ACIP

W. S. Neal Elementary School

Escambia County Board of Education

Eric Andrews, Administrator
701 Williamson Street
East Brewton, AL 36426

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

According to the U.S. Census Bureau:

County Characteristics:

Escambia County Population, 2013 estimate 37,983

Escambia County Population, 2010 estimate 38,319

Population decrease of 0.9%

Racial Makeup of Escambia County:

White 62.4%

Black or African American 32.2%

American Indian, Alaskan Native 3.5%

Asian 0.3%

Native Hawaiian, Other Pacific Islander 0.1%

Hispanic/Latino 2.1%

White, not Hispanic or Latino 60.7%

Two or More Races 1.6%

According to the Census , there are 75.2% of high school graduates and 12.2% holding a Bachelor's Degree or higher in Escambia County. Escambia County has a median household income of $31,075 with 16,320 housing units. The Census also identified 24.9% of the people living in Escambia County as living below the poverty level.

City Characteristics:

East Brewton Population, 2010 estimate 2,478

East Brewton Population, 2000 estimate 2,496

Population decrease of 0.9%

Racial Makeup of East Brewton:

White 74.7%

Black or African American 20.8%

American Indian, Alaskan Native 0.6%

Asian 0.0%

Native Hawaiian, Other Pacific Islander 0.0%

Hispanic/Latino 3.1%

White, not Hispanic or Latino 74.2%

Two or More Races 1.3%

School Characteristics:

W.S. Neal Elementary School ,a rural school, is located in East Brewton, Alabama. According to the 2010 U.S. Census Bureau, East Brewton has a population of 2,478. East Brewton is located 55 miles north of Pensacola, Florida, 85 miles northeast of Mobile, Alabama, and 95 miles southwest of our state capital, Montgomery, Alabama.

W.S. Neal Elementary provides a quality education so our students can achieve a higher level of knowledge. We foster an educational experience that prepares our students for the next level. The present enrollment at W.S. Neal Elementary is 554 students in grades Pre-K-

4th.

The student population is 65% white, 27% black, 4% Hispanic, 3% multi-race and less than 1% each of Asian, American Indian/Alaskan Native and Native Hawaiian or Other Pacific Islander. We currently have 79% of our enrolled students eligible for the free and/or reduced meal program.

W.S. Neal Elementary School has a proud tradition of excellence. The faculty and staff holds high standards of achievement for our students. W.S. Neal Elementary has two administrators, one counselor, one media specialist, one reading specialist, one school nurse, twenty-nine classroom teachers, three special education teachers, one speech teacher, one secretary/bookkeeper, two office aides, six cafeteria workers, five para-professionals, and three full-time custodians. We also share a custodian with W.S. Neal Middle School.

Our faculty and staff strives for excellence and we realize that everyone plays a pivotal role in the success of our students. One hundred percent of our instructional staff is deemed Highly Qualified by No Child Left Behind standards.

For 2017-18 we have two new classroom teachers and a new assistant principal.. This is the second year we are offering Pre-K classes. We have two units with 18 students, two full time lead teachers and two full time auxiliary teachers.

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.

It is our purpose to provide a quality education which promotes a mastery of skills through varied learning experiences, appropriate curriculum, and hands-on approaches. Teachers develop well prepared lessons which provide every opportunity for student success. Tiered instruction and Response to Instruction (RTI) provide intervention opportunities for students experiencing academic and/or behavioral difficulties. Administration, faculty, and staff provide a safe and positive learning environment that involves parents, community, students, and school in an atmosphere that enhances academic, social, and emotional growth. Faculty and staff strive to develop positive relationships that build students' self-esteem.

Program Offerings:
Southwest Alabama Behavioral Systems
New Teacher Mentoring Program
4H Program
Transitional services for up-coming kindergarten students
Transitional services for 4th grade students going to W.S. Neal Middle School
Bright Fish
Accelerated Reader
IXL
Math Facts in a Flash
Learnbop
Physical Education
Music Education
2 Computer Labs
5 mobile NEO Stations
Mobile Computer Lab
Instructional Coach
Behavioral Intervention Team
Insights to Behavior
Enrichment (3rd/4th grades)
Response to Instruction (RTI)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
After-school Tutoring
Spelling Bee
National Elementary Honor Society
Read Across America/Dr. Seuss Day
Parent Teacher Organization (PTO)
Book-It Program
Box Tops for Education
4th Grade Graduation

Awards Ceremonies for K-4

Yearbook

Grandparent's Day

Literacy Nights

Math Nights

Red Ribbon Week

Parent Curriculum Nights

STAR Student Programs

Scholastic Book Fairs (Fall & Spring)

DeBakey Drug Education Vehicle

Alabama Power Safe-T-Opolis

Black History Programs

Birmingham Childrens Theater (BCT) in conjunction with Brewton Council of the Arts

Jumpstart

Summer School

Field Day

Speech Services Special Education Services

Lexia Supplemental Computer Program

Big Universe Supplemental Computer Program

Tumblebooks Supplemental Computer Program

Career Day

Fire Prevention Week

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.

Professional Development is an ongoing process with staff needs being determined by several sources of data, Comprehensive Needs Assessment, professional learning plans, parent surveys, and student performance. Teachers receive training on any areas that are targeted as weak or in need of improvement. Training is also provided on the latest and most current based instructional strategies, programs, and techniques when available and appropriate

Notable Achievements:

DIBELS:

Students reaching spring benchmarks for 2016-2017 were as follows:

Kindergarten: 57% scored proficient on the 2017 Spring DIBELS

ACT Aspire

Third grade: 64% of students scored proficient on 2017 Aspire Math
Fourth grade: 52% of students scored proficient on 2017 Aspire Math

Performance Series

Third grade: 53% of students scored at/above proficient on performance series reading
Fourth grade: 59% of students scored at/above proficient on performance series math

Discipline: W.S. Neal Elementary School experiences relatively few discipline problems.

Areas of Improvement:

Student Attendance

The average student attendance for the 2016-2017 school year was 95.07%.

Additional Information

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

- We are proud to say that W.S. Neal Elementary School was accredited by AdvancED during the 2014-2015 school year. Prior to this accreditation the school has been

    accredited by Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) since 2009.
- We are also very proud of the parental involvement at our school. Our annual open-house is the largest parental involvement activity each year. Approximately 300

    parents show up for this event.
- Parenting workshops are held throughout the school year. Grandparents' Day is also a huge event at W.S. Neal Elementary. Pre-K held their grandparents' day on

    September 7 and Kindergarten on September 8 on which over 120 grandparents joined Pre-K and kindergarten students for cookies and milk.
- Additional parental involvement workshops are also held throughout the school year during different times of the day to allow more parents to attend.
-    In the fall 18 fourth grade students were inducted into the National Elementary Honor Society.
- October Red Ribbon Activities promote a drug-free healthy lifestyle.
- Our PTO is also very active. Each grade performs a skit during the school year. This also allows more parental involvement.
- A Math Night is held to allow parents to come learn and play math games or review math concepts to assist in helping with math skills at home.
- Reading Night is held to allow parents an opportunity to participate in the Book Fair and to promote the importance of routine reading in the home.
- A week-long book fair is held in the fall and spring each year.
- The local East Brewton Fire Department visits our younger grades for fire presentation activity for Kindergarten and First grade.
- A school-wide Spelling Bee is held each year. The school-wide winner also competes in the county-wide contest.
- Field Day is held every year.
- Star Students are recognized each month.
-    In the fall, Alabama Power Safety-Oplis comes to fourth grade and does a demonstration on electricity and safety.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

W.S. Neal Elementary School held meetings to involve parents in the evaluation of the School Improvement Plan and allowed parents the opportunity to participate in decision-making, planning, and improvement of the Parental Involvement program and activities. Letters are sent home at the beginning of the school year to all parents that describe opportunities for involvement. Two parent representatives will participate on our Instructional Leadership Team and there will also be a Parental Advisory Committee consisting of at least one parent representative from each grade at the elementary school. These meetings may be held in conjunction with other school meetings. Meetings were held with parents who are members of the Instructional Leadership Team in order to review data, receive suggestions, explain planned activities, and allow parents the opportunity to participate in decision making and planning of goals and strategies, parental involvement activities, budget planning, and programs. These meetings may be held in conjunction with other school meetings. In addition, parents are given the opportunity to review the plan and offer input prior to approval.

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

Eric Andrews, Principal
Deborah Stokes, Assistant Principal
Sarah Watkins, Parent Involement LEA, Federal Program Coordinator
Hope Kemp, 4th Grade Teacher
Marilyn Peters, 3rd Grade Teacher
Kim Gafford, 2nd Grade Teacher
Holly Jackson, 1st Grade Teacher
Deana Strength, Kindergarten Teacher
Toni Sanders, Parent
Heather Smith, Parent

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

The final improvement plan was communicated to all stakeholders. Copies were made available in the parent resource center and media center. The improvement plan was placed on the school website to be viewed, downloaded, or printed.

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		Student Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Dibels

57% of Kindergarten, scored proficient on 2017 Spring Dibels.

Aspire

64% of 3rd grade Math scored proficient on 2017 Aspire Math
52% of 4th grade Math scored proficient on 2017 Aspire Math

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

64% of 3rd grade scored proficient on 2017 Aspire Math, an increase of 8% from 2016.

Which area(s) indicate the overall highest performance?

Performance Series

53% of 3rd grade students scored at/above proficient on Performance Series Reading

59% of 4th grade students scored at/above proficient on Performance Series Math

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

N/A

Between which subgroups is the achievement gap closing?

N/A

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

Reading and Math continue to be areas of strength for W.S. Neal Elementary

Areas in Need of Improvement

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

4th grade Reading had 5% decrease in student proficiency in 2017 as compared to 2016
4th grade Math had 3% decrease in student proficiency in 2017 as compared to 2016

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

4th grade reading fell from 50% in 2016 to 45% in 2017

Which area(s) indicate the overall lowest performance?

Third grade Reading was the lowest overall performance with 39% benchmark on the 2017 Aspire

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

N/A

Between which subgroups is the achievement gap becoming greater?

No subgroup is becoming greater.

