ACIP

W. S. Neal Middle School

Escambia County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

W. S. Neal Middle School is a small rural county school with approximately 420 students in grades 5-8. We have 25 teachers and 20 other staff members. Our school is located in East Brewton, a city in Escambia County, Alabama. East Brewton is located in southern Alabama, 65 miles to the Gulf Coast. The city's population is estimated at 2,397 and the county's population estimated at 37,807. In Escambia County, there are five other small cities. One of the cities, Brewton has a separate city school system that is situated inside Escambia County. Students sometimes switch back and forth between the county schools and the city schools causing fluctuation of enrollment during the school year and between school years. The median income for a household in the city was $23,394 which influences the economic condition of families. We are a Title I School. There are no major manufacturing employers in the city of East Brewton. The few businesses are retail. The municipal government of East Brewton is in jeopardy because of financial crisis. There have been little or no changes in enrollment, location, or demographic information.

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.

Mission of school:

W.S. Neal Middle School strives to give our students a safe, technologically advanced learning environment so our students can be both academically and socially productive to our community and to their families.

The Mission of the Escambia County School System, is to provide engaging and comprehensive instructional programs that will enable our students to graduate college and/or career ready.

How Our School Embodies Our Purpose:

As a school, we provide an atmosphere that propels innovation in a manner that is consistent with the 21st century. Learning is focused on advanced comprehension of content, skills, and ingenuity through modern curriculum and teaching strategies. The use of various forms of technology that is used school-wide, enables our students the opportunity to build the digital literacy expertise that is necessary to advance in the technological age of our changing society. Proficiency in all subject areas is increasing through the blending of traditional and modern teaching strategies which range from tactile to digital learning. As a staff body, we focus on consistency of cross curricular collaboration to ensure positive reinforcement of content and skills for each student both individually and collectively. Expectations remain as a top priority from continuous assessment that is aligned with state standards to ensure that our students are either college or career ready when they graduate.

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.

The staff considers the needs of the whole child physically, emotionally, developmentally and academically and develops a plan to meet these needs.

WSNMS teachers received extensive technology training during the past three years. All certified teachers were issued iPads or Chromebooks.

Grades 5-8 will be focus areas for improvement in the areas of both Reading and Math for the 2017-2018 school year.

Additional areas of improvement for the next three years are:

A. To continue technology training which will assist teachers and administrators in the enhancement of

teaching strategies

B. To continue to incorporate best teaching strategies in daily instruction.

C. To increase rigor and relevance in all areas of instruction

D. To continue implementations of the increasing Depth of Knowledge (DOK) questioning

E. To continue to implement strategies to increase student performance on constructed response questions

Additional Information

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

W.S. Neal Middle School is fully accredited by the Southern Association of Colleges and Schools and The Council on Accreditation and School Improvement (SACS/CASI).

To earn accreditation from NCA CASI or SACS CASI, schools must:

1. Meet the AdvancED standards. The standards require that schools have a clear vision and purpose; have effective and responsive leadership; have a rigorous curriculum taught through sound, research-based methods; collect, report, and use performance results; provide adequate resources and support for its educational programs; value and communicate with stakeholders; and have a commitment to continuously improve. The standards are derived from educational research and best practice. They can be viewed and downloaded at AdvancED.

2. Engage in a continuous process of improvement. Accredited schools are committed to being better today than they were yesterday. The schools identify a shared vision, maintain a school-wide profile of the current reality, establish plans and assess the implementation of interventions, and document the results of their efforts to improve student learning and school effectiveness.

3. Demonstrate quality assurance through internal and external review. Internal review involves the schools and their stakeholders. External review involves feedback from experienced educators outside the schools. In both cases, reviewers examine evidence to determine if schools are meeting the standards and achieving goals for improving student learning and school effectiveness.

Our school is unique from all other middle schools in the state of Alabama. Students in 8th grade at our school all have the opportunity to attend the Escambia Career Readiness Center. The Escambia Career Readiness Center is a school within the Escambia County School district. Students may choose from a variety of classes including: Business, Fire & Public Safety, Masonry, Automotive, Building Construction, Horticulture, Healthcare, Industrial Maintenance, and Welding. Additionally, most 7th grade students at our school take a Business Technology Application.

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.

The stakeholders participating in the development of the W.S. Neal Middle School Improvement Plan are teachers, administrators, and parent involvement committee members. Parents were selected from those who volunteered.Throughout the school year, the W.S. Neal Middle School staff meets at both staff meetings as well as department meetings to discuss ideas for the school improvement plan.

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

The Leadership/CIP Team collects and analyzes data in order to accurately assess school-wide needs. Immediately after test data becomes available, this committee begins meeting to analyze assessment data, evaluate the total school program, consider plans that will target areas of greatest need, and make recommendations to the faculty. The leadership team is comprised of parents, teachers, media specialist, counselor, special education teacher, assistant principal, and principal. This information is then used to appropriately allocate money and other resources as we attempt to facilitate the implementation of school-wide reform measures.
The W.S. Neal Middle School Staff had an integral part in the creation of the school improvement plan. Each department created their goals and activities with a focus around curriculum changes, and Alabama's College and Career Readiness/Common Core Standards.
The administration supported the process during department meetings as well as school improvement meetings. Administration served as liaisons between the staff and other stakeholders. Administration presented the school improvement plan to the stakeholders at school board meetings and parent group meetings to gain input and support.

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 school improvement plan will be communicated to all parents via the school website main page for easy access. In addition, our school board will be presented with our finalized plan. We also utilize the SchoolCast calling system and Remind service to inform parents and stakeholders when our School Improvement Plan is completed and uploaded on our website.

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 Performance Data Student Data

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	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?

WSNMS students achieved test scores on the ACT Aspire which exceeded the national ready percentage in numerous areas. The results are as follows:

Students in grade 5 scored about the national ready percentage in the areas of Reading, Math, and Science.

Students in grade 6 scored about the national ready percentage in the area of Science.

Students in grade 7 scored about the national ready percentage in the areas of Reading, Math and Science.

Students in grade 8 scored about the national ready percentage in the areas of Reading, Math and Science.

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

WSNMS showed improvement in several areas on the ACT Aspire from the 2016-2017 school year. Students in 7th grade Reading improved from 30% scoring ready on the ACT Aspire in 2016 to 35% scoring ready in 2017. Students in 8th grade Reading improved from 55% scoring ready on the ACT Aspire in 2016 to 56% scoring ready in 2017. Students in 7th grade math improved from 29% scoring ready on the ACT Aspire in 2016 to 35% scoring ready in 2017. Students in 8th grade math improved from 22% scoring ready on the ACT Aspire in 2014 to 35% scoring ready in 2016.

Which area(s) indicate the overall highest performance?

Students in 8th grade Reading and 5th grade Math indicate the overall highest performance.

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

WSNMS does not have any subgroup data from the ACT Aspire to analyze. Explore data reflects that the subgroup of white females as the group with the highest performance.

Between which subgroups is the achievement gap closing?

WSNMS does not have any subgroup data from the ACT Aspire to analyze.

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

WSNMS does not have any subgroup data from the ACT Aspire to analyze.

Areas in Need of Improvement

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

The area of Reading and Math in grade 7 scored below the expected levels of performance on the ACT Aspire.

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

The area of Reading in grades 7 are below the expected levels of performance as students in each grade level scored below the school's baseline which from the 2015-2016 ACT Aspire. The area of Math in grades 7 is below the expected level of performance as students in each grade level scored below the school's baseline which from the 2015-2016 ACT Aspire.

Which area(s) indicate the overall lowest performance?

The overall lowest area of performance indicated is in seventh and eight grade Math. This is reflected in the decrease in performance from the 2015-2016 ACT Aspire results to the 2016-2017 ACT Aspire results.

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

WSNMS does not have any subgroup data from the ACT Aspire to analyze.

Between which subgroups is the achievement gap becoming greater?

WSNMS does not have any subgroup data from the ACT Aspire to analyze.

