ACIP

Murphy High School

Mobile County Board of Education

Mr. Joe Toomey
100 South Carlen Street
Mobile, AL 36606-1499

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

2017-2018 ACIP Assurances

Plan for ACIP 2017-2018

Stakeholder Feedback Diagnostic

2017-2018 Title I Schoolwide Diagnostic

2017-2018 Coordination of Resources - Comprehensive Budget

2017-2018 Parent and Family Engagement

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?

Murphy High School is located in an area of Mobile, AL commonly referred to as Midtown. The community of midtown is comprised of almost 70% Caucasian and 30% non-Caucasian citizens. The median income in Midtown is $48,622 as compared to $38,776 for Mobile as a whole. Although Murphy High is nestled in the middle of a typical midtown neighborhood, it draws students from all over the county which makes Murphy a unique neighborhood school.

The school currently serves 1821 student in grades 9 through 12. The student body is very diverse, the current ethnic breakdown consists of 76% African American, 18% Caucasian, 4% Hispanic, 2% Asian, and less than 1% American Indian/Alaskan Native/Native Hawaiian or other Pacific Islander. Females make up the majority of the students, they represent 52% of the student body.

Murphy employs 192 staff members. Among the staff are 6 administrators, 4 counselors, 2 librarians, 1 registrar, 1 attendance officer, 1 drop out prevention specialist and 8 other support staff personnel. The current make up of our faculty is 75% Caucasian, 23% African American, and 2% other. 65% of the faculty are female.

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.

Murphy High School's purpose is to provide students with the resources and knowledge to become successful, productive citizens that are college and career ready for their future.

Our Vision:
Murphy High School will develop relationships that provide a rigorous and relevant education that will enable students to become college and career ready.

Our Mission:
Murphy High School will provide an academic setting that prepares students to become college and career ready.

Our Motto:
Ready for the Future.

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.

Murphy High School always strives to be the very best and we have made great achievements over the last three years.

Beginning with our freshmen, we have implemented a Freshmen Academy Intervention program that allows under-achieving students to receive one on one tutoring in their core subject areas. This has increased the passing percentage of the 9th grade class over the years. This program also supplies students with the study skills they will need to continue improving for the remainder of their high school career.

The Faulkner Vocational program off campus continues to work with Murphy students to receive technical training that will prepare them for careers in Cosmetology, Automotive Tech, Carpentry, Collision Repair, Welding, Computer Technology, Masonry, Industrial Electricity, Healthcare Technology, Graphic Arts, Aviation Technology, and HVAC.

In addition to working with the Faulkner Vocational program, we have fully implemented and continued to sustain the Signature Academies unique to Murphy High School. There are seven career pathways for students to follow; Murphy University Center which includes International Baccalaureate and the University of Alabama's Early College, Academy of Business and Entrepreneurship, Academy of Culinary Arts, Academy of Government and Public Services, Academy of Health Services, Academy of Liberal Arts, and Academy of Science, Technology, Engineering and Mathematics (STEM). Courses aligned with these academies will give students the chance to obtain professional certification upon completion of the pathway.

Murphy High School is proud to host the University of Alabama's Early College on our campus. During the 2014-2015 school year, 50 of our students enrolled in a college course and earned 98 college credit hours. During the 2015-2016 school year, our students 391 college credit hours and in 2016-2017 our students earned 791 college credit hours. We were able to meet our Local School Indicator goal two years in a row and continue to see an increase in student achievement.

Additional Information

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

As part of the Mobile County Public School System, Murphy High School has qualified for the Community Eligibility Provision of the USDA. This provision allows school systems that have 75 percent of their students who qualify for free or reduced price lunches to offer meals to all students at no charge. Murphy began offering universal free breakfast to students during the 2013-2014 school year. Since the 2015-2016 school year, this program expanded to offer both free healthy breakfasts and lunches to Murphy students.

Murphy High School also has many interventions in place to help our students become and remain successful.

Along with our Freshman Academy, we offer Upper Level Intervention. This program is run by certified and licensed teachers who are certified in Mathematics. The Upper Level Intervention teacher offers drop in small group reteaching and retesting services where students fine tune their note taking and study skills.

Drop Out Prevention is another intervention we employ at Murphy; the specialist over this program assists in tracking and working with over aged under credited students by helping to remove any barriers on the path to graduation.

Last, Murphy houses a credit recovery lab where students work with a education management system known as Connexus. This program offers online courses for students to work on and recover credits required for graduation.

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 involved in the development of the institution's improvement plan are selected based on the their level of involvement with the school. In order to afford parents every opportunity for involvement in the planning committee, our parent liaison continuously advertises for any and all parent stakeholders to participate. Students involved in the development of the improvement plan are all upperclassmen mentors in our Freshman Academy.

Within our school, all of our administrators and counselors, teacher leaders, Title I facilitator and PST chairperson, Drop-Out Prevention Specialist, ESL Teacher, Academy Specialist, Freshman Academy Intervention teacher, and IB Dean of Students are involved in the development of our improvement plan.

Meetings are schedule at varying times to accommodate every stakeholder in our improvement planning process. The committee meets during any of the following time depending on when we will have the largest attendance: mornings from 8:a.m. to noon, afternoons from 1:00 p.m. to 3:00 p.m., and after school from 3:00 p.m. to 5:00 p.m..

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

Joe Toomey, Principal

Karen Dawson, School Improvement Specialist

Djuna Jackson, Assistant Principal

Ashley Horton, Assistant Principal

Leroy Jones, Assistant Principal

Roger Jenkins, Assistant Principal

Clint Allen, Assistant Principal

Kerryn Matthews, English Department Chair

Christopher Galanopoulos, Math Department Chair

Sonya Sullivan, Social Studies Department Chair

Rebecca Mullins, Science Department Chair

Linda Robinson, Business and Entrepreneurship Academy Lead Teacher

Shvonnie Caffey, Freshman Academy Intervention Teacher

Kim Finch, Special Education LEA / Parent

Danielle Jackson, ESL Teacher

Diana McNaughton, Math Intervention Teacher/Title I/PST Chairperson

January, Taylor Drop Out Prevention Specialist

Danielle Booth, Dean of Students UA Early College / Parent

Elizabeth Torrans, Signature Academy Specialist

Jennifer Lee, Guidance Counselor

Tyra Johnson, Guidance Counselor

Haley Norris, Guidance Counselor

Gwendolyn Bethea, Guidance Counselor

Elizabeth Reasonover, Parent

Cynthia Karns, Parent

Catherine Wetze,l Parent

La'Keysha Wallace, Parent

Taylor Scott, Student

Amber Porteous, Student

Paul Lockett, Student

Christopher Dent, 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.

The first submission of Murphy High School's draft improvement plan will be subject to multiple reviews at the school and district levels. After all suggested modifications have been thoroughly discussed and approved by the committee, the ACIP committee will continue to meet at a minimum of once per quarter to assure that the school wide program is being carried out to fidelity to ensure the continuous improvement of student learning.

Stakeholders not located at the school will be notified of upcoming meetings through notices sent home, school messenger, emails, and/ or posting on the school website.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance WorkKeys Student scores

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to 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 that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

ACT Aspire:

On the ACT Aspire assessment that was administered in the Spring of 2017, our highest area of skill proficiency was in English with 45% of students testing at the proficiency level. Reading and Writing were the next highest areas; our students scored a proficiency of 26% in each of those areas.

ACT:

On the ACT assessment that was administered in the Spring of 2017, the percent of students meeting the STEM benchmark was above the expected level of performance. Murphy High school also saw a increase in the percent of students who met benchmarks for all four sections of the test; it was the highest percentage in all four years that we have administered the ACT school wide. In that area, we managed to close the gap between our school's and the state's scores by 2 percentage points. This exceeded our expectations.

Course Failures:

English (85) and History (92) had the least amount of course failures compared to Science and Math; this correlates to the testing data confirming that our students perform better in the English areas.

ACT Workkeys: See attached student report.

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

ACT Aspire:

Our percentage of proficiency increased in the following areas: English, Science, and Math. In English our percentage of proficiency rose from 42% to 45%, on the Science portion the percentage of proficiency rose from 8% to 22%, and on the Math portion the percentage of proficiency rose from 12% to 18%. We are making small gains on our high priority instructional targets.

ACT:

On the Science portion of the ACT, our students have increased their average ACT Science score for two consecutive years.

Course Failures:

Compared to the 2015-2016 school year, the number of students not earning a Geometry or Physical Science credit in the traditional classroom setting has decreased which indicates a positive trend in the areas related to Math. Both of these courses were identified by the ACIP committee to be areas of high priority.

Which area(s) indicate the overall highest performance?

ACT Aspire:

The English portion of the ACT Aspire is where Murphy High School showed the overall highest performance with 45% of students testing at

Ready or Exceeding the proficiency level.

ACT:

The area in which our students earned the highest ACT average overall was Reading. The average ACT Reading score was 18.3, an increase from 18.0 in 2015-2016. 28% of our students who took the school wide ACT met benchmark standards on the Reading portion. The area in which the highest percent of students met benchmark standards was English. 37% of our students who took the school wide ACT met College Readiness Benchmarks in English.

Course Failures:

Students in the Economics courses performed the highest out of all the core courses; only 1 student did not earn this credit in the traditional classroom setting. In the math content area, students in the Algebra with Finance course performed the second highest; only 2 students did not earn this credit in the traditional classroom setting.

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

ACT Aspire:

On the 2016-2017 assessment, within the gender subgroup the female students showed the highest trend toward increasing performance on the math portion; they increased their proficiency from 2015-2016 by 9 percentage points.
In the Race/ Ethnicity subgroup, the Hispanic or Latino students showed the highest trend toward increasing performance on the English portion; they increased their proficiency from 2015-2016 by 20 percentage points.

ACT:

Students at Murphy High school who identify as Two or More races have shown a trend toward increasing performance. For the past two years, they have increased their composite ACT score from 19.0 in 2014-2015 to 19.8 in 2015-2016 and to 20.8 in 2016-2017.

Course Failures:

More females than males are earning credits in their core courses.

Between which subgroups is the achievement gap closing?

ACT Aspire:

The achievement gap between African Americans and Caucasians had the greatest change on the 2016-2017 ACT Aspire assessment. On the English portion of this test, our African American students raised their percentage of proficiency by 5 percentage points from 2015-2016; whereas, our Caucasian students only raised their percentage of proficiency by 2 percentage points.

ACT:

The achievement gap on the school wide administered ACT between our African American and Caucasian students is closing. From 2015-2016 to 2016-2017 our African American students' composite score rose from 16.2 to 16.5. From 2015-2016 to 2016-2017 our Caucasian students' composite score dropped from 22.3 to 20.6.

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

Murphy high school's ACIP committee found that across all data sources, our students are making gains in Math driven areas. The increase of percent proficiency on our standardized test scores and increased use of intervention reflect the drop in our course failures during the 2016-2017 school year.

Areas in Need of Improvement

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

ACT Aspire:
In 2016-2017, the Reading portion of the ACT Aspire was Murphy High School's area where our students performed below the expected level. Overall, the percentage of students who scored Close or In Need of Support increased from 71% to 74% in Reading. Our next area in which students performed below the expected level was Writing. The percentage of students who scored Close or In Need of Support saw no change; 26% of our students performed at this level.

ACT:
In 2016-2017, our students performed below the expected level on the English portion of the school wide administered ACT. The average ACT English score for our students was a 16.3; this was lower than any other section of the ACT and the lowest on the English section in the past four years.

Course Failures:
In 2016-2017, Biology students performed below the expected level. From 2015-2016 to 2016-2017, Biology had 35 more failures. We also saw an increase in Algebra I students who did not earn that credit from the traditional classroom setting. From 2015-2016 to 2016-2017, Algebra I had 33 more failures.

Scantron Performance Series:
After our initial administration of this assessment in the Fall of 2017, our freshmen students performed lower on the math section than on the reading section. 51% of our freshmen scored below average on the math section versus 48% who scored below average on the reading section.

ACT WorkKeys: See Student score report attachment.

