

Assurances

The Instructional Leadership Team members that must 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.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

Beginning in July 2011, the SAE committee along with other teacher leaders and interested parents began the process of disaggregating AHSGE, PRIDE Survey, School Incidence Report, EDUCATE Alabama, Career and Technical Education Plan, and other local data. Strengths and weakness were identified and discussed to determine the most critical areas of need to be included in the CIP. Once those areas were identified, the team collaborated on developing goals, strategies, and action steps to reach our desired outcomes. When the draft was completed, it was subject to multiple reviews at the school and district levels. Once all suggested modifications had been thoroughly discussed and approved by the committee, the final CIP was sent to the district school board for approval and signatures.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Dr. William S. Smith, Jr., Principal
 Mr. Robert Sweeney, Teacher/Language Arts
 Dr. Shannon Smith, Teacher/Mathematics
 Ms. Reba Cunningham, Teacher/ Social Studies
 Ms. Rebecca Mullins, Teacher/Science
 Ms. Shovonnie Caffey, Freshman Academy Intervention Teacher
 Ms. Kerri Boulter, Teacher/Special Education
 Ms. Kirsten Conlon, Teacher/ESL
 Ms. Delcine King, Counselor
 Ms. Susan Johnson, Teacher/Read 180
 Ms. Holly Panchenko, Reading Intervention/Title I
 Ms. Cassandra Daffin, School Improvement Specialist
 Ms. January Taylor, Parent Program Manager
 Chelsea Tate, student
 Georgiana Chanthavane, student
 Connie Stallworth, parent
 Angela Tate, parent

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

The eCIP committee members worked in pairs to disaggregate the different sets of data. The committee then came back together and each pair shared what patterns they saw emerging from the data and facilitated a round table discussion with the entire committee. The lists of strengths and weaknesses, as well as areas to be targeted in the plan were a result of these discussions.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

All HQ status is verified by Human Resources before teachers are recommended at Murphy. All teacher assignments are based on HQ status to ensure the academic needs of the school are met. All teachers are HQ.

Number and percentage of teachers Non-HQT:

Number and percentage of Classes Taught by Non-HQT:

Alabama High School Graduation Exam (AHSGE):

Strengths:

Reading: Met participation goal for all students (99%) free and reduced (99%) Students receiving SPED services increased proficiency (24.64%) Asian students increased proficiency (1.5%) Standard I, which includes supporting details and sequence of events, is the biggest area of strength.

Math: Met AYP goal without any formula assistance. Met participation goal for all students (98%) free and reduced (99%) Students receiving SPED services increased proficiency (21.41%) Black students increased proficiency (1.26%) Students receiving free lunch increased proficiency (2%) Standard VII, which includes polygons and geometric figures, is the biggest area of strength.

Weaknesses:

Reading: Overall decreased proficiency for all students (-4.71%) met goal due to Confidence Interval formula. Decreased proficiency for black students (-4.12%) met goal due to Uniform Averaging formula. Decreased proficiency for white students (-4.23%) Decreased proficiency for free/reduced lunch students (-3.53%) Students in the Poverty and Non-Poverty subgroups showed almost identical decreases at (-4.42%) and (-4.45%) respectively. Standard III, which includes recognizing logic and arguments and analyzing literary elements, is the biggest area of weakness.

Math: Overall decreased proficiency for all students (-3.88%) Decreased proficiency for black students (-2.61%) Decreased proficiency for white students (-4.71%) Decreased proficiency for free/reduced lunch students (-1.99%) Students in the Poverty and Non-Poverty subgroups had decreases of (-0.74%) and (-2.28%) respectively. Standard II, which includes solving quadratic equations and multi-step inequalities, is the biggest area of weakness.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Of the 744 incoming 9th grade students, only 5% are a Level 2 or lower in Math and only 6% are a Level 2 or lower in Reading.

Weaknesses:

Of the 49 students who scored Level 2 or lower in Reading, 59% are male. Of the 42 students who scored Level 2 or lower in Math, 57% are female.

Alabama Science Assessment:

Strengths:

N/A

Weaknesses:

N/A

Stanford 10:

Strengths:

N/A

Weaknesses:

N/A

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

*School exceeded AMAOA target of 44% by 8%. 52% of students made AYP on the 2011 assessment. *56% of students made a 4.0 or higher on the Speaking domain of the ACCESS Assessment. **47% of students made a 4.0 or higher on the Listening domain of the ACCESS Assessment.

Weaknesses:

**School missed AMAOB target of 14% by 10%. 4% of students exited the ESL program in 2011. **32% of students made a 4.0 or higher on the Reading domain of the ACCESS Assessment. **30% of students made a 4.0 or higher on the writing domain of the ACCESS Assessment.