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

WSNMS does not have any subgroup data from the ACT Aspire to analyze. STAR data reflects that African American males remain the subgroup with the lowest achievement levels.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.5
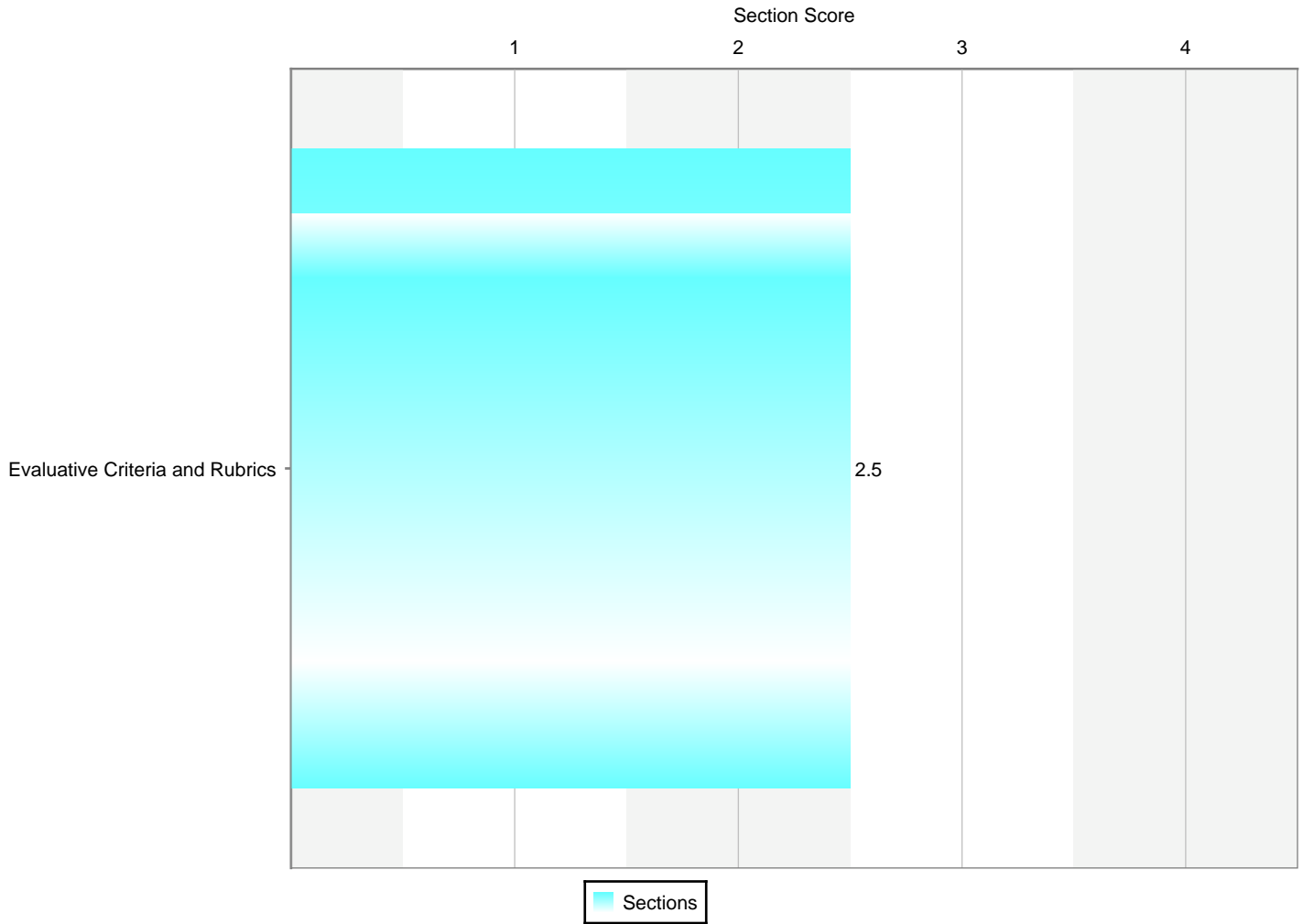
Sections

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		

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		Question 2

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 Escambia County Director of Human Resources Phone- 251-867-6251 301 Belleville Avenue Brewton, AL 36426 Laura Leigh Rambach 251-867-5035 W. S. Neal Middle School Principal 703 Williamson Street East Brewton, AL 36426	Response 3

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

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		Compact

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The students at W. S. Neal Middle School will become proficient in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$29524
2	The students at W.S. Neal Middle School will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$28523
3	W.S. Neal Middle School staff will work with students and parents to foster academic success of students.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$3522
4	The teachers of W.S. Neal Middle School will participate in the district mentor program to assist New Educators in making a successful transition to the Escambia County School District.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Achieving English Language Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
6	The students at W.S. Neal Middle school will be offered high quality fine arts classes.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$63983

Goal 1: The students at W. S. Neal Middle School will become proficient in reading.

Measurable Objective 1:

51% of All Students will demonstrate a proficiency on Scantron Performance Series in Reading by 05/24/2018 as measured by Spring Scantron Performance Series Results.

Strategy 1:

Intensive Intervention - Provide systematic, intensive interventions to struggling learners through the use of the RTI (Response to Intervention) process by matching

instruction to the needs of the learner and continuously monitoring progress toward the goal.

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

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for All Students. Montgomery, AL

Activity - Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored using a variety of data sources including Scantron Performance Series, classroom grades, and Aspire scores, to plan instruction. An enrichment period will be used for remediation and offer additional standards practice for students who are not meeting grade level expectations. Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery.	Academic Support Program	08/09/2017	05/24/2018	$4500	Title I Part A	Principal, Classroom Teachers

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement best practices in classroom instruction such as student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies. Professional learning materials, registration and subs.	Academic Support Program	08/09/2017	05/24/2018	$20924	Title I Part A	Principal, Classroom and Resource Teachers

Activity - Extended Day/Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with extended day/summer school programs as needed.	Academic Support Program	08/09/2017	05/24/2018	$4100	Title I Part A	Principal, Teachers, Support Staff

Goal 2: The students at W.S. Neal Middle School will become proficient in math.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/24/2018 as measured by Scatron Perfomance Series Results.

Strategy 1:

Differentiated Instruction - Provide opportunity and support through differentiated instruction for at-risk students based on math proficiency needs.

Category: Develop/Implement Learning Supports

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

Activity - Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery. Professional learning materials, registration and subs.	Technology	08/09/2017	05/24/2018	$3675	Title I Part A	Principal, Classroom and Special Education Teachers

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement best practices in classroom instruction such as, student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies.	Academic Support Program	08/09/2017	05/24/2018	$20748	Title I Part A	Principal, Teachers, Instructional Aides

Strategy 2:

Math Intervention - Implement explicit, remediation through the use of small group/cooperative learning and tutoring to focus on higher order thinking as a barrier to problem-solving. Offer Summer school and/or tutoring to students who are struggling.

Category: Develop/Implement Learning Supports

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

Activity - Extended Day/Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with extended day/summer school programs as needed and supplies for the program.	Academic Support Program, Direct Instruction	08/09/2017	05/24/2018	$4100	Title I Part A	Principal, Classroom and Resource Teacher

Goal 3: W.S. Neal Middle School staff will work with students and parents to foster academic success of students.

Measurable Objective 1:

collaborate to engage families as full partners in the learning and development of their children by 05/25/2017 as measured by feedback from parent surveys.

Strategy 1:

Build Positive School/Family Connection - Parents will be provided communication for school events through various means of technology. Increase will be evident in the parental survey results.

Category: Develop/Implement Learning Supports

Research Cited: Developing the Fully-Engaged Parent (2009)

By Marilyn Price-Mitchell, Ph.D & Susan Grijalva, M.A.

