grade - 7% drop in ORF from 72% to 65%

Second GR.- 21% drop in ORF from 76% to 55%

3.) STI Achievement:

Second Grade did not meet the System's goal in Math on the March assessment

Third grade did not meet the System's goal in Math on the January assessment

Fourth grade did not meet the System's goal in Math on the Jan and Mar assessment

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

Oral Reading Fluency- The amount of students meeting the benchmark has dropped for two years in First grade.

Second grade students meeting the benchmark of 90 wpm on DIBELS ORF has been below 75% 4 out of the last 5 years.

Which area(s) indicate the overall lowest performance?

Second Grade Oral Reading Fluency for DIBELS.

Third and Fourth Grade Math on STI Achievement.

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

EL student learners continue to have low scores in writing on the ACCESS assessment.

Second grade students benchmarking on the DIBELS assessment.

Between which subgroups is the achievement gap becoming greater?

While African American students showed gains on the Reading portion of Global Scholar, only 25% met their targeted gain in math, lower than the other subgroups.

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

Global Scholar gains analysis for 4th grade math is consistent with the decrease in scores on the math portion of STI Achievement.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
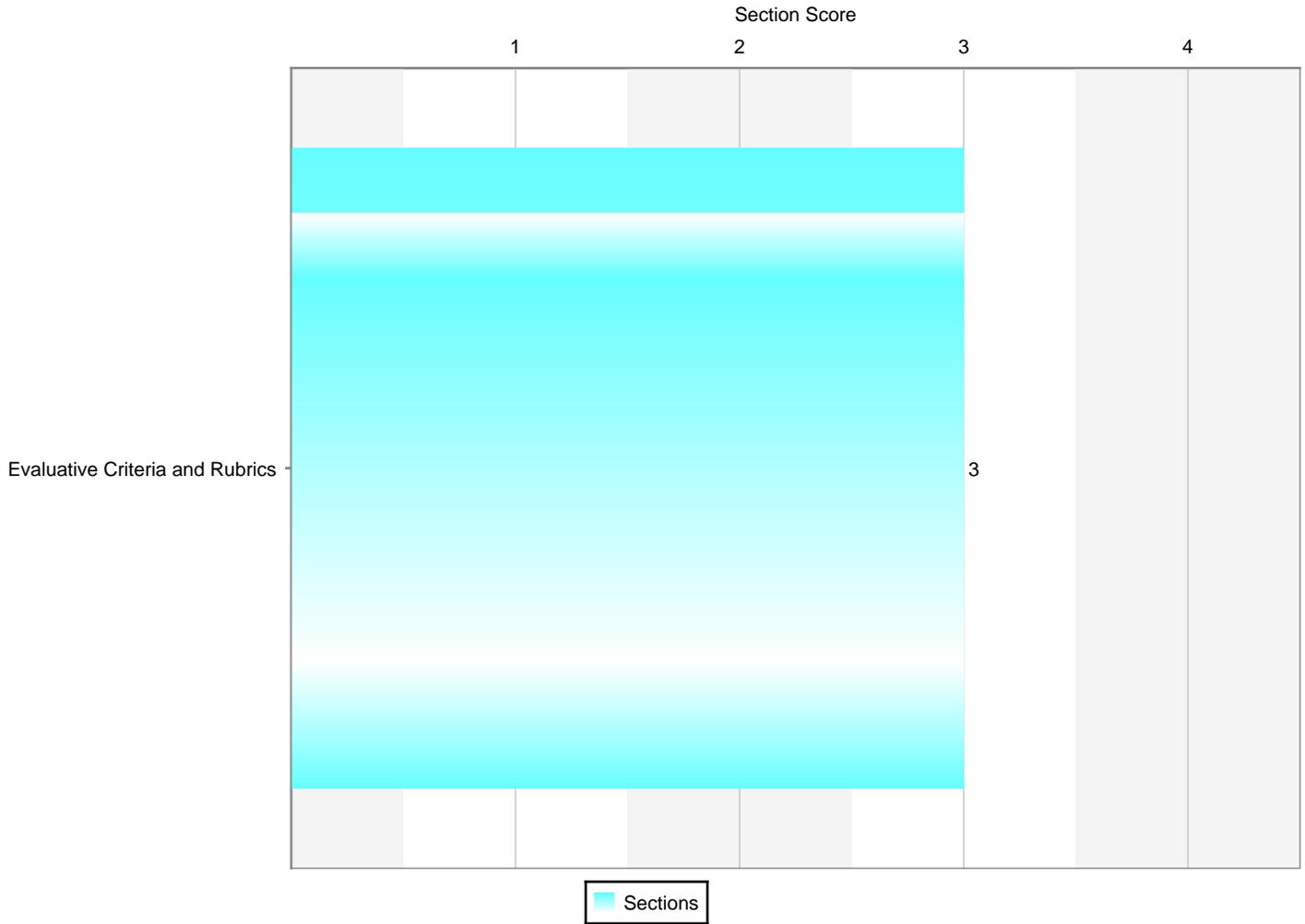
Sections

AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

2014-2015 Danville-Neel Elementary School: Discovering Never Ending Success

Overview

Plan Name

2014-2015 Danville-Neel Elementary School: Discovering Never Ending Success

Plan Description

All teachers and members of the Leadership Team reviewed the 13-14 ACIP in spring of 2014 to assess the degree to which imlemented strategies had been met based on data available at the time. Data meetings were held on August 20, 2014 to analyze testing and survey data presented by the principal. Areas of strength and weaknesses were identified. The leadership team met again on August 21, 2014 to review the data and identify goals and strategies to improve instruction for the 2014-2015 school year. Several components of the ACIP were completed at this meeting. The next meeting was held on August 28, 2014 to complete and analyze further data. The ACIP was shared with all staff members in grade level and facutly meetings. The leadership team met again to review any suggested changes from faculty, staff, and parents. A draft was approved by the principal and submitted to the LEA for approval.

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	All students will achieve academic growth in Mathematics	Objectives: 1 Strategies: 4 Activities: 9	Academic	$23037
2	All students will achieve academic growth in Reading.	Objectives: 2 Strategies: 5 Activities: 11	Academic	$13135
3	LEADERSHIP - Every Child a graduate. Every graduate prepared to lead.	Objectives: 4 Strategies: 7 Activities: 12	Organizational	$4450

Goal 1: All students will achieve academic growth in Mathematics

Measurable Objective 1:

100% of All Students will complete a portfolio or performance that shows growth in Mathematics by 05/21/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy 1:

Differentiated Instruction - All teachers will provide differentiated instruction on math standards utilizing a variety of instructional, small group, and assessment

strategies.

Research Cited: Vermont Mathematics Partnership Ongoing Assessment Project (OGAP)

Activity - Grade Level Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will meet to organize and plan for formative assessment and teaching strategies.	Professional Learning	10/01/2014	05/01/2015	$2880	Title I Part A	Core Classroom Teachers

Activity - After-school Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring of identified at-risk students.	Tutoring	10/01/2014	05/08/2015	$4158	Title I Part A	Classroom teachers, Title I teachers, Highly Qualified, Board Approved Tutors

Strategy 2:

Utilizing Technology - Students will use various technology sources to improve math proficiency.

Research Cited: Changing How and What Children Learn in School with Computer Based Technologies; The Future of Children

Vol. 10, No. 2, Children and Computer Technology (Autumn - Winter, 2000), pp. 76-101

Published by: Princeton University

Activity - Math Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A subscription for Brain Pop and Brain Pop Jr. will be purchased for use by students. | Technology | 10/01/2014 | 09/30/2015 | $1499 | Title I Part A | Title I teacher, computer resource teacher, Faculty and Staff |

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tablets will be utilized in the classroom for math and reading practice and acceleration. The tablets will be housed in the Library for check-out by teachers.	Technology	10/01/2014	05/21/2015	$11000	Title I Part A	Principal, Title I teachers, Librarian, Classroom teachers

Strategy 3:

Use Formative Assessments - Use formative assessments to guide standards based instruction. Teachers will administer the STI baseline and end-of-year benchmark assessment, along with two STI formative assessments.