EducateAL or other Professional Evaluation Profile Information:**Strengths:**

145 Teacher units, 19 non-tenured, Of the 19 non-tenured teachers, only 2 were 1st year teachers. The rest of the staff was comprised of veteran teachers that operate in the application and integrating levels in the Educate Alabama system.

Weaknesses:

The program is still new. Administrators and teachers will need ongoing training.

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)**Strengths:**

We currently have no AAA students. School website is well maintained and updated regularly. Students have multiple distance learning opportunities.

Weaknesses:

Continuous updating and expansion of technology within all classrooms is limited due to the physical capabilities of the school facility.

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):**Strengths:**

Social Studies (78%) is the only core subject to achieve proficiency at district standards for all quarters on EQTs. Science Course failure rate is 5.23%.

Weaknesses:

EQT proficiency for math is 22%. EQT proficiency for language arts is 58%. EQT proficiency for science is 48%. Math Course failure rate is 20.11%

Career and Technical Education Program Data Reports:**Strengths:**

Students have the opportunity to participate in 5 different career cluster pathways on campus. In 2010-2011 Murphy offered 23 different career technical courses on campus. There were an additional 184 class offerings at the Faulkner Vocational campus that students are allowed to choose from. The Health Services cluster had 18 of 25 students complete the program.

Weaknesses:

Most career cluster pathways have low percentages of students completing the program. Hospitality and Tourism had 3 of 144 complete the program. Business Management and Administration had 61 of 173 complete the program. Business/Marketing had 46 of 145 complete the program. Information Technology/Computer Electronics had 3 of 36 complete the program.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

Strengths:

Freshman Academy: 321 students suspended – total of 397 suspensions. There are very few chronic offenders. Majority of students who were suspended were not suspended again.

Weaknesses:

Total number of suspensions & chronic offenders – 10th 268/597; 11th 155/398; 12th 124/413 (# of students suspended/total # of suspensions) Number of chronic offenders increases with each grade level.

School Demographic Information related to drop-out information and graduation rate data.**Strengths:**

AYP Graduation rate increased from 90% in 2009-2010 to 93% in 2010-2011. 149 of 523 students received Advanced Diploma with Honors. Only 32 of 523 received the Credit Based Diploma instead of a Regular Diploma. 32% of non grads completed graduation requirements over the summer.

Weaknesses:

Of the 25 students who were non grads, 72% were black, 72% received free lunch and 8% were classified as gifted.

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.**Strengths:**

Majority of faculty has been at school for 5+ years. Most teachers hired new to Murphy are not new teachers.

Weaknesses:

High number of teacher absences on Mondays (14% of all absences) and Fridays (25% of all absences).

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).**Strengths:**

Tardy Committee in place, Title I funded Attendance paraprofessional

Weaknesses:

School wide drop in ADA each quarter during 2010-2011. ADA dropped from a high of 98% to a low of 91%. School wide rise in tardies each quarter during 2010-2011. Tardies rose from a low of 347 to a high of 5102.

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.**Strengths:**

60% of parents feel welcome at Murphy High School. 75% feel Murphy High School encourages them to be involved in their child's education. 74% have an understanding of Academic Content Standards for reading and/or math.

Weaknesses:

Only 88 parents completed the survey. The online survey was new and of the parents who responded, many had trouble navigating it.

School Perception Information related to student PRIDE data.

Strengths:

80% of students take pride in their academic accomplishments. 70% of students feel at least 1 adult in school cares about them. 63% of students feel like they are a part of this school.

Weaknesses:

49% of students feel teachers don't care about them. 20% of students do not trust their teachers at all.

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

**Full EL curriculum taught by ESL teacher. **EL Profiles and Accommodations Checklist sent to teachers of EL students each semester.

Weaknesses:

Accommodations not being made in all core classes.

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

ESL teacher on campus all day.

Weaknesses:

Few core teachers have attended EL core teacher training.

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.**Strengths:**

Murphy fully implements the Alabama Course of Study and pacing guides required by MCPSS. The Freshman Academy implements High Schools that Work strategies. Murphy High School provides Extended Day Credit Recovery 4 days a week. High Hopes tutoring is also provided for a minimum of two weeks prior to each administration of the AHSGE.

Weaknesses:

Majority of students who qualify for the after school programs do not attend them.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**G1. Reading Comprehension****Description:**

Increase proficiency on the reading portion of the AHSGE from 89% to 95%

Data Results on which goal is based:
 AHSGE Reading Proficiency scores

Target Grade Level(s): 9th through 12th
 Target Content Area(s): Reading
 ARMT: Reading

Additional Academic Indicators:
 Graduation Rate

Target Student Subgroup(s):
 SPED, ELL, Free and Reduced, All Students

Courses of Study:
 Apply both literal and inferential comprehension strategies to both fiction and nonfiction texts.