Taken from: http://www.parentinvolvementmatters.org/articles/engaged-parent.html

Activity - Develop/Continue Parent Involvement Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Folders will be purchased to foster better communication between home and school. Weekly syllabus and other necessary teacher communications will be provided to parents on a regular basis.	Parent Involvement	08/09/2017	05/24/2018	$1522	Title I Part A	Principals, Teachers, Instructional Aides

Activity - School Cast & Remind Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will use the School Cast system to inform parents of school events. The principal and teachers will use the Remind system for school and class updates and information. Remind is a free service that lets administrators and teachers send one-way messages via SMS, push notifications or email to everyone involved with the class. Both will streamline communication between home and school.	Parent Involvement	08/09/2017	05/24/2018	$0	No Funding Required	Principal and Teachers

Activity - PTO Maintianed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A PTO will be maintained to involve parents in the school.	Parent Involvement	08/09/2017	05/24/2018	$0	No Funding Required	Principal and Teachers

Activity - Encourage Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be notified when students are tardy or absent by the school cast system. Parents will be notified of excessive tardies or absences by letter. Students will be rewarded each 9 weeks for perfect attendance. Copier will be used for communication	Behavioral Support Program, Academic Support Program, Parent Involvement	08/09/2017	05/24/2018	$2000	Title I Part A	Principal and Teachers

Activity - Behavior Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstration adverse behaviors that impact the student's learning.	Behavioral Support Program	09/14/2017	05/25/2018	$0	No Funding Required	Teachers, counselor, and administrators

Goal 4: The teachers of W.S. Neal Middle School will participate in the district mentor program to assist New Educators in making a successful transition to the Escambia County School District.

Measurable Objective 1:

collaborate to provide support, assistance, training and resources to beginning teachers during their first year in the teaching profession by 05/30/2014 as measured by mentor program evaluation forms.

Strategy 1:

New Teacher Mentoring - The strategy will work by assisting educators in building their capacity for supporting new teachers in ways that help them to be fully qualified and fully satisfied.

Fully qualified means that the new teachers and experienced teachers new to the district can demonstrate competency with the professional performance standards identified by the district which they work and can, therefore, have a significant impact on student learning.

Fully satisfied means that the new teachers and experienced teachers new to the district feel supported, valued, and productive as people and as professional educators, and therefore not only stay in the teaching profession but continue to teach in the schools to which they are assigned.

Category:

Research Cited: Rowley, James (1999). The Good Mentor. Educational Leadership, Vol. 56 Number 8.

Activity - Conferences and Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will visit and conduct two peer observations during the school year.	Professional Learning	08/09/2017	05/24/2018	$0	No Funding Required	Principals and Teachers

Goal 5: 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 to English Language Learners 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 "Can Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL learner.	Academic Support Program	08/09/2017	05/25/2018	$0	No Funding Required	All teachers

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

Goal 6: The students at W.S. Neal Middle school will be offered high quality fine arts classes.

Measurable Objective 1:

increase student growth by offering fine arts classes by 05/25/2018 as measured by student enrollment in fine arts classes.

Strategy 1:

Increase Elective Offerings - A choral and art program will be implemented to serve students in grades 5-8.

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

Activity - Choral Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have to opportunity to choose choral class as an elective. The school schedule will be adjusted to allow students the opportunity to take more elective classes.	Extra Curricular	08/09/2017	05/25/2018	$31992	Title I Part A	Choral Teacher, counselor, administration

Activity - Visual Art Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A visual art class will be offered to students in grades 5-8. The school schedule will be adjusted to allow students time within the school day to take visual arts.	Extra Curricular	08/09/2017	05/25/2018	$31991	Title I Part A	Art teachers, counselor, administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 "Can Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL learner.	Academic Support Program	08/09/2017	05/25/2018	$0	All teachers
Conferences and Observations	New teachers will visit and conduct two peer observations during the school year.	Professional Learning	08/09/2017	05/24/2018	$0	Principals and Teachers
PTO Maintianed	A PTO will be maintained to involve parents in the school.	Parent Involvement	08/09/2017	05/24/2018	$0	Principal and Teachers
Providing Information to Parents	The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	$0	All teachers and school administrators
School Cast & Remind Service	The principal will use the School Cast system to inform parents of school events. The principal and teachers will use the Remind system for school and class updates and information. Remind is a free service that lets administrators and teachers send one-way messages via SMS, push notifications or email to everyone involved with the class. Both will streamline communication between home and school.	Parent Involvement	08/09/2017	05/24/2018	$0	Principal and Teachers
Behavior Intervention Program	The staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstration adverse behaviors that impact the student's learning.	Behavioral Support Program	09/14/2017	05/25/2018	$0	Teachers, counselor, and administrators
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day/Summer School	Provide students with extended day/summer school programs as needed.	Academic Support Program	08/09/2017	05/24/2018	$4100	Principal, Teachers, Support Staff

Extended Day/Summer School	Provide students with extended day/summer school programs as needed and supplies for the program.	Academic Support Program, Direct Instruction	08/09/2017	05/24/2018	$4100	Principal, Classroom and Resource Teacher
Choral Classes	Students will have to opportunity to choose choral class as an elective. The school schedule will be adjusted to allow students the opportunity to take more elective classes.	Extra Curricular	08/09/2017	05/25/2018	$31992	Choral Teacher, counselor, administration
Develop/Continue Parent Involvement Methods	Folders will be purchased to foster better communication between home and school. Weekly syllabus and other necessary teacher communications will be provided to parents on a regular basis.	Parent Involvement	08/09/2017	05/24/2018	$1522	Principals, Teachers, Instructional Aides
Intervention Support	Student progress will be monitored using a variety of data sources including Scantron Performance Series, classroom grades, and Aspire scores, to plan instruction. An enrichment period will be used for remediation and offer additional standards practice for students who are not meeting grade level expectations. Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery.	Academic Support Program	08/09/2017	05/24/2018	$4500	Principal, Classroom Teachers
Best Practices	Teachers will implement best practices in classroom instruction such as, student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies.	Academic Support Program	08/09/2017	05/24/2018	$20748	Principal, Teachers, Instructional Aides
Visual Art Program	A visual art class will be offered to students in grades 5-8. The school schedule will be adjusted to allow students time within the school day to take visual arts.	Extra Curricular	08/09/2017	05/25/2018	$31991	Art teachers, counselor, administration
Encourage Attendance	Parents will be notified when students are tardy or absent by the school cast system. Parents will be notified of excessive tardies or absences by letter. Students will be rewarded each 9 weeks for perfect attendance. Copier will be used for communication	Behavioral Support Program, Academic Support Program, Parent Involvement	08/09/2017	05/24/2018	$2000	Principal and Teachers
Best Practices	Teachers will implement best practices in classroom instruction such as student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies. Professional learning materials, registration and subs.	Academic Support Program	08/09/2017	05/24/2018	$20924	Principal, Classroom and Resource Teachers
Intervention Support	Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery. Professional learning materials, registration and subs.	Technology	08/09/2017	05/24/2018	$3675	Principal, Classroom and Special Education Teachers
				Total	$125552	

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		Parent Survey Responses

Evaluative Criteria and Rubrics

Overall Rating: 1.5

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

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

Areas of Notable Achievement

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

Parents show overwhelmingly (100% of respondents) that they feel welcome at the school, and that the school encourages them to be active participants in their child's education

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

Ability to contact their child's teacher and the usefulness of the Parent-Compacts are trending upward in parent satisfaction.

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

Parental Advisory Committee members agree that the survey data accurately (but not completely) reflects the feelings and knowledge of the parents of WS Neal Middle School students.

Areas in Need of Improvement

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

The lowest area fell in parents' awareness of the school's referral program to community services outside of the school? (Such services may be adult literacy programs, social services, health services, GED, adult career development, etc.).

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

One area where we could improve upon is making sure parents are aware of how they can be involved in school planning/review committees, which was another lower area of satisfaction according to survey data.

What are the implications for these stakeholder perceptions?

WS Neal Middle school needs to improve its communication with parents regarding these areas of need. More parent involvement in school improvement planning as well as awareness of programs available to families will improve the relationship between the school and the parents and families of its students.