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

 Math and Reading continues to be strong areas at W. S. Neal Elementary.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
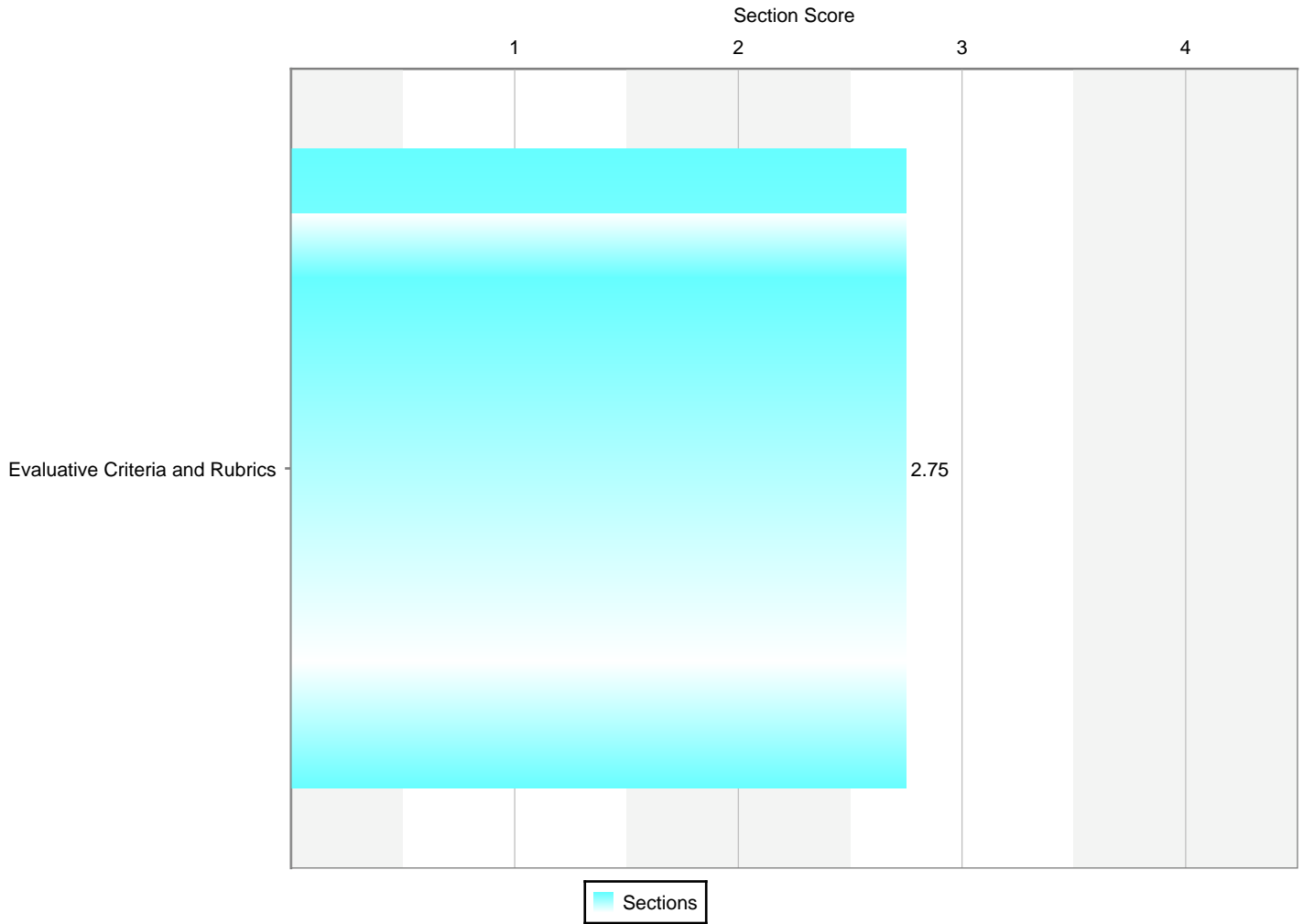
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Policy attached	Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mona Simmons Director of Human Resources Escambia County School System 251-867-6251	

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Signed Compact attached	Compact p. 2 Compact p.1

ACIP 2017-2018

Overview

Plan Name

ACIP 2017-2018

Plan Description

Continuous Improvement for 2017-2018

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	Develop Proficient Math Students	Objectives: 1 Strategies: 2 Activities: 4	Academic	$50344
2	Maintain a Positive and Safe Learning Environment	Objectives: 1 Strategies: 6 Activities: 10	Organizational	$77679
3	Develop Proficient Reading Students	Objectives: 1 Strategies: 2 Activities: 6	Academic	$50713
4	Achieving English Language Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: Develop Proficient Math Students

Measurable Objective 1:

56% of Third and Fourth grade students will demonstrate a proficiency Performance Series in Mathematics by 05/25/2018 as measured by reported data.

Strategy 1:

Increase Student Engagement in Math Curriculum - Teachers will use math curriculum with increased vigor to increase student engagement.

Teachers will use manipulatives and drill practice to reinforce and provide practice weekly with basic math facts.

Category: Other - Research Cited

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics:

Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional

Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Activity - Build Math Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will drill/practice (Math Facts in a Flash) to reinforce and practice basic addition and subtraction fact mastery in grades 1-2. Teachers will will use drill/practice (Math Facts in a Flash) to reinforce multiplication/division fact mastery in grades 3-4. (333)	Academic Support Program	08/09/2017	05/25/2018	$1479	Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in data meetings which includes data analysis of various data sources. Substitutes will be used for job-embedded professional development and data meetings. Teachers will be afforded the opportunity to attend conferences, such as MEGA. (380, 623)	Professional Learning	08/09/2017	05/25/2018	$1000	Title I Part A, Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Increase Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage NY math curriculum will be used to increase student engagement.	Direct Instruction	08/09/2017	05/25/2018	$18000	Title I Part A	Principal Math Teachers

Strategy 2:

Small Group Instruction - Provide math support through differentiated instruction for at-risk students based on math proficiency needs.

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

Research Cited: Common Core Standards Writing Team. (2011) Progressions for the Common Core State Standards in Mathematics

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop small groups for math intervention using Math Assessment data,classroom assessments and formative assessments. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865	Title I Part A	Principal Assistant Principal Classroom Teachers Instructional Aides

Goal 2: Maintain a Positive and Safe Learning Environment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2017 as measured by discipline reports, safety documentation,and parent surveys.

Strategy 1:

Manage Student Behavior - Implement positive behavioral strategies to manage student behavior.

Category:

Research Cited: National PBIS Center. (2000). Alabama Positive Bahavior Supports

Activity - Tokens	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tokens will be given to students "caught being good" in order to reinforce appropriate behaviors. These tokens may be redeemed for a reward. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000	Booster Fund	Principal Assistant Principal Classroom Teachers

Activity - STAR Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR students will be recognized at the beginning of each month for appropriate behaviors for the previous month. Each STAR student will receive a certificate and tee-shirt that expresses the character traits that exhibit a STAR student. A picture of the STAR students will appear in the local newspaper. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000	Booster Fund	Principal Assistant Principal Classroom Teachers

Activity - Implement Insights to Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/15/2017	05/25/2018	$12000	District Funding	All teachers and staff

Strategy 2:

Home & School Connection - Provide opportunities for parents, students, and school personnel to collaborate in order to provide the highest quality level of education.

Category: Other - Communication

Research Cited: Comer, J. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication folders will be sent home each Monday. These folders will contain weekly classroom newsletters, graded tests and assessments, behavioral documentation, and other necessary school communication. Monthly parental publications, such as Helping Children Learn and Home & School are provided for our parents. Regularly scheduled parental involvement activities are planned to foster a positive home-school connection. Car tags are provided for parents to aid in school dismissal procedure and ensure student safety. (413 & Parenting Allocation)	Parent Involvement	08/09/2017	05/25/2018	$1996	Title I Part A	Principal Assistant Principal Classroom Teachers

Strategy 3:

Transitions - Provide positive transition experiences for students entering kindergarten and middle school.

Category:

Research Cited: Dockett, Sue & Perry, Bob. (1999) Starting School: Effective Transitions. University of Western Sydney: Sydney, Austrailia

Activity - Jump Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten registration is held in the spring. Upon registering, students are given a readiness test. The results of this test determine eligibility for Jump Start. Jump Start is a four-hour a day, four-week program during the summer before kindergarten that helps to develop social skills and basic school expectations through group interaction. Although the program is designed to be fun-oriented; some basic academic skills are taught. The program is staffed with certified teachers and instructional aides. Jump Start is funded through LEA Title I funds.	Other	08/09/2017	05/25/2018	$0	Other	Principal Classroom Teachers Instructional Aides

Activity - School Visitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth grade students will have the opportunity to visit W.S. Neal Middle School in the spring to acquaint themselves with middle school programs and expectations. This visit is coordinated by both school counselors. It lasts approximately one-half day. The students are given the opportunity to meet school administrators and teachers. There is also a meeting of representatives of each staff to acquaint the middle school staff with special needs' students	Other	08/09/2017	05/25/2018	$0	No Funding Required	Principal Assistant Principal Guidance Counselor Classroom Teachers

Strategy 4:

Attendance - Monitor and promote attendance throughout the 2017-2018 school year.

Category: Other - Research Cited

Research Cited: "Improving School Attendance". (1999) Blyth, Eric, & Milner, Judith. Routledge Publishing.

Activity - Attendance Awareness Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent attendance letters will be sent home during the month of September to remind parents of our policies and procedures regarding school attendance. The Guidance Counselor will recognize students with perfect attendance once a month and at the end of the year. Each student with perfect attendance will receive recognition.	Policy and Process	08/09/2017	05/25/2018	$0	No Funding Required	Principal Attendance Officer Guidance Counselor

Activity - Address Truancy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be referred to the early warning or intervention program for excessive absences, unexcused absences, and truancies. When a student has accumulated 5 days of parental/guardian absences, parents will be notified of such absences by the guidance counselor and/or principal.	Policy and Process	08/09/2017	05/25/2018	$0	No Funding Required	Principal Attendance Officer Guidance Counselor

Strategy 5:

Incorporate Arts Education - Students will be scheduled for Art and Music classes weekly as determined by the AL course of study requirements.

Category: Develop/Implement Student and School Culture Program

Activity - Art and Music teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in Arts and Music from a certified Art and Music teacher.	Extra Curricular	08/09/2017	05/25/2018	$61683	Title I Part A	Art teacher Music teacher Principal

Strategy 6:

Teacher Support - Novice teachers and new teachers to the school will be provided teacher support.

Category: Develop/Implement Professional Learning and Support

Activity - Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice teachers will get a teacher mentor. New teachers to our school will get a peer helper.	Professional Learning	08/09/2017	05/25/2018	$0	Other	Principals, teachers, and all staff

Goal 3: Develop Proficient Reading Students

Measurable Objective 1:

46% of Third and Fourth grade students will demonstrate a proficiency on the Scantron Performance Series assessment in Reading by 05/25/2018 as measured by reported data.

Strategy 1:

Record & track student progress towards goal - Teachers will progress monitor students' progress.

Category:

Research Cited: Fuchs & Fuchs. (2002) What Is Scientifically Based Research on Progress Monitoring? Vanderbilt University: Nashville, TN

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF second semester of 1st grade according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Teachers in grade 2 will progress monitor students in ORF according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Reading teachers in 3rd and 4th grades will monitor student progress in ORF with curriculum assessments according to their instructional level: intensive - 4 times per grading period, strategic - 3 times per grading period, and benchmark - 1 time per grading period. Teachers will also screen and track progress in reading with Scantron for grades 3-4 and Powerschool for grade 2. (410; 342)	Academic Support Program	08/09/2017	05/25/2018	$5000	Title I Part A, Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist, lead teachers, or contracted persons will provide up-to-date job-embedded professional development specific to the needs of the students on an on-going basis. Substitutes will be provided for job-embedded professional development and data meetings. Teachers will also be afforded the opportunity to attend conferences, such as MEGA. Reading specialist will attend Coaching Community meeting for strategies to improve reading instruction. (180)	Professional Learning	08/09/2017	05/25/2018	$1000	Title I Part A	Principal Assistant Principal Lead Teachers Reading Specialist

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Targeted instruction will be provided to identified students as determined by academic progress and assessments through After-School Tutoring and Summer School Programs.

(101) | Academic Support Program | 08/09/2017 | 05/25/2018 | $12848 | Title I Part A, Title I Part A | Principal Assistant Principal Certified Teachers Instructional Aides |

Activity - Motivation to Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use ipads and computers to take accelerated reader tests, reading assessments, and utilize various other computer programs, such as Lexia and Accelerated Reader to supplement reading instruction. Students will chart their AR points on AR bulletin boards and those students meeting grade-level goals will be rewarded at the end of each academic quarter. (495; 491)	Other	08/10/2016	05/25/2017	$2000	Title I Part A	Principal Assistant Principal Classroom Teachers

Strategy 2:

Build Fluency and Comprehension - Teachers will target fluency and comprehension with all students during core reading and with at-risk students during tiered instruction.

