ACIP

Excel School

Monroe County Board of Education

Mr. Marty W Hanks, Principal
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Excel, AL 36439

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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?

Community Characteristics:

Community characteristics and demographics information were compiled from the 2010 Census for Monroe County in Alabama. Monroe County's 2012 population is estimated at 22,602. There has been a gradual decrease in population since 2000. The following chart shows this information:

Year Population Change:
Since 2000 Year-to-Year Change
2010 23,068 -5.16% +3.03% since 2009
2009 22,389 -7.96% -1.14% since 2008
2008 22,648 -6.89% -0.49% since 2007
2007 22,759 -6.43% -0.99% since 2006
2006 22,986 -5.5% -0.79% since 2005
2005 23,169 -4.75% -0.78% since 2004
2004 23,351 -4% -0.77% since 2003
2003 23,532 -3.26% -1.14% since 2002
2002 23,803 -2.14% -0.84% since 2001
2001 24,004 -1.32% -1.32% since 2000

2010 23,068 The Last Census

Monroe County has a median value or owner-occupied units of $77,900 with 11,276 housing units. The Census determined that Monroe County has 2.57 person households and the median household income is $29, 849, which is almost half of the state average. The Census also identified 26.9 percent of the people are living below the poverty level in Monroe County. The racial makeup of Monroe County includes the following:

White 73.74%
Black, African American 22.28%
Asian .19%
American Indian, Alaskan Native .68%
Persons reporting two or more races 1.36%
Hispanic or Latino 1.65%

According to the Census, there are 75.4 percent of high school graduates living in Monroe County and 10.4 percent holding a bachelor's degree or higher.

School Characteristics:

Excel School, located at 3140 Highway 136 West in Excel Alabama, has a vision to continue to advocate a diverse quality of education so students will desire to explore higher levels of knowledge in order to foster groups of students who are ready for a demanding society upon high school graduation. Excel School, a K-12 facility founded in 1911, offers a variety of curriculums and extracurricular activities for all students in attendance. Here at Excel, there is a tradition of excellence which can be seen and felt within the school and community.

Excel School continues to serve the southern portion of Monroe County and offers programs to a varied group of students. The campus is home to a K-4 facility, Elementary School, 4-6 grade wing and a separate high school facility for 7-12 grades. The campus has a band facility, gymnasium, an upscale softball and football facility and shares a baseball facility with the Town of Excel at Murphy Park. Also, Excel School is classified as a 3A facility and competes with other schools of the same classification. We have been classified as a Title 1 school for the past seven years.

The school houses three vocational programs consisting of Vocational Agriculture, Health Sciences, and Business Marketing. The Vocational Agriculture program offers 10th grade students with a landscape certification program and Business Marketing offers Microsoft IT credentials in MS Word, MS Excel, and MS Publisher. Excel provides students with a general education program, gifted education program, AP and Pre-AP classes, credit recovery programs and tutoring programs to assist students in their growing educational endeavors.

In addition to the various programs, Excel School offers a standard high school diploma with specific endorsements for students who meet various academic requirements. A student may receive one of the four following diploma endorsements: Advance Academic, Advanced Career and Technical, Career and Technical, or Credit Based. We are also an Alabama Math and Science Technology Initiative School (AMSTI) which offers hands on activities for students in the Math and Science Curriculums. In addition, Excel School teachers are trained in the Alabama Reading Initiative (ARI) and the AP College Ready Program preparing students for future endeavors.

Excel also offers two computer labs, one serving high school students and the other for elementary students; but both can be shared by each group depending on the needs. Along with the computer lab, we have six portable technology carts, one being a cart of thirty laptops, two being carts of thirty IPADS each and 3 carts of 30 chromebooks each. These carts can be transferred throughout the school and used in each classroom with the recent school upgrade to a wireless Internet system. Along with computers, we currently have classrooms with student response systems, video projectors and E-beams.

Faculty and Staff:

Excel School has a rich tradition of excellence. The faculty and staff hold high standards of achievement for the students. Excel School has three administrators, two counselors, one media specialist, one reading coach, one instructional coach, one speech pathologist, sixty-six certified personnel and thirty-three support personnel. The faculty and staff strive for excellence and everyone plays a vital role in the success of students. All teachers are highly qualified in their respective curriculum.

Student Characteristics:

The present enrollment at Excel School is 1028 students in grades K4-12.   The student population is 74% white, 22% black, >1% American Indian, >1% Asian, >1% Hispanic and >2% Multi-Race. We currently have 64% of our enrolled students eligible for the free and reduced school lunch program.
Excel School is also home to the county's only Emotionally Disturbed (ED) student program. This program is designed for children who are classified under the ED bracket of the Special Education program. The program services nine students and each have a behavior

intervention plan. These students receive weekly social skills lessons for twelve weeks and then it is on an as needed basis. The students receive behavioral support so they can maintain placement in the general education setting as much as possible. Our Special Education program enrollment is as follows:

Special Services:

Speech Language Impaired- 16 students
Intellectual Disability- 6 students
Autistic - 17 students
Specific Learning Disability- 30 students
Other Health Impairment- 4 student
Traumatic Brain Injury: 1 students
Emotionally Disturbed: 2 students
Hearing Impaired: 1 student

Explore Test 8th Grade 2014-2015 Average Score Results: 89 students tested:
English: 13.0
Math: 12.5
Reading: 13.1
Science: 14.5
Composite: 13.4

Plan Test 10th Grade 2014-2015 Average Score Results College Prep Courses: 73 students:
English: 16.2
Math: 16.0
Reading: 15.7
Science: 17.7
Composite: 16.5

American College Testing (ACT) 2015 results 78 Students:
Mathematics: 18.2
English: 17.8
Reading: 17.8
Science: 18.3
Composite: 18.5

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.

School's Purpose

Statement of Purpose:

It is the purpose of Excel School to provide students with a top quality education and challenge each student to reach their full potential in order to become a valued and active member of society. Excel School believes each student can be successful and with the proper nurturing and mentoring, we can produce quality students that will be an asset to an ever changing society. Excel School is known for its high academic achievement and we pride ourselves in providing a variety of curriculum programs that prepare students for graduation along with meeting the College and Career Readiness Standards and Alabama's Plan 2020.

School Motto:

It's not about me; it's all about the "E"!

School Mission:

At Excel School, thoughtfully drawn rules and regulations strike a proper balance between the needs of the individual and those of the institution. Every effort has been made to guarantee the rights of students and staff while at the same time recognizing that liberty is not license. No one will be permitted through capricious acts to abrogate other's rights to pursue an education. We are committed to producing a product that will enhance the life of each individual while giving our community a good citizen.

School Beliefs:

Every child at Excel can learn and it is our goal to provide a safe learning environment that can produce a quality educated student who is ready for society. Teachers strive every day to have well prepared lessons enabling students to witness teacher's excitement, therefore sharing the excitement themselves. With the assorted student population and through our learning styles inventory, we are able to provide students every opportunity to succeed at their educational endeavors. Excel School is committed to promoting the success of students' academics as we provide strategic lessons that end with formative assessments allowing teachers and students to know if they have mastered the material or if re-teaching is needed for mastery. We also provide students Tiered Instruction within the Response to Intervention (RTI) guidelines and this tool allows the faculty to intervene in every student's education reducing the chance of students falling behind in each grade level.

Administration, faculty and staff provide students with the care and nurturing needed for mental and physical growth during their public educational career. The faculty and staff here develop positive relationships that build students' self-esteem thus creating well-rounded members of society. We also believe in producing a product that is not only academically skilled for success but one that is morally and ethically sound to create pillars within society. Along with our values, Excel School believes that intellect and behavior carry equal weight in becoming productive citizens. With this nurturing, school faculty provides challenging curricula, which in return allows students the

opportunity to gain valuable skills that will enhance their future. Community members also take an active role in supporting administration, faculty and staff, and this involvement enhances school spirit and morale, in return allowing our pupils to give back to the community.