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

Parental Advisory Committee members agree that the survey data accurately (but not completely) reflects the feelings and knowledge of the parents of WS Neal Middle School students.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 1.5
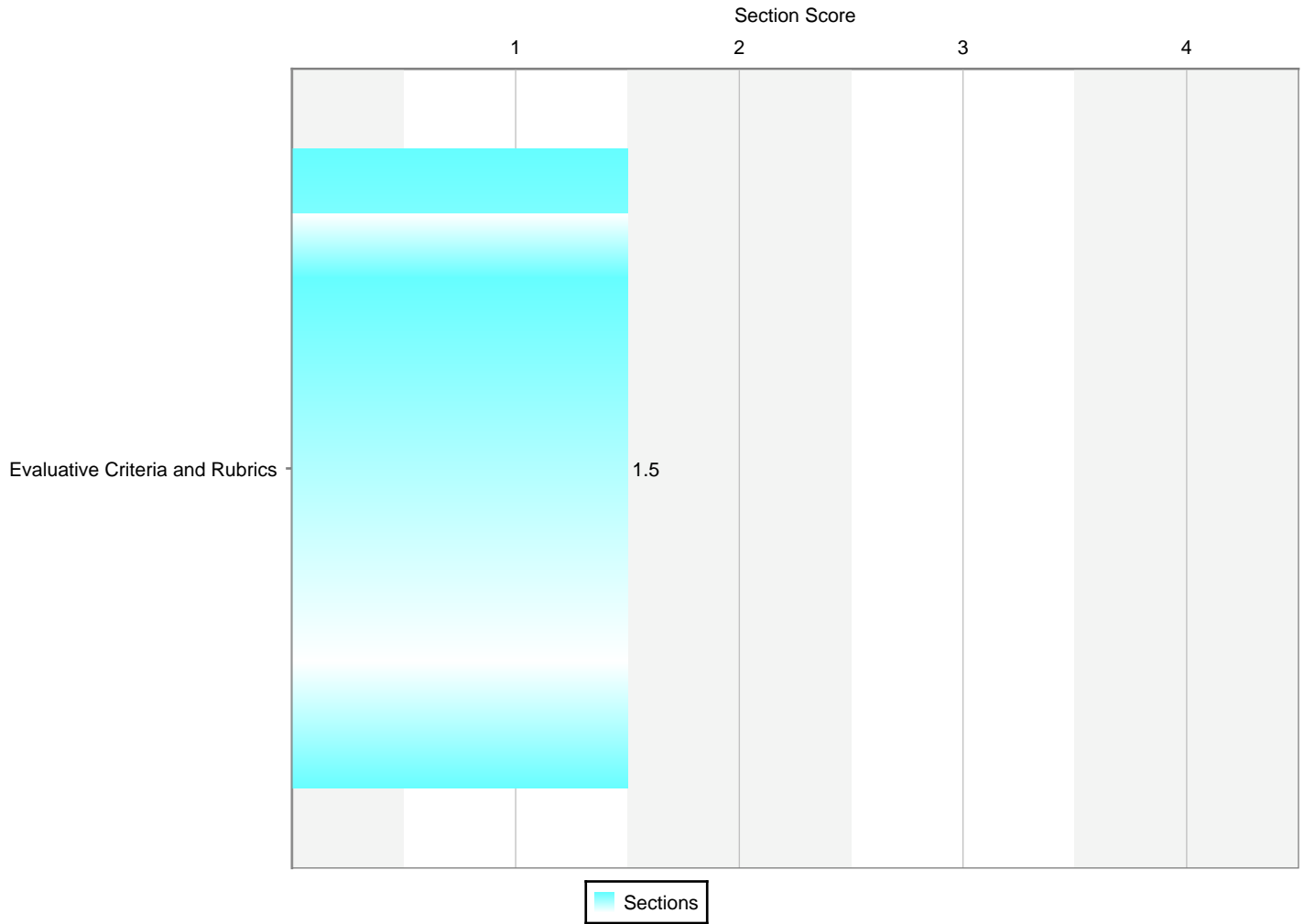
Sections

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?

Parents, students and teachers were surveyed to assess the needs of the school.

What were the results of the comprehensive needs assessment?

Students, parents, and teachers indicated a need for a choral and art program at WSNMS. Teachers also identified a need to replacement technology and instructional programs.

What conclusions were drawn from the results?

WSNMS is in need of arts programs such as Chorus and Art education. Furthermore, we need to continue our technology focus and instructional programs.

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

Overall, students and parents perceive WSNMS as a safe learning environment. Many school programs offer students the opportunity to be involved. Demographic data indicates a ride in free and reduced lunch percentages.

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

The school goals are to increase achievement in reading and math. The needs assessment indicated that teachers use instructional programs to meet the diverse needs of students. Those programs are a priority in our current budget.

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

Data was collected from many stakeholders. The overall needs identified in every sector are being addressed in the goals for this year.

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

The whole school population has the opportunity to use technology at school. Many of the instructional resources are used to enhance learning for all students. Students who are disadvantage have to opportunity to work on assignments before or after school. Also, the new art and choral programs give students extra curricular activities that would not otherwise be available.

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:

The students at W. S. Neal Middle School will become proficient in reading.

Measurable Objective 1:

51% of All Students will demonstrate a proficiency on Scantron Performance Series in Reading by 05/24/2018 as measured by Spring Scantron Performance Series Results.

Strategy1:

Intensive Intervention - Provide systematic, intensive interventions to struggling learners through the use of the RTI (Response to Intervention) process by matching instruction to the needs of the learner and continuously monitoring progress toward the goal.

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

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for All Students. Montgomery, AL

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement best practices in classroom instruction such as student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies. Professional learning materials, registration and subs.	Academic Support Program	08/09/2017	05/24/2018	$20924 - Title I Part A	Principal, Classroom and Resource Teachers

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be monitored using a variety of data sources including Scantron Performance Series, classroom grades, and Aspire scores, to plan instruction. An enrichment period will be used for remediation and offer additional standards practice for students who are not meeting grade level expectations. Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery.	Academic Support Program	08/09/2017	05/24/2018	$4500 - Title I Part A	Principal, Classroom Teachers

Activity - Extended Day/Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with extended day/summer school programs as needed.	Academic Support Program	08/09/2017	05/24/2018	$4100 - Title I Part A	Principal, Teachers, Support Staff

Goal 2:

The students at W.S. Neal Middle School will become proficient in math.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/24/2018 as measured by Scatron Perfomance Series Results.

Strategy1:

Differentiated Instruction - Provide opportunity and support through differentiated instruction for at-risk students based on math proficiency needs.

Category: Develop/Implement Learning Supports

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

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement best practices in classroom instruction such as, student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies.	Academic Support Program	08/09/2017	05/24/2018	$20748 - Title I Part A	Principal, Teachers, Instructional Aides

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery. Professional learning materials, registration and subs.	Technology	08/09/2017	05/24/2018	$3675 - Title I Part A	Principal, Classroom and Special Education Teachers

Strategy2:

Math Intervention - Implement explicit, remediation through the use of small group/cooperative learning and tutoring to focus on higher order thinking as a barrier to problem-solving. Offer Summer school and/or tutoring to students who are struggling.

Category: Develop/Implement Learning Supports

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

Activity - Extended Day/Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with extended day/summer school programs as needed and supplies for the program.	Direct Instruction Academic Support Program	08/09/2017	05/24/2018	$4100 - Title I Part A	Principal, Classroom and Resource Teacher

Goal 3:

W.S. Neal Middle School staff will work with students and parents to foster academic success of students.

Measurable Objective 1:

collaborate to engage families as full partners in the learning and development of their children by 05/25/2017 as measured by feedback from parent surveys.

Strategy1:

Build Positive School/Family Connection - Parents will be provided communication for school events through various means of technology.

Increase will be evident in the parental survey results.

Category: Develop/Implement Learning Supports

Research Cited: Developing the Fully-Engaged Parent (2009)

By Marilyn Price-Mitchell, Ph.D & Susan Grijalva, M.A.

Taken from: http://www.parentinvolvementmatters.org/articles/engaged-parent.html

Activity - PTO Maintianed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A PTO will be maintained to involve parents in the school.	Parent Involvement	08/09/2017	05/24/2018	$0 - No Funding Required	Principal and Teachers

Activity - School Cast & Remind Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will use the School Cast system to inform parents of school events. The principal and teachers will use the Remind system for school and class updates and information. Remind is a free service that lets administrators and teachers send one-way messages via SMS, push notifications or email to everyone involved with the class. Both will streamline communication between home and school.	Parent Involvement	08/09/2017	05/24/2018	$0 - No Funding Required	Principal and Teachers

Activity - Behavior Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstration adverse behaviors that impact the student's learning.	Behavioral Support Program	09/14/2017	05/25/2018	$0 - No Funding Required	Teachers, counselor, and administrators

Activity - Encourage Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified when students are tardy or absent by the school cast system. Parents will be notified of excessive tardies or absences by letter. Students will be rewarded each 9 weeks for perfect attendance. Copier will be used for communication	Parent Involvement Behavioral Support Program Academic Support Program	08/09/2017	05/24/2018	$2000 - Title I Part A	Principal and Teachers

Activity - Develop/Continue Parent Involvement Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Folders will be purchased to foster better communication between home and school. Weekly syllabus and other necessary teacher communications will be provided to parents on a regular basis.	Parent Involvement	08/09/2017	05/24/2018	$1522 - Title I Part A	Principals, Teachers, Instructional Aides

Goal 4:

The teachers of W.S. Neal Middle School will participate in the district mentor program to assist New Educators in making a successful transition to the Escambia County School District.