Strategies:

1.1.1 Reading Comprehension for at risk students

Description:
 Use longitudinal data to address weakest areas in reading

Action Steps:

1.1.1 Grad Exam Prep/Remediation Classes

Description:
 11th grade students who have not passed the Reading portion of the Grad Exam will be enrolled in remediation classes during the short block.

Benchmarks:
 95% of students will score 70% or higher on ABC Reading Book Post Test

1.1.2 READ 180

Description:
 Provide Tier 3 intervention utilizing Read 180 which will target 9th grade students and ELL students who are reading below grade level. Eligible students will be identified through Star Enterprise and SRI assessment during the first month of school.

Benchmarks:
 95% of students will meet their individual benchmark goal Students not meeting proficiency will be referred to the PST

1.1.3 Language!

Description:
 Direct Instruction remedial language and reading program to serve identified students in the special education and ELL subgroups.

Benchmarks:
 95% of students will meet the benchmark goal as identified in the program materials Students not meeting proficiency will be referred to IEP or LLP

team

AS1.1.4 Daily Intervention

Description:

The Freshman Academy intervention program operates collaboratively between the intervention teacher and regular classroom teachers. Students who fail summative classroom assessments are retaught in a small group or one to one setting.

Benchmarks:

Summative Re-tests – 95% will become proficient Students still not meeting proficiency will receive a referral to Academy Leadership Team and/or PST

Interventions:

Content area teachers provide reading remediation during the school day. Additional remediation using USA Test Prep, Ladders to Success, Coach books, and AHSGE Item Specs.

Resources:

Title I funds will be available if needed.

S1.2 Independent reading time

Description:

Implementation of Sustained Silent Reading during the school day in selected 3rd Block classes.

Action Steps:

AS1.2.1 Independent reading time

Description:

Use of SSR during 3rd Block on Tuesday, Wednesday, Thursday (15 minutes)during remediation and enrichment classes only. This excludes yearlong math, Biology and Spanish courses. It also excludes Health classes, ACCESS classes, BTA classes and IB and AP electives.

Benchmarks:

100% of students will keep a reading log Teacher will contact parent of any student who does not keep a reading log to discuss non-participation in class.

AS1.2.2 Increase classroom libraries

Description:

Purchase additional student reading materials to be kept in classrooms

Benchmarks:

100% of targeted 3rd block classrooms will be provided with additional student reading material

Interventions:

Teachers will contact parents of students who will not participate during SSR time.

Resources:

Newspaper in Education, books, magazines, online sources (\$7,000) classroom magazine subscriptions, variety of adolescent literature (\$15,000)

G2. Mathematics Comprehension

Description:

Increase proficiency on the math portion of the AHSGE from 86% to 91%

Data Results on which goal is based:

AHSGE Math Proficiency scores

Target Grade Level(s): 9th through 12th

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

SPED, ELL, Free & Reduced, All Students

Courses of Study:

*Solve multi-step equations and inequalities including linear, radical, absolute value, and literal equations. * Solve systems of linear equations and inequalities in two variables graphically or algebraically.

Strategies:

S2.1 Utilize technology in math instruction

Description:

Integration of technology such as SMARTBoards, Response clickers, GIZMOS software to increase student participation and understanding in math classrooms.

Action Steps:

AS2.1.1 Incorporate identified technology resources

Description:

Teachers will increase daily student participation by incorporating a variety of technology in the classroom

Benchmarks:

All mathematics teachers will incorporate a variety of technology into their lesson daily. Teachers who do not incorporate technology into their lessons will observe other master teachers, attend instructional technology workshops, and present lessons at departmental meetings.

AS2.1.2 Incorporate computer based programs into lessons

Description:

Increase daily student participation by incorporating the use of Gizmos in the classroom

Benchmarks:

All mathematics teachers will incorporate the use of GIZMOS into their lesson units. Teachers who do not incorporate the use of GIZMOS will be provided assistance from the district resource teacher and the department chairperson.

AS2.1.3 Increase classroom engagement with technology**Description:**

Students will engage in the use of a variety of technology in the mathematics classroom.

Benchmarks:

91% of students will score 60% or higher on summative assessments. Students who do not score 60% or higher will attend intervention sessions and use GIZMOS to learn concepts.

Interventions:

Teachers who do not incorporate technology into their lessons will observe other master teachers, attend instructional technology workshops, and present lessons at departmental meetings.