Program Offerings:

Excel School students receive opportunities to advance in their educational careers by having opportunities to choose electives based upon their interests, grades, career goals and standardized testing scores. With our computer lab being recently updated, we are able to offer students the ability to take Alabama ACCESS courses that without the lab they would not have the technology to take these classes. We also have listed below program offerings at Excel School to provide our students with a richness of programs to create well rounded individuals.

 *Counseling
 *Mental Health Counseling Services
 *New Teacher Mentoring Program
 *Monroe County Extension office mentoring program for 6th grade students which focus on   academics, character, and transition services for students going to 7th grade
 *Transition Conference for 8th grade
 *Accelerated Reading program
 *Physical Education classes
 *Elementary and High School Computer Labs
 *Literacy Coach
 *Special needs program/Behavior Intervention
 *Gifted Instruction
 *Response to Intervention (RTI)
 *After school tutoring
*K-4 program
*Spelling Bee
*Student Government Association (Elementary and High School)
*Science Fair
*Read Across America
*Band program (Elementary and High School)
*Elementary Student Council
*Super Citizen Program 5th grade
*FAWN program 5th grade
*Learning Enrichment (LE) 3-8 grade
*Parent Teacher Organization (PTO)
*Book It program
*Box Tops for Education
*6th grade graduation
*Highlights newspaper
*Extension office nutritional program 3rd and 4th
*Guidance programs K-12
*National FFA organization
*Future Business Leaders of America (FBLA)
*Jr. Beta

*Sr. Beta

*Jr. Civitan Club

*Advanced Placement courses

*Grad Point

*Credit Recovery

*Choir

*Dual Enrollment

*National Honor Society

*Year-Book

*Driver's Education

*Spanish

*CO-OP

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.

Notable Achievement and Areas of Improvement

Strengths:

*Recognition of AP courses at State Level

*Renovation of Elementary School

*AP Grant Award (1 of 60 Alabama Schools)

*Implementation of Career Clusters and Career Exploration

*Teachers trained in AP and Laying the Foundation (LTF)

*All Highly Qualified Teachers

*Vast Community Support

*Annual scholarship awards

*Vast Technology Improvement

* K-8 teachers trained in Content Literacy and Strategic Teaching

*Low Discipline Referrals

*Renovations and Landscaping projects for beautification

*Poarch Creek Indian Tribe Grant

*AMSTI teacher certification

*ARI Trained

Improvement:

*Meeting needs of less motivated students

*Classroom instruction and student engagement

*Vertical teaming within core subjects

*Increase technology usage for daily class activities

*Strengthening of AP program through growth in numbers as well as qualifying scores

*Promote Literacy across the curriculum

*Advisory Program

Additional Information

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

Parent involvement is welcomed at Excel and parents can take advantage of Excel's Website or the District Website where additional information can be found about the school and county. Parent contact days provide opportunities for parents to make appointments and strategically reach agreements on ways to improve student achievement.

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.

Stakeholders meet together to discuss the result from the Spring and Fall state assessments, professional development information, school demographic information and other cultural factors such as free and reduced lunch. During this meeting, goals were agreed upon and written into the ACIP in order to improve the achievement of all stakeholder groups and improve the professional learning of the faculty and staff.

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

M. Hanks- Building Leader

P.Gilman- ACIP/DATA Coordinator

This plan was developed in coordination with a variety of stakeholders such as: principals, site coordinators, librarians, federal programs, CSFO, and community stakeholders.

L.House- Meeting Facilitator

G. McAnally- Culture

R. Hobbs- Attendance/Discipline Entries

S. Daniels-Attendance/Discipline Entries

K. Averette- Reading Goals

P. Lindsey- Culture/Community

D. McKinley- Culture/Community/Parent

Dee Boothe- Elementary Parent

Mandy Murphy- Teacher

Malinda Bell- Teacher

Charlotte Welch- Teacher

Susie Byrd- Technology

Harley Harrell- Student

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

All stakeholders will have access to the final revision of the ACIP. The plan is communicated by administration during PTO and faculty

meetings and also is available on the school website. Centrally located in Ms. Waters office and Data room for stakeholder viewing.

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		2015 Student Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

3rd Grade Math
4th Grade Math
5th Grade Reading
7th Grade Reading
8th Grade Reading

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

4th Grade Math and Reading
5th Grade Math
7th Grade Math
Graduation Rate May 2015: 90%
Attendance Rate for 2014-2015: 94%
Attendance Rate to date 2015-2016: 97%

Which area(s) indicate the overall highest performance?

3rd Grade Math
4th Grade Math

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

3rd Grade Reading-Female
4th Grade Math-Male and Female
4th Grade Math-African American
5th Grade Reading and Math- White
7th Grade Reading- African American

Between which subgroups is the achievement gap closing?

3rd Grade Reading Male and Female
4th Grade Reading African American/White
6th Grade Math Male and Female

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

English and Math are still our areas of strength.

Areas in Need of Improvement

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

5th and 7th Grade Science, ACT Biology, 5th Grade African American Reading and Math,

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

3rd Grade Reading, 6th Grade Reading, 8th Grade Math

Which area(s) indicate the overall lowest performance?

Reading and Science

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

African American 3rd Grade Reading,

Between which subgroups is the achievement gap becoming greater?

3rd Grade Math Male vs Female, 5th and 7th African American vs White Science, 8th Grade Math African American vs White

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

School data attendance and graduation rates

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 3
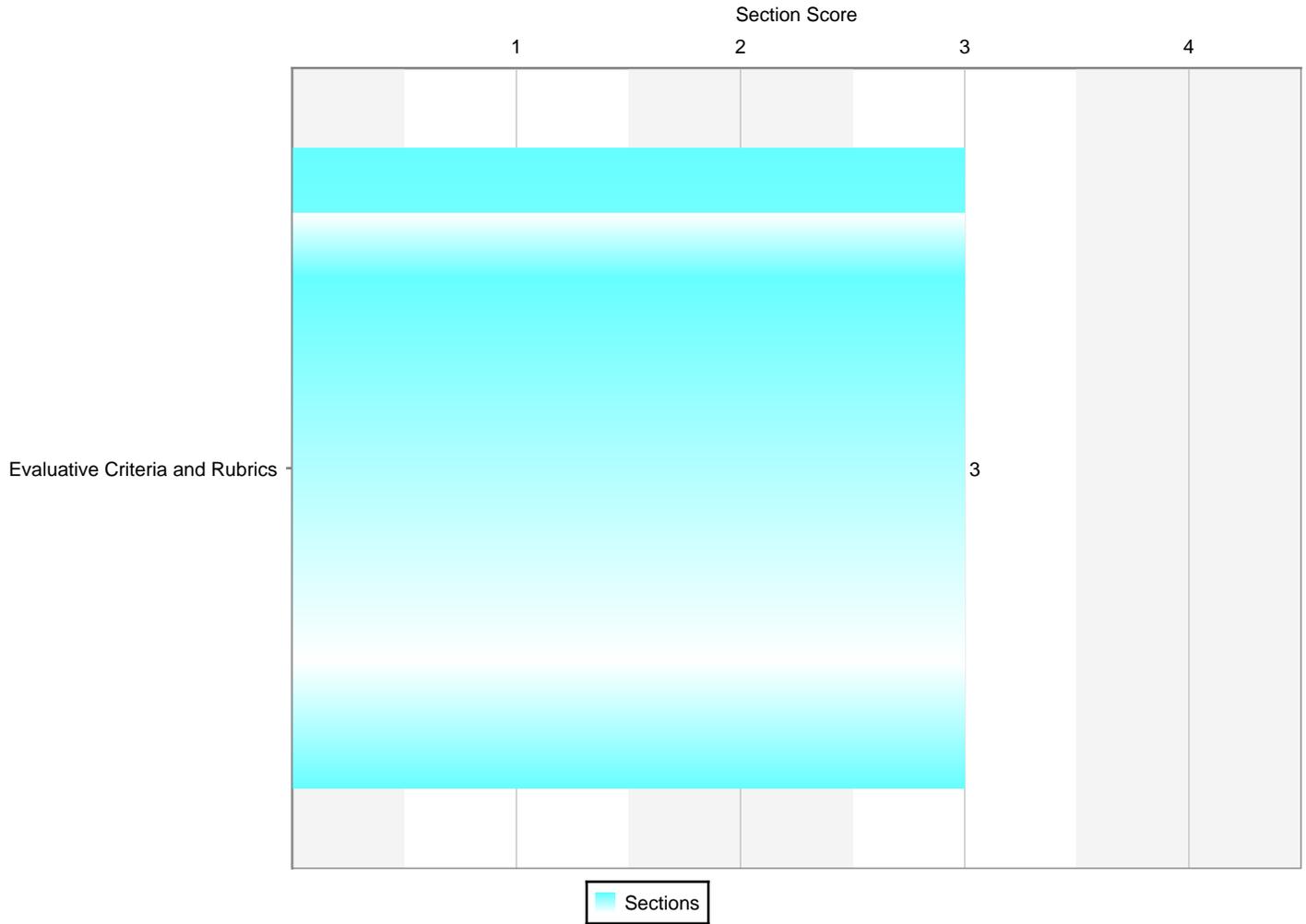
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The Leadership Team met on various days to gather information and work toward the completion of the plan. June 24, July 7, July 21, Aug 6	