Research Cited: Black and William (1998); William (2007) Teachers' skill with formative assessment is a key factor for improving student learning in mathematics.

Activity - Administer STI Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, classroom teachers

Activity - Analysis of STI Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data meetings will be held after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by Mrs. Murphy(Principal), supported by Tammy Baylis(Instructional Coach), and STI Achievement personnel.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, Instructional Coach, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Math Teaching Strategies.	Professional Learning	10/01/2014	07/31/2015	$3500	Title I Part A	Principal, Title I teacher, Instructional Coach, Teachers

Strategy 4:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current individual math performance goal.

Instruction will be focused in order to address these specific, individual needs.

Research Cited: OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather

information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics.(Bell, greer, grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba & Franklin, 1995).

Activity - Voyager Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyager Math program for reinforcement of standard based skill deficits.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, Special Education Director, Special Education Teachers, Instructional Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development and job embedded training as a follow up to OGAP PD and CCRS standards. Professional development will also be offered throught the MCS Instructional Coaches.	Professional Learning	08/11/2014	07/31/2015	$0	General Fund	Principal, Special Education Director, Instructional Coach, Special Education Teachers

Goal 2: All students will achieve academic growth in Reading.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade English Learners students will demonstrate a proficiency of moving up at least 1 level in Writing by 05/21/2015 as measured by ACCESS.

Strategy 1:

Tutoring - Afterschool tutoring will be provided to EL students.

Research Cited: WIDA Standards - Can Do's

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

English Learner students will receive small group instruction with an emphasis on writing.	Tutoring	10/06/2014	05/14/2015	$0	Title III	Highly qualified teachers that have been board approved for the tutoring program.

Strategy 2:

Focused instruction of EL populations - EL students will recieve core instruction from the regular classroom teacher and intervention with the ESL teacher using

Specially Designed Academic Instruction in English (SDAIE).

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural

Perspectives 5.1 (2003): 18-24. Web. <http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.pdf>.

Activity - Using WIDA Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers of EL students will provide instruction using WIDA standards. Miss Cox, the ESL teacher, will provide small group instruction to EL students.	Academic Support Program	08/11/2014	05/21/2015	$0	Title III	Classroom teachers, ESL teacher

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and job embedded training by ARI Regional and MCS Instructional Coaches.	Professional Learning	08/11/2014	05/22/2015	$0	Title III	Director of Federal Programs, Principal, Classroom teachers, ESL Teacher

Measurable Objective 2:

100% of All Students will complete a portfolio or performance by showing growth in Reading by 05/21/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy 1:

Reading and Technology - Continued purchase of an Accelerated Reader online subscription to promote time in text and reading comprehension. Additional purchase

of STARFALL.com, Flocabulary, and a free (Grant by Mrs. Murphy) installation of Stride Academy.

Research Cited: © 2013 Renaissance Learning, Editorial Projects in Education Research Center. (2011, September 1). Issues A-Z: Technology in Education. Education

Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/technology-in-education/

Activity - Utilizing Reading Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Readers will be able to take comprehension tests on books they have chosen with the AR program. Starfall.com subscription builds from phonemic awareness, phonics, vocabulary acquistion, to reading passages. Flocabualry uses music and rhyme to build vocabulary. Stride Academy can be used to identify needed skills for review. | Technology | 05/21/2015 | 05/21/2015 | $2977 | Title I Part A | The Title I teacher will purchase the subscription. The Librarian, Tech Coordinator, and teachers will monitor the software and usage. |

Strategy 2:

Use Formative Assessments - Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline and end-of-year Benchmark Assessment, along with two STI Formative Assessments. Additionally, DIBELS will be administered in grades K-2.