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

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during core reading, as well as, Tier II and III in grades K-4. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865	Title I Part A	Principal Assistant Principal Classroom Teachers Instructional Aides

Activity - Incorporate ELA Reading/Literacy Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate ELA Reading/Literacy Standards in science and social studies. Materials will be purchased to enhance ELA Reading/Literacy Standards across content areas. (410)	Direct Instruction	08/25/2017	05/25/2018	$0	No Funding Required	Principal Assistant Principal Classroom Teachers

Goal 4: Achieving English Language Proficiency

Measurable Objective 1:

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

Strategy 1:

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

Category: Develop/Implement Learning Supports

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

Activity - Providing information to parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of EL learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	$0	No Funding Required	All teachers and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Insights to Behavior	Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/15/2017	05/25/2018	$12000	All teachers and staff
				Total	$12000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incorporate ELA Reading/Literacy Standards	Teachers will incorporate ELA Reading/Literacy Standards in science and social studies. Materials will be purchased to enhance ELA Reading/Literacy Standards across content areas. (410)	Direct Instruction	08/25/2017	05/25/2018	$0	Principal Assistant Principal Classroom Teachers
Attendance Awareness Month	Parent attendance letters will be sent home during the month of September to remind parents of our policies and procedures regarding school attendance. The Guidance Counselor will recognize students with perfect attendance once a month and at the end of the year. Each student with perfect attendance will receive recognition.	Policy and Process	08/09/2017	05/25/2018	$0	Principal Attendance Officer Guidance Counselor
Address Truancy	Students will be referred to the early warning or intervention program for excessive absences, unexcused absences, and truancies. When a student has accumulated 5 days of parental/guardian absences, parents will be notified of such absences by the guidance counselor and/or principal.	Policy and Process	08/09/2017	05/25/2018	$0	Principal Attendance Officer Guidance Counselor
Providing information to parents	The school will provide individual student academic achievement results and interpretation of the results to parents of EL learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	$0	All teachers and staff

Ensure Academic Success for EL Students	Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	$0	All teachers and staff
School Visitation	Fourth grade students will have the opportunity to visit W.S. Neal Middle School in the spring to acquaint themselves with middle school programs and expectations. This visit is coordinated by both school counselors. It lasts approximately one-half day. The students are given the opportunity to meet school administrators and teachers. There is also a meeting of representatives of each staff to acquaint the middle school staff with special needs' students	Other	08/09/2017	05/25/2018	$0	Principal Assistant Principal Guidance Counselor Classroom Teachers
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Build Math Fluency	Teachers will drill/practice (Math Facts in a Flash) to reinforce and practice basic addition and subtraction fact mastery in grades 1-2. Teachers will will use drill/practice (Math Facts in a Flash) to reinforce multiplication/division fact mastery in grades 3-4. (333)	Academic Support Program	08/09/2017	05/25/2018	$1479	Principal Assistant Principal Classroom Teachers
Increase Student Engagement	Engage NY math curriculum will be used to increase student engagement.	Direct Instruction	08/09/2017	05/25/2018	$18000	Principal Math Teachers
Professional Development	Reading Specialist, lead teachers, or contracted persons will provide up-to-date job-embedded professional development specific to the needs of the students on an on-going basis. Substitutes will be provided for job-embedded professional development and data meetings. Teachers will also be afforded the opportunity to attend conferences, such as MEGA. Reading specialist will attend Coaching Community meeting for strategies to improve reading instruction. (180)	Professional Learning	08/09/2017	05/25/2018	$1000	Principal Assistant Principal Lead Teachers Reading Specialist

Academic Assistance	Targeted instruction will be provided to identified students as determined by academic progress and assessments through After-School Tutoring and Summer School Programs. (101)	Academic Support Program	08/09/2017	05/25/2018	$4848	Principal Assistant Principal Certified Teachers Instructional Aides
Progress Monitoring	Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF second semester of 1st grade according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Teachers in grade 2 will progress monitor students in ORF according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Reading teachers in 3rd and 4th grades will monitor student progress in ORF with curriculum assessments according to their instructional level: intensive - 4 times per grading period, strategic - 3 times per grading period, and benchmark - 1 time per grading period. Teachers will also screen and track progress in reading with Scantron for grades 3-4 and Powerschool for grade 2. (410; 342)	Academic Support Program	08/09/2017	05/25/2018	$3000	Principal Assistant Principal Classroom Teachers
Professional Development	Teachers will participate in data meetings which includes data analysis of various data sources. Substitutes will be used for job-embedded professional development and data meetings. Teachers will be afforded the opportunity to attend conferences, such as MEGA. (380, 623)	Professional Learning	08/09/2017	05/25/2018	$500	Principal Assistant Principal Classroom Teachers
Academic Assistance	Targeted instruction will be provided to identified students as determined by academic progress and assessments through After-School Tutoring and Summer School Programs. (101)	Academic Support Program	08/09/2017	05/25/2018	$8000	Principal Assistant Principal Certified Teachers Instructional Aides
Professional Development	Teachers will participate in data meetings which includes data analysis of various data sources. Substitutes will be used for job-embedded professional development and data meetings. Teachers will be afforded the opportunity to attend conferences, such as MEGA. (380, 623)	Professional Learning	08/09/2017	05/25/2018	$500	Principal Assistant Principal Classroom Teachers

Motivation to Read	Students will use ipads and computers to take accelerated reader tests, reading assessments, and utilize various other computer programs, such as Lexia and Accelerated Reader to supplement reading instruction. Students will chart their AR points on AR bulletin boards and those students meeting grade-level goals will be rewarded at the end of each academic quarter. (495; 491)	Other	08/10/2016	05/25/2017	$2000	Principal Assistant Principal Classroom Teachers
Communication	Communication folders will be sent home each Monday. These folders will contain weekly classroom newsletters, graded tests and assessments, behavioral documentation, and other necessary school communication. Monthly parental publications, such as Helping Children Learn and Home & School are provided for our parents. Regularly scheduled parental involvement activities are planned to foster a positive home-school connection. Car tags are provided for parents to aid in school dismissal procedure and ensure student safety. (413 & Parenting Allocation)	Parent Involvement	08/09/2017	05/25/2018	$1996	Principal Assistant Principal Classroom Teachers
Small Group Instruction	Teachers will develop small groups for math intervention using Math Assessment data,classroom assessments and formative assessments. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865	Principal Assistant Principal Classroom Teachers Instructional Aides
Progress Monitoring	Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF second semester of 1st grade according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Teachers in grade 2 will progress monitor students in ORF according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Reading teachers in 3rd and 4th grades will monitor student progress in ORF with curriculum assessments according to their instructional level: intensive - 4 times per grading period, strategic - 3 times per grading period, and benchmark - 1 time per grading period. Teachers will also screen and track progress in reading with Scantron for grades 3-4 and Powerschool for grade 2. (410; 342)	Academic Support Program	08/09/2017	05/25/2018	$2000	Principal Assistant Principal Classroom Teachers
Small Group Instruction	Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during core reading, as well as, Tier II and III in grades K-4. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865	Principal Assistant Principal Classroom Teachers Instructional Aides

Art and Music teacher	Students will receive instruction in Arts and Music from a certified Art and Music teacher.	Extra Curricular	08/09/2017	05/25/2018	$61683	Art teacher Music teacher Principal
				Total	$164736	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Support	Novice teachers will get a teacher mentor. New teachers to our school will get a peer helper.	Professional Learning	08/09/2017	05/25/2018	$0	Principals, teachers, and all staff
Jump Start	Kindergarten registration is held in the spring. Upon registering, students are given a readiness test. The results of this test determine eligibility for Jump Start. Jump Start is a four-hour a day, four-week program during the summer before kindergarten that helps to develop social skills and basic school expectations through group interaction. Although the program is designed to be fun-oriented; some basic academic skills are taught. The program is staffed with certified teachers and instructional aides. Jump Start is funded through LEA Title I funds.	Other	08/09/2017	05/25/2018	$0	Principal Classroom Teachers Instructional Aides
				Total	$0	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR Students	STAR students will be recognized at the beginning of each month for appropriate behaviors for the previous month. Each STAR student will receive a certificate and tee-shirt that expresses the character traits that exhibit a STAR student. A picture of the STAR students will appear in the local newspaper. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000	Principal Assistant Principal Classroom Teachers
Tokens	Tokens will be given to students "caught being good" in order to reinforce appropriate behaviors. These tokens may be redeemed for a reward. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000	Principal Assistant Principal Classroom Teachers
				Total	$2000	

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		Title I Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

W.S. Neal Elementary School parents were surveyed during the Fall of 2017. Parents were provided a link to an online survey. There were a total of 35 questions that were answered with yes or no.

High satisfaction questions:

Purpose and Direction:
1. Does your school's purpose statement clearly focus on student success?
2. Does your school establish goals and a plan for improving student learning?

Governance and Leadership
1. Does your school have high expectations for students in all classes?
2. Does your school communicate effectively about the school's goals and activities?

Teaching and Assessing for Learning
1. Do all of your child's teachers provide an equitable curriculum that meets his/her learning needs?
2. Do all of my child's teachers work as a team to help my child learn?
3. Do all of my child's teachers give work that challenges my child?

Resources and Support Systems
1. Does your school provide a safe learning environment?
2. Does your school provide students with access to a variety of information resources to support their
     learning?

Using Results for Continuous Improvement
1. Does my child have administrators and teachers that monitor and inform me of his/her learning
     progress?
2. Does your school ensure that all staff members monitor and report the achievement of school goals?

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

High satisfaction questions:
The data shows that the school is focused on student success and increasing student achievement

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

Other data sources not available.

Areas in Need of Improvement

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

Low satisfaction questions:

Resources and Support Systems
1. Does your school ensure the effective use of financial resources? (85.33)

Governance and Leadership
1. Does your school provide opportunities for stakeholders to be involved in the school? (79.49)

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

Low satisfaction questions:
Does your school provide opportunities for stakeholders to be involved in the school? (79.49)

What are the implications for these stakeholder perceptions?

W.S. Neal Elementary will continue to share information with parents and stakeholders to increase their knowledge of the up coming events and opportunities .