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

ACT Aspire:
The Reading portion of this assessment is where Murphy High School saw the only negative trend. The percent of students who earned a proficient score on this section dropped by 3 percentage points from the 2015-2016 school year to the 2016-2017 school year. By Race/Ethnicity, all subgroups performed lower in Reading in 2016-2017 than in 2015-2016. The percentage of proficient students within the Asian subgroup dropped 14 percentage points, African American students dropped 2 percentage points, Hispanic or Latino students dropped 11 percentage points, and Caucasian students dropped by 1 percentage point. When divided by gender, the female subgroup saw no change in the percent of students who performed at or above the proficiency level. Male students performing at the level of proficiency dropped by 8 percentage points.

ACT:
The English section of the school wide administered ACT has shown a negative trend in performance over the past three years. The average English ACT score has decreased from 17.1 in 2014-2015 to 16.5 in 2015-2016 and finally to 16.3 in 2016-2017. All other sections of the

ACT saw an increase from the previous year.

Course Failures:

Our English courses saw an increase in students not earning a credit for the course within the traditional classroom setting. In 2016-2017, 85 students did not earn an English credit; that is an increase of 17 students from the 2015-2016 school year.

Scantron Performance Series:

After our initial administration of this assessment in the Fall of 2017, our freshmen students performed lower on the math section than on the reading section. The percent of students scoring within the Average Low range was higher in math compared to reading, 26% and 19% respectively. The Average High range again has a higher percentage of students on the math section, 17%. Only 6% of our students scored in the Above Average range on the mathematics section.

Which area(s) indicate the overall lowest performance?

Act Aspire:

Murphy High School's area of lowest performance on the ACT Aspire is Reading. Of the 469 students who took the Reading portion of this assessment, 74% scored Close or In Need of Support.

ACT:

On the ACT administered school wide in 2016-2017, Mathematics had the lowest percent of students who met benchmarks. Only 15% of our students met benchmark standards in Mathematics. Looking at average scores, our students scored the lowest on the English section earning an average score of 16.3.

Course Failures:

Based on the data from course failures, Algebra I is the course with the highest number of students who did not earn a credit in the traditional classroom setting. 83 students enrolled in Algebra I in 2016-2017 did not earn a credit for the course.

Scantron Performance Series:

After our initial administration of this assessment in the Fall of 2017, our freshmen students performed lower on the math section than on the reading section. 51% of our freshmen scored below average on the math section versus 48% who scored below average on the reading section.

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

ACT Aspire:

Within the Race/Ethnicity demographic, the Asian subgroup saw the highest decrease in the percentage of students scoring at or above proficient on the Reading portion of the ACT Aspire. From 2015-2016 to 2016-2017, the percent of Asian student who scored Ready or Exceeding proficient dropped by 14 percentage points. Within the Gender demographic, students in the Male subgroup saw a decrease of how many scored Ready or Exceeding by 8 percentage points.

ACT:

No subgroup saw a decrease in performance two years in a row. Our Asian student subgroup saw the largest decrease in performance on

their overall composite score. Their composite score decreased from 25.4 in 2015-2016 to 21.3 in 2016-2017 which a 16% decrease.

Course Failures:

The Male subgroup is also showing a trend in decreasing performance in course failures. In the Algebra course which had our highest course failures, males made up 65% of the 83 students who did not earn this credit in the traditional classroom setting.

Between which subgroups is the achievement gap becoming greater?

ACT Aspire:

The achievement gap between our female and male students continues to grow, based on the ACT Aspire cores. For every gain that our male population saw, the female population gained at least double the percentage points. The achievement gap between these two subgroups has become greater from 2015-2016 to 2016-2017.

ACT:

According to the ACT data for 2016-2017, the achievement gaps between the Race/Ethnicity subgroups do not appear to be getting greater.

Failures:

The achievement gap between our female population and male population has increased from 2015-2016 to 2016-2017. More males are not earning credits than females even though females made up 53% of the student body in 2016-2017.

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

The reported findings from the Scantron Performance Series, ACT Aspire, ACT, ACT Workkeys and INOW Course Failures listing are consistent with each other. Each of these sources report strengths and weaknesses that can be found in the other.

Report Summary

Scores By Section

Section Score
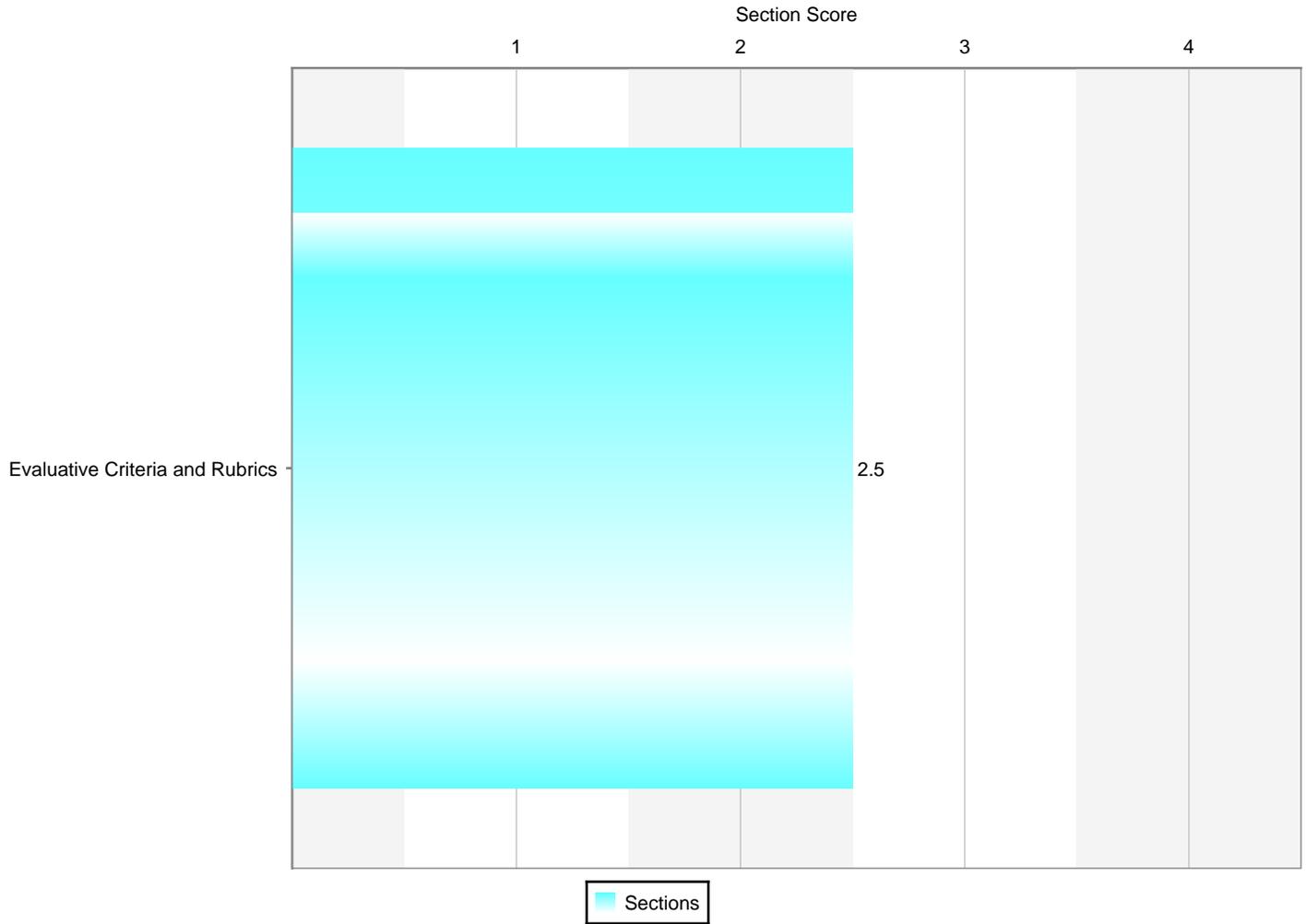
2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Federal Law

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	Joe Toomey, Principal 100 S. Carlen St. Mobile, AL 36606 251.221.3186 Ext 53001	Non-discrimination

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

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

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 2017-2018

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	Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas	Objectives: 8 Strategies: 8 Activities: 17	Academic	$313308
2	Prepare and support teachers to graduate College and Career Ready students.	Objectives: 5 Strategies: 5 Activities: 5	Organizational	$8430
3	Prepare and support students through student support services	Objectives: 5 Strategies: 5 Activities: 6	Organizational	$120675
4	All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$652239
5	Local Indicator: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
6	Program Review: Enhance student engagement in high schools.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$6567947

Goal 1: Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

17% of English Learners students will demonstrate a proficiency by achieving a 0.5 gain on the ACCESS assessment in English Language Arts by 06/05/2018 as measured by ACCESS for ELL state mandated assessment.

Strategy 1:

 Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state APLA of 17% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - Personalized Instruction

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Academic Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English learners will increase the percentage of students making a 0.5 gain on the ACCESS for EL state assessment by receiving appropriate accommodations on activities and assessments to facilitate learner success in the content areas. No funding required.	Direct Instruction	08/08/2017	05/24/2018	$0	District Funding	All teachers, administrators, ESL staff

Measurable Objective 2:

100% of Ninth grade students will increase student growth by achieving a 25% increase in proficiency from the Fall 2017 to the Spring 2018 by scoring in the Average High and Above Average Scantron Performance Bands in Mathematics by 05/24/2018 as measured by Scantron Performance results.

Strategy 1:

Mathematics Design Collaborative Strategies - Mathematics Design Collaborative (MDC) and / or AMSTI strategies will be used to teach all students mathematics concepts during daily instruction. Teachers will use the strategies daily and use one formative assessment lesson per quarter. The Formative assessment lesson pre/post test will be used to determine success with the lesson and standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: MDC is professional development for mathematics teachers through Southern Regional Educational Board (SREB) that support problem solving and higher order thinking skills.

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction, Professional Learning	08/08/2017	05/24/2018	$0	No Funding Required	Teachers in the Mathematics department.

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks.	Other - Walk Throughs	08/08/2017	05/24/2018	$0	No Funding Required	Department Heads, Coaches, and Administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all math classes will read for general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and then solve the problem.	Direct Instruction	08/08/2017	05/24/2018	$0	No Funding Required	All math teachers

Activity - EQT- Required Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Mathematics teachers of required courses will include 3 to 5 district created questions on the EQTs that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district wide proficiency.	Direct Instruction	08/08/2017	05/24/2018	$0	No Funding Required	All math teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Intervention teacher will identify students scoring below average on the Scantron Performance assessment and provide intervention using USA Test Prep and other research based strategies.	Tutoring, Academic Support Program	08/08/2017	05/24/2018	$72241	Title I Schoolwide	Math Intervention teacher, Administrators

Measurable Objective 3:

100% of Eleventh grade students will increase student growth by 15% from the 2016 results on the ACT in Reading by 06/01/2018 as measured by the students' ACT scores.

Strategy 1:

Fisher and Frey Strategies - Teachers in the English Department will collaborate to design common curriculum to increase reading skills.

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

Research Cited: Common Core

Activity - Text Dependent Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments.	Academic Support Program	08/08/2017	05/24/2018	$0	No Funding Required	Teachers in the English Department

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Direct Instruction, Academic Support Program	08/08/2017	05/24/2018	$0	No Funding Required	Teachers in the English Department

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments.	Direct Instruction	08/08/2017	05/24/2018	$94384	State Funds, Title I Schoolwide	All ELA teachers

Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers will maintain student writing folders in accordance with the district's portfolio requirements specified for each grade level.	Direct Instruction	08/08/2017	05/24/2018	$0	No Funding Required	All ELA teachers

Activity - EQT required questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers will include 3 to 5 district created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district wide proficiency.	Direct Instruction	08/08/2017	05/24/2018	$0	No Funding Required	All ELA teachers

Measurable Objective 4:

100% of Eleventh grade students will increase student growth by 3% as compared to the 2016 results of the ACT in Science by 06/01/2018 as measured by students' ACT results.