Research Cited: Black and Williams (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Administer STI / DIBELS Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STI Achievement will be administered four times during the 14-15 school year. These assessments are based on pacing guides, as developed by Morgan County teachers, aligned with CCRS standards. DIBELS will be administered in K - 2 only.	Academic Support Program	08/13/2014	05/21/2015	$0	General Fund	Teachers, Administrators

Activity - Analysis of STI Assessments and DIBELS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will conduct data meetings after the administration of each STI assessment, and DIBELS when applicable to analyze student performance data. The meetings will be led by Mrs. Murphy (Principal), supported by Tammy Baylis (Instructional Coach), and supported by STI Achievement personnel.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, Instructional Coach, Teachers

Activity - Fluency Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using DIBELS data, fluency intervention groups will be determined. Resource teachers will teach fluency lessons 3 times a week.	Academic Support Program	09/08/2014	05/21/2015	$0	No Funding Required	Classroom teachers, Principal, All Resource Teachers

Activity - AT-Risk Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

After school tutoring of identified at risk students.	Tutoring	10/06/2014	05/08/2015	$4158	Title I Part A	Title I Teacher, Highly Qualified, Board approved tutors.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops, conferences, and training sessions with an emphasis on Reading Intervention and Strategic Teaching Strategies.	Professional Learning	10/06/2014	07/31/2015	$6000	Title I Part A	Principal, Federal Programs Director, Title I Teacher, Faculty

Strategy 3:

Focused instruction of special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment.

Activity - Voyager Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide focused instruction utilizing the Voyager program for reinforcement of standards based skill deficits.	Academic Support Program	08/11/2014	05/21/2015	$0	General Fund	Principal, Special Education Director, Special Education Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development and job embedded training through ARI Regional and MCS Instructional Coaches	Professional Learning	08/11/2014	07/31/2015	$0	General Fund	Principal, Director of Special Education, Special Education Teachers

Goal 3: LEADERSHIP - Every Child a graduate. Every graduate prepared to lead.

Measurable Objective 1:

collaborate to provide adequate transitional support by 05/21/2015 as measured by teacher observation.

Strategy 1:

School-wide Leadership Notebooks - Teachers will collaborate to create School-wide leadership notebook for each student. The notebooks will have the same components to ease the transition between grades, as well as, provide consistency with parent communications.

Research Cited: The Leader in Me website and Symposium

Activity - Create Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to assemble the TRAIN notebooks for his or her class. Each notebook will contain the agreed upon components.	Other	08/04/2014	05/21/2015	$0	No Funding Required	K- 4 Classroom teachers

Strategy 2:

Middle School Transition - Teachers and administrators will provide transition support for the fourth graders going to the middle school.

Research Cited: Baylor University's Community Mentoring for Adolescent Development;

Transitions To and From Middle School

Activity - Middle School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fourth grade students will visit Danville Middle School in May to eat lunch and tour the school.	Field Trip	05/01/2015	05/21/2015	$50	General Fund	Fourth grade teachers, principal

Activity - Meet the Fifth Grade Teachers Q & A	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The fifth grade teachers from Danville Middle School will visit our fourth grades to provide information about the middle school, and to answer questions from the fourth grade students.	Behavioral Support Program	05/01/2015	05/21/2015	$0	No Funding Required	Fourth Grade Lead Teacher

Measurable Objective 2:

demonstrate a behavior of Leadership by 05/21/2015 as measured by 90% of students graduating from high school and being prepared to lead in either college or a career path.

Strategy 1:

Mentoring/Advisory - All advisory teachers will call/contact parents of every student assigned to their advisory class. This contact will be monthly. Call logs will be submitted to the school principal and principals will check for compliance.

Research Cited: Balfanz, R., & Legters, N. (2004) Locating the Dropout Crisis. XXX, NY: Center for Research on the Education of Students Placed At Risk, Johns Hopkins University.

Activity - Call Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program	08/07/2014	05/21/2015	$0	No Funding Required	Principal, All faculty

Activity - Daily Scheduled Advisory Times	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day from 9:30 to 9:40 every class at Danville-Neel will have mentoring/advisory time. This time will be used to establish a more positive, personal, and professional relationship with each students. Students in grades K - 2 will have a resource teacher to provide additional mentoring support.	Behavioral Support Program	08/07/2014	05/21/2015	$0	No Funding Required	Principal, All faculty and staff

Strategy 2:

Leader in Me Signature Training - Continue Seven Habits training (New Hires) and instruction.