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

Other sources are not available.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   2.5
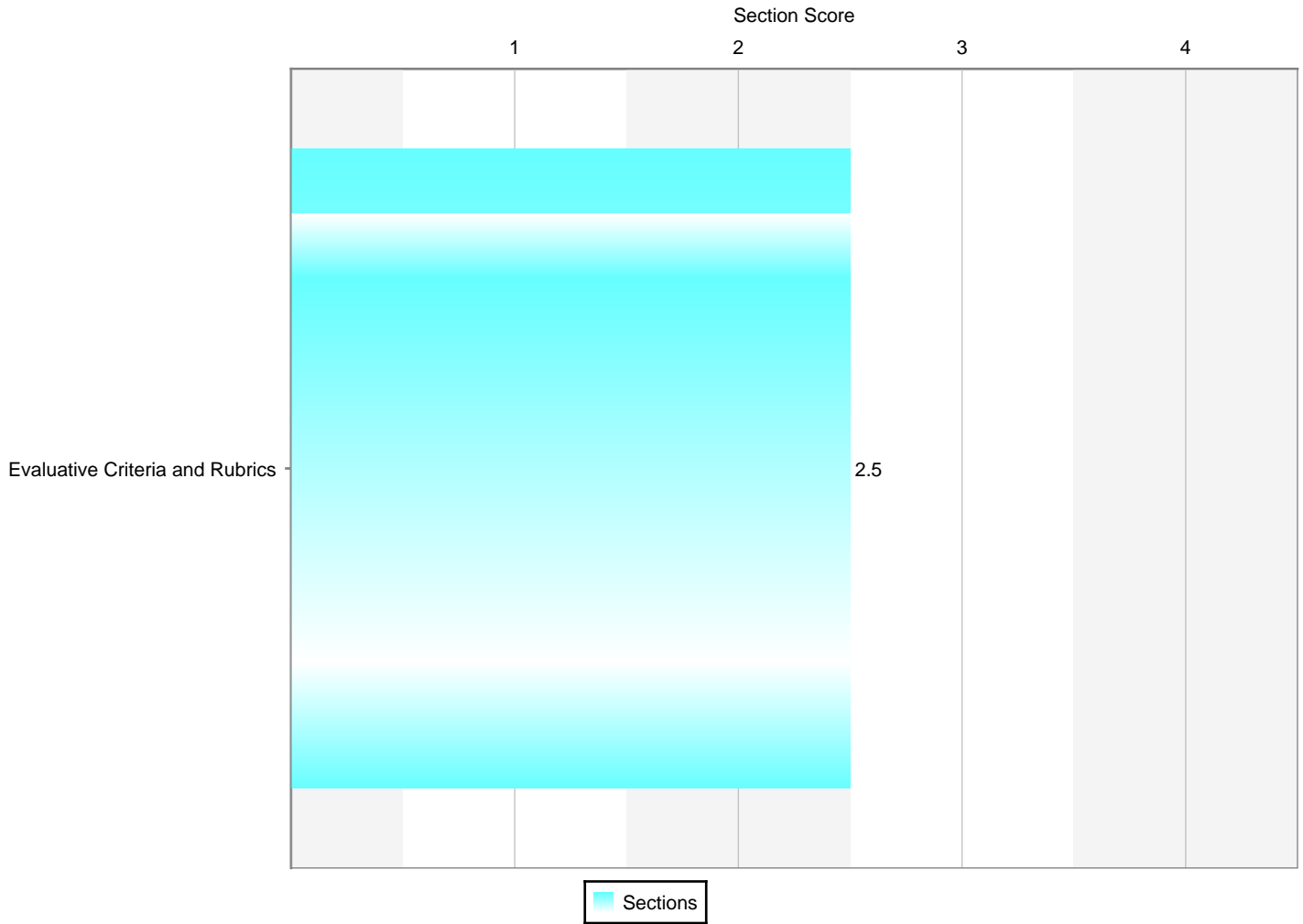
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The needs assessment was conducted by reviewing test data from DIBELS, Aspire, and the Alabama Alternative Assessment. Other data was also reviewed such as parent surveys, local needs assessments, attendance data, and discipline data. Results were compared to those from previous years to determine effectiveness of previous strategies and to assist with planning for the current school year. W.S. Neal Elementary School's Instructional Leadership Team is responsible for developing the ACIP plan. This team is composed of teachers from various grade levels, the school's administration, the Counselor, and Parent Representatives. The team meets regularly to review and discuss the Continuous Improvement Plan and various issues. These members are responsible for providing information to other grade level teachers. Input is received from parents who serve on the Instructional Leadership Team, as well as from parents at the annual meeting, the Parent Advisory Committee Meetings, parent/teacher conferences, and individual conferences.

What were the results of the comprehensive needs assessment?

Staff members indicated that classroom management/climate, reading, math, and effective use of technology were the areas of greatest need for professional development.

What conclusions were drawn from the results?

From the data results, it was concluded that the improvement plan that we have in place is an effective one and our students are making progress in most areas. New strategies will be implemented to increase the amount of in depth questioning provided by teachers. Lesson plans will reflect individualized instruction to meet individual student needs. In the needs assessment, staff members indicated that classroom management/climate, reading, math and effective use of technology were the areas of greatest need for professional development.

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

The professional development plans outlined for this school year are aligned with the staff and student needs at W.S. Neal Elementary. Student attendance is a continued area of focus along with reading and math instruction.

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

Our goal of developing proficient reading and math students aligns with the indicated need for reading and math professional development.

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

State assessments, local assessments, parent surveys, discipline data, attendance data, and school needs surveys were all used by the School's Instructional Leadership Team in the development of the goals for this school year.

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

The Board of Education has put into place a policy that will remove all barriers for enrollment to students that are English Learners, immigrant, migratory, homeless, and or neglected delinquent. Procedures and guidelines are in place to address the needs of these special student populations. Students from any of these special populations are to be enrolled in schools even if they do have the necessary paperwork in place. It would be the responsibility of the enrolling school to assist the parents/guardians of these students to acquire all pertinent documentation, i.e. records of immunization, social security number, etc. Students cannot be denied enrollment in Escambia County School system because they cannot establish residential status as required for other students. The Escambia County School System has an EL plan that my be referred to concerning any issues pertaining to English Language Learners. Migrant, immigrant, neglected/delinquent, and homeless students will have access to the education and other services that all students have in the school that these students are enrolled. This includes appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. It will also be the responsibility of the enrolling school to ensure that these students are provided with appropriate services that address their special needs. Escambia County Schools Liaison for these special student populations is:Sarah Watkins, Federal Programs Supervisor, Atmore Central Office 251-368-0308.

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

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

Goal 1:

Develop Proficient Math Students

Measurable Objective 1:

56% of Third and Fourth grade students will demonstrate a proficiency Performance Series in Mathematics by 05/25/2018 as measured by reported data.

Strategy1:

Small Group Instruction - Provide math support through differentiated instruction for at-risk students based on math proficiency needs.

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

Research Cited: Common Core Standards Writing Team. (2011) Progressions for the Common Core State Standards in Mathematics

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop small groups for math intervention using Math Assessment data,classroom assessments and formative assessments. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865 - Title I Part A	Principal Assistant Principal Classroom Teachers Instructional Aides

Strategy2:

Increase Student Engagement in Math Curriculum - Teachers will use math curriculum with increased vigor to increase student engagement.

Teachers will use manipulatives and drill practice to reinforce and provide practice weekly with basic math facts.

Category: Other - Research Cited

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Activity - Increase Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage NY math curriculum will be used to increase student engagement.	Direct Instruction	08/09/2017	05/25/2018	$18000 - Title I Part A	Principal Math Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data meetings which includes data analysis of various data sources. Substitutes will be used for job-embedded professional development and data meetings. Teachers will be afforded the opportunity to attend conferences, such as MEGA. (380, 623)	Professional Learning	08/09/2017	05/25/2018	$500 - Title I Part A $500 - Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Build Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will drill/practice (Math Facts in a Flash) to reinforce and practice basic addition and subtraction fact mastery in grades 1-2. Teachers will will use drill/practice (Math Facts in a Flash) to reinforce multiplication/division fact mastery in grades 3-4. (333)	Academic Support Program	08/09/2017	05/25/2018	$1479 - Title I Part A	Principal Assistant Principal Classroom Teachers

Goal 2:

Maintain a Positive and Safe Learning Environment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2017 as measured by discipline reports, safety documentation,and parent surveys.

Strategy1:

Transitions - Provide positive transition experiences for students entering kindergarten and middle school.

Category:

Research Cited: Dockett, Sue & Perry, Bob. (1999) Starting School: Effective Transitions. University of Western Sydney: Sydney, Austrailia

Activity - School Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students will have the opportunity to visit W.S. Neal Middle School in the spring to acquaint themselves with middle school programs and expectations. This visit is coordinated by both school counselors. It lasts approximately one-half day. The students are given the opportunity to meet school administrators and teachers. There is also a meeting of representatives of each staff to acquaint the middle school staff with special needs' students	Other	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Classroom Teachers

Activity - Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten registration is held in the spring. Upon registering, students are given a readiness test. The results of this test determine eligibility for Jump Start. Jump Start is a four-hour a day, four-week program during the summer before kindergarten that helps to develop social skills and basic school expectations through group interaction. Although the program is designed to be fun-oriented; some basic academic skills are taught. The program is staffed with certified teachers and instructional aides. Jump Start is funded through LEA Title I funds.	Other	08/09/2017	05/25/2018	$0 - Other	Principal Classroom Teachers Instructional Aides

Strategy2:

Attendance - Monitor and promote attendance throughout the 2017-2018 school year.

Category: Other - Research Cited

Research Cited: "Improving School Attendance". (1999) Blyth, Eric, & Milner, Judith. Routledge Publishing.

Activity - Attendance Awareness Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent attendance letters will be sent home during the month of September to remind parents of our policies and procedures regarding school attendance. The Guidance Counselor will recognize students with perfect attendance once a month and at the end of the year. Each student with perfect attendance will receive recognition.	Policy and Process	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Attendance Officer Guidance Counselor

Activity - Address Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the early warning or intervention program for excessive absences, unexcused absences, and truancies. When a student has accumulated 5 days of parental/guardian absences, parents will be notified of such absences by the guidance counselor and/or principal.	Policy and Process	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Attendance Officer Guidance Counselor

Strategy3:

Incorporate Arts Education - Students will be scheduled for Art and Music classes weekly as determined by the AL course of study

requirements.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Art and Music teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in Arts and Music from a certified Art and Music teacher.	Extra Curricular	08/09/2017	05/25/2018	$61683 - Title I Part A	Art teacher Music teacher Principal

Strategy4:

Manage Student Behavior - Implement positive behavioral strategies to manage student behavior.

Category:

Research Cited: National PBIS Center. (2000). Alabama Positive Bahavior Supports

Activity - Tokens	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tokens will be given to students "caught being good" in order to reinforce appropriate behaviors. These tokens may be redeemed for a reward. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000 - Booster Fund	Principal Assistant Principal Classroom Teachers

Activity - STAR Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR students will be recognized at the beginning of each month for appropriate behaviors for the previous month. Each STAR student will receive a certificate and tee-shirt that expresses the character traits that exhibit a STAR student. A picture of the STAR students will appear in the local newspaper. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000 - Booster Fund	Principal Assistant Principal Classroom Teachers

Activity - Implement Insights to Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/15/2017	05/25/2018	$12000 - District Funding	All teachers and staff

Strategy5:

Home & School Connection - Provide opportunities for parents, students, and school personnel to collaborate in order to provide the highest quality level of education.

Category: Other - Communication

Research Cited: Comer, J. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication folders will be sent home each Monday. These folders will contain weekly classroom newsletters, graded tests and assessments, behavioral documentation, and other necessary school communication. Monthly parental publications, such as Helping Children Learn and Home & School are provided for our parents. Regularly scheduled parental involvement activities are planned to foster a positive home-school connection. Car tags are provided for parents to aid in school dismissal procedure and ensure student safety. (413 & Parenting Allocation)	Parent Involvement	08/09/2017	05/25/2018	$1996 - Title I Part A	Principal Assistant Principal Classroom Teachers

Strategy6:

Teacher Support - Novice teachers and new teachers to the school will be provided teacher support.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice teachers will get a teacher mentor. New teachers to our school will get a peer helper.	Professional Learning	08/09/2017	05/25/2018	$0 - Other	Principals, teachers, and all staff

Goal 3:

Develop Proficient Reading Students

Measurable Objective 1:

46% of Third and Fourth grade students will demonstrate a proficiency on the Scantron Performance Series assessment in Reading by 05/25/2018 as measured by reported data.