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	Yes, per Monroe County School Board Policy.	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Marty Hanks, Excel School Principal P.O. Box 429 Excel, AL 36439 251-765-9146	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Parent Compact

2015-2016 Goals

Overview

Plan Name

2015-2016 Goals

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	Students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to accomplish local and state standards	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1000
2	Classroom engagement proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	8th Grade students at Excel School will benefit from transition services to help them be ready for the next grade and/or school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$700
4	RTI students at Excel High School will utilize Classworks as part of their progress monitoring	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
5	Measure our students on a national, state, and/or local level.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
6	Excel School students will meet grade level standards in Math	Objectives: 1 Strategies: 1 Activities: 1	Academic	$3000
7	Excel School students will meet grade level proficiency in Reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
8	Teachers will develop weekly lesson plans with DOK principles incorporated into the lessons	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
9	Core Reading Inclusion Model will increase the reading abilities of intensive readers	Objectives: 1 Strategies: 1 Activities: 1	Academic	$2345
10	AMSTI support to integrate Science, Reading and Math in the classrooms	Objectives: 1 Strategies: 1 Activities: 1	Academic	$2000
11	Excel School will show a decrease in the number of discipline referrals in 2015-2016 compared to the 2014-2015 school year.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0

Goal 1: Students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to accomplish local and state standards

Measurable Objective 1:

demonstrate a proficiency where 95% of teachers and administrators will effectively use technology to assess instructional effectiveness as seen by student growth by 05/23/2016 as measured by standardized exams.

Strategy 1:

Technology Train - Teachers will implement use of technology in the classroom during instructional time, and then teachers and administrators will use technology to monitor student progress throughout the year and relay information via email and faculty meetings of the effectiveness of the program.

Category:

Activity - Technology Train	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students, teachers, and administrators will make use of various technology components (IPAD, Laptop, E-Beam, Clickers) to increase student achievement.	Academic Support Program	08/10/2015	05/26/2016	$1000	Title I Schoolwide	Teachers and administrators

Goal 2: Classroom engagement proficiency.

Measurable Objective 1:

demonstrate a proficiency in classroom engagement strategies by 05/23/2016 as measured by Weekly lesson plans, walkthroughs, teacher dialogue.

Strategy 1:

Classroom engagement - Faculty meetings to offer assistance with strategic teaching

Delivery of packets which include examples of strategic teaching

Immediate feedback for teachers to help improve upon their classroom engagement

Walkthroughs

Lesson Plans

Teacher use of Improved Formative Assessments

Category:

Activity - Engaged pupils for success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will become more centered and focused on engagement strategies that improve their instructional time and class management. Students will then become more active in the lesson and their learning while the teacher will become more of a facilitator.	Direct Instruction	08/10/2015	05/26/2016	$0	No Funding Required	Administration and faculty

Goal 3: 8th Grade students at Excel School will benefit from transition services to help them be ready for the next grade and/or school.

Measurable Objective 1:

complete a portfolio or performance 90% of the 8th grade students will take part in various forms of transition activities by 05/20/2016 as measured by student participation.

Strategy 1:

Needs assessement - Activities will be based upon grade level appropriateness and encourage readiness.

Category:

Activity - Transition Conference/Vertical Team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers from different grade levels will meet to collaborate on academic and social/behavioral needs of the students. Terry Norris, Monroe County Transition Coordinator provides transition conference for 8th graders transitioning to the 9th grade.	Academic Support Program	10/01/2015	05/20/2016	$700	Title II Part A	Administration, Transition Coordinator, and grade level lead teachers

Goal 4: RTI students at Excel High School will utilize Classworks as part of their progress monitoring

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in improvement in Reading by 05/23/2016 as measured by RTI team evaluation of data and results.

Strategy 1:

Provide computer access - Computer access will be provided based on the needs assessment of the RTI team

Category:

Activity - Learning Style Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classworks Learning Styles Inventory	Academic Support Program	08/17/2015	09/02/2015	$0	No Funding Required	Faculty and staff

Activity - Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Universal Screener	Academic Support Program	08/17/2015	05/23/2016	$0	No Funding Required	Faculty and Staff

Goal 5: Measure our students on a national, state, and/or local level.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency on tested areas in Reading by 05/27/2016 as measured by test data.

Strategy 1:

Assessment - Students will complete required assessments.

Category:

Activity - National Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete national assessments such as ACT Aspire, ACTPlan, ACTExplorer, ACT, WorkKeys, and ASA.	Other	08/10/2015	05/27/2016	$0	Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Activity - State Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will complete state assessments such as ACT Aspire, ACTPlan, ACT Explorer, WorkKeys, and ACT. | Other | 08/10/2015 | 05/27/2016 | $0 | Title I Schoolwide | Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers |

Activity - Local Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete local assessments such as Global Scholar, Classworks, and End-of-Course.	Other	08/10/2015	05/27/2016	$0	Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Goal 6: Excel School students will meet grade level standards in Math

Measurable Objective 1:

90% of All Students will demonstrate a proficiency to perform grade level Math standards in Mathematics by 05/20/2016 as measured by Classworks, Global Scholar, Aspire, ACT, Explore, Plan.

Strategy 1:

Math Intervention - The goal will be reached and implemented to use resources from a variety of places. Intervention classes as well as built in intervention times will

provide extra help, Classworks will provide instruction and progress monitoring and grade level data meetings will provide guidance and structure for the class. Tutoring

will be available after school and teachers will communicate this to students and parents.

Category:

Activity - Math Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will be provided resources and time to collaborate and dissect data to help develop action plans to help students become successful in Mathematics standards.	Academic Support Program	10/01/2015	05/20/2016	$3000	Title I School Improvement (ISI)	Administration and teachers

Goal 7: Excel School students will meet grade level proficiency in Reading

Measurable Objective 1:

90% of All Students will demonstrate a proficiency to meet grade level reading applications in Reading by 05/20/2016 as measured by Classworks, Global Scholar, Aspire, ACT, Explore, Plan.

Strategy 1:

Grade level Reading - Teachers will have weekly grade level and data meetings that will focus on data dissection and collaboration from the Literacy and Instructional

Coaches. Then teachers will use strategies to help prepare lessons that are strategic and rigorous, thus allowing students to grow in their learning. Science and History

teachers will also help students progress by using literacy strategies to improve reading skills.