Research Cited: Covey, S. (2008). The leader in me: How schools and parents around the world are inspiring greatness, one child at a time. New York: Free Press.

Activity - Seven Habits Signature Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Seven Habits training and instruction for all new employees and other related training.	Behavioral Support Program	08/07/2014	05/22/2015	$0	General Fund	Central Office Directors, Principal, Teachers and Staff

Activity - Student Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Ambassadors chosen by the teachers or principal will attend a leadership workshop and provide assistance during assemblies, greet and assist visitors as needed. Teachers will provide leadership opportunities within the classroom.	Behavioral Support Program	08/07/2014	05/21/2015	$0	No Funding Required	Principal, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will attend training, conferences, and symposium with a focus on leadership.	Professional Learning	10/01/2014	07/31/2015	$4000	Title I Part A	Principal, Title I Teacher, Teachers

Strategy 3:

Learning Earnings - Consistently reward students for appropriate behavior and achievement.

Research Cited: Learning Earnings | AL.com. (n.d.). Retrieved August 28, 2014.

Activity - Digital Behavior Management Account	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed though INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program	08/07/2014	05/21/2015	$0	State Funds	Principal, Teachers

Measurable Objective 3:

demonstrate a behavior of Celebrating Leadership by 05/21/2015 as measured by 100% of all students becoming members of the SOAR Club.

Strategy 1:

Positive Reinforcement - SOAR stands for Safety, Organization, Accountability, and Respect. These desirable character traits will be encouraged and discussed during

mentoring/advisory time. Students will be rewarded for displaying these character traits.

Research Cited: Smith, K. (n.d.). Positive Reinforcement... a proactive intervention for the classroom. Retrieved August 28, 2014, from

http://www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/posrein.pdf

Activity - SOAR Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SOAR stands for Safety, Organization, Accountability, and Respect. These desirable character traits will be encouraged and discussed during mentoring/advisory time. Faculty and staff are to reward students displaying any of the four traits. Each student has 4 color coded cards, one with an S for Safety, one with an O for Organization, and so on. Once a student has been caught displaying any of the SOAR traits, he or she receives a smile on the corresponding card. Once a student has 10 smile faces, he or she gets to put the card on the SOAR wall. When a student has completed all four cards they are in the SOAR Club. Their picture is made and displayed in the lunchroom.	Behavioral Support Program	08/11/2014	05/21/2015	$0	General Fund	All Faculty and Staff

Activity - Leader of the Week, Leader of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class with have a Leader of the Week. The Leader of the Week will have his or her picture displayed on the Leader of the week wall. A Leader of the month will be chosen from the weekly leaders and have their pictures displayed on the Leader of the Month Wall.	Behavioral Support Program	09/01/2014	05/21/2015	$100	General Fund	Principal, Classroom teachers

Measurable Objective 4:

collaborate to improve parental involvement by 05/21/2015 as measured by providing parent involvement activities once a month during the school year.

Strategy 1:

Parent Activities - Monthly Parent Involvement Activities will be planned and parents will be given the opportunity to become more involved with our school.

Research Cited: WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION In Relation to Academic Achievement. (2002, March 1).