Strategy1:

Record & track student progress towards goal - Teachers will progress monitor students' progress.

Category:

Research Cited: Fuchs & Fuchs. (2002) What Is Scientifically Based Research on Progress Monitoring? Vanderbilt University: Nashville, TN

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF second semester of 1st grade according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Teachers in grade 2 will progress monitor students in ORF according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Reading teachers in 3rd and 4th grades will monitor student progress in ORF with curriculum assessments according to their instructional level: intensive - 4 times per grading period, strategic - 3 times per grading period, and benchmark - 1 time per grading period. Teachers will also screen and track progress in reading with Scantron for grades 3-4 and Powerschool for grade 2. (410; 342)	Academic Support Program	08/09/2017	05/25/2018	$3000 - Title I Part A $2000 - Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist, lead teachers, or contracted persons will provide up-to-date job-embedded professional development specific to the needs of the students on an on-going basis. Substitutes will be provided for job-embedded professional development and data meetings. Teachers will also be afforded the opportunity to attend conferences, such as MEGA. Reading specialist will attend Coaching Community meeting for strategies to improve reading instruction. (180)	Professional Learning	08/09/2017	05/25/2018	$1000 - Title I Part A	Principal Assistant Principal Lead Teachers Reading Specialist

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted instruction will be provided to identified students as determined by academic progress and assessments through After-School Tutoring and Summer School Programs. (101)	Academic Support Program	08/09/2017	05/25/2018	$8000 - Title I Part A $4848 - Title I Part A	Principal Assistant Principal Certified Teachers Instructional Aides

Activity - Motivation to Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use ipads and computers to take accelerated reader tests, reading assessments, and utilize various other computer programs, such as Lexia and Accelerated Reader to supplement reading instruction. Students will chart their AR points on AR bulletin boards and those students meeting grade-level goals will be rewarded at the end of each academic quarter. (495; 491)	Other	08/10/2016	05/25/2017	$2000 - Title I Part A	Principal Assistant Principal Classroom Teachers

Strategy2:

Build Fluency and Comprehension - Teachers will target fluency and comprehension with all students during core reading and with at-risk students during tiered instruction.

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

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during core reading, as well as, Tier II and III in grades K-4. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865 - Title I Part A	Principal Assistant Principal Classroom Teachers Instructional Aides

Activity - Incorporate ELA Reading/Literacy Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate ELA Reading/Literacy Standards in science and social studies. Materials will be purchased to enhance ELA Reading/Literacy Standards across content areas. (410)	Direct Instruction	08/25/2017	05/25/2018	$0 - No Funding Required	Principal Assistant Principal Classroom Teachers

Goal 4:

Achieving English Language Proficiency

Measurable Objective 1:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

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

Activity - Providing information to parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of EL learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	$0 - No Funding Required	All teachers and staff

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

Goal 1:

Develop Proficient Reading Students

Measurable Objective 1:

46% of Third and Fourth grade students will demonstrate a proficiency on the Scantron Performance Series assessment in Reading by 05/25/2018 as measured by reported data.

Strategy1:

Build Fluency and Comprehension - Teachers will target fluency and comprehension with all students during core reading and with at-risk students during tiered instruction.

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

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during core reading, as well as, Tier II and III in grades K-4. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865 - Title I Part A	Principal Assistant Principal Classroom Teachers Instructional Aides

Activity - Incorporate ELA Reading/Literacy Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate ELA Reading/Literacy Standards in science and social studies. Materials will be purchased to enhance ELA Reading/Literacy Standards across content areas. (410)	Direct Instruction	08/25/2017	05/25/2018	$0 - No Funding Required	Principal Assistant Principal Classroom Teachers

Strategy2:

Record & track student progress towards goal - Teachers will progress monitor students' progress.

Category:

Research Cited: Fuchs & Fuchs. (2002) What Is Scientifically Based Research on Progress Monitoring? Vanderbilt University: Nashville, TN

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted instruction will be provided to identified students as determined by academic progress and assessments through After-School Tutoring and Summer School Programs. (101)	Academic Support Program	08/09/2017	05/25/2018	$8000 - Title I Part A $4848 - Title I Part A	Principal Assistant Principal Certified Teachers Instructional Aides

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist, lead teachers, or contracted persons will provide up-to-date job-embedded professional development specific to the needs of the students on an on-going basis. Substitutes will be provided for job-embedded professional development and data meetings. Teachers will also be afforded the opportunity to attend conferences, such as MEGA. Reading specialist will attend Coaching Community meeting for strategies to improve reading instruction. (180)	Professional Learning	08/09/2017	05/25/2018	$1000 - Title I Part A	Principal Assistant Principal Lead Teachers Reading Specialist

Activity - Motivation to Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use ipads and computers to take accelerated reader tests, reading assessments, and utilize various other computer programs, such as Lexia and Accelerated Reader to supplement reading instruction. Students will chart their AR points on AR bulletin boards and those students meeting grade-level goals will be rewarded at the end of each academic quarter. (495; 491)	Other	08/10/2016	05/25/2017	$2000 - Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF second semester of 1st grade according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Teachers in grade 2 will progress monitor students in ORF according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Reading teachers in 3rd and 4th grades will monitor student progress in ORF with curriculum assessments according to their instructional level: intensive - 4 times per grading period, strategic - 3 times per grading period, and benchmark - 1 time per grading period. Teachers will also screen and track progress in reading with Scantron for grades 3-4 and Powerschool for grade 2. (410; 342)	Academic Support Program	08/09/2017	05/25/2018	$3000 - Title I Part A $2000 - Title I Part A	Principal Assistant Principal Classroom Teachers

Goal 2:

Develop Proficient Math Students

Measurable Objective 1:

56% of Third and Fourth grade students will demonstrate a proficiency Performance Series in Mathematics by 05/25/2018 as measured by reported data.

Strategy1:

Increase Student Engagement in Math Curriculum - Teachers will use math curriculum with increased vigor to increase student engagement.

Teachers will use manipulatives and drill practice to reinforce and provide practice weekly with basic math facts.

Category: Other - Research Cited

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Activity - Build Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will drill/practice (Math Facts in a Flash) to reinforce and practice basic addition and subtraction fact mastery in grades 1-2. Teachers will will use drill/practice (Math Facts in a Flash) to reinforce multiplication/division fact mastery in grades 3-4. (333)	Academic Support Program	08/09/2017	05/25/2018	$1479 - Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Increase Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage NY math curriculum will be used to increase student engagement.	Direct Instruction	08/09/2017	05/25/2018	$18000 - Title I Part A	Principal Math Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data meetings which includes data analysis of various data sources. Substitutes will be used for job-embedded professional development and data meetings. Teachers will be afforded the opportunity to attend conferences, such as MEGA. (380, 623)	Professional Learning	08/09/2017	05/25/2018	$500 - Title I Part A $500 - Title I Part A	Principal Assistant Principal Classroom Teachers

Strategy2:

Small Group Instruction - Provide math support through differentiated instruction for at-risk students based on math proficiency needs.

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

Research Cited: Common Core Standards Writing Team. (2011) Progressions for the Common Core State Standards in Mathematics

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop small groups for math intervention using Math Assessment data,classroom assessments and formative assessments. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865 - Title I Part A	Principal Assistant Principal Classroom Teachers Instructional Aides

Goal 3:

Maintain a Positive and Safe Learning Environment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2017 as measured by discipline reports, safety documentation,and parent surveys.

Strategy1:

Manage Student Behavior - Implement positive behavioral strategies to manage student behavior.

Category:

Research Cited: National PBIS Center. (2000). Alabama Positive Bahavior Supports

Activity - Tokens	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tokens will be given to students "caught being good" in order to reinforce appropriate behaviors. These tokens may be redeemed for a reward. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000 - Booster Fund	Principal Assistant Principal Classroom Teachers

Activity - STAR Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR students will be recognized at the beginning of each month for appropriate behaviors for the previous month. Each STAR student will receive a certificate and tee-shirt that expresses the character traits that exhibit a STAR student. A picture of the STAR students will appear in the local newspaper. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000 - Booster Fund	Principal Assistant Principal Classroom Teachers

Activity - Implement Insights to Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/15/2017	05/25/2018	$12000 - District Funding	All teachers and staff

Strategy2:

Teacher Support - Novice teachers and new teachers to the school will be provided teacher support.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice teachers will get a teacher mentor. New teachers to our school will get a peer helper.	Professional Learning	08/09/2017	05/25/2018	$0 - Other	Principals, teachers, and all staff

Strategy3:

Attendance - Monitor and promote attendance throughout the 2017-2018 school year.

Category: Other - Research Cited

Research Cited: "Improving School Attendance". (1999) Blyth, Eric, & Milner, Judith. Routledge Publishing.

Activity - Address Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the early warning or intervention program for excessive absences, unexcused absences, and truancies. When a student has accumulated 5 days of parental/guardian absences, parents will be notified of such absences by the guidance counselor and/or principal.	Policy and Process	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Attendance Officer Guidance Counselor

Activity - Attendance Awareness Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent attendance letters will be sent home during the month of September to remind parents of our policies and procedures regarding school attendance. The Guidance Counselor will recognize students with perfect attendance once a month and at the end of the year. Each student with perfect attendance will receive recognition.	Policy and Process	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Attendance Officer Guidance Counselor

Strategy4:

Transitions - Provide positive transition experiences for students entering kindergarten and middle school.

Category:

Research Cited: Dockett, Sue & Perry, Bob. (1999) Starting School: Effective Transitions. University of Western Sydney: Sydney, Austrailia

Activity - School Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students will have the opportunity to visit W.S. Neal Middle School in the spring to acquaint themselves with middle school programs and expectations. This visit is coordinated by both school counselors. It lasts approximately one-half day. The students are given the opportunity to meet school administrators and teachers. There is also a meeting of representatives of each staff to acquaint the middle school staff with special needs' students	Other	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Classroom Teachers

Activity - Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten registration is held in the spring. Upon registering, students are given a readiness test. The results of this test determine eligibility for Jump Start. Jump Start is a four-hour a day, four-week program during the summer before kindergarten that helps to develop social skills and basic school expectations through group interaction. Although the program is designed to be fun-oriented; some basic academic skills are taught. The program is staffed with certified teachers and instructional aides. Jump Start is funded through LEA Title I funds.	Other	08/09/2017	05/25/2018	$0 - Other	Principal Classroom Teachers Instructional Aides

Strategy5:

Incorporate Arts Education - Students will be scheduled for Art and Music classes weekly as determined by the AL course of study

requirements.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Art and Music teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in Arts and Music from a certified Art and Music teacher.	Extra Curricular	08/09/2017	05/25/2018	$61683 - Title I Part A	Art teacher Music teacher Principal

Strategy6:

Home & School Connection - Provide opportunities for parents, students, and school personnel to collaborate in order to provide the highest

quality level of education.

Category: Other - Communication

Research Cited: Comer, J. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication folders will be sent home each Monday. These folders will contain weekly classroom newsletters, graded tests and assessments, behavioral documentation, and other necessary school communication. Monthly parental publications, such as Helping Children Learn and Home & School are provided for our parents. Regularly scheduled parental involvement activities are planned to foster a positive home-school connection. Car tags are provided for parents to aid in school dismissal procedure and ensure student safety. (413 & Parenting Allocation)	Parent Involvement	08/09/2017	05/25/2018	$1996 - Title I Part A	Principal Assistant Principal Classroom Teachers

Goal 4:

Achieving English Language Proficiency

Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores,

achievement on state assessments, and overall classroom performance..