Category:

Activity - Coaching-Everyone can read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Excels Literacy and Instructional Coach will provide side by side coaching to teachers to help improve reading within the classroom. ARI State personnel will also be on campus various days providing coaching to teachers.	Academic Support Program	08/17/2015	05/20/2016	$0	No Funding Required	Administrators, teachers, ARI personnel, Literacy Coach and Instructional Coach

Goal 8: Teachers will develop weekly lesson plans with DOK principles incorporated into the lessons

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on standardized test results in Reading by 04/29/2016 as measured by Increased academic performance on Standardized Test results in Reading.

Strategy 1:

Depth of Knowledge - The classroom lesson plans will be monitored for Depth of Knowledge principles and teachers will design tests that have a minimum of 1/3 of their tests to portray these principles on their test.

Category:

Activity - Improved knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improved student learning as lessons and tests are designed and implemented with the depth of knowledge principles incorporated within.	Academic Support Program	09/01/2015	04/29/2016	$0	No Funding Required	Administration, Instructional Coaches, Teachers

Goal 9: Core Reading Inclusion Model will increase the reading abilities of intensive readers

Measurable Objective 1:

A 20% increase of First grade students will demonstrate a proficiency on grade level in Reading by 05/20/2016 as measured by AIMSWEB and the core program.

Strategy 1:

Inclusion PD - PD will be delivered and follow up classroom support throughout the year.

Category:

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive support on best practices that will directly impact student learning.	Direct Instruction	09/23/2015	05/20/2016	$2345	Other	First grade teachers, special education teachers, administration, instructional coaches, ARI Regional Staff, AMSTI Regional Staff, Curriculum Specialists, Special Education Coordinator

Goal 10: AMSTI support to integrate Science, Reading and Math in the classrooms

Measurable Objective 1:

25% of All Students will increase student growth in the Science Curriculum in Science by 05/20/2016 as measured by ACT Aspire.

Strategy 1:

Student Engagement and Inquiry - Use of AMSTI Science Kits to provide hands on learning experiences for all students

Category:

Activity - Science PLT K-8	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided hands on experiences as they learn together how to implement effective inquiry with student engagement within the classroom.	Academic Support Program	09/23/2015	05/20/2016	$2000	Other	AMSTI, Administration, Teachers, Curriculum Coaches, ARI, Curriculum Specialists

Goal 11: Excel School will show a decrease in the number of discipline referrals in 2015-2016 compared to the 2014-2015 school year.

Measurable Objective 1:
demonstrate a proficiency 5% decrease in discipline referrals by 05/20/2016 as measured by by the SIRS report.

Strategy 1:
Advocacy - Making a difference in student's lives by having an adult/student connection
Category:

Activity - Pre and Post Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Used for students to have input on their thoughts/ideas of current advocacy program.	Behavioral Support Program, Academic Support Program	10/12/2015	04/08/2016	$0	No Funding Required	Principals, Assistant Principals, Counselors, Instructional Leaders and Lead Teachers

Activity - Monthly advisement meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be used for discussions in dealing with social, academics and behavioral skills. Address topics of discipline to guide appropriate school/home behavior, address and counsel peer pressure problems, and just offer solutions in various life situations.	Behavioral Support Program, Academic Support Program	10/12/2015	04/08/2016	$0	No Funding Required	Principals, Assistant Principals, Counselors, Instructional Leaders, and Lead Teachers

Activity - Advocacy Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Previous book study, "Do You Know Enough About Me to Teach Me" workbook lessons will be used to help address situations, allowing students opportunities to think through the situations and make proper decisions.	Behavioral Support Program, Academic Support Program	10/12/2015	04/08/2016	$0	No Funding Required	Principals, Assistant Principals, Counselors, Instructional Leaders, Lead Teachers

Activity - Discipline Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Administration will monitor STI Discipline Reports periodically for progress and if needed discuss ideas to curb discipline infractions.	Behavioral Support Program	10/01/2015	05/23/2016	$0	No Funding Required	Administration.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition Conference/Vertical Team meetings	Teachers from different grade levels will meet to collaborate on academic and social/behavioral needs of the students. Terry Norris, Monroe County Transition Coordinator provides transition conference for 8th graders transitioning to the 9th grade.	Academic Support Program	10/01/2015	05/20/2016	$700	Administration, Transition Coordinator, and grade level lead teachers
				Total	$700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Style Inventory	Classworks Learning Styles Inventory	Academic Support Program	08/17/2015	09/02/2015	$0	Faculty and staff
Discipline Monitoring	School Administration will monitor STI Discipline Reports periodically for progress and if needed discuss ideas to curb discipline infractions.	Behavioral Support Program	10/01/2015	05/23/2016	$0	Administration.
Monthly advisement meetings	Meetings will be used for discussions in dealing with social, academics and behavioral skills. Address topics of discipline to guide appropriate school/home behavior, address and counsel peer pressure problems, and just offer solutions in various life situations.	Behavioral Support Program, Academic Support Program	10/12/2015	04/08/2016	$0	Principals, Assistant Principals, Counselors, Instructional Leaders, and Lead Teachers
Improved knowledge	Improved student learning as lessons and tests are designed and implemented with the depth of knowledge principles incorporated within.	Academic Support Program	09/01/2015	04/29/2016	$0	Administration, Instructional Coaches, Teachers

Advocacy Activities	Previous book study, "Do You Know Enough About Me to Teach Me" workbook lessons will be used to help address situations, allowing students opportunities to think through the situations and make proper decisions.	Behavioral Support Program, Academic Support Program	10/12/2015	04/08/2016	$0	Principals, Assistant Principals, Counselors, Instructional Leaders, Lead Teachers
Pre and Post Survey	Used for students to have input on their thoughts/ideas of current advocacy program.	Behavioral Support Program, Academic Support Program	10/12/2015	04/08/2016	$0	Principals, Assistant Principals, Counselors, Instructional Leaders and Lead Teachers
Engaged pupils for success	Teachers will become more centered and focused on engagement strategies that improve their instructional time and class management. Students will then become more active in the lesson and their learning while the teacher will become more of a facilitator.	Direct Instruction	08/10/2015	05/26/2016	$0	Administration and faculty
Coaching-Everyone can read	Excels Literacy and Instructional Coach will provide side by side coaching to teachers to help improve reading within the classroom. ARI State personnel will also be on campus various days providing coaching to teachers.	Academic Support Program	08/17/2015	05/20/2016	$0	Administrators, teachers, ARI personnel, Literacy Coach and Instructional Coach
Universal Screener	Universal Screener	Academic Support Program	08/17/2015	05/23/2016	$0	Faculty and Staff
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science PLT K-8	Teachers will be provided hands on experiences as they learn together how to implement effective inquiry with student engagement within the classroom.	Academic Support Program	09/23/2015	05/20/2016	$2000	AMSTI, Administration, Teachers, Curriculum Coaches, ARI, Curriculum Specialists

Coaching	Teachers will receive support on best practices that will directly impact student learning.	Direct Instruction	09/23/2015	05/20/2016	$2345	First grade teachers, special education teachers, administration, instructional coaches, ARI Regional Staff, AMSTI Regional Staff, Curriculum Specialists, Special Education Coordinator
				Total	$4345	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Awareness	Math teachers will be provided resources and time to collaborate and dissect data to help develop action plans to help students become successful in Mathematics standards.	Academic Support Program	10/01/2015	05/20/2016	$3000	Administration and teachers
				Total	$3000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
National Assessments	Students will complete national assessments such as ACT Aspire, ACTPlan, ACTExplorer, ACT, WorkKeys, and ASA.	Other	08/10/2015	05/27/2016	$0	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Local Assessments	Students will complete local assessments such as Global Scholar, Classworks, and End-of-Course.	Other	08/10/2015	05/27/2016	$0	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers
Technology Train	Students, teachers, and administrators will make use of various technology components (IPAD, Laptop, E-Beam, Clickers) to increase student achievement.	Academic Support Program	08/10/2015	05/26/2016	$1000	Teachers and administrators
State Assessments	Students will complete state assessments such as ACT Aspire, ACTPlan, ACT Explorer, WorkKeys, and ACT.	Other	08/10/2015	05/27/2016	$0	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers
				Total	$1000	

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		Excel Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	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?