Measurable Objective 1:

collaborate to provide support, assistance, training and resources to beginning teachers during their first year in the teaching profession by 05/30/2014 as measured by mentor program evaluation forms.

Strategy1:

New Teacher Mentoring - The strategy will work by assisting educators in building their capacity for supporting new teachers in ways that help them to be fully qualified and fully satisfied.

Fully qualified means that the new teachers and experienced teachers new to the district can demonstrate competency with the professional performance standards identified by the district which they work and can, therefore, have a significant impact on student learning.

Fully satisfied means that the new teachers and experienced teachers new to the district feel supported, valued, and productive as people and as professional educators, and therefore not only stay in the teaching profession but continue to teach in the schools to which they are assigned.

Category:

Research Cited: Rowley, James (1999). The Good Mentor. Educational Leadership, Vol. 56 Number 8.

Activity - Conferences and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will visit and conduct two peer observations during the school year.	Professional Learning	08/09/2017	05/24/2018	$0 - No Funding Required	Principals and Teachers

Goal 5:

Students at W.S. Neal Middle School will acquire the skills to successfully transition between the W.S. Neal Schools.

Measurable Objective 1:

collaborate to prepare and assist students in transitioning between elementary to middle and middle to high school.   by 05/26/2016 as measured by feedback from parent and student surveys .

Strategy1:

Transitioning Students - Students will complete a series of activities in order to prepare him/her to transition from previous school to current school and/or from the current school to the next school, including preparing 4th grade students for entry into middle school and 8th grade students for entry into high school.

Category:

Research Cited: Kennelly, L. and Monrad, M. (2007) Easing the Transition to High School: Research and Best Practices Designed to Support High School Learning. National High School Center at the American Institutes for Research.

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor from W.S. Neal High School will come to assist 8th grade students in planning and creating their schedules for 9th grade.	Other	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers and Counselor

Activity - Articulation Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th grade teachers and the school counselor from W.S. Neal Elementary School will meet with the 5th grade teachers, counselor, principal, and school resource officer from W.S. Neal Middle School to discuss students with particular academic, physical, or medical needs that will be transitioning to the middle school. Additionally, school counselors and principals from W.S. Neal Middle and W.S. Neal High School will meet to discuss students transitioning from 8th to 9th grade.	Professional Learning	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, counselor, school resource officer, and teachers

Activity - 4th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor from W.S. Neal Middle School will hold an orientation for students to provide students with facts and tips about the school including information about being organized and responsible, lockers, schedules, meal and snack prices, rules, and extracurricular actives offered at the school. 4th grade students from W.S. Neal Elementary will be provided a guided tour of W.S. Neal Middle School conducted by the 8th grade Student Council members of the school.	Field Trip	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Tour of High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students from W.S. Neal Middle School will be provided a guided tour of W.S. Neal High School.	Field Trip	08/09/2017	05/24/2018	$200 - Title I Part A	Principal, Teachers, Counselor

Goal 6:

The students at W.S. Neal Middle school will be offered high quality fine arts classes.

Measurable Objective 1:

increase student growth by offering fine arts classes by 05/25/2018 as measured by student enrollment in fine arts classes.

Strategy1:

Increase Elective Offerings - A choral and art program will be implemented to serve students in grades 5-8.

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

Research Cited:

Activity - Visual Art Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A visual art class will be offered to students in grades 5-8. The school schedule will be adjusted to allow students time within the school day to take visual arts.	Extra Curricular	08/09/2017	05/25/2018	$31991 - Title I Part A	Art teachers, counselor, administration

Activity - Choral Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have to opportunity to choose choral class as an elective. The school schedule will be adjusted to allow students the opportunity to take more elective classes.	Extra Curricular	08/09/2017	05/25/2018	$31992 - Title I Part A	Choral Teacher, counselor, administration

Goal 7:

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 to English Language Learners and keep parents informed of student progress.

Category: Develop/Implement Learning Supports

Research Cited:

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

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 "Can Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL learner.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All teachers

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

Goal 1:

The students at W. S. Neal Middle School will become proficient in reading.

Measurable Objective 1:

51% of All Students will demonstrate a proficiency on Scantron Performance Series in Reading by 05/24/2018 as measured by Spring Scantron Performance Series Results.

Strategy1:

Intensive Intervention - Provide systematic, intensive interventions to struggling learners through the use of the RTI (Response to Intervention) process by matching instruction to the needs of the learner and continuously monitoring progress toward the goal.

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

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for All Students. Montgomery, AL

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement best practices in classroom instruction such as student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies. Professional learning materials, registration and subs.	Academic Support Program	08/09/2017	05/24/2018	$20924 - Title I Part A	Principal, Classroom and Resource Teachers

Activity - Extended Day/Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with extended day/summer school programs as needed.	Academic Support Program	08/09/2017	05/24/2018	$4100 - Title I Part A	Principal, Teachers, Support Staff

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be monitored using a variety of data sources including Scantron Performance Series, classroom grades, and Aspire scores, to plan instruction. An enrichment period will be used for remediation and offer additional standards practice for students who are not meeting grade level expectations. Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery.	Academic Support Program	08/09/2017	05/24/2018	$4500 - Title I Part A	Principal, Classroom Teachers

Goal 2:

The students at W.S. Neal Middle School will become proficient in math.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/24/2018 as measured by Scatron Perfomance Series Results.

Strategy1:

Math Intervention - Implement explicit, remediation through the use of small group/cooperative learning and tutoring to focus on higher order thinking as a barrier to problem-solving. Offer Summer school and/or tutoring to students who are struggling.

Category: Develop/Implement Learning Supports

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

Activity - Extended Day/Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with extended day/summer school programs as needed and supplies for the program.	Direct Instruction Academic Support Program	08/09/2017	05/24/2018	$4100 - Title I Part A	Principal, Classroom and Resource Teacher

Strategy2:

Differentiated Instruction - Provide opportunity and support through differentiated instruction for at-risk students based on math proficiency needs.

Category: Develop/Implement Learning Supports

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

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement best practices in classroom instruction such as, student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies.	Academic Support Program	08/09/2017	05/24/2018	$20748 - Title I Part A	Principal, Teachers, Instructional Aides

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery. Professional learning materials, registration and subs.	Technology	08/09/2017	05/24/2018	$3675 - Title I Part A	Principal, Classroom and Special Education Teachers

Goal 3:

W.S. Neal Middle School staff will work with students and parents to foster academic success of students.

Measurable Objective 1:

collaborate to engage families as full partners in the learning and development of their children by 05/25/2017 as measured by feedback from parent surveys.

Strategy1:

Build Positive School/Family Connection - Parents will be provided communication for school events through various means of technology.

Increase will be evident in the parental survey results.

Category: Develop/Implement Learning Supports

Research Cited: Developing the Fully-Engaged Parent (2009)

By Marilyn Price-Mitchell, Ph.D & Susan Grijalva, M.A.