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

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

Activity - Providing information to parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of EL learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	$0 - No Funding Required	All teachers and staff

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

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

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

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

Goal 1:

Develop Proficient Math Students

Measurable Objective 1:

56% of Third and Fourth grade students will demonstrate a proficiency Performance Series in Mathematics by 05/25/2018 as measured by reported data.

Strategy1:

Small Group Instruction - Provide math support through differentiated instruction for at-risk students based on math proficiency needs.

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

Research Cited: Common Core Standards Writing Team. (2011) Progressions for the Common Core State Standards in Mathematics

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop small groups for math intervention using Math Assessment data,classroom assessments and formative assessments. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865 - Title I Part A	Principal Assistant Principal Classroom Teachers Instructional Aides

Strategy2:

Increase Student Engagement in Math Curriculum - Teachers will use math curriculum with increased vigor to increase student engagement.

Teachers will use manipulatives and drill practice to reinforce and provide practice weekly with basic math facts.

Category: Other - Research Cited

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data meetings which includes data analysis of various data sources. Substitutes will be used for job-embedded professional development and data meetings. Teachers will be afforded the opportunity to attend conferences, such as MEGA. (380, 623)	Professional Learning	08/09/2017	05/25/2018	$500 - Title I Part A $500 - Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Build Math Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will drill/practice (Math Facts in a Flash) to reinforce and practice basic addition and subtraction fact mastery in grades 1-2. Teachers will will use drill/practice (Math Facts in a Flash) to reinforce multiplication/division fact mastery in grades 3-4. (333)	Academic Support Program	08/09/2017	05/25/2018	$1479 - Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Increase Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage NY math curriculum will be used to increase student engagement.	Direct Instruction	08/09/2017	05/25/2018	$18000 - Title I Part A	Principal Math Teachers

Goal 2:

Maintain a Positive and Safe Learning Environment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2017 as measured by discipline reports, safety documentation,and parent surveys.

Strategy1:

Transitions - Provide positive transition experiences for students entering kindergarten and middle school.

Category:

Research Cited: Dockett, Sue & Perry, Bob. (1999) Starting School: Effective Transitions. University of Western Sydney: Sydney, Austrailia

Activity - Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten registration is held in the spring. Upon registering, students are given a readiness test. The results of this test determine eligibility for Jump Start. Jump Start is a four-hour a day, four-week program during the summer before kindergarten that helps to develop social skills and basic school expectations through group interaction. Although the program is designed to be fun-oriented; some basic academic skills are taught. The program is staffed with certified teachers and instructional aides. Jump Start is funded through LEA Title I funds.	Other	08/09/2017	05/25/2018	$0 - Other	Principal Classroom Teachers Instructional Aides

Activity - School Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students will have the opportunity to visit W.S. Neal Middle School in the spring to acquaint themselves with middle school programs and expectations. This visit is coordinated by both school counselors. It lasts approximately one-half day. The students are given the opportunity to meet school administrators and teachers. There is also a meeting of representatives of each staff to acquaint the middle school staff with special needs' students	Other	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Classroom Teachers

Strategy2:

Home & School Connection - Provide opportunities for parents, students, and school personnel to collaborate in order to provide the highest quality level of education.

Category: Other - Communication

Research Cited: Comer, J. (2000). Building Successful Partnerships. Bloomington, IN.

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication folders will be sent home each Monday. These folders will contain weekly classroom newsletters, graded tests and assessments, behavioral documentation, and other necessary school communication. Monthly parental publications, such as Helping Children Learn and Home & School are provided for our parents. Regularly scheduled parental involvement activities are planned to foster a positive home-school connection. Car tags are provided for parents to aid in school dismissal procedure and ensure student safety. (413 & Parenting Allocation)	Parent Involvement	08/09/2017	05/25/2018	$1996 - Title I Part A	Principal Assistant Principal Classroom Teachers

Strategy3:

Manage Student Behavior - Implement positive behavioral strategies to manage student behavior.

Category:

Research Cited: National PBIS Center. (2000). Alabama Positive Bahavior Supports

Activity - STAR Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR students will be recognized at the beginning of each month for appropriate behaviors for the previous month. Each STAR student will receive a certificate and tee-shirt that expresses the character traits that exhibit a STAR student. A picture of the STAR students will appear in the local newspaper. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000 - Booster Fund	Principal Assistant Principal Classroom Teachers

Activity - Implement Insights to Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the program "Insights to Behavior" for students who constantly exhibit behavior that impede or interfere with academic performance. Behavior plans will be created and implemented.	Behavioral Support Program	09/15/2017	05/25/2018	$12000 - District Funding	All teachers and staff

Activity - Tokens	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tokens will be given to students "caught being good" in order to reinforce appropriate behaviors. These tokens may be redeemed for a reward. (PTO)	Behavioral Support Program	08/09/2017	05/25/2018	$1000 - Booster Fund	Principal Assistant Principal Classroom Teachers

Strategy4:

Attendance - Monitor and promote attendance throughout the 2017-2018 school year.

Category: Other - Research Cited

Research Cited: "Improving School Attendance". (1999) Blyth, Eric, & Milner, Judith. Routledge Publishing.

Activity - Address Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be referred to the early warning or intervention program for excessive absences, unexcused absences, and truancies. When a student has accumulated 5 days of parental/guardian absences, parents will be notified of such absences by the guidance counselor and/or principal.	Policy and Process	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Attendance Officer Guidance Counselor

Activity - Attendance Awareness Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent attendance letters will be sent home during the month of September to remind parents of our policies and procedures regarding school attendance. The Guidance Counselor will recognize students with perfect attendance once a month and at the end of the year. Each student with perfect attendance will receive recognition.	Policy and Process	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Attendance Officer Guidance Counselor

Strategy5:

Teacher Support - Novice teachers and new teachers to the school will be provided teacher support.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice teachers will get a teacher mentor. New teachers to our school will get a peer helper.	Professional Learning	08/09/2017	05/25/2018	$0 - Other	Principals, teachers, and all staff

Strategy6:

Incorporate Arts Education - Students will be scheduled for Art and Music classes weekly as determined by the AL course of study

requirements.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Art and Music teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction in Arts and Music from a certified Art and Music teacher.	Extra Curricular	08/09/2017	05/25/2018	$61683 - Title I Part A	Art teacher Music teacher Principal

Goal 3:

Develop Proficient Reading Students

Measurable Objective 1:

46% of Third and Fourth grade students will demonstrate a proficiency on the Scantron Performance Series assessment in Reading by

05/25/2018 as measured by reported data.

Strategy1:

Build Fluency and Comprehension - Teachers will target fluency and comprehension with all students during core reading and with at-risk students during tiered instruction.

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

Research Cited: National Institute for Literacy at ED pubs. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read. Jessup, MD

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize additional instructional time in small groups for students not reaching benchmarks through the use of small group instruction during core reading, as well as, Tier II and III in grades K-4. Instructional aides are used during small group instruction. (101)	Academic Support Program	08/09/2017	05/25/2018	$29865 - Title I Part A	Principal Assistant Principal Classroom Teachers Instructional Aides

Activity - Incorporate ELA Reading/Literacy Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate ELA Reading/Literacy Standards in science and social studies. Materials will be purchased to enhance ELA Reading/Literacy Standards across content areas. (410)	Direct Instruction	08/25/2017	05/25/2018	$0 - No Funding Required	Principal Assistant Principal Classroom Teachers

Strategy2:

Record & track student progress towards goal - Teachers will progress monitor students' progress.

Category:

Research Cited: Fuchs & Fuchs. (2002) What Is Scientifically Based Research on Progress Monitoring? Vanderbilt University: Nashville, TN

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist, lead teachers, or contracted persons will provide up-to-date job-embedded professional development specific to the needs of the students on an on-going basis. Substitutes will be provided for job-embedded professional development and data meetings. Teachers will also be afforded the opportunity to attend conferences, such as MEGA. Reading specialist will attend Coaching Community meeting for strategies to improve reading instruction. (180)	Professional Learning	08/09/2017	05/25/2018	$1000 - Title I Part A	Principal Assistant Principal Lead Teachers Reading Specialist

Activity - Motivation to Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use ipads and computers to take accelerated reader tests, reading assessments, and utilize various other computer programs, such as Lexia and Accelerated Reader to supplement reading instruction. Students will chart their AR points on AR bulletin boards and those students meeting grade-level goals will be rewarded at the end of each academic quarter. (495; 491)	Other	08/10/2016	05/25/2017	$2000 - Title I Part A	Principal Assistant Principal Classroom Teachers

Activity - Academic Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted instruction will be provided to identified students as determined by academic progress and assessments through After-School Tutoring and Summer School Programs. (101)	Academic Support Program	08/09/2017	05/25/2018	$8000 - Title I Part A $4848 - Title I Part A	Principal Assistant Principal Certified Teachers Instructional Aides

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-1 will progress monitor students in FSF, PSF, NWF, and ORF second semester of 1st grade according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Teachers in grade 2 will progress monitor students in ORF according to their instructional level: intensive - weekly, strategic - bi weekly, and benchmark - monthly. Reading teachers in 3rd and 4th grades will monitor student progress in ORF with curriculum assessments according to their instructional level: intensive - 4 times per grading period, strategic - 3 times per grading period, and benchmark - 1 time per grading period. Teachers will also screen and track progress in reading with Scantron for grades 3-4 and Powerschool for grade 2. (410; 342)	Academic Support Program	08/09/2017	05/25/2018	$2000 - Title I Part A $3000 - Title I Part A	Principal Assistant Principal Classroom Teachers

Goal 4:

Achieving English Language Proficiency

Measurable Objective 1:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

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

Activity - Providing information to parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of EL learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	$0 - No Funding Required	All teachers and staff

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

Goal 1:

Achieving English Language Proficiency

Measurable Objective 1:

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

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Providing information to parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of EL learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	$0 - No Funding Required	All teachers and staff

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

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

W.S. Neal Elementary School will use any and all available resources to ensure that information and school reports that are sent home are written in a language that is appropriate for each parent to have a full understanding of its content. Questions and concerns about students and parents with limited English proficiency and/or migratory children and parents will be directed to the office of Federal Programs. Children and parents of children with disabilities will be directed to Suzanne Barnett, Special Education Coordinator. The school will make every effort to ensure, that to the extent possible, all information sent home will be in a language and form understandable by parents. When a student is enrolled in school, the parent completes a home-language survey to indicate the primary language used in the home. As deemed appropriate, outside intervention will be brought in to assist parents whose primary language is not English. Every effort will be made to communicate with parents in their primary language. The EL coordinator screens and monitors incoming Kindergarten and transfer students that come from homes where English is not the primary language to see if an EL plan is necessary. TransAct documents are used when necessary to provide parents with information.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

All teachers assess student progress on a weekly basis and use those results to develop further lessons for the whole class and/or individual students. These assessments directly relate to standards tested on the Aspire assessment. We believe that state assessment results are a reflection of the teaching of every staff member. After Aspire results are made available, the principal, assistant principal, and counselor do a preliminary investigation of the results. These results are then made available to the third and fourth grade teachers to analyze strengths and weaknesses and formulate a plan of action to improve selected areas. A workshop involving all teachers is then scheduled to also analyze strengths and weaknesses and formulate a plan of action to improve selected areas. The plan of action includes targeting certain individual students, subgroups of students, and certain academic areas across all grade levels K-4. Workshops and data meetings are held throughout the year to address instructional needs. Grade level teachers meet and determine a plan to address grade level specific activities to support the overall plan. Grade level\Data meetings are held to plan and coordinate activities; more often if needed. Regular faculty meetings are also used to discuss assessment results and needs. DIBELS assessments are given three times a year and those results are known immediately. Teachers are given a schedule for DIBELS progress monitoring. DIBELS progress monitoring is scheduled based on the student's instructional recommendation. Benchmark students are monitored monthly, strategic students every two weeks, and intensive students weekly. The reading specialist, assistant principal, and principal are also included in analyzing these assessments and determining instructional strategies to address the needs of individual students and/or small groups of students. Formative assessments are given to all k-4 students to determine progress toward mastery of the CCRS. All teachers are involved in decision making through their participation on school committees. Most committees include a representative from each grade level. Some of the committees are Title I\Site Based, RtI, Technology, PBS, Safety, ARI Leadership, and Continuous Improvement. Each grade level also has a chairperson who meets with the principal on concerns they may have. The Title I\Site Based committee also serves as the budget committee. This committee meets to review needs and make recommendations for expenditures in the budget.