Staff survey: Our school leaders hold all staff members accountable for student learning

Early Elementary: I learn new things in school

Elementary: In my school my principal and teachers want every student to learn

Middle and High: In my school a high quality education is offered

Parent: Does your school encourage you to be involved in your child's education

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

Parent: Do you know your schools academic goals and how you can be involved?

Staff: Our school leaders expect staff members to hold all students to high academic standards.

Early Elementary: My School has books for me to read

Elementary: My school has computers to help me learn

Middle and High: In my school, the principal and teachers have high expectations of me

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

Other data sources, Parent Compacts, Progress Reports, Report Card notes show that stakeholders are happy the school is concerned with student's education.

Areas in Need of Improvement

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

Parent: Do you know how you can be involved in school planning/review committees

Staff: All teachers in our school provide students with specific and timely feedback about their learning

Early Elementary: Other teachers know me

Elementary: My teachers ask my family to come to school activities

Middle and High; In my school students respect the property of others

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

Parent: Do you know how additional help with reading and/or mathematics is given to students through the Title 1 Program?

Staff: All teachers in our school provide students with specific and timely feedback about their learning.

Early Elementary: I know what to do everyday in school

Elementary: My teachers ask my family to come to school activities

Middle and High: All of my teachers change their teaching to meet my learning needs

What are the implications for these stakeholder perceptions?

Faculty and Administration take time to review the surveys and discuss measures to combat these feelings and help change the stakeholders perception. Also, stakeholders are provided ample opportunities to come to parent nights, PTO meetings, Senior Nights, AP nights and Administration has an open door policy for anyone who wishes to come and voice concerns.

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

Other comments from stakeholders believe the school is progressing and doing great things.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2
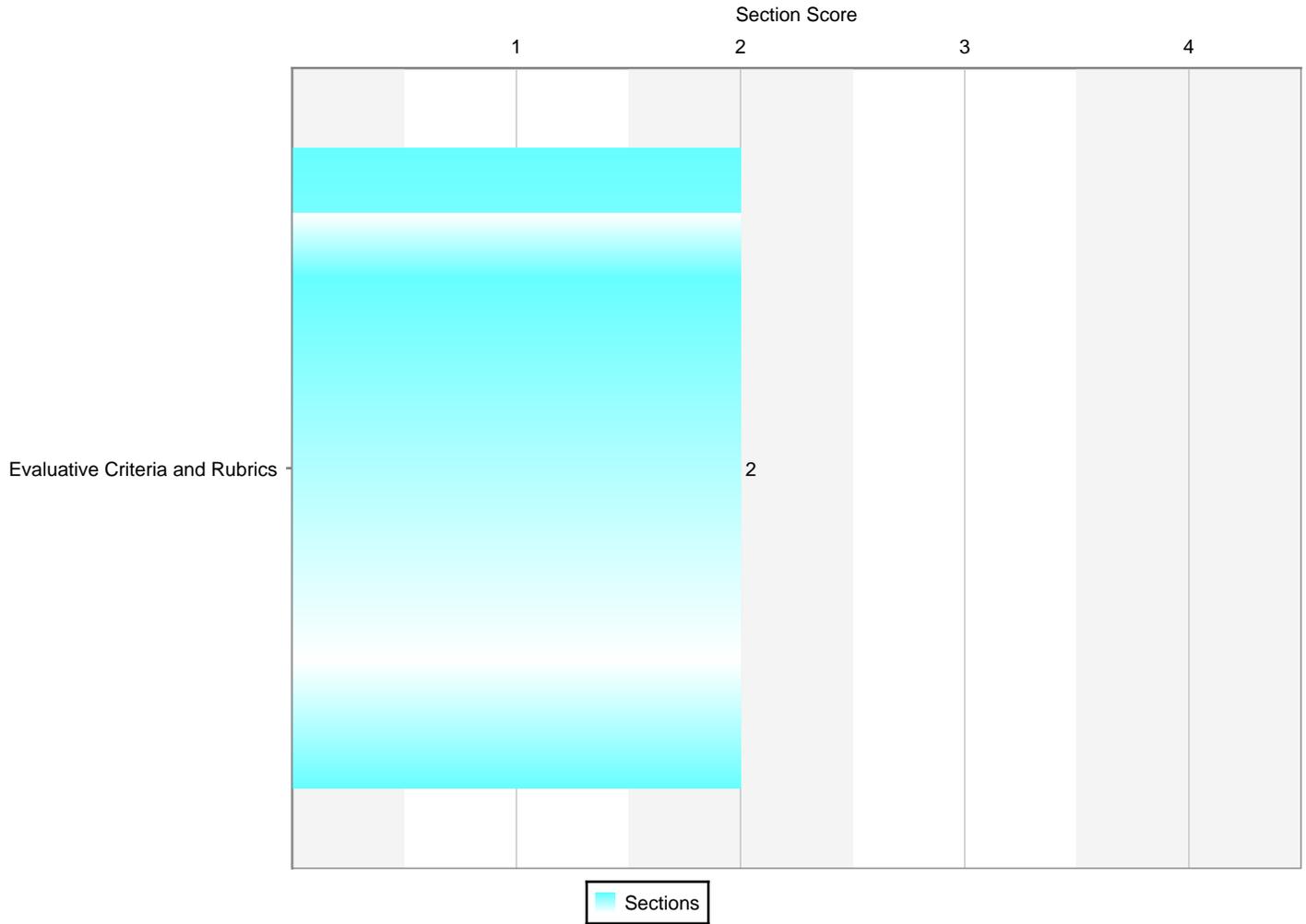
Sections

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Needs assessment was analyzed based upon the longitudinal data from school assessments. The needs assessment was based upon classworks, Global Scholar, ACT,and ASPIRE test. The school also looked at the stakeholder surveys and took into consideration key points that would improve the education levels of the students.

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

The school understands the need to continue the level of higher order thinking questions for advanced learners. ACT scores remained mostly consistent with last years scores. Early intervention plans and basic skills remediation will help to bring skill level of students to a more productive level. New programs of CLASSWORKS will continue to improve the levels of students and opportunities for success.

3. What conclusions were drawn from the results?

The focus and emphasis will continue to be placed upon Standardized tests and improvement is needed across the board. Student engagement has increased but we continue to build upon the principals of engagement within the classroom. Identifying early intervention needs in students will help to improve skill levels and thus reach grade level knowledge earlier.

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

Success and continued support for AP program. Teacher training and school wide change to the CCRS standards will help school to become more focused and able to meet the needs of students. Improvements of the pacing guide and nine week exams produce data needed to make changes and improve in specific areas. The faculty has become aware that the learning styles of students are different and with the Learning Style Inventory test, each year we are able to provide this data to teachers which helps them to prepare strategic lessons.

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

The needs of the school are set by faculty and administration depending upon needs that the data show. The students are then progress monitored during Classworks testing and teachers can view data for continued needs and learning of students. Nine week exams through Global Scholar continues to build strengths within the classroom instruction and student learning.

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

The needs are based upon a variety of data and not just one source. The multiple data sources that are viewed longitudinally increase the

validity of the problem and success rate of students. The data are also addressed during data meetings which provide an enhanced education to the children.

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

Goals are based upon the whole school population using data from the needs assessment. Children who are recognized as special education have needs that are taken into account based upon their individual education plan. The plan identifies student that need special accommodations and they are offered these accommodations during all testing sessions. Then school also includes the following for students: gifted, EL, Homeless, 504, Tier II and III, and also being a Title I School.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

All teachers will develop weekly lesson plans with DOK principles incorporated into the lessons

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on standardized test results in Reading by 04/29/2016 as measured by Increased academic performance on Standardized Test results in Reading.