Taken from: http://www.parentinvolvementmatters.org/articles/engaged-parent.html

Activity - Encourage Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified when students are tardy or absent by the school cast system. Parents will be notified of excessive tardies or absences by letter. Students will be rewarded each 9 weeks for perfect attendance. Copier will be used for communication	Parent Involvement Behavioral Support Program Academic Support Program	08/09/2017	05/24/2018	$2000 - Title I Part A	Principal and Teachers

Activity - PTO Maintianed	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A PTO will be maintained to involve parents in the school.	Parent Involvement	08/09/2017	05/24/2018	$0 - No Funding Required	Principal and Teachers

Activity - Behavior Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstration adverse behaviors that impact the student's learning.	Behavioral Support Program	09/14/2017	05/25/2018	$0 - No Funding Required	Teachers, counselor, and administrators

Activity - School Cast & Remind Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will use the School Cast system to inform parents of school events. The principal and teachers will use the Remind system for school and class updates and information. Remind is a free service that lets administrators and teachers send one-way messages via SMS, push notifications or email to everyone involved with the class. Both will streamline communication between home and school.	Parent Involvement	08/09/2017	05/24/2018	$0 - No Funding Required	Principal and Teachers

Activity - Develop/Continue Parent Involvement Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Folders will be purchased to foster better communication between home and school. Weekly syllabus and other necessary teacher communications will be provided to parents on a regular basis.	Parent Involvement	08/09/2017	05/24/2018	$1522 - Title I Part A	Principals, Teachers, Instructional Aides

Goal 4:

The teachers of W.S. Neal Middle School will participate in the district mentor program to assist New Educators in making a successful transition to the Escambia County School District.

Measurable Objective 1:

collaborate to provide support, assistance, training and resources to beginning teachers during their first year in the teaching profession by 05/30/2014 as measured by mentor program evaluation forms.

Strategy1:

New Teacher Mentoring - The strategy will work by assisting educators in building their capacity for supporting new teachers in ways that help them to be fully qualified and fully satisfied.

Fully qualified means that the new teachers and experienced teachers new to the district can demonstrate competency with the professional performance standards identified by the district which they work and can, therefore, have a significant impact on student learning.

Fully satisfied means that the new teachers and experienced teachers new to the district feel supported, valued, and productive as people and as professional educators, and therefore not only stay in the teaching profession but continue to teach in the schools to which they are assigned.

Category:

Research Cited: Rowley, James (1999). The Good Mentor. Educational Leadership, Vol. 56 Number 8.

Activity - Conferences and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will visit and conduct two peer observations during the school year.	Professional Learning	08/09/2017	05/24/2018	$0 - No Funding Required	Principals and Teachers

Goal 5:

Students at W.S. Neal Middle School will acquire the skills to successfully transition between the W.S. Neal Schools.

Measurable Objective 1:

collaborate to prepare and assist students in transitioning between elementary to middle and middle to high school.   by 05/26/2016 as measured by feedback from parent and student surveys .

Strategy1:

Transitioning Students - Students will complete a series of activities in order to prepare him/her to transition from previous school to current school and/or from the current school to the next school, including preparing 4th grade students for entry into middle school and 8th grade students for entry into high school.

Category:

Research Cited: Kennelly, L. and Monrad, M. (2007) Easing the Transition to High School: Research and Best Practices Designed to Support High School Learning. National High School Center at the American Institutes for Research.

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor from W.S. Neal High School will come to assist 8th grade students in planning and creating their schedules for 9th grade.	Other	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers and Counselor

Activity - Tour of High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students from W.S. Neal Middle School will be provided a guided tour of W.S. Neal High School.	Field Trip	08/09/2017	05/24/2018	$200 - Title I Part A	Principal, Teachers, Counselor

Activity - Articulation Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th grade teachers and the school counselor from W.S. Neal Elementary School will meet with the 5th grade teachers, counselor, principal, and school resource officer from W.S. Neal Middle School to discuss students with particular academic, physical, or medical needs that will be transitioning to the middle school. Additionally, school counselors and principals from W.S. Neal Middle and W.S. Neal High School will meet to discuss students transitioning from 8th to 9th grade.	Professional Learning	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, counselor, school resource officer, and teachers

Activity - 4th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor from W.S. Neal Middle School will hold an orientation for students to provide students with facts and tips about the school including information about being organized and responsible, lockers, schedules, meal and snack prices, rules, and extracurricular actives offered at the school. 4th grade students from W.S. Neal Elementary will be provided a guided tour of W.S. Neal Middle School conducted by the 8th grade Student Council members of the school.	Field Trip	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, Teachers, Counselor

Goal 6:

The students at W.S. Neal Middle school will be offered high quality fine arts classes.

Measurable Objective 1:

increase student growth by offering fine arts classes by 05/25/2018 as measured by student enrollment in fine arts classes.

Strategy1:

Increase Elective Offerings - A choral and art program will be implemented to serve students in grades 5-8.

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

Research Cited:

Activity - Visual Art Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A visual art class will be offered to students in grades 5-8. The school schedule will be adjusted to allow students time within the school day to take visual arts.	Extra Curricular	08/09/2017	05/25/2018	$31991 - Title I Part A	Art teachers, counselor, administration

Activity - Choral Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have to opportunity to choose choral class as an elective. The school schedule will be adjusted to allow students the opportunity to take more elective classes.	Extra Curricular	08/09/2017	05/25/2018	$31992 - Title I Part A	Choral Teacher, counselor, administration

Goal 7:

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 to English Language Learners 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 "Can Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL learner.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All teachers

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

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:

The students at W. S. Neal Middle School will become proficient in reading.

Measurable Objective 1:

51% of All Students will demonstrate a proficiency on Scantron Performance Series in Reading by 05/24/2018 as measured by Spring Scantron Performance Series Results.

Strategy1:

Intensive Intervention - Provide systematic, intensive interventions to struggling learners through the use of the RTI (Response to Intervention) process by matching instruction to the needs of the learner and continuously monitoring progress toward the goal.

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

Research Cited: Alabama State Department of Education (2009). Response to Instruction: Alabama's Core Support for All Students. Montgomery, AL

Activity - Extended Day/Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with extended day/summer school programs as needed.	Academic Support Program	08/09/2017	05/24/2018	$4100 - Title I Part A	Principal, Teachers, Support Staff

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement best practices in classroom instruction such as student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies. Professional learning materials, registration and subs.	Academic Support Program	08/09/2017	05/24/2018	$20924 - Title I Part A	Principal, Classroom and Resource Teachers

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be monitored using a variety of data sources including Scantron Performance Series, classroom grades, and Aspire scores, to plan instruction. An enrichment period will be used for remediation and offer additional standards practice for students who are not meeting grade level expectations. Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery.	Academic Support Program	08/09/2017	05/24/2018	$4500 - Title I Part A	Principal, Classroom Teachers

Goal 2:

The students at W.S. Neal Middle School will become proficient in math.

Measurable Objective 1:

49% of All Students will demonstrate a proficiency on Scantron Performance Series in Mathematics by 05/24/2018 as measured by Scatron Perfomance Series Results.

Strategy1:

Math Intervention - Implement explicit, remediation through the use of small group/cooperative learning and tutoring to focus on higher order thinking as a barrier to problem-solving. Offer Summer school and/or tutoring to students who are struggling.

Category: Develop/Implement Learning Supports

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

Activity - Extended Day/Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with extended day/summer school programs as needed and supplies for the program.	Academic Support Program Direct Instruction	08/09/2017	05/24/2018	$4100 - Title I Part A	Principal, Classroom and Resource Teacher

Strategy2:

Differentiated Instruction - Provide opportunity and support through differentiated instruction for at-risk students based on math proficiency needs.

Category: Develop/Implement Learning Supports

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

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement best practices in classroom instruction such as, student technology, Flocabulary, charts and graphs from poster maker, printed materials, and other supplies.	Academic Support Program	08/09/2017	05/24/2018	$20748 - Title I Part A	Principal, Teachers, Instructional Aides

Activity - Intervention Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use ixl.com and MobyMax to provide additional standards practice for grade level or below level skills to close the gap towards mastery. Professional learning materials, registration and subs.	Technology	08/09/2017	05/24/2018	$3675 - Title I Part A	Principal, Classroom and Special Education Teachers

Goal 3:

The teachers of W.S. Neal Middle School will participate in the district mentor program to assist New Educators in making a successful transition to the Escambia County School District.

Measurable Objective 1:

collaborate to provide support, assistance, training and resources to beginning teachers during their first year in the teaching profession by 05/30/2014 as measured by mentor program evaluation forms.

Strategy1:

New Teacher Mentoring - The strategy will work by assisting educators in building their capacity for supporting new teachers in ways that help them to be fully qualified and fully satisfied.