(shared) Strategy 1:

5E Instructional Model - The 5E Instructional model will be used to teach all science concepts during science instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano Meta Analysis proves that students learn effectively and efficiently when new concepts are first taught directly to them, after which they apply the concepts on their own.

Activity - 5E	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will utilize the 5E instructional model to deliver science instruction as evidenced by walk throughs, lesson plans, curricular materials and a consistent increase in benchmark assessments.	Direct Instruction	08/08/2017	05/24/2018	$12500	Title I Schoolwide	Teachers in the Science department

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard as measured by Claims, Evidence, Reasoning (CERs) and/or Argument Driven Inquiry (ADI) lab reports.	Direct Instruction	08/08/2017	05/24/2018	$0	No Funding Required	All science teachers

Measurable Objective 5:

85% of Twelfth grade students will complete a portfolio or performance to complete their IB Core (CAS, EE, and TOK) requirements and earn a passing score on a series of IB exams in Art & Humanities by 05/24/2018 as measured by Manage Bac reports and IBIS website reports..

Strategy 1:

International Baccalaureate - Eligible students will work towards earning a Diploma with an IB endorsement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Complete College American report, International Baccalaureate programme

Activity - IB Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IB seniors will work to complete their IB Core Requirements. CAS is community service activities and reflections; they work on from grades 9-12, EE is several months from junior to senior year, and TOK is junior and senior year. CAS is managed through ManageBac, EE results are received in July after graduation, and TOK is through their classes. These 3 components are required in addition to passing scores on a series of IB exams.	Policy and Process, Direct Instruction	08/08/2017	05/24/2018	$17000	Title I Schoolwide	IB teachers, Dean of Students, Administrators

Measurable Objective 6:

100% of Ninth grade students will increase student growth by 3% on the Scantron Performance Benchmark assessment from fall 2017 to Spring 2018 in Mathematics by 06/05/2018 as measured by Scantron Performance results.

(shared) Strategy 1:

5E Instructional Model - The 5E Instructional model will be used to teach all science concepts during science instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano Meta Analysis proves that students learn effectively and efficiently when new concepts are first taught directly to them, after which they apply the concepts on their own.

Activity - 5E	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will utilize the 5E instructional model to deliver science instruction as evidenced by walk throughs, lesson plans, curricular materials and a consistent increase in benchmark assessments.	Direct Instruction	08/08/2017	05/24/2018	$12500	Title I Schoolwide	Teachers in the Science department

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

Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard as measured by Claims, Evidence, Reasoning (CERs) and/or Argument Driven Inquiry (ADI) lab reports.	Direct Instruction	08/08/2017	05/24/2018	$0	No Funding Required	All science teachers

Measurable Objective 7:

100% of All Students will increase student growth by no less than 2 percentage points in Reading by 05/24/2018 as measured by the Scantron Performance Series assessment.

Strategy 1:

Close Read - Close reading is a thoughtful, disciplined reading of a text. The process for Close reading includes reading aloud, listening, rereading for notation, and

open discussion. All social studies class will incorporate the Close Read instructional strategy during the course of the weekly lesson cycle.

Category: Develop/Implement Learning Supports

Research Cited: Fisher & Frey (2012) remind us that "the practice of close reading is not a new one, and in fact has existed for many decades as the practice of reading

a text for a level of detail not used in everyday reading" (p. 8). Buckley (2011) explains that "as English teachers, we have to empower all our students to use texts to

construct and represent meaning skillfully, because by every measure, it gives them a better chance at having a better life" (p. 3). She goes on to say that "all students

deserve a chance to learn how to demonstrate their ambitious exploration of text" (p. 29), a notion supported by Fisher & Frey (2012) when they remind us that "close

reading should be accompanied by purposeful, scaffolded instruction about the passage" (p. 8)

Activity - Close Read Passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will engage students weekly using close reading strategies on select passages. No funding is required.	Direct Instruction	08/08/2017	05/24/2018	$0	No Funding Required	All social studies teachers

Strategy 2:

Analyzing Informational Text - This strategy will teach students to analyze various accounts of a subject told in different mediums. All social studies classes will

integrate the use of maps, charts, graphs, and primary source documents during the course of the daily lesson cycle, including assessments.

Category: Develop/Implement Learning Supports

Research Cited: CCRS and Library of Congress, www.loc.gov

Activity - Analyzing maps, graphs, charts, and primary source documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies classes will integrate the use of maps, charts, graphs, and primary source documents during the course of the daily lesson cycle, including assessments. No funding required.	Direct Instruction	08/08/2017	05/24/2018	$0	No Funding Required	All social studies teachers

Measurable Objective 8:

100% of All Students will collaborate to increase elgible students' college credit hours earned. It will increase by 5% in Murphy's UA Early College from 791 to 831 in Career & Technical by 05/24/2018 as measured by UA's Early College school report..

Strategy 1:

University of Alabama Early College - Eligible students will work towards completing college credit hours on a semester basis/timeline.

Category: Other - University of Alabama Early College

Research Cited: Early College High School Initiative Impact study

Activity - Early College	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eligible Murphy High School students will work to complete college credit hours on a semester timeline through the University of Alabama Early College.	Academic Support Program	08/08/2017	05/24/2018	$117183	District Funding	UA Early College Dean, Administrators

Goal 2: Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

collaborate to implement accommodations for English Language Learners by 10/09/2017 as measured by teacher participation in Accomodation Training..

Strategy 1:

Accommodations Training - Each teacher will attend Accommodations Training provided by local ELL teacher.

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

Research Cited: WIDA

Activity - ELL Accommodations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first semester of the school year, teachers of English Learners will engage in a minimum of one professional learning session lead by the ESL staff with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier I instruction content delivery. No funding required.	Professional Learning	08/01/2017	05/24/2018	$0	Title III	Administrators, ESL Staff, All Teachers

Measurable Objective 2:

demonstrate a behavior that indicates the positive impact of the Alabama Mentoring by 05/24/2018 as measured by agendas and PLCIA documentation..

Strategy 1:

Alabama Mentoring Program - Novice teachers will be assigned a mentor and will participate in professional learning and an induction program which will impact the

learning and working environment.

Category: Develop/Implement Professional Learning and Support

Research Cited: Bice, L. (2005). Construction of knowledge about teaching practice and educating students from diverse cultures in an online induction program.

Unpublished Doctoral Dissertaion. Montana State University.; Gentry, R. (2011) The content of electronic mentoring: a study of special educators participating in an

online mentoring program. Unpublished Doctoral Dissertation. Virginia Commonwealth University.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educators will participate in professional learning covering the following topics: Professionalism, Teaching and Learning, and Classroom Management.	Recruitment and Retention, Professional Learning	08/08/2017	06/05/2018	$0	Title I Schoolwide	Teachers

Measurable Objective 3:

collaborate to prepare students to access online portfolio hosting for the first and subsequent times and to monitor students' progress throughout their high school years. by 10/13/2017 as measured by PLCIAs, Teacher Observations, PD Attendance Documentation.

Strategy 1:

Kuder - Career coaches & guidance counselors provide professional development on the proper usage, timeline, career assessments, resumes, college selection

(scholarship opportunities), and 4-year plan through al.kuder.com.

Category: Develop/Implement Professional Learning and Support

Research Cited: Bureau of Labor & Statistics, 16 Career Clusters, CCRIs

Activity - Kuder Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career coaches & guidance counselors provide professional development on the proper usage, timeline, career assessments, resumes, college selection (scholarship opportunities), and 4-year plan through al.kuder.com.	Professional Learning	10/02/2017	10/13/2017	$0	No Funding Required	Teachers, Counselors, Administrators, Students & Career Coaches

Measurable Objective 4:

collaborate to integrate the online textbook and resources during the course of the weekly lesson cycle. by 05/24/2018 as measured by PLCIAs.

Strategy 1:

Integrate Technology - Students will develop an active role in their learning. Teachers will connect classroom activities to the world outside of their classroom.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Technology Integration Research Review (2015).

Activity - Online Textbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the online textbook and resources to support student learning.	Direct Instruction	08/08/2017	05/24/2018	$2786	Title I Schoolwide	All Social Studies Teachers

Measurable Objective 5:

increase student growth by attending research based PD encouraging teachers to change their teaching practices in order to improve student learning by 05/24/2018 as measured by an increase in reading proficiency..

Strategy 1:

Fisher and Frey - Provide research based PD by using high-quality, relevant Fisher and Frey resources that teachers will utilize on a day to day basis.

Category: Develop/Implement Professional Learning and Support

Research Cited: Corwin Literacy

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate monthly in the Fisher and Frey Professional Development Resource Center activities during which the department chair will facilitate the discussion of text complexity, text-dependent questions, and reading comprehension, etc.	Professional Learning	08/08/2017	05/24/2018	$5644	Title I Schoolwide	All ELA teachers

Goal 3: Prepare and support students through student support services

Measurable Objective 1:

collaborate to target at-risk students who qualify for the credit recovery program (Drop Out Prevention Specialist) by 06/05/2018 as measured by the students' recovery of a core credit by completing the appropriate GradPoint course in Credit Recovery.

Strategy 1:

Credit Recovery - Students who have not obtained a specific required core credit will be referred to Credit Recovery.

Category: Implement Community Based Support and Intervention System

Research Cited: Cycle of Instruction-Tier 3, Response to Intervention

Activity - Credit Recovery/Connexus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who did not obtain a required core credit in the traditional classroom setting will be referred to Credit Recovery.	Academic Support Program	08/08/2017	06/05/2018	$0	No Funding Required	PST, Credit Recovery Facilitator, Guidance Counselors, Administrators

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

Students who have been long term suspended have the option of attending Twilight School held on Murphy's campus from 3:30 to 6:30 p.m. on Tuesday, Wednesday, and Thursday. Students can earn credits using the Connexus Program while they are under suspension.	Behavioral Support Program, Academic Support Program	10/02/2017	05/11/2018	$0	No Funding Required	Administrators, 1 highly qualified teacher from the Math, Science, and Language Arts departments.

Measurable Objective 2:

collaborate to identify students at risk of not graduating on time by 06/05/2018 as measured by weekly student monitoring forms and percentage of targeted students graduating on time..

Strategy 1:

Drop-Out Prevention - Our Drop-Out Prevention Specialist will collaborate with teachers and counselors to identify students at risk of not graduating on time.

Category: Implement Community Based Support and Intervention System

Research Cited: Drop-Out Prevention

Activity - Targeted Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Drop-Out Prevention Specialist will meet weekly with targeted students to monitor adequate progress in core subjects so that these students can stay on track to graduate on time.	Academic Support Program	08/08/2017	06/05/2018	$49443	Title I Schoolwide	Drop-Out Prevention Specialist, January Taylor

Measurable Objective 3:

complete a portfolio or performance by effectively and responsibly using digital media by 06/05/2018 as measured by regular progress and maintenance of Kuder Navigator e-portfolios.

Strategy 1:

Student Portfolio Hosting - Students will utilize technology to create a comprehensive career guide/portfolio beginning their ninth grade year continuing progress in the

program through their twelfth grade year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; International Society for Technology in Education; State Superintendent of Public Instruction Education

Technology Task Force, Education Technology Task Force Work Group

Activity - Kuder Navigator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will create and maintain a shareable e-portfolio using a flexible and scalable online career planning system (Kuder). Guidance counselors will collaborate with classroom teachers to set up schedule to provide students the opportunity to access Kuder Navigator.	Career Preparation/Orientation	08/08/2017	05/24/2018	$0	No Funding Required	Entire school faculty, including guidance counselors and administrators

Measurable Objective 4:

collaborate to assign students to retract to be utilized as an alternative to out of school suspension when possible by 06/05/2018 as measured by quarterly data report along with the monthly Retract Report.

Strategy 1:

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

Category: Implement Community Based Support and Intervention System

Research Cited: Response to Intervention, PBIS

Activity - Retract	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will assign students to retract as an alternative to out of school suspension when possible.	Behavioral Support Program	08/08/2017	06/05/2018	$31673	Title I Schoolwide	Administrators and Retract Paraprofessional

Measurable Objective 5:

increase student growth by 3% by providing after school lessons in reading and math by 05/24/2018 as measured by Scantron Performance results.