Strategy1:

Depth of Knowledge - The classroom lesson plans will be monitored for Depth of Knowledge principles and teachers will design tests that have a minimum of 1/3 of their tests to portray these principles on their test.

Category:

Research Cited:

Activity - Improved knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improved student learning as lessons and tests are designed and implemented with the depth of knowledge principles incorporated within.	Academic Support Program	09/01/2015	04/29/2016	$0 - No Funding Required	Administration, Instructional Coaches, Teachers

Goal 2:

Core Reading Inclusion Model will increase the reading abilities of intensive readers

Measurable Objective 1:

A 20% increase of First grade students will demonstrate a proficiency on grade level in Reading by 05/20/2016 as measured by AIMSWEB and the core program.

Strategy1:

Inclusion PD - PD will be delivered and follow up classroom support throughout the year.

Category:

Research Cited:

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive support on best practices that will directly impact student learning.	Direct Instruction	09/23/2015	05/20/2016	$2345 - Other	First grade teachers, special education teachers, administration, instructional coaches, ARI Regional Staff, AMSTI Regional Staff, Curriculum Specialists, Special Education Coordinator

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

Goal 1:

All teachers will develop weekly lesson plans with DOK principles incorporated into the lessons

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on standardized test results in Reading by 04/29/2016 as measured by Increased academic performance on Standardized Test results in Reading.

Strategy1:

Depth of Knowledge - The classroom lesson plans will be monitored for Depth of Knowledge principles and teachers will design tests that have a minimum of 1/3 of their tests to portray these principles on their test.

Category:

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Improved student learning as lessons and tests are designed and implemented with the depth of knowledge principles incorporated within.	Academic Support Program	09/01/2015	04/29/2016	$0 - No Funding Required	Administration, Instructional Coaches, Teachers

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Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive support on best practices that will directly impact student learning.	Direct Instruction	09/23/2015	05/20/2016	$2345 - Other	First grade teachers, special education teachers, administration, instructional coaches, ARI Regional Staff, AMSTI Regional Staff, Curriculum Specialists, Special Education Coordinator

Goal 3:

AMSTI support to integrate Science, Reading and Math in the classrooms

Measurable Objective 1:

25% of All Students will increase student growth in the Science Curriculum in Science by 05/20/2016 as measured by ACT Aspire.

Strategy1:

Student Engagement and Inquiry - Use of AMSTI Science Kits to provide hands on learning experiences for all students

Category:

Research Cited:

Activity - Science PLT K-8	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided hands on experiences as they learn together how to implement effective inquiry with student engagement within the classroom.	Academic Support Program	09/23/2015	05/20/2016	$2000 - Other	AMSTI, Administration, Teachers, Curriculum Coaches, ARI, Curriculum Specialists

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

Goal 1:

All RTI students at Excel High School will utilize Classworks as part of their progress monitoring

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in improvement in Reading by 05/23/2016 as measured by RTI team evaluation of data and results.

Strategy1:

Provide computer access - Computer access will be provided based on the needs assessment of the RTI team

Category:

Research Cited:

Activity - Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener	Academic Support Program	08/17/2015	05/23/2016	$0 - No Funding Required	Faculty and Staff

Activity - Learning Style Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks Learning Styles Inventory	Academic Support Program	08/17/2015	09/02/2015	$0 - No Funding Required	Faculty and staff

Goal 2:

Measure our students on a national, state, and/or local level.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency on tested areas in Reading by 05/27/2016 as measured by test data.

Strategy1:

Assessment - Students will complete required assessments.

Category:

Research Cited:

Activity - Local Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete local assessments such as Global Scholar, Classworks, and End-of-Course.	Other	08/10/2015	05/27/2016	$0 - Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Activity - National Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete national assessments such as ACT Aspire, ACTPlan, ACTExplorer, ACT, WorkKeys, and ASA.	Other	08/10/2015	05/27/2016	$0 - Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Activity - State Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete state assessments such as ACT Aspire, ACTPlan, ACT Explorer, WorkKeys, and ACT.	Other	08/10/2015	05/27/2016	$0 - Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Goal 3:

Core Reading Inclusion Model will increase the reading abilities of intensive readers

Measurable Objective 1:

A 20% increase of First grade students will demonstrate a proficiency on grade level in Reading by 05/20/2016 as measured by AIMSWEB and the core program.

Strategy1:

Inclusion PD - PD will be delivered and follow up classroom support throughout the year.

Category:

Research Cited:

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive support on best practices that will directly impact student learning.	Direct Instruction	09/23/2015	05/20/2016	$2345 - Other	First grade teachers, special education teachers, administration, instructional coaches, ARI Regional Staff, AMSTI Regional Staff, Curriculum Specialists, Special Education Coordinator

Goal 4:

AMSTI support to integrate Science, Reading and Math in the classrooms

Measurable Objective 1:

25% of All Students will increase student growth in the Science Curriculum in Science by 05/20/2016 as measured by ACT Aspire.

Strategy1:

Student Engagement and Inquiry - Use of AMSTI Science Kits to provide hands on learning experiences for all students

Category:

Research Cited:

Activity - Science PLT K-8	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided hands on experiences as they learn together how to implement effective inquiry with student engagement within the classroom.	Academic Support Program	09/23/2015	05/20/2016	$2000 - Other	AMSTI, Administration, Teachers, Curriculum Coaches, ARI, Curriculum Specialists

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

Goal 1:

Core Reading Inclusion Model will increase the reading abilities of intensive readers

Measurable Objective 1:

A 20% increase of First grade students will demonstrate a proficiency on grade level in Reading by 05/20/2016 as measured by AIMSWEB and the core program.

Strategy1:

Inclusion PD - PD will be delivered and follow up classroom support throughout the year.

Category:

Research Cited:

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive support on best practices that will directly impact student learning.	Direct Instruction	09/23/2015	05/20/2016	$2345 - Other	First grade teachers, special education teachers, administration, instructional coaches, ARI Regional Staff, AMSTI Regional Staff, Curriculum Specialists, Special Education Coordinator

Goal 2:

AMSTI support to integrate Science, Reading and Math in the classrooms

Measurable Objective 1:

25% of All Students will increase student growth in the Science Curriculum in Science by 05/20/2016 as measured by ACT Aspire.

Strategy1:

Student Engagement and Inquiry - Use of AMSTI Science Kits to provide hands on learning experiences for all students

Category:

Research Cited:

Activity - Science PLT K-8	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided hands on experiences as they learn together how to implement effective inquiry with student engagement within the classroom.	Academic Support Program	09/23/2015	05/20/2016	$2000 - Other	AMSTI, Administration, Teachers, Curriculum Coaches, ARI, Curriculum Specialists

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

Goal 1:

Measure our students on a national, state, and/or local level.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency on tested areas in Reading by 05/27/2016 as measured by test data.

Strategy1:

Assessment - Students will complete required assessments.

Category:

Research Cited:

Activity - National Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete national assessments such as ACT Aspire, ACTPlan, ACTExplorer, ACT, WorkKeys, and ASA.	Other	08/10/2015	05/27/2016	$0 - Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Activity - State Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete state assessments such as ACT Aspire, ACTPlan, ACT Explorer, WorkKeys, and ACT.	Other	08/10/2015	05/27/2016	$0 - Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Activity - Local Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete local assessments such as Global Scholar, Classworks, and End-of-Course.	Other	08/10/2015	05/27/2016	$0 - Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Goal 2:

All teachers will develop weekly lesson plans with DOK principles incorporated into the lessons

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on standardized test results in Reading by 04/29/2016 as measured by Increased academic performance on Standardized Test results in Reading.

Strategy1:

Depth of Knowledge - The classroom lesson plans will be monitored for Depth of Knowledge principles and teachers will design tests that have a minimum of 1/3 of their tests to portray these principles on their test.