Resources:

Computers and instructional technology (\$43,500); Professional Development substitutes (\$5,000) Gizmos program purchased by the district; classroom materials and supplies (\$5,000)

S2.2 Provide tutoring based on math proficiency needs**Description:**

Use longitudinal data to identify students for Math Remediation classes. Also, struggling students in core classes will be referred to the math intervention teacher for additional instruction.

Action Steps:**AS2.2.1 Remediation during the day****Description:**

Math Intervention teacher will be employed to assist with remediating struggling students. Intervention teacher will coordinate a plan of action with the regular classroom teacher for the students at risk.

Benchmarks:

Summative re-tests – 91% will be proficient Struggling students will receive a referral to PST; possible referral to Extended Day Credit Recovery

AS2.2.2 Provide appropriate schedules**Description:**

Ensure all students, including SPED, are in appropriate math classes according to course pre-requisites, grad exam results and diploma track

Benchmarks:

100% of students will be in appropriate math class

Interventions:

Students will be referred to after school S.T.E.P. tutoring and may also be referred to the PST for additional assistance.

Resources:

Classroom materials and supplies (\$500), intervention teacher (\$66,570 salary and fringes); Extended Day Program (\$25,000)

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. G1

Description:

Increase the number of EL students who exit the EL Program (AMAOB) by improving student proficiency in the domains of reading and writing.

Data Results on which goal is based:

* Disaggregated

Target Grade Level(s): 10th & 11th

Target ELP Language Domain(s): Reading, Writing

WIDA Standards: Social and Instructional Language (SIL) & Language of Language Arts (LoLA)

Strategies:

S1.1.1 Core Classroom Accommodations

Description:

Classroom teachers will make accommodations to support EL understanding of content.

Action Steps:

AS1.1.1 District Classroom EL Training

Description:

Selected teachers with highest ELL classroom populations will attend the District Classroom EL Training for Content Teachers.

Benchmarks:

100% of selected teachers will attend training. Training completion certificates will be used as evidence. If a teacher misses training, he or she will be signed up for the next training session (sessions are held monthly).

AS1.1.2 EL Profile and EL Guide for Accommodations

Description:

ESL teacher will provide all classroom teachers with ELs an EL Profile and EL Guide for Accommodations within three weeks of the first day of the semester.

Benchmarks:

100% of all classroom teachers with ELs will sign upon receipt of the EL Profile Sheet and EL Guide for Accommodations. Teacher signature sheets will be used as evidence. EL teacher will redistribute EL Profile Sheet and EL Guide for Accommodations if necessary.

Interventions:

Core classroom teachers will participate in district level training to provide EL accommodations in the regular classroom.

Resources:

EL Profile Sheet and EL Guide for Accommodations (paper & ink) \$500 Teaching materials for Read 180 and AHSGE Reading Remediation (\$600)
Collaboration and Co-teaching: Strategies for English Learners (\$500)

§1.2 Reading and Writing Remediation

Description:

Classroom teachers will apply scaffolding techniques to support EL understanding in the domains of reading and writing.

Action Steps:

AS1.2.1 Reading Remediation

Description:

All EL students at a proficiency level between 3.0 and 4.7, who did not make AMAOA, will be enrolled in Read 180 and/or AHSGE Reading Remediation.

Benchmarks:

95% of students will make .3% progress on the reading domain of the ACCESS assessment. Teacher /Parent conference regarding LLP and/or referral to PST

AS1.2.2 Co-Teaching

Description:

ESL teacher and selected teachers will collaborate to implement Co-teaching Strategies in a language arts classroom to provide reading and writing support for EL students.

Benchmarks:

95% of students will make.3% progress on the reading and writing domains of the ACCESS assessment. Teacher/Parent conference regarding LLP and/or referral to PST

Interventions:

Teacher /Parent conference regarding LLP and/or referral to PST

Resources:

Teaching materials for Read 180 and AHSGE Reading Remediation (\$600) Collaboration and Co-teaching: Strategies for English Learners (\$500)

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

G1. Student Attendance

Description:

Attendance rate will increase from 90.91% (2010-2011) to 95% 2011-2012.

Strategies:

S1.1 Increase Student Attendance

Description:

Use Attendance Committee to analyze student attendance data and address identified needs to increase student attendance and decrease student tardies.

Action Steps:

AS1.1.1 Attendance Plan of Action

Description:

After 2 unexcused absences, teachers will fill out an attendance letter and give to the Attendance clerk to be mailed home to the parents. After 3 unexcused absences, the teacher will fill out a letter notifying the parent of a mandatory meeting with school attendance officials. If the parent fails to attend the meeting, the student will be placed on the Do Not Admit list until the parent comes in for a conference with an administrator. After 4 unexcused absences, teachers will fill out an attendance letter notifying loss of course credit if there are any more unexcused absences in the class and give to the Attendance clerk to be mailed home to the parents.