Strategy 1:

Extended Day After School - Extended Day will target students scoring Below Average on the Fall administration of the Scantron Performance Test. Students will work with teachers using USA Test Prep after school to increase their base skills. Extended Day will meet twice a week for an hour.

Category: Develop/Implement Learning Supports

Research Cited: NEA.org: Closing the Gap Through Extended Learning Opportunities

Activity - Extended Day After School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use USA Test Prep to help build students base skills in Reading and Math.	Academic Support Program	11/07/2017	04/26/2018	$39559	Title I Schoolwide	All Administrators, Counselors, and Teachers

Goal 4: All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/24/2018 as measured by Inventory Report.

Strategy 1:

Increase Inventory - Administration, Title 1 Facilitator, and Technology Resource Teacher will collaborate to provide a plan for funding an ICD for every teacher and as

many students in the school as possible. Teachers will attend a central office training to promote BYOD programs in their classrooms.

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

Research Cited: Transform 2020 Plan, Transform 2020 Inventory

Activity - Internet Connected Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 funding will be utilized to purchase ICDs for teachers and students as funding allows. Teachers will be encouraged to utilize the BYOD program to fill in the gaps of ICDs for students due to limited technology funding.	Technology	08/08/2017	05/24/2018	$652239	State Funds, District Funding, Title I Schoolwide	Title 1 Facilitator, Technology Resource Teacher, Administrators

Goal 5: Local Indicator: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 343 uses to 353 uses by 05/24/2018 as measured by the Discovery Education usage report..

Strategy 1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high quality, engaging, standards-based digital media resources for

students and provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through

safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Plan 2020 and Ascending Alabama

Activity - Digital Literacy Project (DLP) Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist, and principal) to build capacity of the Digital Literacy Project. District Funding $0.00 (subs provided by Title II- Michele Collier).	Technology, Academic Support Program, Professional Learning	08/08/2017	05/24/2018	$0	District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend district professional development and coaching for DLP school teams. $0.00 District Funding, subs provided by Title II- Michele Collier	Technology, Academic Support Program, Professional Learning	08/08/2017	05/24/2018	$0	District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Implememtation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. $0.00 District funding, subs provided by Title II- Michele Collier.	Technology, Academic Support Program, Professional Learning	08/08/2017	05/24/2018	$0	No Funding Required	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Goal 6: Program Review: Enhance student engagement in high schools.

Measurable Objective 1:

collaborate to ensure every student is assigned to at least one supportive adult advisor by 05/24/2018 as measured by mentor/mentee assignments.

Strategy 1:

Advisor/Advisee Program - Provide a time in the master schedule to guarantee every student is assigned to a certified, full-time teacher advisor with no more than a

30/1 student/teacher ratio.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Program Review Implementation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Complete the Program Review Implementation Plan in the Program Review OneNote Binder.	Behavioral Support Program, Academic Support Program	08/08/2017	05/24/2018	$6557947	District Funding, State Funds	All Administrators, Counselors, and Teachers

Activity - Advisor/Advisee Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly, provide a minimum of four (4) advisor/advisee meetings and update Progress Notes in ASSIST.	Behavioral Support Program, Academic Support Program	08/08/2017	05/24/2018	$10000	Title I Schoolwide	Administrators, Counselors, Academy Specialist, and Teachers

Activity - Pre/Post Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer a pre and post survey to at least 35% of the student population to represent all grade levels and academic groups and analyze results. $0.00	Behavioral Support Program, Academic Support Program	08/08/2017	05/24/2018	$0	No Funding Required	Administrators, Counselors, and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EQT- Required Questions	All Mathematics teachers of required courses will include 3 to 5 district created questions on the EQTs that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district wide proficiency.	Direct Instruction	08/08/2017	05/24/2018	$0	All math teachers
Monitoring Strategies	Monitor the implementation of the MCPSS Curriculum Guides and instructional strategies through walk-throughs, department/grade level data meetings, and program fidelity checks.	Other - Walk Throughs	08/08/2017	05/24/2018	$0	Department Heads, Coaches, and Administrators
Close Reading	Students in all math classes will read for general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and then solve the problem.	Direct Instruction	08/08/2017	05/24/2018	$0	All math teachers
Analyzing maps, graphs, charts, and primary source documents	All social studies classes will integrate the use of maps, charts, graphs, and primary source documents during the course of the daily lesson cycle, including assessments. No funding required.	Direct Instruction	08/08/2017	05/24/2018	$0	All social studies teachers
Pre/Post Survey	Administer a pre and post survey to at least 35% of the student population to represent all grade levels and academic groups and analyze results. $0.00	Behavioral Support Program, Academic Support Program	08/08/2017	05/24/2018	$0	Administrators, Counselors, and Teachers
Close Reading	Students in all ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Direct Instruction, Academic Support Program	08/08/2017	05/24/2018	$0	Teachers in the English Department
EQT required questions	All English Language Arts teachers will include 3 to 5 district created questions on the EQTs that will assess the overarching CCRS anchor standard 1 (read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text) and include an item analysis to determine district wide proficiency.	Direct Instruction	08/08/2017	05/24/2018	$0	All ELA teachers

Kuder Navigator	Students will create and maintain a shareable e-portfolio using a flexible and scalable online career planning system (Kuder). Guidance counselors will collaborate with classroom teachers to set up schedule to provide students the opportunity to access Kuder Navigator.	Career Preparation/Orientation	08/08/2017	05/24/2018	$0	Entire school faculty, including guidance counselors and administrators
Close Read Passages	Social Studies teachers will engage students weekly using close reading strategies on select passages. No funding is required.	Direct Instruction	08/08/2017	05/24/2018	$0	All social studies teachers
Writing Portfolios	All English Language Arts teachers will maintain student writing folders in accordance with the district's portfolio requirements specified for each grade level.	Direct Instruction	08/08/2017	05/24/2018	$0	All ELA teachers
Digital Literacy Project (DLP) Implememtation	Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. $0.00 District funding, subs provided by Title II- Michele Collier.	Technology, Academic Support Program, Professional Learning	08/08/2017	05/24/2018	$0	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers
Kuder Professional Development	Career coaches & guidance counselors provide professional development on the proper usage, timeline, career assessments, resumes, college selection (scholarship opportunities), and 4-year plan through al.kuder.com.	Professional Learning	10/02/2017	10/13/2017	$0	Teachers, Counselors, Administrators, Students & Career Coaches
Text Dependent Questions	All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments.	Academic Support Program	08/08/2017	05/24/2018	$0	Teachers in the English Department
Close Reading	Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard as measured by Claims, Evidence, Reasoning (CERs) and/or Argument Driven Inquiry (ADI) lab reports.	Direct Instruction	08/08/2017	05/24/2018	$0	All science teachers
Twilight	Students who have been long term suspended have the option of attending Twilight School held on Murphy's campus from 3:30 to 6:30 p.m. on Tuesday, Wednesday, and Thursday. Students can earn credits using the Connexus Program while they are under suspension.	Behavioral Support Program, Academic Support Program	10/02/2017	05/11/2018	$0	Administrators, 1 highly qualified teacher from the Math, Science, and Language Arts departments.
Mathematics Design Collaborative	Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction, Professional Learning	08/08/2017	05/24/2018	$0	Teachers in the Mathematics department.

Credit Recovery/Connexus	Students who did not obtain a required core credit in the traditional classroom setting will be referred to Credit Recovery.	Academic Support Program	08/08/2017	06/05/2018	$0	PST, Credit Recovery Facilitator, Guidance Counselors, Administrators
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Internet Connected Devices	Title 1 funding will be utilized to purchase ICDs for teachers and students as funding allows. Teachers will be encouraged to utilize the BYOD program to fill in the gaps of ICDs for students due to limited technology funding.	Technology	08/08/2017	05/24/2018	$50214	Title 1 Facilitator, Technology Resource Teacher, Administrators
Retract	Administrators will assign students to retract as an alternative to out of school suspension when possible.	Behavioral Support Program	08/08/2017	06/05/2018	$31673	Administrators and Retract Paraprofessional
5E	Science teachers will utilize the 5E instructional model to deliver science instruction as evidenced by walk throughs, lesson plans, curricular materials and a consistent increase in benchmark assessments.	Direct Instruction	08/08/2017	05/24/2018	$12500	Teachers in the Science department
Writing	All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments.	Direct Instruction	08/08/2017	05/24/2018	$29181	All ELA teachers
Extended Day After School	Teachers will use USA Test Prep to help build students base skills in Reading and Math.	Academic Support Program	11/07/2017	04/26/2018	$39559	All Administrators, Counselors, and Teachers
Professional Development	All teachers will participate monthly in the Fisher and Frey Professional Development Resource Center activities during which the department chair will facilitate the discussion of text complexity, text-dependent questions, and reading comprehension, etc.	Professional Learning	08/08/2017	05/24/2018	$5644	All ELA teachers
Targeted Student Monitoring	The Drop-Out Prevention Specialist will meet weekly with targeted students to monitor adequate progress in core subjects so that these students can stay on track to graduate on time.	Academic Support Program	08/08/2017	06/05/2018	$49443	Drop-Out Prevention Specialist, January Taylor

Online Textbook	Teachers will use the online textbook and resources to support student learning.	Direct Instruction	08/08/2017	05/24/2018	$2786	All Social Studies Teachers
Professional Learning	Educators will participate in professional learning covering the following topics: Professionalism, Teaching and Learning, and Classroom Management.	Recruitment and Retention, Professional Learning	08/08/2017	06/05/2018	$0	Teachers
Advisor/Advisee Program	Quarterly, provide a minimum of four (4) advisor/advisee meetings and update Progress Notes in ASSIST.	Behavioral Support Program, Academic Support Program	08/08/2017	05/24/2018	$10000	Administrators, Counselors, Academy Specialist, and Teachers
Intervention	Math Intervention teacher will identify students scoring below average on the Scantron Performance assessment and provide intervention using USA Test Prep and other research based strategies.	Tutoring, Academic Support Program	08/08/2017	05/24/2018	$72241	Math Intervention teacher, Administrators
IB Core	IB seniors will work to complete their IB Core Requirements. CAS is community service activities and reflections; they work on from grades 9-12, EE is several months from junior to senior year, and TOK is junior and senior year. CAS is managed through ManageBac, EE results are received in July after graduation, and TOK is through their classes. These 3 components are required in addition to passing scores on a series of IB exams.	Policy and Process, Direct Instruction	08/08/2017	05/24/2018	$17000	IB teachers, Dean of Students, Administrators
				Total	$320241	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Implementation Plan	Complete the Program Review Implementation Plan in the Program Review OneNote Binder.	Behavioral Support Program, Academic Support Program	08/08/2017	05/24/2018	$430826	All Administrators, Counselors, and Teachers
Digital Literacy Project (DLP) Team	Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist, and principal) to build capacity of the Digital Literacy Project. District Funding $0.00 (subs provided by Title II- Michele Collier).	Technology, Academic Support Program, Professional Learning	08/08/2017	05/24/2018	$0	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Digital Literacy Project (DLP) Professional Development	Attend district professional development and coaching for DLP school teams. $0.00 District Funding, subs provided by Title II- Michele Collier	Technology, Academic Support Program, Professional Learning	08/08/2017	05/24/2018	$0	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers
Internet Connected Devices	Title 1 funding will be utilized to purchase ICDs for teachers and students as funding allows. Teachers will be encouraged to utilize the BYOD program to fill in the gaps of ICDs for students due to limited technology funding.	Technology	08/08/2017	05/24/2018	$575979	Title 1 Facilitator, Technology Resource Teacher, Administrators
Early College	Eligible Murphy High School students will work to complete college credit hours on a semester timeline through the University of Alabama Early College.	Academic Support Program	08/08/2017	05/24/2018	$117183	UA Early College Dean, Administrators
Academic Support Program	English learners will increase the percentage of students making a 0.5 gain on the ACCESS for EL state assessment by receiving appropriate accommodations on activities and assessments to facilitate learner success in the content areas. No funding required.	Direct Instruction	08/08/2017	05/24/2018	$0	All teachers, administrators, ESL staff
				Total	$1123988	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing	All English Language Arts teachers will utilize short and/or extended written responses during instruction and when creating formative and summative assessments.	Direct Instruction	08/08/2017	05/24/2018	$65203	All ELA teachers
Program Review Implementation Plan	Complete the Program Review Implementation Plan in the Program Review OneNote Binder.	Behavioral Support Program, Academic Support Program	08/08/2017	05/24/2018	$6127121	All Administrators, Counselors, and Teachers
Internet Connected Devices	Title 1 funding will be utilized to purchase ICDs for teachers and students as funding allows. Teachers will be encouraged to utilize the BYOD program to fill in the gaps of ICDs for students due to limited technology funding.	Technology	08/08/2017	05/24/2018	$26046	Title 1 Facilitator, Technology Resource Teacher, Administrators
				Total	$6218370	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Accommodations	During the first semester of the school year, teachers of English Learners will engage in a minimum of one professional learning session lead by the ESL staff with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier I instruction content delivery. No funding required.	Professional Learning	08/01/2017	05/24/2018	$0	Administrators, ESL Staff, All Teachers
				Total	$0	

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?	No	Murphy High School completed the Advanc-ED Parent, Student, and Teacher Surveys in the Fall of 2016 and the Spring of 2016. We took the results of all surveys to disaggregate the information to use in our planning of our schoolwide plan.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

The overall highest level of satisfaction or approval was indicated on the Parent Survey under the section, Resources and Support Systems. 86% of parents feel that Murphy High School provides opportunities for students to participate in activities that interest them. 84% of parents feel that their children know the expectations for learning in all classes. Finally, 71% of parents feel that their children are prepared for success in the next school year.