Category:

Research Cited:

Activity - Improved knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improved student learning as lessons and tests are designed and implemented with the depth of knowledge principles incorporated within.	Academic Support Program	09/01/2015	04/29/2016	$0 - No Funding Required	Administration, Instructional Coaches, Teachers

Goal 3:

Core Reading Inclusion Model will increase the reading abilities of intensive readers

Measurable Objective 1:

A 20% increase of First grade students will demonstrate a proficiency on grade level in Reading by 05/20/2016 as measured by AIMSWEB and the core program.

Strategy1:

Inclusion PD - PD will be delivered and follow up classroom support throughout the year.

Category:

Research Cited:

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive support on best practices that will directly impact student learning.	Direct Instruction	09/23/2015	05/20/2016	$2345 - Other	First grade teachers, special education teachers, administration, instructional coaches, ARI Regional Staff, AMSTI Regional Staff, Curriculum Specialists, Special Education Coordinator

Goal 4:

AMSTI support to integrate Science, Reading and Math in the classrooms

Measurable Objective 1:

25% of All Students will increase student growth in the Science Curriculum in Science by 05/20/2016 as measured by ACT Aspire.

Strategy1:

Student Engagement and Inquiry - Use of AMSTI Science Kits to provide hands on learning experiences for all students

Category:

Research Cited:

Activity - Science PLT K-8	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided hands on experiences as they learn together how to implement effective inquiry with student engagement within the classroom.	Academic Support Program	09/23/2015	05/20/2016	$2000 - Other	AMSTI, Administration, Teachers, Curriculum Coaches, ARI, Curriculum Specialists

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

Goal 1:

Measure our students on a national, state, and/or local level.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency on tested areas in Reading by 05/27/2016 as measured by test data.

Strategy1:

Assessment - Students will complete required assessments.

Category:

Research Cited:

Activity - National Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete national assessments such as ACT Aspire, ACTPlan, ACTExplorer, ACT, WorkKeys, and ASA.	Other	08/10/2015	05/27/2016	$0 - Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Activity - State Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete state assessments such as ACT Aspire, ACTPlan, ACT Explorer, WorkKeys, and ACT.	Other	08/10/2015	05/27/2016	$0 - Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Activity - Local Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete local assessments such as Global Scholar, Classworks, and End-of-Course.	Other	08/10/2015	05/27/2016	$0 - Title I Schoolwide	Superintendent, Principal, Curriculum Staff, Testing Coordinator, Counselors, and Classroom Teachers

Goal 2:

Core Reading Inclusion Model will increase the reading abilities of intensive readers

Measurable Objective 1:

A 20% increase of First grade students will demonstrate a proficiency on grade level in Reading by 05/20/2016 as measured by AIMSWEB and the core program.

Strategy1:

Inclusion PD - PD will be delivered and follow up classroom support throughout the year.

Category:

Research Cited:

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive support on best practices that will directly impact student learning.	Direct Instruction	09/23/2015	05/20/2016	$2345 - Other	First grade teachers, special education teachers, administration, instructional coaches, ARI Regional Staff, AMSTI Regional Staff, Curriculum Specialists, Special Education Coordinator

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

Goal 1:

Classroom engagement proficiency.

Measurable Objective 1:

demonstrate a proficiency in classroom engagement strategies by 05/22/2015 as measured by Weekly lesson plans, walkthroughs, teacher dialogue.

Strategy1:

Classroom engagement - Faculty meetings to offer assistance with strategic teaching

Delivery of packets which include examples of strategic teaching

Immediate feedback for teachers to help improve upon their classroom engagement

Walkthroughs

Lesson Plans

Teacher use of Improved Formative Assessments

Category:

Research Cited:

Activity - Engaged pupils for success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more centered and focused on engagement strategies that improve their instructional time and class management. Students will then become more active in the lesson and their learning while the teacher will become more of a facilitator.	Direct Instruction	08/10/2015	05/26/2016	$0 - No Funding Required	Administration and faculty

Goal 2:

All RTI students at Excel High School will utilize Classworks as part of their progress monitoring

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in improvement in Reading by 05/23/2016 as measured by RTI team evaluation of data and results.

Strategy1:

Provide computer access - Computer access will be provided based on the needs assessment of the RTI team

Category:

Research Cited:

Activity - Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener	Academic Support Program	08/17/2015	05/23/2016	$0 - No Funding Required	Faculty and Staff

Activity - Learning Style Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks Learning Styles Inventory	Academic Support Program	08/17/2015	09/02/2015	$0 - No Funding Required	Faculty and staff

Goal 3:

All students will have equitable access to technology.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance through a 1:1 initiative in Reading by 05/27/2016 as measured by the number of students per device.

Strategy1:

Students will be engaged in learning activities through technology. - The students will use devices as part of their daily assignments.

Category:

Research Cited:

Activity - KaHoot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KaHoot will be used to introduce new topics, review material, and evaluate progress.	Technology	08/10/2015	05/27/2016	$0 - No Funding Required	Classroom teacher

Activity - Topic Research	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use search engines to research topics.	Technology	08/10/2015	05/26/2016	$0 - No Funding Required	Classroom teacher

Component 3: Instruction by Highly Qualified Staff

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

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

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

Once applications are pulled the applicant will provide the necessary documentation to prove their HQ status. The HQ status is based upon meeting the needs for certification per ALSDE and then the teacher is aligned to teach the subject in which they are assigned.

Component 4: Strategies to Attract Highly Qualified Teachers

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

88% of teachers are returning
12% of teachers are new

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

All teachers meet the HQ status in their content area. Most of our lead teachers and Department Heads have Master Degrees or higher in their subject areas.

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

The school and county offers professional growth through targeted Leadership during Professional Development opportunities.

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

The school and district offer multiple growth opportunities through Professional Development programs. Train the Trainers Professional Development for aspiring Administrators and Lead Teachers.

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

The school in conjunction with the district offers Professional Development opportunities to reduce the turnover rate thus increasing the highly qualified status of teachers through this additional training.

Component 5: High Quality and Ongoing Professional Development

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

Classroom engagement proficiency

County Mentoring program

All teachers are offered professional development through the county and within the school. Teachers are also offered professional develop through Alabama E-Learning, in which these are offered free of charge. County Wide Professional Develop beginning of the year and middle of the year. Summer PD is provided for teachers as well.

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

County Mentoring Program

Reading and Math Proficiency

Technology Enhancement

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

New teachers are assigned to a mentor and also undergo new teacher mentoring at the District Level. Support from administrative staff and support from Literacy and Instructional Coach.

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

Monroe County Public Schools (MCPS) offer multiple development opportunities throughout the year and also during the summer to provide teachers every opportunity to master skills and gain knowledge that will positively impact the students. Stipends are offered and paid during the summer to gain more teacher participation in professional development. MCPS also offers growth professionalism through the Professional Learning Teams and Leadership Academy, thus increasing the effectiveness of the teachers and administrators in relation to student growth and achievement. The Alabama State Department of Education also offers E-Learning for web based professional development.

Component 6: Transition Strategies

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

Transition services are provided by the school and the County Transition Coordinator, Terry Norris

Component 7: Teacher Participation in Making Assessment Decisions

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

faculty meetings, data meetings, vertical teaming, grade level meetings all provide students the necessary documentation to impact student growth and learning. The meetings also provide direction "on where do we go from here" scenarios. We use grade level meetings in K-6 and faculty data meetings in 7-12 . The idea is to dissect the data and as teams decide what needs to be the course of action to improve student learning.

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

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

The data is dissected once results are received. The students who are below basic proficiency are identified and these students are placed in classes together in order to allow varied degrees of delivery options. These students are also given an intervention time in grades 7 and 8 that will offer additional support. Elementary grades, once identified in grade-level meetings and data meetings are offered intervention with built in intervention time within the classroom. Students who struggle are placed on a Tier II or Tier III plan and State Tests results are used as part of the data equation. Also, progress monitoring on Classworks tests helps to improve instructional goals as well.