Benchmarks:

100% of parents will be notified.

AS1.1.2 Student Attendance Incentives

Description:

Students who have perfect attendance during the quarter will be recognized on a weekly basis with a rotation of out of uniform incentives. The Attendance Committee will also hold drawings for gift card incentives at the end of each semester.

Benchmarks:

Recognition of 100% of student perfect attendance.

Interventions:

Attendance Clerk will notify office and Parent Manager for support to contact parents.

Resources:

Title I funded Attendance paraprofessional (\$31,251 salary and fringes) and Parent Manager (\$38,988.67 salary and fringes); Parenting materials and supplies (\$8,102); attendance office supplies (\$500)

G2. Student Discipline

Description:

The student suspension rate will decrease from 30.30% in 2010-2011 to 25% in 2011-2012.

Strategies:**S2.1 Decrease student suspensions****Description:**

The Discipline Committee will create alternative disciplinary actions as well as positive behavior incentives.

Action Steps:**AS2.1.1 Schoolwide Discipline Plan****Description:**

The discipline committee comprised of teachers, counselors, students and administrators, will establish a set of schoolwide rules and consequences. These will be posted throughout the school.

Benchmarks:

100% of teachers will implement and follow the schoolwide discipline plan

AS2.1.2 Utilize Retract**Description:**

Assignment to retract will be utilized as an alternative to out of school suspension when possible.

Benchmarks:

Quarterly data will show a decrease in suspensions and an increase in retract utilization.

AS2.1.3 Student of the Week**Description:**

Monday of each week, one student from each grade level who has no discipline issues will be selected as Murphy's Panther Pride Student of the week. Students will be called to the office to receive a certificate and have their picture made to be submitted to the newspaper.

Benchmarks:

Recognition of 100% of students exhibiting expected behavior

Interventions:

The Discipline Committee will meet to discuss any parts of the plan that do not seem to be working effectively and come up with alternative actions and/or incentives.

Resources:

Title I funded Retract paraprofessional (\$28,406 salary and fringes); classroom supplies (\$500) PTSA and community partners will help with covering the cost of certificates

G3. School Culture

Description:

Increase the % of students who respond positively to the PRIDE Survey in the areas of teacher trust, caring, and respect.

Strategies:**S 3.1 Increase teacher understanding of adolescent learn****Description:**

The faculty will work to improve school culture by participating in PLCs and traveling in small teams to observe other high schools with a positive school culture. Additionally, the Freshman Academy teachers will implement a career exploration and long term goal setting curriculum that also builds strong advisory relationships between students and teachers.

Action Steps:**AS 3.1.1 PLCs****Description:**

Establish PLCs (Professional Learning Communities) based on the topic of adolescent learners

Benchmarks:

100% of teachers will participate. Possible PLC training by district staff, Principal will meet individually with teachers needing assistance.

AS 3.1.2 Freshman Academy Career Choices**Description:**

Freshman Academy teachers will implement the Career Choices curriculum for the entire academic year during the 3rd block.

Benchmarks:

100% of teachers will fully implement Career Choices Teachers who do not fully implement the Career Choices curriculum will be provided assistance from the Freshman Academy resource teacher.

Interventions:

Visiting team will present information gathered to the faculty. 100% of PLC groups will conduct further discussion on new information.

Resources:

travel for small teams (\$20,000) Career Choices consumable student materials and online support (\$13,500)

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements**Teacher Mentoring:****Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)**

The teacher mentor program is administered by our assistant principal. Teachers are matched by subject area. Mentor teachers are required to meet new teachers a minimum of twice a month. Evidence of meetings is kept on contact log sheets which are turned in to the assistant principal for review.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

- The State of Alabama School Foundation Program: The State of Alabama funds the Basic programming in terms of teacher units based on student enrollment. For the 2011-2012 school year the state is funding 129.18 teacher units, 1 principal unit, 4.50 Assistant Principal units, 4 counselor units, and 2 librarian units. The foundation budget is \$6,888,922.
- Title I Part A (Federal): This money is used to supplement regularly funded programming. For the 2011-2012 school year, Title I monies are being used to fund 2 reading intervention teachers, 1 math intervention teacher, 1 parent program manager, 1 attendance paraprofessional, 1 retract paraprofessional and various materials and instructional supplies. The Title I budget is \$523,087.
- Title I Parental Involvement Funds (Federal): This money is used for supplies/materials for parent in-services, parenting pamphlets, increasing materials for parent help, and parent newsletters. The Parenting budget is \$8,102 which is included in the Title I budget amount.