Retrieved from http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

Activity - Parent Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
August - Orientation, Title I Annual Parent Meeting; September - Grandparent/Special Friend Lunch, Parent Conference Day & Parenting Fair; October Doughnuts with Dad; November - Pioneer Day, Thanksgiving Lunch; December - Christmas activities; January - Parent Learning Day; February - Lunch with someone you love; March - Muffins with Mom; April - Family Clean-up Day; May - Talent Show, End of Year Activities	Parent Involvement	08/04/2014	05/21/2015	$300	Title I Part A	Principal, Title I teacher, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Call Log	Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program	08/07/2014	05/21/2015	$0	Principal, All faculty
Student Leadership	Student Ambassadors chosen by the teachers or principal will attend a leadership workshop and provide assistance during assemblies, greet and assist visitors as needed. Teachers will provide leadership opportunities within the classroom.	Behavioral Support Program	08/07/2014	05/21/2015	$0	Principal, Teachers
Fluency Intervention	Using DIBELS data, fluency intervention groups will be determined. Resource teachers will teach fluency lessons 3 times a week.	Academic Support Program	09/08/2014	05/21/2015	$0	Classroom teachers, Principal, All Resource Teachers
Create Notebooks	Teachers will meet to assemble the TRAIN notebooks for his or her class. Each notebook will contain the agreed upon components.	Other	08/04/2014	05/21/2015	$0	K- 4 Classroom teachers
Meet the Fifth Grade Teachers Q & A	The fifth grade teachers from Danville Middle School will visit our fourth grades to provide information about the middle school, and to answer questions from the fourth grade students.	Behavioral Support Program	05/01/2015	05/21/2015	$0	Fourth Grade Lead Teacher
Daily Scheduled Advisory Times	Each day from 9:30 to 9:40 every class at Danville-Neel will have mentoring/advisory time. This time will be used to establish a more positive, personal, and professional relationship with each students. Students in grades K - 2 will have a resource teacher to provide additional mentoring support.	Behavioral Support Program	08/07/2014	05/21/2015	$0	Principal, All faculty and staff
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Digital Behavior Management Account	Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed though INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program	08/07/2014	05/21/2015	$0	Principal, Teachers
				Total	$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	English Learner students will receive small group instruction with an emphasis on writing.	Tutoring	10/06/2014	05/14/2015	$0	Highly qualified teachers that have been board approved for the tutoring program.
Professional Development	Professional development and job embedded training by ARI Regional and MCS Instructional Coaches.	Professional Learning	08/11/2014	05/22/2015	$0	Director of Federal Programs, Principal, Classroom teachers, ESL Teacher
Using WIDA Standards	All teachers of EL students will provide instruction using WIDA standards. Miss Cox, the ESL teacher, will provide small group instruction to EL students.	Academic Support Program	08/11/2014	05/21/2015	$0	Classroom teachers, ESL teacher
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AT-Risk Tutoring	After school tutoring of identified at risk students.	Tutoring	10/06/2014	05/08/2015	$4158	Title I Teacher, Highly Qualified, Board approved tutors.

Utilizing Reading Software	Readers will be able to take comprehension tests on books they have chosen with the AR program. Starfall.com subscription builds from phonemic awareness, phonics, vocabulary acquistion, to reading passages. Flocabualry uses music and rhyme to build vocabulary. Stride Academy can be used to identify needed skills for review.	Technology	05/21/2015	05/21/2015	$2977	The Title I teacher will purchase the subscription. The Librarian, Tech Coordinator, and teachers will monitor the software and usage.
Professional Development	Teachers will attend workshops, conferences, and training sessions with an emphasis on Math Teaching Strategies.	Professional Learning	10/01/2014	07/31/2015	$3500	Principal, Title I teacher, Instructional Coach, Teachers
Professional Development	Principal and teachers will attend training, conferences, and symposium with a focus on leadership.	Professional Learning	10/01/2014	07/31/2015	$4000	Principal, Title I Teacher, Teachers
Professional Development	Teachers will attend workshops, conferences, and training sessions with an emphasis on Reading Intervention and Strategic Teaching Strategies.	Professional Learning	10/06/2014	07/31/2015	$6000	Principal, Federal Programs Director, Title I Teacher, Faculty
Classroom Technology	Tablets will be utilized in the classroom for math and reading practice and acceleration. The tablets will be housed in the Library for check-out by teachers.	Technology	10/01/2014	05/21/2015	$11000	Principal, Title I teachers, Librarian, Classroom teachers
Grade Level Collaboration	Grade levels will meet to organize and plan for formative assessment and teaching strategies.	Professional Learning	10/01/2014	05/01/2015	$2880	Core Classroom Teachers
After-school Tutoring	After school tutoring of identified at-risk students.	Tutoring	10/01/2014	05/08/2015	$4158	Classroom teachers, Title I teachers, Highly Qualified, Board Approved Tutors
Math Software	A subscription for Brain Pop and Brain Pop Jr. will be purchased for use by students.	Technology	10/01/2014	09/30/2015	$1499	Title I teacher, computer resource teacher, Faculty and Staff