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

Teachers are the first line of defense and they provide adequate assessments that identify students who are in need of assistance. The RTI process is implemented and then students receive pull out instruction once identified to offer the needed remediation. The RTI process offers Tiered instruction strategies that are aligned to the needs of increasing student growth and closing the achievement gaps among students.

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

RTI Process
Classroom formative assessments
Classworks as an intervention tool
After school tutoring
Grade and Credit Recovery
Classworks progress monitoring

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

After School Tutoring, 8th period ACCESS

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

Teachers were selected from different grade levels with strengths in different subject areas that provided insight on how students were doing.

Counselors are very important factors in the equation as they provide insight on students with non-everyday information. The counselors are also able to meet with parents in a manner where needs are identified and then communicated to administration and faculty as needed. Any time students are neglected at home, the school makes HRS aware and takes necessary precautions to help the students overcome situations. The school also welcomes mental health services to talk and meet with students and discuss problems therefore being able to remedy situations.

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

As a committee, when situations arise we come together and discuss the best course of action. Currently we have a clothes closet, counseling services, and Friday food bags that are provided for some special populations.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Based upon the needs and goals of school wide plan, Federal funds are used to provide remedial programs and to achieve academic goals. Funds used to provide instructional resources needed for tiered Instruction.

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

Local Funds are controlled by the School Principal and state funding is allocated by the Alabama Department of Education to pay for teacher units, Library Media, Assistant Principals, Counselors, Literacy Coach, Instructional Coach and also materials and supplies. We also have Federal Funds, Title I funds for the school level funding of educational programs (Classworks, Technology) that is used to close the achievement gaps and increase student achievement.

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

Excel is a unit school, therefore we plan for Elementary K4-5, Middle Grades 6-8, and High School Grades 9-12 academic, social, and physical needs of these students. We have guest speakers that talk to students about Bullying Awareness and the violence that is associated with it. The school Currently has a breakfast program and free and reduced meal plans for the breakfast and lunch programs. There are currently no housing programs or head start programs at the school. The vocational and technical education department within the county offers health sciences curriculum that provides on the job training for students. The business marketing classes offer Microsoft IT essentials certification to students that prepare them for future employment. The Vocational Agriculture Department here at Excel offers a landscape certification program for students in the 10th grade. The school offers a CO-OP program that allows students to check out 7th period and go to their job.

Component 10: Evaluation

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

We are able to have scheduled walk-throughs for teachers to observe and understand what is taking place in the classroom. Then the data is compiled and each teacher receives feedback of their classroom engagement and ways to improve is communicated between administration and faculty. Guest observations are also a big part of the improvement process here as we have reading coaches. State ARI coaches and administration performing walk-throughs. We also use data to progress monitor students with individualized plans of achievement for students. This data analysis allows us to focus our efforts of strategic teaching on the specific interventions that each student in need will require and then lessons are built to meet those demands.

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

Data meetings, faculty meetings, emails and departmental meetings are all part of the discussion of student assessments. The State assessments are used as data to address the needs and then the students not scoring proficient are noted and interventions are put into place to help close the achievement gap and raise student achievement. Also, our universal screener, Classworks, is used to help provide predictions on how well students will achieve on State Assessments.

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

Through daily classroom instruction and various types of interventions and remediation of success maker. The intervention and remediation allows us to see growth and increases in student achievement and an increase in standard achievement through diagnostic testing. Also, formal and informal assessments are used to measure student achievement in order to close the achievement gaps between students.

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

Administration and faculty meet to discuss the assessment outcomes and the students are given interventions that will meet their demands for lack of proficiency and the results are weighed to see which programs were effective or not effective. With printouts that shows student growth over the course of a year, teachers and administrators are able to see the improvement and gains made and then continue to build even more effective intervention programs.

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

Math and Reading goals will be adjusted to meet the needs, as these goals will be ongoing as we continually improve upon the school goal of student achievement.

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

We felt compelled to keep the Reading and Math Goals. We also introduced new goals within ACIP to address DOK and the Inclusion Model.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	**Units Placed**	**Total Salaries**
FTE Teacher Units	60.70	61.20	4,080,539.48
Administrator Units	1.00	1.0	102,574.57
Assistant Principal	2.00	2.0	138,162.64
Counselor	2.50	3.0	150,034.27
Librarian	2.00	1.0	70,741.04
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,350.00
Professional Development	0.00	0	4,350.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	25,492.00
Library Enhancement	0.00	0	1,450.00
Totals			4,577,694.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	142408.27

Provide a brief explanation and breakdown of expenses.

Salaries and Benefits 8620.00

Purchase services 81,775.52

Materials and Supplies 52012.75

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	5000.0

Provide a brief explanation and a breakdown of expenses.

Substitutes

Materials

Title III

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

Provide a brief explanation and a breakdown of expenses.

None

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Excel School holds and annual open house and PTA meeting in September, which gives parents a chance to see the school and then convene in an annual meeting, allowing administration to convey all information to stakeholders. The meeting is held in the auditorium with and LCD projector and power point needed to show information to attendees. The school also has a parent teacher conference night and information is shared at this time as well.

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

Parent letters are sent home to notify all parents of the meetings and the sign in front of the school will also let parents know of the meeting and scheduled time. If no participation or lack of participation, another site and time will be offered for the meeting, thus allowing parents and other stakeholders the opportunity to receive the information. The school also has and open door policy in which all parents/stakeholders can come and ask questions and voice concerns/ideas about the school.

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

Letters/notices are sent home in a timely manner whenever important information needs to be discussed/addressed with stakeholders. We send letters in the language parents choose at the beginning of the year to invite them to become a vital part of the school and their child's education. INOW, Parent Portal, reminders, School Cast, school sign in front of school, progress reports, report cards, school calendars and testing dates.

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

Parent committee and staff/faculty will work together to develop the school compact. Then the compact is signed by parents, students, administration and is kept by the student's teachers. The compact sets guidelines on what each group will do to make the education process more effective and beneficial.

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

Parents have opportunities to complete surveys, call school and submit commits verbally that will have and impact on the school. The comments are analyzed and school participants react in a manner that helps the students/parents become more informed and thus allowing more logical answers to fix problematic issues.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

EHS will have a Parent/Teacher organization, parent/teacher conferences, Title I parent meetings that help parents stay informed. Parent portal, progress reports, report cards, testing dates, school website, school calendar, in which all provide parents with needed information to stay notified of any and all activities of the school.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Provide parent portal set up and training during regular school hours with counselors by appointment. Then we have PTO night and open house that parents are available to see the counselors. Parent contact day is also set aside for parents to speak with teachers and also be trained on Parent Portal. We also have email addresses for teachers to communicate, planners, progress reports, report cards and sharing of test information as needed.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and

coordinate parent programs, and build ties between parents and the school. (Describe)

Provide parent portal set up and training during regular school time with counselors by appointment. Then we have PTO night and open house that parents are available to see the counselors. Parent contact days are set aside for parents to speak with teachers and also be trained on Parent Portal. We also have email addresses for teachers to communicate, planners, progress reports, report cards and sharing of test information as needed. Also, professional development is offered from county to school faculty meetings and data meetings allow for improved academic achievement.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

. We provide PTO meetings for parental involvement and Parent Contact Days for educational improvement.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Letters/notices are sent home in a timely manner whenever important information needs to be discussed/addressed with stakeholders. We send letters in the language parents choose at the beginning of the year and invite them to become a vital part of the school and their child's education. INOW, parent portal, reminders, school cast, billboard out front of the school, progress reports, report cards, school calendars, and testing dates.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

There are many resources set up for parental involvement: Parent Portal, Parent Contact Day, School billboard/sign and opportunities for parents to receive updates: newsletters, school cast, progress reports, report cards, open door policy welcoming parents which allow for administrators to address problems or concerns in a timely manner.

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

A home language survey is sent out and the parents will receive written notification in the language they choose on the language survey.