Transition:

Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

In an effort to assist our incoming 9th grade students in adjusting to their new surroundings, we offer a summer bridge program designed to acquaint students with the layout of the campus, the history and traditions of our school, as well as academic expectations. This program is open to all incoming 9th grade students. Information about the summer program is distributed to the students through their respective middle schools. \$5,000 allocated in Title I budget.

To prepare students for life after high school, our school hosts an annual college night for parents and students. This provides an opportunity to talk to college reps, gather information about financial aid, and also explore military and trade school options. Additionally, students are presented opportunities through the school year to meet with various college, military, and trade school recruiters on campus during the school day.

Every spring students meet with guidance counselors for pre registration to receive assistance in choosing courses for the next year.

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to Mobile County. Prospective teachers are given information about the school system, city of Mobile, and neighboring communities. Contact information is collected from prospective teachers in high need areas and these teachers are encouraged to apply and consider relocation to the area. Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of hiring highly qualified staff is made by the local school. Principals are required to have the knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. Murphy currently has 137 teachers or 98% of faculty and staff with highly qualified status. The remaining 2% (3 teachers) are currently in the DREXEL program working on achieving highly qualified status. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

- 1 . Secure official annual HQ status from Human Resources for all teachers and paraprofessionals. Ensure assignments are made based on HQ status and certification.
- 2 . Communicate district level initiatives for becoming HQ : MCPSS Tuition Reimbursement (Teachers and Paraprofessionals); HOUSSE; Praxis II; Workkeys
- 3 . Secure brief updates each semester from non-HQ teachers and paraprofessionals summarizing progress toward HQ goals.
4. EDUCATE ALABAMA orientation for professional staff members on full evaluation and administrator training and follow-up, as required by the state.
5. Establish mentor teachers for teachers new to the school and/or new to the district.
6. Establish procedures for interviewing, screening and recommending the most highly qualified applicants at the district and local level.
7. New, novice, and teachers new to district participate in appropriate New Teacher Induction programs (New Teacher Orientation, Alabama Teacher Mentor Program, and other new teacher induction activities).

Assessments and Teacher Involvement:

Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

Murphy High School teachers meet a minimum of twice monthly in departmental data meetings to discuss the progress of students, and make any necessary adjustments to instruction. There is daily collaboration between intervention and core teachers, as well as, daily collaboration between inclusion teachers and regular core teachers.

Members of the Problem Solving Team evaluate data collected on struggling students to determine if there are any indicators that would warrant referral for special services.

Teacher representation and teacher input is utilized on school budget committees, policy committees, and textbook selection committees.

Special Populations:

Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

Students at Murphy High School, including those identified as migrant, EL, economically disadvantaged, special needs, neglected and/or delinquent, or homeless, have access to all services and programs available to any other student in the school. These students must have equal access to the same free appropriate education, and are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

All students are asked to fill out a Home Language Survey upon enrolling in school. The school's registration software sends an electronic notification to the district office of any students who has a primary language other than English. Student is tested and if eligible, is admitted into the program and an LLP is established for that student.

Murphy High School provides SPE services and uses appropriate procedures in accordance with federal and state laws and regulations. The LEA tracks referrals and notices to parents regarding eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. The IEP team develops the plan based on the results of the evaluations, the concerns of the parents, teacher input, and the academic, developmental and functional needs of the student. To the maximum extent appropriate, SPE students are educated in the regular classroom environment with their non-disabled peers.

Neglected and/or delinquent students are identified at Murphy by DHR, Social Services, LEA Attendance Officer, attendance paraprofessional or parent. The school counselors and administrators identify possible needed services for neglected and/or delinquent students at Murphy. The LEA attendance officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the district office for possible funding or other needs.

Murphy High School identifies homeless students upon enrollment. The school uses ALSDE and Federal guidelines and definitions to identify homeless students. Murphy is contacted by DHR, Social Services, the district office (Remer or Dickinson) or parent to initialize the identification of a homeless student. The counseling office and school administrators identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. A listing of these students is kept in the Registrar's Office.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used 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.

Applies Only to Secondary Schools

All students are required to take a minimum of 1 career tech class (BTA).

Special Education students who are AOD candidates are required to take a minimum of 2 career tech classes and log 40 hours of paid work time through the co-op program.

Students have the opportunity to participate in 5 different career cluster pathways on campus. In 2010-2011 Murphy offered 23 different career technical courses on campus. There were an additional 184 class offerings at the Falkner Vocational campus that students are allowed to choose from.