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

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

W.S. Neal Elementary has two new teachers and a new Assistant Principal on staff for the 2017-2018 school year. This is a turnover rate of about 4%.

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

93% of the teaching staff at W.S. Neal Elementary School have at least 3 years of teaching experience. Only 2 teachers have less than 3 years of experience.

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

W.S. Neal Elementary has low teacher turnover.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Administrators at both the district and local level recognize the need to use date from academic assessments to determine quality professional development opportunities. Administrators strive to support all needed activities, both physically and financially. Teachers from each grade level will attend science training throughout the year to aid in new science standard implementation. Teachers will be provided with training on the Performance Series which is used to assess students at the beginning, middle, and end of the year. Teachers and staff will receive training on constructed response strategies to improve critical thinking skills.

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

The district provides numerous opportunities for faculty and staff to receive quality training. Reading Specialist, lead teachers, or contracted persons will provide up-to-date job-embedded professional development specific to the needs of the students on an on-going basis. Training on Science Standards and kits will be provided to teachers. Substitutes will be provided for job-embedded professional development and data meetings. Teachers will participate in professional development activities which includes data analysis of formative assessments. Teachers will then develop instructional strategies based on the needs of their students. Substitutes will be used for job-embedded professional development and data meetings

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

All new teachers attend an orientation session hosted by the district, in which policies and procedures are reviewed. All non-tenured teachers are assigned a mentor teaching, with whom they meet at least monthly to discuss any needs or questions the teacher may have. Teachers who have moved to new grade levels will undergo adaptive mentoring to acclimate them to the curriculum, standards, and strategies. The Reading Specialist will provide model lessons to help teachers. To allow teachers to learn from each other, peer observations are encouraged. The elementary supervisor for the district also makes a new school year visit, mid-year and end of year meetings with the principal/supervisor are held.

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

Reading: The reading specialist will provide to teachers ARI on-going classroom embedded professional development specific to the needs of the learners and up-to-date training to teachers and staff on an on-going basis. Training will be provided to teachers by the reading

specialist, principal, and lead teachers who attend workshops. These workshops focus on formative assessments, critical questioning, and generating student responses via discussion and writing. Teachers will be provided professional development training on the instructional use of technology.

Math: Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. Teachers will participate in an annual Special Education and 504 Update Training to gain information on how to better serve at-risk students.

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

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

Goal 1:

Maintain a Positive and Safe Learning Environment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2017 as measured by discipline reports, safety documentation,and parent surveys.

Strategy1:

Transitions - Provide positive transition experiences for students entering kindergarten and middle school.

Category:

Research Cited: Dockett, Sue & Perry, Bob. (1999) Starting School: Effective Transitions. University of Western Sydney: Sydney, Austrailia

Activity - Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten registration is held in the spring. Upon registering, students are given a readiness test. The results of this test determine eligibility for Jump Start. Jump Start is a four-hour a day, four-week program during the summer before kindergarten that helps to develop social skills and basic school expectations through group interaction. Although the program is designed to be fun-oriented; some basic academic skills are taught. The program is staffed with certified teachers and instructional aides. Jump Start is funded through LEA Title I funds.	Other	08/09/2017	05/25/2018	$0 - Other	Principal Classroom Teachers Instructional Aides

Activity - School Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students will have the opportunity to visit W.S. Neal Middle School in the spring to acquaint themselves with middle school programs and expectations. This visit is coordinated by both school counselors. It lasts approximately one-half day. The students are given the opportunity to meet school administrators and teachers. There is also a meeting of representatives of each staff to acquaint the middle school staff with special needs' students	Other	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Assistant Principal Guidance Counselor Classroom Teachers

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

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

Teachers, administrator, and counselor meet to collaborate regarding the use of academic assessments to provide information on and improve achievement of individual students and the overall instructional program. Students are screened at the beginning of the school year with a universal screener. Students who score below a certain proficiency are placed "on watch", students who score below proficiency will receive intervention in the classroom, and students far below proficiency will receive urgent intervention. The problem-solving team will review all available data on any student referred including High Stakes Testing like DIBELS and Performance Series; Commercial Screening Tools like the Powerschool assessments,

grades, courses failed, attendance, and discipline referrals. Screening process outcomes will be analyzed and decisions will be made as to whether to monitor the student or develop a plan. Students will be matched to the appropriate interventions based on needs and areas of deficiency.

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

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

W.S. Neal Elementary School is committed to helping all children succeed. Response to Instruction (RtI) is one form of support. This is multi-step process of providing educational support and instruction to students who are struggling learners. W.S. Neal Elementary conducts a universal screening at the beginning of the school year. As a result of the universal screening, students experiencing difficulty may be referred to the Problem Solving Team (PST) during regularly scheduled data meetings. Research-based interventions are used to support students in the area they are struggling. Student progress is monitored during this process. This progress monitoring helps us determine whether the intervention is successful or needs to be changed. When the student meets his/her goal developed by the school, the intervention may no longer be needed. The student will continue to receive support from the general education curriculum. When progress monitoring shows that the student is not responding to the intervention another intervention may be tried. Additional support may be needed. This may include a referral for special education. Parents are informed routinely during this entire intervention process. We also do our best to provide students an opportunity to excel in academic areas by referring students to our enrichment program. The enrichment program provides students of high academic and intellectual ability a designated time to explore concepts in greater depth and further development of the critical thinking processes through a pullout program.

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

W.S. Neal Elementary School is committed to helping all children succeed. Response to Intervention (RtI) is one form of support. This is multi-step process of providing educational support and instruction to students who are struggling learners. W.S. Neal Elementary conducts a universal screener at the beginning of the school year. As a result of the universal screener, students experiencing difficulty may be referred to the Problem Solving Team (PST) during regularly scheduled data meetings. Research-based interventions are used to support students in the area they are struggling. Student progress is monitored during this process. This progress monitoring helps us determine whether the intervention is successful or needs to be changed. When the student meets his/her goal developed by the school, the intervention may no longer be needed. The student will continue to receive support from the general education curriculum. When progress monitoring shows that the student is not responding to the intervention another intervention may be tried. Additional support may be needed. This may include a referral for special education. Parents are informed routinely during this entire intervention process.

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

Kindergarten registration is held in the spring. Upon registering, students are given a readiness test. The results of this test determine eligibility for Jump Start. Jump Start is a four-hour a day, four-week program during the summer before kindergarten that helps to develop to

develop social skills and basic schools expectations through group interaction. Although the program is designed to be fun-oriented; some basic academic skills are taught. The program is staffed with certified teachers and instructional aides. Jump Start is funded through LEA Title I funds. Target instruction will be provided to identified students as determined by academic progress and assessments through After-School Tutoring and Summer School.

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

The Board of Education has put into place a policy that will remove all barriers for enrollment to students that are English as a Second Language; Immigrant; Migratory; Homeless; and/or Neglected/Delinquent. Procedures and guidelines are in place to address the needs of these special student populations. Students from any of these special populations are to be enrolled in school, even if they do not have the necessary paper work in place. It will be the responsibility of the enrolling school to help the parents/guardians of these students to acquire all pertinent documentation, ex. records of immunizations, social security number, etc. You cannot deny these students enrollment in our system because they cannot establish residential status as required for other students. The Escambia County School System has an EL plan that may be referred to concerning any issues pertaining to English Learner students. Migrant, immigrant,neglected/delinquent, and homeless students will have access to the education and other services that all students have in the school in which they are enrolled. This includes appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. It will also be the responsibility of the enrolling school to ensure that these students are provided with appropriate services that address their special needs.

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

N/A

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

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

The normal school day programs are funded primarily from state, local (county and school) and Title I funds. Donations are solicited from businesses and individuals to help fund special projects and activities. The local PTO spends their funds on academic and physical projects for the school. The After-School Program is funded through Title I funds. Title II funds are used to assist in the costs of professional development activities. Title I funds are used to fund the salaries and benefits of two instructional aides throughout the school year, professional development activities, classroom materials and supplies, instructional equipment, and parenting activities. The LEA uses local funds to provide one additional instructional aide. Money spent for materials and supplies go toward the purchase of materials to support our research based reading and mathematics programs.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Educating students requires a joint effort by all stakeholders. Guidance Counselor's lessons are presented which stress the development of good character traits and making good choices. The following programs, materials, and agencies are used as resources. Referrals are also made to agencies for family and children in need.

- Mendez Foundation's "Too Good for Drugs" and " Too Good For Violence" materials.
- Hazelden Johnson Institute's "Preventing Bullying at School"
- Project Wisdom "Words of Wisdom" materials for daily broadcast messages on intercom. Teachers can access this program on-line for professional support to integrate character education at all grade levels or academic areas.
- "The Safe Side" DVD's and materials which deal with stranger safety and Internet and on-line safety from predators.
- Sunburst resources including films and activity sheets.
- Positive Promotions materials and work booklets for drug free choices and test taking strategies.
- Various books and activities recommended by the Alabama School Counselors Assocation as well as those recommended at the annual state conference of the ASCA.
- Special guest speakers and programs targeting making drug-free decisions and using refusal skills in regards to drugs & alcohol. Sources are Escambia County's Sheriff Department (Mike Lambert), American Character Builders, Officer of Attendance & At-Risk/Community

Education , Donna Revel. Sources may vary from year to year

- Escambia County Regional Child Advocacy Center resources for Halloween

-Title I Schoolwide Diagnostic

-W. S. Neal Elementary School

safety program as well as referrals through school and DHR for services or consultation for abused children.

- Hope Place - referrals for parenting education, vouchers for Goodwill clothing for those in need.

- S.W. Alabama Behavioral Healthcare Systems - referrals for family counseling needs provided at school or in their offices.

- Pathways Professional Counseling - counseling services for children and families, Brewton and Flomaton offices.