The overall highest level of satisfaction or approval was indicated on the Teacher Survey under the section, Resources and Support Systems: 76% feel that "our school provides opportunities for students to participate in activities that interest them." Moreover, 72% of teachers feel that our school's purpose statement is clearly focused on student success. Finally, 77% of teachers think that our school provides qualified staff members to support student learning.

The overall highest level of satisfaction or approval was indicated on the Student Survey under the section, Purpose & Direction: 70% of students report that "in my school, a high quality of education is offered." Next, 70% feel that "programs and services are available to help me succeed." Finally, under the section Governance and Leadership, 67% of students think that "in my school, the principal and teachers have high expectations of me."

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

In the spring of 2016, only 4 parents, 63 staff/faculty members, and only 4 students completed the administration of the Advanc-ED surveys (respectively). In comparison to the fall of 2016, 89 parents, 106 staff/faculty members, and 887 students This alone shows that the number of stakeholders increased and subsequently feel that they have the security to express their opinions in the survey. There was an obvious positive correlation of responses among all three surveys.

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

Unfortunately, there is not a true representation of feedback from our parent stakeholder sources due to only 5% participated in the parent survey. The most likely cause of low stakeholder participation in the AdvancED surveys is due to the length, anonymity, and lack of incentive. Therefore, these results do not provide an accurate representation.

Areas in Need of Improvement

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

The overall lowest level of satisfaction or approval was indicated on the Teacher Survey under the section, Governance & Leadership: 28% of teachers report that our school's leaders expect staff members to hold all students to high academic standards. In addition, under the section Governance & Leadership: 27% of teachers state that "our school's leaders hold themselves accountable for student learning. Finally, under the Teaching & Assessing for Leaning Section: 27% of teachers do not feel that in our school, a formal process is in place to support new staff members in their professional practice.

The lowest levels of satisfaction or approval were indicated on the Parent Survey under the section, Teaching & Assessing for Learning. 36% of parents do not feel that teachers keep them informed regularly of how their children are being graded. 27% of parents reported that all of their children's teachers do not work as a team to help their children learn. Finally, 21% of parents indicated that all of their children's teachers do not help them to understand their children's progress.

The overall lowest level of satisfaction or approval was indicated on the Student Survey under the section, Resources & Support Systems. 51% of students at Murphy High School indicated that students do not respect the property of others. Moreover, under the section Governance and Leadership, 45% of students report that in my school, students do not treat adults with respect. Finally, under the Purpose and Direction section, 40% of students do not feel that all students are treated with respect.

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

Due to low participation and changes in surveys (questions), no trends were identified showing decreased stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

It is obvious that all stakeholders feel there is a culture of disrespect at Murphy High School. Noting the large number of dissatisfied responses with school culture and schoolwide discipline, PBIS will continue to be fully implemented. With continued proper progress monitoring, PBIS will be successful in dramatically changing Murphy's schoolwide culture.

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

Unfortunately, there is not a true representation of feedback from our parent stakeholder sources due to only 5% participated in the parent survey. The most likely cause of low stakeholder participation in the AdvancED surveys is due to the length, anonymity, and lack of incentive. Therefore, these results do not provide an accurate representation.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics ⊣ 3
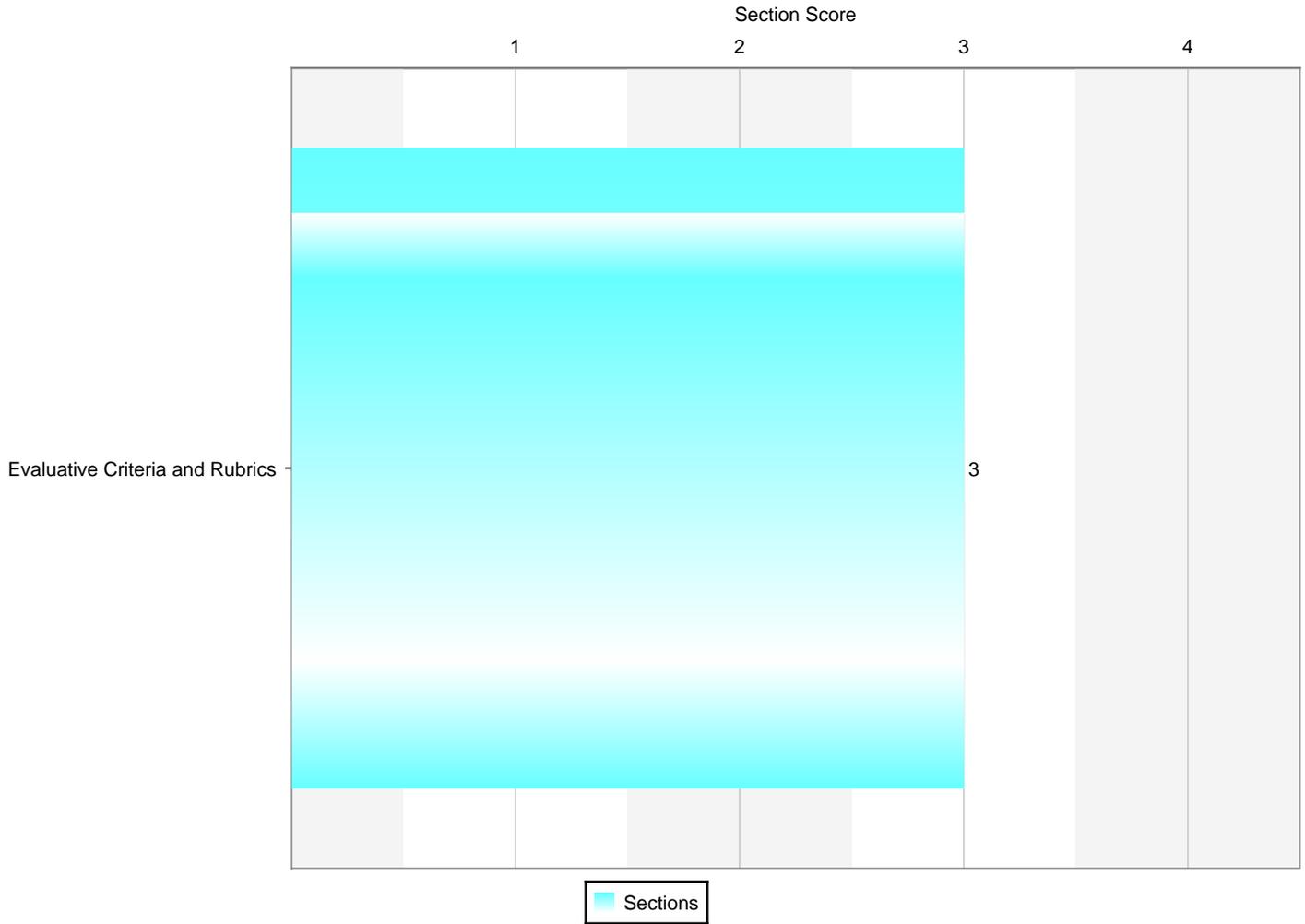
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The ACIP committee members worked as a group to disaggregate data from various sources such as the Course Failure listing, ACT scores report, and ACT Aspire scores report. The committee discussed patterns they saw emerging and strategies to address those patterns. The ACIP committee developed a list of strengths and weaknesses, as well as areas to be targeted.

What were the results of the comprehensive needs assessment?

ACT Aspire:
Based on the ACT Aspire reports, the only area that saw a decrease in proficiency was Reading. In 2016-2017, only 26% of our sophomores earned a score that was Ready or Exceeding proficient benchmarks, this is a 3 percentage point decrease from the previous year.
On the Writing portion, our scores saw no change from 2015-2016 to 2016-2017; 26% of our sophomores earned a score that was Ready or Exceeding proficient benchmarks.
The Math section of the test is where our students showed the greatest gains. In 2016-2017 18% earned a score that was Ready or Exceeding the proficient benchmarks; this is a 6 percentage point gain from the previous year.
The English portion had the greatest percent of students earning scores Ready or Exceeding proficient. 46% of our sophomores scored proficient on the English portion, a 4 percentage point increase from 2015-2016.
Our students also saw an increase in how many scored proficient on the Science portion yet this section remains in the middle. 22%of sophomores earned a Ready or Exceeding proficient score; a 4 percentage point increase from the previous year.

ACT:
The English section of the school wide administered ACT had the greatest percent of students who met college ready benchmarks with 37% of our juniors. Although more students met readiness benchmarks, their average ACT score on the English portion dropped from 16.5 in 2015-2016 to 16.3 in 2016-2017.
The Science section is where our students earned the highest average ACT Score with an 18.2, an increase from 18.0 in 2015-2016. This section had the second lowest percent of students who met college readiness benchmarks.
On the Reading section, student scores increased in both the percent who met college readiness benchmarks and average ACT score categories. 28% of our 2016-2017 Juniors met college readiness benchmarks and their average ACT score was an 18.3.
Although the Mathematics section continues to be the area where the least of our juniors met college ready benchmarks, there was not a decrease between 2015-2016 and 2016-2017. The average ACT score on the Mathematics section saw an increase from 17.1 to 17.2 and edged out English; making English the section with the lowest ACT average score.

Course Failures:
We had a large increase in Algebra I failures in 2016-2017, 83 students did not earn this credit in the traditional classroom setting. Geometry continues to be of concern, 55 students make up the second largest group not earning a core course credit; this is a decrease from 2015-2016. The third largest group of students not earning credits is from Algebraic Connections, 33 students, and Biology, 33 students.

Discipline:
In 2016-2017, more discipline problems resulted in a suspension disposition than a retract disposition. Retract was used 203 times versus

771 suspensions. 8% of the dispositions were retract versus 31% being a suspension. There were 2,494 total discipline dispositions in 2016-2017, an increase from 2,164 in 2015-2016. The use of Retract has decreased for three years in a row. In 2014-2015 it was utilized 34% of the time, in 2015-2016 19% of the time and only 8% of the time in 2016-2017.

ACCESS ELL:
Murphy High School did not meet our goal on Goal 1 Objective 1 Strategy 1. After discussing this, we discovered, no school in the county met this goal. One highly likely reason is because in 2016-2017, the ACCESS test was revamped.

Graduation Rate:
Unofficially, as of 8/31/2017 , 98% of Murphy's seniors earned a diploma in 2016-2017. 25 of those students graduated with International Baccalaureate endorsement.

What conclusions were drawn from the results?