Extended Learning Opportunities:

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

- Students identified as at risk of failing or dropping out are encouraged to attend High Hopes tutoring, Credit Recovery, S.T.E.P. tutoring, and any other tutorials offered on or off campus.
- Students identified as being eligible to enroll in Credit Recovery are signed up in the Extended Day Credit Recovery program. The program runs Monday – Thursday from 3:00-4:30. Teachers are available in each core area to assist students as they work through the NovaNet program.
- Rtl strategies made available and provided for academic or behavior assistance as needed for at-risk students who do not already have individual education plans.
- Encourage parental involvement through phone conversations, school conferences, PTSA meetings, notes, etc.
- Utilization of Title I staff to provide additional assistance and intervention for students in small group or individual instruction.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

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 to be involved.

During the first quarter that school is in session, Murphy High School will hold its annual meeting for all parents of participating children in the Title I School wide Program. Parents are notified of the meeting through (1) flyers sent home to students and by mail, (2) the school phone messenger and (3) website notices and public postings. In addition, transportation and childcare will be provided, if it is requested.

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.

(1) The leadership and staff of Murphy High School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Monthly parent workshops will be held on a flexible schedule to accommodate as many parents as possible. The parent center will be open every day from 7:30-2:30 for parents to pick up materials and information or to meet with the parent manager. Parents are reminded of all events and opportunities through the school website, and monthly newsletters mailed home.

(2) The process for how all parents have the opportunity for involvement in decision making is as follows: We have a parent program manager, who has been trained on Title I, Part A, parental involvement, and parents' rights. There is a Parental Advisory Committee, which is repeatedly advertised for all parents to participate in. To be a member of the committee, contact with the Parent Manager must be made, and you will be notified of the next committee meeting. The Advisory Committee keeps parents informed of various committee work and receives input from parents that is used in the meetings. They assist in evaluating the parental involvement plan, the school-parent compact, and the quarterly baseline data.

(3) Parental Involvement funds are used to fund materials in the parent resource center, monthly workshops, and the bulk mail account for the parenting program. \$8,102 allocated in Title I budget

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.

At parent meetings throughout the year, information will be presented about the school's Title I programs, the curriculum, and forms of academic assessment used. Parents also learn about academic goals and priorities in the classroom. They learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. Interpreters and interpreted documents will be provided on a needs-based case.

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).

Revisions to the compact will be developed through a coordinated effort by school staff members and the school's Parent Advisory Committee. Parents will be given a copy of the new compact at the annual Title I parent meeting, at registration, or through the mail. The compact will be explained to the parents, and they will be asked to sign the compact, which signifies their commitment to working in partnership with the school ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Teachers will be given the responsibility to collect the compact from the student. The compacts will be housed in a central location, the parenting office, so they can be used for parent/student-teacher conferences.

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

In the spring of each year, the school's leadership team meets to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home and on the school website. The notices make parents aware that the plan is under review, that a copy is available in the Parent Manager's office for review, and the parents have the right to give their input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the Central Office.

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:

(1) 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)

The school will accomplish much of this through its annual parent meeting to be held at the beginning of each school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education.

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

The school's Parent Manager will work diligently to ensure that all parent training and materials will be aligned with the goals of the school. The parent resource center will be available every school day, and will have relevant and useful information available to parents. Parenting classes will also be provided throughout the year on various topics including, but not limited to, the college selection process, financial aid pointers, effective parenting, career planning, computer training for parents, and communication pointers.

(3) 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)

The Parent Manager will continue to work with teachers through in-services, faculty meetings, and grade level meetings to further develop the understanding of the importance of parental involvement and that parents are our partners. All staff is expected to welcome parents to the school, as appropriate, and to work with the parent manager in meeting parents' needs for their children.

(4) 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)

The Parent Manager will maintain a parent resource center which will be available to all parents every school day. Parents will be encouraged to attend monthly workshops and to communicate with their child's teachers on a regular basis. The school currently makes every accommodation for ELL students and parents to ensure they can engage and participate in all Title I activities.

(5) 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)

The Parent Manager will work closely with the head of the ELL program to ensure that every meeting, flyer, and notice is in the native language of everyone in attendance to ensure effective communication.

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

The school makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Parent surveys are conducted at the end of every year, and the results are used to make adjustments for the upcoming year. For example, parent workshop times are preferred in the evening, and email is the most preferred form of contact. Every reasonable effort will be made to accommodate every request to ensure strong parental involvement.

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.

The school has the availability of assistance in verbal communication in the form of translators, and with proper notification, any documents or notices will be translated for students and parents into their native language. Additionally, the school will make every attempt to accommodate students and parents with disabilities. Murphy High School will do anything and everything to accommodate its students and parents to ensure great parental involvement.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- j_m Yes
- j_m No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- j_m Yes
- j_m No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- j_m Yes
- j_m No

(Note: Professional learning activities must be linked to Alabama's Standards for Professional Development and Alabama's Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

Learning Activities:

PLCs – Professional Learning Communities

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Pride Survey shows areas of the school culture that are not conducive to overall student achievement.