Component 10: Evaluation (Sec.1114(b)(3)):

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

The faculty met in May to evaluate the school wide program. Each grade level was given the opportunity to meet and evaluate the plan. At that time, a summary of the evaluation was written in narrative form and sent to Beth Drew, Federal Programs Coordinator. A copy of the summary was also given to each faculty member

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

The faculty met in May to evaluate the school-wide program. Each grade level was given a template with each goal identified. After an analysis of end of year DIBELS data was conducted each grade level determined if the goal was effective or not effective. Aspire data was not available at that time. It was determined if the goal would be kept for the upcoming school year. A school-wide summary of the evaluation was written in narrative form and sent to Beth Drew, Federal Programs Coordinator. A copy of the summary was also given to each faculty member.

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

At the end of the school year, teachers review the progress made by those students referred to the Problem Solving Team (PST). At that time, students making adequate progress are placed on watch or may be dismissed. Individual Education Plans (IEP) are evaluated and rewritten for the upcoming school year.

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

The faculty met in May to evaluate the school-wide program. Each grade level was given a template with each goal identified. After an analysis of end of year DIBELS data was conducted each grade level determined if the goal was effective or not effective. Aspire data was not available at that time. It was determined if the goal would be kept for the upcoming school year. A school-wide summary of the evaluation was written in narrative form and sent to Beth Drew, Federal Programs Coordinator. A copy of the summary was also given to each faculty member. The plan is written in the fall. Parents are encouraged to provide input in writing the plan.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	32.74

Provide the number of classroom teachers.

32.74

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1618031.0

Total   1,618,031.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	75112.0

Total   75,112.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total   0.00

Counselor

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

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	28299.0

Total   28,299.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	45422.0

Total   45,422.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0.00

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7471.0

Total   7,471.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2749.0

Total   2,749.00

EL Teachers

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

Provide the number of EL Teachers.

0.00

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	14871.0

Total   14,871.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1092.0

Total   1,092.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	164736.0

Provide a brief explanation and breakdown of expenses.

Instructional Supplies and Materials 22,000

Instructional Salaries 121,413

Purchased Services 147,892

Staff Development - Salaries, Registration, and Services 2000

Parenting 1996

Extended Day 8000

Summer School 4848

Title II

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	120761.0

Provide a brief explanation and breakdown of expenses.

2.11 - Locally-Funded Units: $120,075.

    Teachers - .61 - $30,477.

    Counselor - .50 - $28,299.

    Asst. Principal - 1.00 - $61,299.

Instructional Supplies - $686.

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

W. S. Neal Elementary School will hold an annual meeting for all parents to inform them of their school's Title 1 participation and to explain its requirements and their rights to be involved. All parents of students will be invited to an annual meeting during the month of September. Two meetings will be held, one during the school day and one after work hours to better accommodate everyone. Topics to be discussed at the meetings will include: - What it means to be a Title I school - The1 % Set-Aside for parental involvement - The LEA Title I Plan - The LEA Parental Involvement Plan -CIP - The School-Parent Compact - The School Parental Involvement Plan - Requesting the qualifications of my child's teacher(s) - Notification of teachers who are not qulified - Annual Evaluation of the Parental Involvement Plan - The process to be involved in all of these things and timeline of involvement opportunities - Introduction of Parent Leaders

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1. W. S. Neal Elementary School offers parent meetings on a flexible schedule. These meetings shall be offered at times that will accommodate the varying schedules of our parents. Meetings will be held during Parenting Day and parent/teacher conferences. Various workshops will also be scheduled to help parents understand instructional strategies and methods they can use to complement their child's instruction. One such workshop will be a parent orientation night (scheduled during the month of Aug/Sept.) to acquaint the parent with the teacher's procedures, expectations and goals for the year. These meetings will be promoted through notes sent home to parents, school website, and fliers.

2. W. S. Neal Elementary School believes in involving parents in all aspects of its Title I programs. Parents will be informed in an on-going, organized and timely way of the opportunity to be involved in the planning, review, and improvement of the program through the following methods: school letter, telephone call, checklist of objectives, parent surveys, and parent representation on the Instructional Leadership Team. We have two parent representatives on our school -wide Parental Involvement Committee who are active participants in the development of the plan and are involved from the beginning of the school year in all aspects of school planning. This committee develops the program with input from parents received at annual meetings, parent conference nights, and individualized conferences with teachers and parents. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. Parents were given surveys at the end of last school year seeking their input on school needs that needed to be addressed during the next school year. The information was used to help make decisions when developing this year's School Wide Plan. The school has procedures in place to review and evaluate the Continuous Improvement Plan and the Parental Involvement Plan. Needed changes are determined by a review of the parent surveys, suggestions from parent representatives, and the entire School-Wide Committee.

3. Funds allocated for parent involvement are used to purchase parent vehicle pick-up tags, parent/teacher communication weekly folders, supplies for centers, and make/take workshop materials.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

In May of every year, the Instructional Leadership Team meets to review, evaluate, and revise the CIP. Parents serve on this committee. During the process, parents are sent notices that the CIP is being reviewed. This notice also lets parents know they may review a copy of the plan on the website, in the Parent Resource Room, or at the office, and that they have the right to provide input on revisions. Every effort is made to afford all parents the opportunity to voice concerns and provide input. But, if the plan is not satisfactory, the parents will provide W. S. Neal Elementary School with a letter informing us of the problems with the plan and what can be done to rectify the problem. The school will send the letter along with a resolution for the problem to the central office.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

W. S. Neal Elementary School will revise its School Compact in August. The CIP committee which includes parent representatives will meet to discuss changes and revisions. The purpose of this School-Parent Compact is to build and foster the development of a parent-school partnership. This partnership, designed to help students achieve Alabama's high standards of learning will be between students, parents, teachers, and principal. Communication between teachers and parents is of vital importance in the education of children. It is the responsibility of the school to provide high quality curriculum and instruction in a supportive and effective environment that enables students to meet the State's student performance standards. It is the responsibility of parents to support their child's learning and the school's efforts to provide their child with the best quality education possible to ensure that each child becomes a well-rounded, productive citizen. In recognition of parents as their children's first teachers, we are committed to developing a partnership between the home and school which will enhance student achievement and success. The School-Parent Compact is a contract between parents, students, teachers, and administrators. Each student will have a compact that outlines the responsibilities that all parties will carry out to enable each student to achieve Alabama's high student performance standards. During the first few weeks of school, each teacher will conduct a parent orientation workshop to inform parents of the curriculum requirements for the appropriate grade level. Teachers will also inform parents and students of classroom rules, homework and class-work requirements, grading systems and methods, and the levels of proficiency that students will be required to maintain. Progress reports will be sent home midway between each grading period. This keeps parents informed of their child's progress. The school has two regularly scheduled parent-teacher conferences, one in the fall and the other in the spring. Compacts are discussed with parents at these meetings and at called parent teachers meetings. During the meeting, the compact shall be discussed, as the compact relates to the individual child's achievement. The classroom teacher uses this compact when discussing student strengths and weaknesses. Teachers are encouraged to make notes on the compact that will help to document and communicate items related to student needs. Compacts are to be kept for 5 years from the signing date.

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

In May of every year, the Instructional Leadership Team meets to review, evaluate, and revise the CIP. Parents serve on this committee. During the process, parents are sent notices that the CIP is being reviewed. This notice also lets the parents know they may review a copy of the plan on the website, in the Parent Resource Room, and that they have the right to provide input on revisions. Every effort will be made to allow all parents the opportunity to voice concerns and provide input. But, if the plan is not satisfactory, the parents will complete a dissatisfaction form. This form is made available at the school and on the school website.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

The school will conduct meetings which focus on the state content and performance standards, state and local assessments, and Title I requirements. Information will be given to parents to help them understand the importance and impact of assessments, how to interpret assessment data, how to help with homework, and the parents' role in parent-teacher conferences. Information will be offered through conferences, newsletters, practical suggestions and home activities and other personal contacts including individual conferences. Additionally, individual teachers will hold parent orientation workshops to discuss classroom procedures and expectations. Discussions will include ways that parents can monitor student progress, assist their child with school work and stay informed about classroom and school activities. Individual student profiles are sent home with students after the counselor has presented a lesson on the interpretation of scores. Parents then have an opportunity to attend a general meeting to interpret scores on the DIBELS and their implications or can schedule individual conferences for this purpose. School profiles of assessment results and interpretations are provided to parents through discussion at Title I parenting meetings.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of

contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

W. S. Neal Elementary School provides materials to parents in the resource area to foster parental involvement. The parent resource area houses materials for parents to take that will assist them in helping their child to become more successful in school. The Parent Resource room also has a computer for parents to access the school and/or county website for information. The school website provides parents with information to help with student achievement and school calendar for upcoming monthly events. On State-wide Parenting Day, Neal Elementary School provides academic activities for parents to use with their children at home. Additionally, throughout the year WSNES hosts Math and Literacy nights to provide parents with tips and strategies to help their child at home. Other parent information is provided in our parent information display, located in the school's lobby, available for parent to take as needed.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

W. S. Neal Elementary School provides materials to parents in the resource area to foster parental involvement. The parent resource area houses materials for parents to take that will assist them in helping their child to become more successful in school. The Parent Resource room also has a computer for parents to access the school and/or county website for information. The school website provides parents with information to help with student achievement and school calendar for upcoming monthly events. On State-wide Parenting Day, Neal Elementary School provides academic activities for parents to use with their children at home. Additionally, throughout the year WSNES hosts Math and Literacy nights to provide parents with tips and strategies to help their child at home. Other parent information is provided in our parent information display, located in the school's lobby, available for parent to take as needed.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

W. S. Neal Elementary School will provide an annual training session to explain the importance of creating and maintaining a good working relationship with parents as equal partners. The following groups will be invited to attend: parents, teachers, principals, counselors, and other appropriate staff members. School Parent Compact responsibilities are emphasized. Materials and facilities will be provided for these sessions. Parent Involvement will be discussed at grade level meetings, as well as at faculty meetings. All staff members are expected to welcome parents to the school, as appropriate, and to work with parents in meeting the needs of children. Support materials, provided by the LEA Parental Involvement Supervisor, are located in the Parent Resource Center.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

The school will make every effort to ensure that to the extent possible, all information sent home will be in language and form understandable by parents. When a student is enrolled in school, the parent completes a home-language survey to indicate the primary language used in the home. As deemed appropriate, outside intervention will be brought in to assist parents whose primary language is not English. Every effort will be made to communicate with parents in their primary language. A staff member, community volunteer or an older student is used if needed as an interpreter for Spanish translation. TransAct documents are used when necessary to provide parents with information. 6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.) To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe) The school shall provide reasonable support for parental involvement activities through: - Telephone contacts- Surveys- One-on-One (face-to-face) meetings with parents- Requests of parents. Parents will have opportunities through workshops to gain knowledge that may be useful for other parents and will be encouraged to assist other parents in attaining knowledge.

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

W.S. Neal Elementary School will use any and all available resources to ensure that information and school reports that are sent home are written in a language that is appropriate for each parent to have a full understanding of its content. Questions and concerns about students and parents with limited English proficiency and/or migratory children and parents will be directed to the office of Federal Programs. Children and parents of children with disabilities will be directed to Suzanne Barnett, Special Education Coordinator. The school will make every effort to ensure, that to the extent possible, all information sent home will be in a language and form understandable by parents. When a student is enrolled in school, the parent completes a home-language survey to indicate the primary language used in the home. As deemed appropriate, outside intervention will be brought in to assist parents whose primary language is not English. Every effort will be made to

communicate with parents in their primary language. The EL coordinator screens and monitors incoming Kindergarten and transfer students that come from homes where English is not the primary language to see if an EL plan is necessary. TransAct documents are used when necessary to provide parents with information.