ACT Aspire / ACT / Course Failures:
Although our students are making gains, Math is the area of our highest priority across the board.
The Math Intervention teacher will work in small groups with students who scored among the bottom 25% on the ACT Aspire in 2016-2017. Reading and Writing also continue to be an area of high priority. The English department has developed common curriculum to incorporate the Strategies of Close Reading in all English courses.

ELL:
It is imperative to continue offering ESL courses for our students receiving ESL services.

Graduation Rate:
Our Drop Out rate continues to remain low and our Drop Out Prevention Specialist continues to play a vital role.

Discipline:
Retract continues to be a vital disposition for behavior concerns.

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

After evaluating all of the data, the ACIP committee chose to create a set of goals to incorporate in the continuous improvement plan.

A Math Intervention teacher will continue to be employed to assist with reducing course failures and increase test scores.

A Retract paraprofessional has been employed to work with students and their behaviors. A Positive Behavior Intervention and Supports (PBIS) committee continues to plan activities and functions to promote better more positive behavior.

A Drop Out Prevention Specialist will continue to be employed to collaborate with counselors and work with students at risk of not graduating

with their cohort.

Murphy has a half day ESL teacher who teaches direct instruction to all of our students receiving ESL services.

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

Murphy High School needs to focus on Mathematics and Reading skills this year with Mathematics being the higher priority. It is also imperative that we increase our ESL ACCESS scores. The graduation rate which correlates with discipline continues to be an area of focus for our school.
All of our goals support these areas.

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

Each goal is connected to the data analysis provided. The data was collected from the following sources: ACCESS Assessment results (ELL), school discipline reports, graduation rate data (COHORT), course failure reports, ACT Aspire test data, ACT test data, Parent surveys, Teacher surveys, and Student surveys.

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

We are a Title I school, all of our students participate in a Provision 2 Free and Reduced Breakfast and Lunch program; therefore all of our goals are directed to all of our students. All students at Murphy High school, including but not limited to those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced breakfast and lunch, Title I services, ELL services, Special Education services, and counseling services.
All homeless, migratory, and English language learners must have equal access to the same free appropriate public education. All students are provided with the opportunity to meet the same challenging state content and state student performance standards without being stigmatized or isolated.
English language learners are identified upon enrollment to our school. Each new student receives a Home Language Survey which is use to determine eligibility for limited English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA ACCESS Placement Test to determine if a student is eligible to receive services through the ESL program. Students in our ESL program are provided content based courses led by our ESL teacher. One of our goals at Murphy High school is for 57% of our ELL students to demonstrate a proficiency on the ACCESS assessment by achieving a 0.5 gain by 06/05/2018.
Students who are homeless or migrant are also identified upon enrollment to our school. Murphy high school works with the Student Support Service department at Central Office to provide students with necessary school supplies, food, clothing, shelter, and transportation. Murphy High school has formed a Problem Solving Team (PST) to address the needs of our students. Members of this team include an Assistant Principal, counselors, Drop Out Prevention Specialist, Intervention Teacher, one teacher from each department, Attendance Officer, and Special Education LEA. The PST collaborate to target and assist at risk students.

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

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

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

25% of All Students will collaborate to increase student retention in the International Baccalaureate program in Career & Technical by 06/05/2018 as measured by Murphy High School's Dean of Students' report.

Strategy1:

International Baccalaureate - Eligible students will work towards earning a Diploma with an IB endorsement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Complete College American report, International Baccalaureate programme

Activity - Recruitment and Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IB teachers will collect and analyze data on recruiting and retaining students enrolled in the International Baccalaureate Programme.	Direct Instruction Academic Support Program	09/01/2017	06/05/2018	$17000 - Title I Schoolwide	IB teachers, Dean of Students, Administrators

Measurable Objective 2:

25% of Eleventh grade students will demonstrate a proficiency by bench marking on the ACT in Mathematics by 06/05/2018 as measured by the students' ACT scores.

Strategy1:

Test Prep - The Math Intervention teacher will target the students who earned a score that placed them in the bottom 25% on the Mathematics section of the ACT.

The teacher will provide pull out small group focused intervention with the students not already receiving other interventions.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2: Response to Intervention (RTI), Math Common Core

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support students and teachers with personalized, interactive Math instruction using USA Test Prep and other online resources.	Academic Support Program	10/02/2017	06/01/2018	$1500 - Title I Schoolwide	Math Intervention Teacher, Teachers in the Mathematics department.

Measurable Objective 3:

50% of Eleventh grade students will demonstrate a proficiency on the Reading section of the ACT in Reading by 06/01/2018 as measured by the students' ACT scores.

Strategy1:

Reading Test Prep - Teachers in the English Department will collaborate to design common curriculum to increase reading skills.

Category: Implement Community Based Support and Intervention System

Research Cited: Common Core

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA classes will use Close Reading strategies to meet curriculum standards.	Academic Support Program Direct Instruction	08/08/2017	06/05/2018	$0 - No Funding Required	Teachers in the English Department

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Reading instruction using the USA Test Prep website.	Academic Support Program	10/02/2017	06/01/2018	$1500 - Title I Schoolwide	Teachers in the English Department

Measurable Objective 4:

25% of Eleventh grade students will demonstrate a proficiency on the Science section of the ACT in Science by 06/01/2018 as measured by students' ACT results.

Strategy1:

Gizmos Labs and Simulations - This strategy will meet the standards of the Science course of study by recording, evaluating, and communicating student data.

Category: Develop/Implement Learning Supports

Research Cited: Marzano Meta Analysis proves that students learn effectively and efficiently when new concepts are first taught directly to them, after which they apply the concepts on their own.

Activity - Use Gizmos in Science Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use Gizmos as an addition to their lessons.	Technology Academic Support Program	09/01/2017	06/01/2018	$1500 - Title I Schoolwide	Teachers in the Science department

Measurable Objective 5:

57% of English Learners students will demonstrate a proficiency by achieving a 0.5 gain on the ACCESS assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - Personalized Instruction

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Provide Personalized Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide personalized instruction for EL students This activity applies to all schools with English Learners	Direct Instruction	08/10/2016	06/05/2017	$0 - District Funding	Content teachers, administrators, EL Coordinator

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

demonstrate student proficiency (pass rate) by providing reteaching & retesting as an afternoon activity to make-up work (re-do assignments) toward earning a core subject credit by 06/02/2017 as measured by pre-grades and post-grades.

Strategy1:

Extended Day - This is an opportunity for students to complete make up work (re-do assignments) after reteaching, and/or complete a retest.

•There will be a daily sign-in log for students that includes the name of the teacher

•There must be a Pre-Grade and Post Grade (Achievement Impact results)

-Activities under Extended Day Program:

Reteach/Retest

Afterschool activity for students to make up work toward core subject credits

Participation to improve student achievement and graduation rate

Category: Develop/Implement Learning Supports

Research Cited: NEA.org: Closing the Gap through Extended Learning Opportunities (Extended Day)

Texascc.org: Class time & student learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is an opportunity for students to complete make up work (re-do assignments) after reteaching, and/or complete a retest. •There will be a daily sign-in log for students that includes the name of the teacher •There must be a Pre-Grade and Post Grade (Achievement Impact results) -Activities under Extended Day Program: Reteach/Retest Afterschool activity for students to make up work toward core subject credits Participation to improve student achievement and graduation rate	Academic Support Program	12/06/2016	05/30/2017	$10000 - Title I Schoolwide	Principal, Assistant Principals, Referring Teachers, Math Intervention Teacher, Certified Math, Reading, English, Science or Social Studies Teachers, Guidance Counselors

Measurable Objective 2:

collaborate to identify students at risk of not graduating on time by 06/05/2017 as measured by weekly student monitoring forms and percentage of targeted students graduating on time..

Strategy1:

Drop-Out Prevention - Our Drop-Out Prevention Specialist will collaborate with teachers and counselors to identify students at risk of not graduating on time.

Category: Implement Community Based Support and Intervention System

Research Cited: Drop-Out Prevention

Activity - Targeted Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Drop-Out Prevention Specialist will meet weekly with targeted students to monitor adequate progress in core subjects so that these students can stay on track to graduate on time.	Academic Support Program	08/10/2016	06/05/2017	$55884 - Title I Schoolwide	Drop-Out Prevention Specialist, January Taylor

Measurable Objective 3:

collaborate to assign students to retract to be utilized as an alternative to out of school suspension when possible by 06/05/2017 as measured by quarterly data report along with the monthly Retract Report.

Strategy1:

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

Category: Implement Community Based Support and Intervention System

Research Cited: Response to Intervention, PBIS

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will assign students to retract as an alternative to out of school suspension when possible.	Behavioral Support Program	08/10/2016	06/05/2017	$31304 - Title I Schoolwide	Administrators and Retract Paraprofessional, J. Brady

Measurable Objective 4:

collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/05/2017 as measured by the students' recovery of a core credit by completing the appropriate GradPoint course in Credit Recovery.

Strategy1:

Credit Recovery - Students who have not obtained a specific required core credit will be referred to Credit Recovery.

Category: Implement Community Based Support and Intervention System

Research Cited: Cycle of Instruction-Tier 3, Response to Intervention

Activity - Credit Recovery/Grad Point	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2016	06/05/2017	$0 - District Funding $1673 - Title I Schoolwide	PST, Credit Recovery Facilitator, Guidance Counselors

Measurable Objective 5:

complete a portfolio or performance by effectively and responsibly using digital media by 06/05/2017 as measured by regular progress and maintenance of Kuder Navigator e-portfolios.

Strategy1:

Student Portfolio Hosting - Students will utilize technology to create a comprehensive career guide/portfolio beginning their ninth grade year continuing progress in the program through their twelfth grade year.

Category:

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; International Society for Technology in Education; State Superintendent of Public Instruction Education Technology Task Force, Education Technology Task Force Work Group

Activity - Kuder Navigator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and maintain a shareable e-portfolio using a flexible and scalable online career planning system (Kuder). Guidance counselors will collaborate with classroom teachers to set up schedule to provide students the opportunity to access Kuder Navigator.	Career Preparation/ Orientation	08/10/2016	06/05/2017	$0 - State Funds	Entire school faculty, including guidance counselors and administrators

Measurable Objective 6:

collaborate to reduce the number discipline referrals by 06/05/2017 as measured by comparing the number of monthly referrals from the 2013-2014, 2014-2015, and 2015-2016 school year..

Strategy1:

PBIS Implementation - The PBIS committee along with administrators will develop a PBIS plan specific to the school. The committee and administrators will train the faculty and staff for school-wide implementation.

Category:

Research Cited: McIntosh, K, Campbell, A., Carter, D., & Zumbo, B., (2009..under review) Concurrent validity of office discipline referrals and

cut points used in school-wide positive behavior support; Harvey, M. T., Lewis-Palmer, T., Horner, R. H., & Sugai, G. (2003). Trans-situational interventions: Generalization of behavior support across school and home environments. Behavioral Disorders, 28, 299-213; Scott, T. M., McIntyre, J., Liaupsin, C., Nelson, C. M., Conroy, M., & Payne, L. (2005). An Examination of the Relation Between Functional Behavior Assessment and Selected Intervention Strategies with School-Based Teams. Journal of Positive Behavior Interventions, 7(4), 205-215

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive incentives for appropriate behavior throughout the school day in regards to Being respectful, responsible, and resourceful. Students can receive credits through the Learning Earnings program; and then, in-turn, purchase incentives through Learning Earnings.	Behavioral Support Program	08/10/2016	06/05/2017		All faculty and staff.

Strategy2:

Behavior/Attendance Problem Solving Team - The Problem Solving Team will meet at a minimum of once per month to discuss students who are in danger of failing a class (not receiving a credit) due to behavior. The PST will discuss possible Tier 2 or Tier 3 intervention strategies. In addition, the teachers (PST) will discuss student behavior and if it is contributing to the students' lack of success. The teachers of these students are required to provide Tier 2 behavior interventions to the students at-risk of failing the class (due to behavior). In addition, these teachers are required to submit a tier 2 student's (the student receiving Tier 2 interventions by the regular class-room teacher) name to the PST coordinator. Discipline summary reports will be monitored quarterly to determine the effectiveness and the growth of the Tier 2 & Tier 3 interventions.