What types of professional learning will be offered?

Teachers will be assigned randomly to small groups of 12-15.

When will the session be delivered?

Groups will meet monthly on pre-assigned days.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Teachers will engage in reading and discussing articles and other passages dealing with school culture. Articles will be pre-selected by the principal. The intent is for teachers to have open and honest discussion about school culture and the positive and negative effects it can have on student achievement and teacher morale.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Each group will be required to have a sign in sheet and appoint someone to take notes of the discussion. This documentation will be turned in to the principal.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Title I - \$1,000

District EL Training

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

The school missed AMAOB target of 14% by 10%. Only 32% of students made a 4.0 or higher on the Reading domain of the ACCESS Assessment. Only 30% of students made a 4.0 or higher on the Writing domain of the ACCESS Assessment.

What types of professional learning will be offered?

District Classroom EL Training for Content Teachers

When will the session be delivered?

Sessions are held monthly at the district office.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Regular content teachers will receive training on strategies to use with ELL students that will better serve them in the areas of reading and writing.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Teacher lesson plans should reflect strategies being used with ELL students in their classes.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Funding provided at the District level.

GIZMOS Training

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Student engagement needs to be increased in math classrooms.

What types of professional learning will be offered?

District provided GIZMOS training.

When will the session be delivered?

Teachers will register for sessions in STI-PD as they become available.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Teachers will have a new tool for getting students actively engaged in the classroom.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

Evidence of GIZMOS activities in teacher lesson plans. Administrative walk-throughs.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

Training provided at district expense.

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	129.18	129.18	6,053,618
Administrator Units	1.00	1.00	104,703
Assistant Principal	4.50	4.50	360,376
Counselor	4.00	4.00	237,935
Librarian	2.00	2.50	105,191

Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			27,099
Library Enhancement			0
Total of All Salaries:			\$6,888,922.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Base Allocation: \$514,985

Parenting Allocation: \$8,102

Total: \$ 523,087

Budgeted Expenses:

Total Salaries/Fringes (Staffing Form B) \$287,188.23

- List positions and FTEs:

- o Reading Teacher/Facilitator/1 FTE, \$66,570.36; Read 180 Teacher/ 1 FTE, \$55,400.57; Math Intervention Teacher/ 1 FTE, \$66,570.36; Parent Manager/ 1 FTE, \$38,988.67; Retract Paraprofessional/1FTE, \$28,406.70; Attendance Paraprofessional/1FTE, \$31,251.57

Total Part-Time Salaries/Fringes (PART-TIME-Form B2) \$0

- List positions and FTEs

Total Salaries/Fringes (stipends& Substitutes-Forms C&C1) \$ 51,000

- List type of compensation:

- o Staff Development Technology Stipends- \$7,000
- o Extended Day stipends \$25,000
- o Bridges Stipends - \$5,000
- o Professional Development Subs - \$11,000
- o Instructional Subs (Title I) \$3,000

Total Materials and Supplies (Form D) \$118,398.77

- List materials and supplies by function (instructional, professional development, etc.)

- o Parenting materials and supplies \$6,602
- o Teacher instructional materials and supplies \$61,296.77
- o Instructional technology \$3,500
- o Computer Hardware \$40,000
- o Library Materials and Supplies \$7,000

Total Contracts (Form F) \$46,500

- List vendors:

- o Xerox Copy Machine \$45,000
- o Parenting Mail Account \$1,500

Total Equipment (Form G) \$0

Total Travel (Form H) \$20,000

- List proposed travel expenditures and whether or not it is suggested, functional or mandatory travel

- o Suggested School Culture Teams travel for meals, mileage and lodging for 6 people per site visit/ 4 site visits

Grand Total Expenses: \$523,087
Parenting Minimum 1% (Program code 5101) \$8,102 parenting supplies and postage
Professional Development: 10% of Budget (Function 2215): \$38,000
\$20,000 travel; \$11,000 substitutes; \$7,000 stipends

Total:523,087

Total : 523,087

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total : 0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

Instruction Supplies \$4,000 Non-Capitalized Equipment \$3,000

Total : 7,000

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

Education Jobs Fund

Assistant Principal (.50) \$40,154 Employee Benefits \$11,431

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Teacher units (2) \$87,811 Aide (1) \$19,256 Service (1) \$39,088 Substitutes \$130,512 Supplements \$102,011 Employee Benefits \$88,626 Property Services \$6,287 Instruction

Supplies \$1600 Dues and Fees (IB Program) \$11,350

Total :