Parent Activities	August - Orientation, Title I Annual Parent Meeting; September - Grandparent/Special Friend Lunch, Parent Conference Day & Parenting Fair; October Doughnuts with Dad; November - Pioneer Day, Thanksgiving Lunch; December - Christmas activities; January - Parent Learning Day; February - Lunch with someone you love; March - Muffins with Mom; April - Family Clean-up Day; May - Talent Show, End of Year Activities	Parent Involvement	08/04/2014	05/21/2015	$300	Principal, Title I teacher, Teachers
				Total	$40472	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of STI Assessments and DIBELS	Grade levels will conduct data meetings after the administration of each STI assessment, and DIBELS when applicable to analyze student performance data. The meetings will be led by Mrs. Murphy (Principal), supported by Tammy Baylis (Instructional Coach), and supported by STI Achievement personnel.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, Instructional Coach, Teachers
Voyager Reading	Teachers will provide focused instruction utilizing the Voyager program for reinforcement of standards based skill deficits.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, Special Education Director, Special Education Teachers
Middle School Visit	The fourth grade students will visit Danville Middle School in May to eat lunch and tour the school.	Field Trip	05/01/2015	05/21/2015	$50	Fourth grade teachers, principal
Seven Habits Signature Training	Provide Seven Habits training and instruction for all new employees and other related training.	Behavioral Support Program	08/07/2014	05/22/2015	$0	Central Office Directors, Principal, Teachers and Staff
Administer STI / DIBELS Assessments	STI Achievement will be administered four times during the 14-15 school year. These assessments are based on pacing guides, as developed by Morgan County teachers, aligned with CCRS standards. DIBELS will be administered in K - 2 only.	Academic Support Program	08/13/2014	05/21/2015	$0	Teachers, Administrators
Administer STI Assessments	STI Achievement will be administered four times during the 14-15 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, classroom teachers

SOAR Club	SOAR stands for Safety, Organization, Accountability, and Respect. These desirable character traits will be encouraged and discussed during mentoring/advisory time. Faculty and staff are to reward students displaying any of the four traits. Each student has 4 color coded cards, one with an S for Safety, one with an O for Organization, and so on. Once a student has been caught displaying any of the SOAR traits, he or she receives a smile on the corresponding card. Once a student has 10 smile faces, he or she gets to put the card on the SOAR wall. When a student has completed all four cards they are in the SOAR Club. Their picture is made and displayed in the lunchroom.	Behavioral Support Program	08/11/2014	05/21/2015	$0	All Faculty and Staff
Professional Development	Professional development and job embedded training through ARI Regional and MCS Instructional Coaches	Professional Learning	08/11/2014	07/31/2015	$0	Principal, Director of Special Education, Special Education Teachers
Leader of the Week, Leader of the Month	Each class with have a Leader of the Week. The Leader of the Week will have his or her picture displayed on the Leader of the week wall. A Leader of the month will be chosen from the weekly leaders and have their pictures displayed on the Leader of the Month Wall.	Behavioral Support Program	09/01/2014	05/21/2015	$100	Principal, Classroom teachers
Analysis of STI Assessments	Data meetings will be held after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by Mrs. Murphy(Principal), supported by Tammy Baylis(Instructional Coach), and STI Achievement personnel.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, Instructional Coach, Teachers
Voyager Math	Teachers will provide focused instruction, utilizing the Voyager Math program for reinforcement of standard based skill deficits.	Academic Support Program	08/11/2014	05/21/2015	$0	Principal, Special Education Director, Special Education Teachers, Instructional Coach
Professional Development	Professional Development and job embedded training as a follow up to OGAP PD and CCRS standards. Professional development will also be offered throught the MCS Instructional Coaches.	Professional Learning	08/11/2014	07/31/2015	$0	Principal, Special Education Director, Instructional Coach, Special Education Teachers
				Total	$150	