Category: Implement Community Based Support and Intervention System

Research Cited: Iverson, A. M. (2002) Best practices in problem-solving team structure and process. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV (pp. 657-669). Bethesda, MD: The National Association of School Psychologists. ISBN: 0-932955-85-1. Tilly III, W.D. (2002). Best practices in school psychology as a problem solving enterprise. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV (pp. 21-36). Bethesda, MD: The National Association of School Psychologists. ISBN: 0-932955-85-1. Reschly, D. J., Tilly III, W.D., & Grimes, J. P. (1999). Special education in transition: Functional assessment and noncategorical programming. Longmont, CO: Sopris West. ISBN: 1570352275.

Activity - Twilight	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have been long-term suspended have the option of attending Twilight School held on Murphy's campus from 3:30-6:30 Tuesday, Wednesday, and Thursday. Students can earn core credits on the Grad-Point Program while they are suspended.	Behavioral Support Program	09/06/2016	06/05/2017		Administrators Highly Qualified Math & Language Arts teachers

Goal 3:

All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by

06/05/2017 as measured by Inventory Report.

Strategy1:

Increase Inventory - Administration, Title 1 Facilitator, and Technology Resource Teacher will collaborate to provide a plan for funding an ICD for every teacher and as many students in the school as possible. Teachers will attend a central office training to promote BYOD programs in their classrooms.

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

Research Cited: Transform 2020 Plan, Transform 2020 Inventory

Activity - Internet Connected Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 funding will be utilized to purchase ICDs for teachers and students as funding allows. Teachers will be encouraged to utilize the BYOD program to fill in the gaps of ICDs for students due to limited technology funding.	Technology	10/01/2015	06/01/2016	$56210 - Title I Schoolwide $22610 - State Funds	Title 1 Facilitator, Technology Resource Teacher, Administrators

Goal 4:

Local Indicator: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 0 to 3 by 05/24/2018 as measured by the Discovery Education usage report..

Strategy1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high quality, engaging, standards-based digital media resources for students and provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Plan 2020 and Ascending Alabama

Activity - Digital Literacy Project (DLP) Implememtation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. $0.00 District funding, subs provided by Title II- Michele Collier.	Technology Professional Learning Academic Support Program	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend district professional development and coaching for DLP school teams. $0.00 District Funding, subs provided by Title II- Michele Collier	Professional Learning Academic Support Program Technology	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist, and principal) to build capacity of the Digital Literacy Project. District Funding $0.00 (subs provided by Title II- Michele Collier).	Technology Academic Support Program Professional Learning	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Goal 5:

Program Review: Enhance student engagement in high schools.

Measurable Objective 1:

collaborate to ensure every student is assigned to at least one supportive adult advisor by 05/24/2018 as measured by mentor/mentee assignments.

Strategy1:

Advisor/Advisee Program - Provide a time in the master schedule to guarantee every student is assigned to a certified, full-time teacher advisor with no more than a 30/1 student/teacher ratio.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Program Review Implementation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete the Program Review Implementation Plan in the Program Review OneNote Binder. $0.00	Academic Support Program Behavioral Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Activity - Pre/Post Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer a pre and post survey to at least 35% of the student population to represent all grade levels and academic groups and analyze results. $0.00	Academic Support Program Behavioral Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Activity - Advisor/Advisee Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly, provide a minimum of four (4) advisor/advisee meetings and update Progress Notes in ASSIST. $0.00	Academic Support Program Behavioral Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

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

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency by achieving a 0.5 gain on the ACCESS assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - Personalized Instruction

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Provide Personalized Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide personalized instruction for EL students This activity applies to all schools with English Learners	Direct Instruction	08/10/2016	06/05/2017	$0 - District Funding	Content teachers, administrators, EL Coordinator

Goal 2:

Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

collaborate to to provide new teachers with the highest quality introduction to our school, system, and profession by 06/05/2017 as measured by PLCIA documentation..

Strategy1:

New Teacher Mentorship - The teacher mentor program is administered by our assistant principal, Kerri Settle. Teachers are matched by subject area (through department heads). 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 into the assistant principal for review.

Category: Develop/Implement Professional Learning and Support

Research Cited: Bice, L. (2005). Construction of knowledge about teaching practice and educating students from diverse cultures in an online induction program. Unpublished Doctoral Dissertaion. Montana State University.; Gentry, R. (2011) The content of electronic mentoring: a study of special educators participating in an online mentoring program. Unpublished Doctoral Dissertation. Virginia Commonwealth University.

Activity - New Teacher Mentor Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our department chairs will pair brand new teachers with veteran teachers within the same subject area. The mentors and the mentees throughout the school year on an as needed basis. Evidence of meetings will be kept on PLCIA forms which will be turned in to the assistant principal, Mrs. Settle, for review.	Professional Learning	08/10/2016	06/05/2017	$0 - Title I Schoolwide	Assistant principal (Kerri Settle), veteran teachers, and new teachers

Measurable Objective 2:

collaborate to implement accommodations for English Language Learners by 10/01/2017 as measured by teacher participation in Accomodation Training..

Strategy1:

Accommodations Training - Each teacher will attend Accommodations Training provided by local ELL teacher.

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

Research Cited: WIDA

Activity - ELL Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate accommodations for ELL students.	Professional Learning	08/01/2017	06/01/2018	$0 - Title III	Administrators, EL Coordinator, Teachers

Measurable Objective 3:

collaborate to prepare students to access online portfolio hosting for the first and subsequent times and to monitor students' progress throughout their high school years. by 10/11/2016 as measured by PLCIAs, Teacher Observations, PD Attendance Documentation.

Strategy1:

Kuder - Career coaches & guidance counselors provide professional development on the proper usage, timeline, career assessments, resumes, college selection (scholarship opportunities), and 4-year plan through al.kuder.com.

Category: Develop/Implement Professional Learning and Support

Research Cited: Bureau of Labor & Statistics, 16 Career Clusters, CCRIs

Activity - Kuder Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career coaches & guidance counselors provide professional development on the proper usage, timeline, career assessments, resumes, college selection (scholarship opportunities), and 4-year plan through al.kuder.com.	Professional Learning	10/04/2016	10/11/2016	$0 - District Funding	Teachers, Counselors, Administrators, Students & Career Coaches

Goal 3:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to assign students to retract to be utilized as an alternative to out of school suspension when possible by 06/05/2017 as measured by quarterly data report along with the monthly Retract Report.

Strategy1:

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

Category: Implement Community Based Support and Intervention System

Research Cited: Response to Intervention, PBIS

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will assign students to retract as an alternative to out of school suspension when possible.	Behavioral Support Program	08/10/2016	06/05/2017	$31304 - Title I Schoolwide	Administrators and Retract Paraprofessional, J. Brady

Measurable Objective 2:

collaborate to identify students at risk of not graduating on time by 06/05/2017 as measured by weekly student monitoring forms and percentage of targeted students graduating on time..

Strategy1:

Drop-Out Prevention - Our Drop-Out Prevention Specialist will collaborate with teachers and counselors to identify students at risk of not graduating on time.

Category: Implement Community Based Support and Intervention System

Research Cited: Drop-Out Prevention

Activity - Targeted Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Drop-Out Prevention Specialist will meet weekly with targeted students to monitor adequate progress in core subjects so that these students can stay on track to graduate on time.	Academic Support Program	08/10/2016	06/05/2017	$55884 - Title I Schoolwide	Drop-Out Prevention Specialist, January Taylor

Measurable Objective 3:

collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/05/2017 as measured by the students' recovery

of a core credit by completing the appropriate GradPoint course in Credit Recovery.

Strategy1:

Credit Recovery - Students who have not obtained a specific required core credit will be referred to Credit Recovery.

Category: Implement Community Based Support and Intervention System

Research Cited: Cycle of Instruction-Tier 3, Response to Intervention

Activity - Credit Recovery/Grad Point	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2016	06/05/2017	$1673 - Title I Schoolwide $0 - District Funding	PST, Credit Recovery Facilitator, Guidance Counselors

Measurable Objective 4:

demonstrate student proficiency (pass rate) by providing reteaching & retesting as an afternoon activity to make-up work (re-do

assignments) toward earning a core subject credit by 06/02/2017 as measured by pre-grades and post-grades.

Strategy1:

Extended Day - This is an opportunity for students to complete make up work (re-do assignments) after reteaching, and/or complete a retest.

•There will be a daily sign-in log for students that includes the name of the teacher

•There must be a Pre-Grade and Post Grade (Achievement Impact results)

-Activities under Extended Day Program:

Reteach/Retest

Afterschool activity for students to make up work toward core subject credits

Participation to improve student achievement and graduation rate

Category: Develop/Implement Learning Supports

Research Cited: NEA.org: Closing the Gap through Extended Learning Opportunities (Extended Day)

Texascc.org: Class time & student learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is an opportunity for students to complete make up work (re-do assignments) after reteaching, and/or complete a retest. •There will be a daily sign-in log for students that includes the name of the teacher •There must be a Pre-Grade and Post Grade (Achievement Impact results) -Activities under Extended Day Program: Reteach/Retest Afterschool activity for students to make up work toward core subject credits Participation to improve student achievement and graduation rate	Academic Support Program	12/06/2016	05/30/2017	$10000 - Title I Schoolwide	Principal, Assistant Principals, Referring Teachers, Math Intervention Teacher, Certified Math, Reading, English, Science or Social Studies Teachers, Guidance Counselors

Measurable Objective 5:

complete a portfolio or performance by effectively and responsibly using digital media by 06/05/2017 as measured by regular progress and maintenance of Kuder Navigator e-portfolios.

Strategy1:

Student Portfolio Hosting - Students will utilize technology to create a comprehensive career guide/portfolio beginning their ninth grade year continuing progress in the program through their twelfth grade year.

Category:

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; International Society for Technology in Education; State Superintendent of Public Instruction Education Technology Task Force, Education Technology Task Force Work Group

Activity - Kuder Navigator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and maintain a shareable e-portfolio using a flexible and scalable online career planning system (Kuder). Guidance counselors will collaborate with classroom teachers to set up schedule to provide students the opportunity to access Kuder Navigator.	Career Preparation/ Orientation	08/10/2016	06/05/2017	$0 - State Funds	Entire school faculty, including guidance counselors and administrators

Goal 4:

All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/05/2017 as measured by Inventory Report.

Strategy1:

Increase Inventory - Administration, Title 1 Facilitator, and Technology Resource Teacher will collaborate to provide a plan for funding an ICD for every teacher and as many students in the school as possible. Teachers will attend a central office training to promote BYOD programs in their classrooms.

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

Research Cited: Transform 2020 Plan, Transform 2020 Inventory

Activity - Internet Connected Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 funding will be utilized to purchase ICDs for teachers and students as funding allows. Teachers will be encouraged to utilize the BYOD program to fill in the gaps of ICDs for students due to limited technology funding.	Technology	10/01/2015	06/01/2016	$56210 - Title I Schoolwide $22610 - State Funds	Title 1 Facilitator, Technology Resource Teacher, Administrators

Goal 5:

Local Indicator: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 0 to 3 by 05/24/2018 as measured by the Discovery Education usage report..

Strategy1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high quality, engaging, standards-based digital media resources for students and provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Plan 2020 and Ascending Alabama

Activity - Digital Literacy Project (DLP) Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist, and principal) to build capacity of the Digital Literacy Project. District Funding $0.00 (subs provided by Title II- Michele Collier).	Professional Learning Technology Academic Support Program	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Implememtation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. $0.00 District funding, subs provided by Title II- Michele Collier.	Academic Support Program Professional Learning Technology	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend district professional development and coaching for DLP school teams. $0.00 District Funding, subs provided by Title II- Michele Collier	Professional Learning Technology Academic Support Program	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Goal 6:

Program Review: Enhance student engagement in high schools.

Measurable Objective 1:

collaborate to ensure every student is assigned to at least one supportive adult advisor by 05/24/2018 as measured by mentor/mentee

assignments.