Fully qualified means that the new teachers and experienced teachers new to the district can demonstrate competency with the professional performance standards identified by the district which they work and can, therefore, have a significant impact on student learning.

Fully satisfied means that the new teachers and experienced teachers new to the district feel supported, valued, and productive as people and as professional educators, and therefore not only stay in the teaching profession but continue to teach in the schools to which they are assigned.

Category:

Research Cited: Rowley, James (1999). The Good Mentor. Educational Leadership, Vol. 56 Number 8.

Activity - Conferences and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will visit and conduct two peer observations during the school year.	Professional Learning	08/09/2017	05/24/2018	$0 - No Funding Required	Principals and Teachers

Goal 4:

Students at W.S. Neal Middle School will acquire the skills to successfully transition between the W.S. Neal Schools.

Measurable Objective 1:

collaborate to prepare and assist students in transitioning between elementary to middle and middle to high school.   by 05/26/2016 as measured by feedback from parent and student surveys .

Strategy1:

Transitioning Students - Students will complete a series of activities in order to prepare him/her to transition from previous school to current school and/or from the current school to the next school, including preparing 4th grade students for entry into middle school and 8th grade students for entry into high school.

Category:

Research Cited: Kennelly, L. and Monrad, M. (2007) Easing the Transition to High School: Research and Best Practices Designed to Support High School Learning. National High School Center at the American Institutes for Research.

Activity - 4th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor from W.S. Neal Middle School will hold an orientation for students to provide students with facts and tips about the school including information about being organized and responsible, lockers, schedules, meal and snack prices, rules, and extracurricular actives offered at the school. 4th grade students from W.S. Neal Elementary will be provided a guided tour of W.S. Neal Middle School conducted by the 8th grade Student Council members of the school.	Field Trip	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor from W.S. Neal High School will come to assist 8th grade students in planning and creating their schedules for 9th grade.	Other	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers and Counselor

Activity - Articulation Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th grade teachers and the school counselor from W.S. Neal Elementary School will meet with the 5th grade teachers, counselor, principal, and school resource officer from W.S. Neal Middle School to discuss students with particular academic, physical, or medical needs that will be transitioning to the middle school. Additionally, school counselors and principals from W.S. Neal Middle and W.S. Neal High School will meet to discuss students transitioning from 8th to 9th grade.	Professional Learning	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, counselor, school resource officer, and teachers

Activity - Tour of High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students from W.S. Neal Middle School will be provided a guided tour of W.S. Neal High School.	Field Trip	08/09/2017	05/24/2018	$200 - Title I Part A	Principal, Teachers, Counselor

Goal 5:

The students at W.S. Neal Middle school will be offered high quality fine arts classes.

Measurable Objective 1:

increase student growth by offering fine arts classes by 05/25/2018 as measured by student enrollment in fine arts classes.

Strategy1:

Increase Elective Offerings - A choral and art program will be implemented to serve students in grades 5-8.

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

Research Cited:

Activity - Visual Art Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A visual art class will be offered to students in grades 5-8. The school schedule will be adjusted to allow students time within the school day to take visual arts.	Extra Curricular	08/09/2017	05/25/2018	$31991 - Title I Part A	Art teachers, counselor, administration

Activity - Choral Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have to opportunity to choose choral class as an elective. The school schedule will be adjusted to allow students the opportunity to take more elective classes.	Extra Curricular	08/09/2017	05/25/2018	$31992 - Title I Part A	Choral Teacher, counselor, administration

Goal 6:

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 to English Language Learners and keep parents informed of student progress.

Category: Develop/Implement Learning Supports

Research Cited:

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

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 "Can Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL learner.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All teachers

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

Goal 1:

Achieving English Language Proficiency

Measurable Objective 1:

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

Strategy1:

Targeted Instruction and Parental Involvement - Provide targeted instruction to English Language Learners 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 "Can Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL learner.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All teachers

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

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

The school sends achievement results home with students with an letter attached on how to read the reports. The letters are also available in other languages. Parent meetings are help to look at the results and assist parents with interpretation.

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.

Staff members undergo an interview process which includes the principal and other teachers. Prospective teachers are asked scenario based questions to understand philosophy and practice. Once a teacher is hired, staff members work collaboratively to ensure that students receive rigorous instruction. Staff member use data in instructional planning to ensure students' needs are being met.

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?

No academic teachers had to be replaced this year. One elective teacher had to be replaced after his unexpected passing in the previous school year. Two elective teachers were hired for new Choral and Art programs.

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

The instructional staff of WSNMS has an average of 13.7 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).

There is not a high turnover rate.

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

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

The administration and teaching staff uses state date to plan Professional Learning based on needs. If one are is weak, the staff is instructed in that area.

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

Professional Learning is offered at the local school, district and state level. Teacher needs are identified through a Professional Learning survey, discussions with administrators, and administrators observations. All staff members can request professional development.

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

New teachers are partnered with experienced teachers to mentor. New special education teachers attend meetings with the special education coordinator. Teacher new to the school with experience elsewhere are pair with a buddy teacher.

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

Professional development is sustained by administrator observations and conferences and well as peer observations.

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:

Students at W.S. Neal Middle School will acquire the skills to successfully transition between the W.S. Neal Schools.

Measurable Objective 1:

collaborate to prepare and assist students in transitioning between elementary to middle and middle to high school.   by 05/26/2016 as measured by feedback from parent and student surveys .

Strategy1:

Transitioning Students - Students will complete a series of activities in order to prepare him/her to transition from previous school to current school and/or from the current school to the next school, including preparing 4th grade students for entry into middle school and 8th grade students for entry into high school.

Category:

Research Cited: Kennelly, L. and Monrad, M. (2007) Easing the Transition to High School: Research and Best Practices Designed to Support High School Learning. National High School Center at the American Institutes for Research.

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor from W.S. Neal High School will come to assist 8th grade students in planning and creating their schedules for 9th grade.	Other	08/09/2017	05/24/2018	$0 - No Funding Required	Teachers and Counselor

Activity - 4th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor from W.S. Neal Middle School will hold an orientation for students to provide students with facts and tips about the school including information about being organized and responsible, lockers, schedules, meal and snack prices, rules, and extracurricular actives offered at the school. 4th grade students from W.S. Neal Elementary will be provided a guided tour of W.S. Neal Middle School conducted by the 8th grade Student Council members of the school.	Field Trip	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Articulation Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th grade teachers and the school counselor from W.S. Neal Elementary School will meet with the 5th grade teachers, counselor, principal, and school resource officer from W.S. Neal Middle School to discuss students with particular academic, physical, or medical needs that will be transitioning to the middle school. Additionally, school counselors and principals from W.S. Neal Middle and W.S. Neal High School will meet to discuss students transitioning from 8th to 9th grade.	Professional Learning	08/09/2017	05/24/2018	$0 - No Funding Required	Principal, counselor, school resource officer, and teachers

Activity - Tour of High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students from W.S. Neal Middle School will be provided a guided tour of W.S. Neal High School.	Field Trip	08/09/2017	05/24/2018	$200 - Title I Part A	Principal, Teachers, Counselor

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?

Teacher representatives are on a leadership team. The leadership team is consulted regarding the use of statewide academic assessments.

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?

Teachers meet to discuss student progress during RTI meetings and other team meetings. Students who are not making sufficient progress receive intervention and monitoring.

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?

Teachers monitor students' progress at each reporting period to ensure timely intervention.

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.

Summer school is offered to students who need support beyond the regular school year.

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.

Migrant- Students will be monitored and intervention will be put in place if student is struggling.

EL- Students are offered classroom accommodations and frequent parent contact.

ED- Students are monitored and intervention will be put in place if student is struggling.

Neglected and. Delinquent- Student will be offered resources when identified.

Homeless- Students are giving materials and school uniforms. Students are monitored and intervention will be put in place if student is struggling.

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.

Student with disabilities have Individual Education plans which are written each year and followed by school staff members.

Economically disadvantaged including foster care- Students are monitored and intervention will be put in place if student is struggling.

Students are also given supplies and uniforms if needed.

Any students whose parent(s) in in a non-traditional field, single or displaced will be

monitored and intervention will be put in place if student is struggling.

EL students will be provided classroom accommodations and frequent parent communication.

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.

State, Federal, and local programs are used to fund teachers, programs, and supplies for the students at WSNMS, The majority of the teaching staff is funded through the state foundation funds. Local funds support the band teacher, assistant principal, and part of other units. Federal funds are used to fund the new art and choral programs and to support instruction. Instructional supports include computer programs, equipment, and supplies beyond our state supply budget.

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)?

The school funds are used for teachers, materials, and equipment.

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

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

The school used parent, teacher, and student surveys to evaluate the program. Other anecdotal data is also considered.

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?

School staff member analyse the data to determine student needs and the effectiveness of programs.

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?

The school uses standardizes test data, classroom grades, and common assessment to measure student achievement. Measures such as special education and RTI are put in place to ensure the success of all students.

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 teacher leadership team reviews an evaluates the plan throughout the year.

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.	19.87

Provide the number of classroom teachers.

19.87

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	978010.0

Total   978,010.00

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.	75919.0

Total   75,919.00

Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	31543.0

Total   31,543.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	53428.0

Total   53,428.00

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.	53428.0

Total   53,428.00

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.	4954.0

Total   4,954.00

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.	1823.0

Total   1,823.00

EL Teachers

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

Provide the number of EL Teachers.

0

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.	9862.0

Total   9,862.00

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.	724.0

Total   724.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	124030.0

Provide a brief explanation and breakdown of expenses.

Instructional Funds-

Materials and Supplies- 22, 497

Instructional Equipment- 10,000

Computer Hardware- 10, 000

Salaries-

Art and Chorus Teachers- 61, 683

Subs for teachers- 1300

Purchased Software-

Software Maintenance Agreement- 6,000

Extended Day-

Teachers Salaries- 800

Supplies- 800

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	2350.0

Provide a brief explanation and a breakdown of expenses.

Staff Development-

Substitutes- 650

Travel and Training- 1000

Materials and Supplies- 100

Registration- 600

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	1000.0

Provide a brief explanation and a breakdown of expenses.

Copier maintenance agreement- $1000

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.

not yet allocated

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.

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.

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

Provide a brief explanation and breakdown of expenses.

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.

Local Funds

Label	Question	Value
1.	Provide the total	60707.0

Provide a brief explanation and breakdown of expenses.

1.08 Locally-Funded Units: $60,322.

    Teachers - .58 - $28,779.

    Asst. Principal - .50 - $31,543.

Instructional Supplies - $385.00

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))

All parents will be invited to an annual meeting in September 2017. Parents are notified of the meeting through notices sent home by students, the school website, as well as newspaper and radio announcements. A notice will also be posted on the school's Facebook page. The meeting agenda will include what it means to be a Title I school, the 1% set-aside, and the process for how all Title I parents may have involvement in the 1% set-aside, the LEA Title I Plan, the CIP, the revisions of compacts, the LEA and School Parental and Family Engagement Plans.

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) At the beginning of the school year, W. S. Neal Middle School has its annual Open House from 2:00-4:00. During Open House, parents and students meet their teachers and become oriented with the expectations of the year. Parent-Teacher conferences are held in the fall and spring of the school year from 1:30-6:00. Those conference days will be held October 12th and March 15th. Conferences are also available daily during the teacher's conference time. W. S. Neal Middle School offers meetings from 7:30-3:00 daily between parents, administrators, and teachers during the first and second semester to discuss the child's progress, placement, achievement, and other school information. To the extent practicable, meetings may be held in the evenings.

2) Parents will be given an opportunity to provide input in the planning, development, and operation of the Title I program. The Instructional Leadership Team or Parent and Family Engagement Committee will meet on designated dates to discuss professional development activities, review and revise the CIP, and plan parent involvement activities. The committee will provide input in the planning, development and implementation of the program. Parents will be informed of meetings through letters sent home to committee members and member e-mail.

3) The Instructional Leadership Team or the Parent and Family Engagement Committee will meet to decide how the parental involvement funds will be spent. The committee decided the funds would be spent on materials to help with transitioning to and from the middle school, as well as communication folders that will be used as a tool for getting information home to parents.

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))

Timely information will be given to parents through the weekly syllabus, weekly e-mails, school website, and letters home to parents. Information will also be posted on the school's Facebook page. The school will use any resource available 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 the content of the information. Information is also posted on our school website. At the beginning of the year parents will be given the Escambia County Code of Conduct.

The school will provide a description and explanation of the curriculum in use and provide forms of academic assessment used to measure student progress and levels of proficiency which students are expected to meet. This information will be discussed during parent meetings. The curriculum will also be available on the school website.

Progress reports and report cards will be sent home which will indicate teachers request for parental conferences as needed. Teachers, parents, or administrators may also request parental conferences through telephone calls and/or notes sent home by students. Conferences may be scheduled before, during, or after school.

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 Middle School has worked closely with the Instructional Leaderhsip Team and the Parent and Family Engagement Committee to revise and update the 2017-2018 school-parent compact which addresses the State's academic achievement standards. The compact along with suggested changes will be reviewed at the annual meeting. This compact outlines how parents, the entire school staff, and students share the responsibility for improving student academic achievement. The compact also addresses the importance of ongoing communication between teachers and parents. During parent-teacher conferences, teachers will discuss the compact with parents, and explain the content as to the expectations of the teacher, parent, student, and the school. The compact will be sent home in August. Teachers will have a signed compact for each of their students.

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

After the plan is reviewed and revised by the Instructional Leadership Tam and the Parent and Family Engagement Committee, parents are encouraged to review the Continuous Improvement Plan either at the school or on the school's website. A notice will go home stating that the entire plan is available for review and that parents have the right to submit their concerns in writing to the school regarding the plan. A Dissatisfaction of CIP form is available on the school's website for this purpose. The notice will also state that parents concerns will be forwarded to: Federal Programs Coordinator/Curriculum and Instruction Director, Sarah Watkins, Escambia County Schools, 501 South Pensacola Avenue, Atmore, Alabama, 36502. Telephone number 251-368-0308. Fax 251-368-0303. The Federal Programs Coordinator will submit comments to the Alabama State Department of Education.

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)

A variety of materials are available at the parent resource center to help parents work with their children to improve achievement. Parents are notified about the parent resource center at the beginning of the school year by a notice sent home by the Parent and Family Engagement Liaison.

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 Middle School will work with its teachers through faculty meetings, grade level meetings as well as departmental meetings in understanding the importance of parental involvement and working with parents as equal partners. A variety of materials are available in each teacher workroom to assist our teachers with reaching out to, communicating with and working with parents as equal partners

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 Middle School has a parent resource center at the entrance of the school. Parents are notified about the parent resource center at the beginning of the school year by a notice sent home by the Parent and Family Engagement Liaison. The school counselor works with W. S Neal Elementary School and W. S. Neal High School to coordinate transitioning between the three schools. At this time, we are planning to offer summer school for our students.

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 Middle School will make every effort to communicate with parents in a language and form that all parents can understand. The TransAct Compliance and Communication center is available online for the school to access parent information needed in different languages. A community volunteer Spanish interpreter will be provided as needed. Also, an ECTACO Any Language Translator, provided by the LEA, will be used 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 provide such other reasonable support for parental involvement activities as parents may request. (Describe)

W. S. Neal Middle School will also provide other support for parents. It will include:
 *Parent surveys
 *Telephone contacts
 *Individual, grade level, counselor and administrator conferences

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 Middle School will use any resource available 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 the content of the information. We currently have three students with limited English proficiency. At this time, we do not have any migrant students. We make every effort to accommodate parents with disabilities. Our school building is a handicapped-accessible building. Concerned parents of students with disabilities may contact Mrs. Suzanne Barnett, Special Education Supervisor, 1607 Poplar Street, Flomaton, Alabama 36441. Telephone number: 251-296-0633. Fax:

251-296-0634. E-mail address: suzanne.barnett@escoschools.net. Concerned parents of EL and migratory students may contact Sarah Watkins, Escambia County Schools, 501 South Pensacola Avenue, Atmore, Alabama 36502. Telephone number: 251-368-0308. Fax: 251-368-0303. E-mail address: sarahwatkins@escoschools.net.