Strategy1:

Advisor/Advisee Program - Provide a time in the master schedule to guarantee every student is assigned to a certified, full-time teacher

advisor with no more than a 30/1 student/teacher ratio.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Program Review Implementation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete the Program Review Implementation Plan in the Program Review OneNote Binder. $0.00	Behavioral Support Program Academic Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Activity - Pre/Post Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer a pre and post survey to at least 35% of the student population to represent all grade levels and academic groups and analyze results. $0.00	Behavioral Support Program Academic Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Activity - Advisor/Advisee Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly, provide a minimum of four (4) advisor/advisee meetings and update Progress Notes in ASSIST. $0.00	Academic Support Program Behavioral Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

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

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

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit

while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

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

Goal 1:
Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:
50% of Eleventh grade students will demonstrate a proficiency on the Reading section of the ACT in Reading by 06/01/2018 as measured by the students' ACT scores.

Strategy1:
Reading Test Prep - Teachers in the English Department will collaborate to design common curriculum to increase reading skills.
Category: Implement Community Based Support and Intervention System
Research Cited: Common Core

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Reading instruction using the USA Test Prep website.	Academic Support Program	10/02/2017	06/01/2018	$1500 - Title I Schoolwide	Teachers in the English Department

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA classes will use Close Reading strategies to meet curriculum standards.	Academic Support Program Direct Instruction	08/08/2017	06/05/2018	$0 - No Funding Required	Teachers in the English Department

Measurable Objective 2:
57% of English Learners students will demonstrate a proficiency by achieving a 0.5 gain on the ACCESS assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:
 Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.
Category: Other - Personalized Instruction
Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Provide Personalized Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide personalized instruction for EL students This activity applies to all schools with English Learners	Direct Instruction	08/10/2016	06/05/2017	$0 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 3:

25% of Eleventh grade students will demonstrate a proficiency by bench marking on the ACT in Mathematics by 06/05/2018 as measured by the students' ACT scores.

Strategy1:

Test Prep - The Math Intervention teacher will target the students who earned a score that placed them in the bottom 25% on the Mathematics section of the ACT.

The teacher will provide pull out small group focused intervention with the students not already receiving other interventions.

Category: Implement Community Based Support and Intervention System

Research Cited: Tier 2: Response to Intervention (RTI), Math Common Core

Activity - Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support students and teachers with personalized, interactive Math instruction using USA Test Prep and other online resources.	Academic Support Program	10/02/2017	06/01/2018	$1500 - Title I Schoolwide	Math Intervention Teacher, Teachers in the Mathematics department.

Measurable Objective 4:

25% of Eleventh grade students will demonstrate a proficiency on the Science section of the ACT in Science by 06/01/2018 as measured by students' ACT results.

Strategy1:

Gizmos Labs and Simulations - This strategy will meet the standards of the Science course of study by recording, evaluating, and communicating student data.

Category: Develop/Implement Learning Supports

Research Cited: Marzano Meta Analysis proves that students learn effectively and efficiently when new concepts are first taught directly to them, after which they apply the concepts on their own.

Activity - Use Gizmos in Science Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use Gizmos as an addition to their lessons.	Technology Academic Support Program	09/01/2017	06/01/2018	$1500 - Title I Schoolwide	Teachers in the Science department

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to target at-risk students who qualify for the credit recovery program (PST) by 06/05/2017 as measured by the students' recovery of a core credit by completing the appropriate GradPoint course in Credit Recovery.

Strategy1:

Credit Recovery - Students who have not obtained a specific required core credit will be referred to Credit Recovery.

Category: Implement Community Based Support and Intervention System

Research Cited: Cycle of Instruction-Tier 3, Response to Intervention

Activity - Credit Recovery/Grad Point	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who have not obtained a specific required core credit will be referred to Credit Recovery.	Academic Support Program	08/10/2016	06/05/2017	$0 - District Funding $1673 - Title I Schoolwide	PST, Credit Recovery Facilitator, Guidance Counselors

Measurable Objective 2:

complete a portfolio or performance by effectively and responsibly using digital media by 06/05/2017 as measured by regular progress and maintenance of Kuder Navigator e-portfolios.

Strategy1:

Student Portfolio Hosting - Students will utilize technology to create a comprehensive career guide/portfolio beginning their ninth grade year continuing progress in the program through their twelfth grade year.

Category:

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; International Society for Technology in Education; State Superintendent of Public Instruction Education Technology Task Force, Education Technology Task Force Work Group

Activity - Kuder Navigator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and maintain a shareable e-portfolio using a flexible and scalable online career planning system (Kuder). Guidance counselors will collaborate with classroom teachers to set up schedule to provide students the opportunity to access Kuder Navigator.	Career Preparation/ Orientation	08/10/2016	06/05/2017	$0 - State Funds	Entire school faculty, including guidance counselors and administrators

Measurable Objective 3:

demonstrate student proficiency (pass rate) by providing reteaching & retesting as an afternoon activity to make-up work (re-do assignments) toward earning a core subject credit by 06/02/2017 as measured by pre-grades and post-grades.

Strategy1:

Extended Day - This is an opportunity for students to complete make up work (re-do assignments) after reteaching, and/or complete a retest.

•There will be a daily sign-in log for students that includes the name of the teacher

•There must be a Pre-Grade and Post Grade (Achievement Impact results)

-Activities under Extended Day Program:

Reteach/Retest

Afterschool activity for students to make up work toward core subject credits

Participation to improve student achievement and graduation rate

Category: Develop/Implement Learning Supports

Research Cited: NEA.org: Closing the Gap through Extended Learning Opportunities (Extended Day)

Texascc.org: Class time & student learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is an opportunity for students to complete make up work (re-do assignments) after reteaching, and/or complete a retest. •There will be a daily sign-in log for students that includes the name of the teacher •There must be a Pre-Grade and Post Grade (Achievement Impact results) -Activities under Extended Day Program: Reteach/Retest Afterschool activity for students to make up work toward core subject credits Participation to improve student achievement and graduation rate	Academic Support Program	12/06/2016	05/30/2017	$10000 - Title I Schoolwide	Principal, Assistant Principals, Referring Teachers, Math Intervention Teacher, Certified Math, Reading, English, Science or Social Studies Teachers, Guidance Counselors

Measurable Objective 4:

collaborate to identify students at risk of not graduating on time by 06/05/2017 as measured by weekly student monitoring forms and percentage of targeted students graduating on time..

Strategy1:

Drop-Out Prevention - Our Drop-Out Prevention Specialist will collaborate with teachers and counselors to identify students at risk of not graduating on time.

Category: Implement Community Based Support and Intervention System

Research Cited: Drop-Out Prevention

Activity - Targeted Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Drop-Out Prevention Specialist will meet weekly with targeted students to monitor adequate progress in core subjects so that these students can stay on track to graduate on time.	Academic Support Program	08/10/2016	06/05/2017	$55884 - Title I Schoolwide	Drop-Out Prevention Specialist, January Taylor

Measurable Objective 5:

collaborate to assign students to retract to be utilized as an alternative to out of school suspension when possible by 06/05/2017 as measured by quarterly data report along with the monthly Retract Report.

Strategy1:

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

Category: Implement Community Based Support and Intervention System

Research Cited: Response to Intervention, PBIS

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will assign students to retract as an alternative to out of school suspension when possible.	Behavioral Support Program	08/10/2016	06/05/2017	$31304 - Title I Schoolwide	Administrators and Retract Paraprofessional, J. Brady

Goal 3:

Local Indicator: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3%

from 0 to 3 by 05/24/2018 as measured by the Discovery Education usage report..

Strategy1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high quality, engaging, standards-based digital

media resources for students and provide collaborative professional development opportunities for teachers to develop learning strategies for

students to learn from fellow students through safe use of appropriate collaborative applications as well as Internet-based educational social

media.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Plan 2020 and Ascending Alabama

Activity - Digital Literacy Project (DLP) Implememtation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. $0.00 District funding, subs provided by Title II- Michele Collier.	Academic Support Program Professional Learning Technology	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend district professional development and coaching for DLP school teams. $0.00 District Funding, subs provided by Title II- Michele Collier	Technology Academic Support Program Professional Learning	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist, and principal) to build capacity of the Digital Literacy Project. District Funding $0.00 (subs provided by Title II- Michele Collier).	Technology Academic Support Program Professional Learning	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Goal 4:

Program Review: Enhance student engagement in high schools.

Measurable Objective 1:

collaborate to ensure every student is assigned to at least one supportive adult advisor by 05/24/2018 as measured by mentor/mentee

assignments.

Strategy1:

Advisor/Advisee Program - Provide a time in the master schedule to guarantee every student is assigned to a certified, full-time teacher

advisor with no more than a 30/1 student/teacher ratio.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Pre/Post Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer a pre and post survey to at least 35% of the student population to represent all grade levels and academic groups and analyze results. $0.00	Academic Support Program Behavioral Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Activity - Program Review Implementation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete the Program Review Implementation Plan in the Program Review OneNote Binder. $0.00	Behavioral Support Program Academic Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Activity - Advisor/Advisee Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly, provide a minimum of four (4) advisor/advisee meetings and update Progress Notes in ASSIST. $0.00	Behavioral Support Program Academic Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

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

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

50% of Eleventh grade students will demonstrate a proficiency on the Reading section of the ACT in Reading by 06/01/2018 as measured by the students' ACT scores.

Strategy1:

Reading Test Prep - Teachers in the English Department will collaborate to design common curriculum to increase reading skills.

Category: Implement Community Based Support and Intervention System

Research Cited: Common Core

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA classes will use Close Reading strategies to meet curriculum standards.	Academic Support Program Direct Instruction	08/08/2017	06/05/2018	$0 - No Funding Required	Teachers in the English Department

Activity - USA Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supports students and teachers with personalized, interactive Reading instruction using the USA Test Prep website.	Academic Support Program	10/02/2017	06/01/2018	$1500 - Title I Schoolwide	Teachers in the English Department

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency by achieving a 0.5 gain on the ACCESS assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

 Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - Personalized Instruction

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Provide Personalized Instruction for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide personalized instruction for EL students This activity applies to all schools with English Learners	Direct Instruction	08/10/2016	06/05/2017	$0 - District Funding	Content teachers, administrators, EL Coordinator

Goal 2:

Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

collaborate to implement accommodations for English Language Learners by 10/01/2017 as measured by teacher participation in

Accomodation Training..

Strategy1:

Accommodations Training - Each teacher will attend Accommodations Training provided by local ELL teacher.

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

Research Cited: WIDA

Activity - ELL Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide appropriate accommodations for ELL students.	Professional Learning	08/01/2017	06/01/2018	$0 - Title III	Administrators, EL Coordinator, Teachers

Goal 3:

Prepare and support students through student support services

Measurable Objective 1:

demonstrate student proficiency (pass rate) by providing reteaching & retesting as an afternoon activity to make-up work (re-do

assignments) toward earning a core subject credit by 06/02/2017 as measured by pre-grades and post-grades.

Strategy1:

Extended Day - This is an opportunity for students to complete make up work (re-do assignments) after reteaching, and/or complete a retest.

•There will be a daily sign-in log for students that includes the name of the teacher

•There must be a Pre-Grade and Post Grade (Achievement Impact results)

-Activities under Extended Day Program:

Reteach/Retest

Afterschool activity for students to make up work toward core subject credits

Participation to improve student achievement and graduation rate

Category: Develop/Implement Learning Supports

Research Cited: NEA.org: Closing the Gap through Extended Learning Opportunities (Extended Day)

Texascc.org: Class time & student learning

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is an opportunity for students to complete make up work (re-do assignments) after reteaching, and/or complete a retest. •There will be a daily sign-in log for students that includes the name of the teacher •There must be a Pre-Grade and Post Grade (Achievement Impact results) -Activities under Extended Day Program: Reteach/Retest Afterschool activity for students to make up work toward core subject credits Participation to improve student achievement and graduation rate	Academic Support Program	12/06/2016	05/30/2017	$10000 - Title I Schoolwide	Principal, Assistant Principals, Referring Teachers, Math Intervention Teacher, Certified Math, Reading, English, Science or Social Studies Teachers, Guidance Counselors

Goal 4:

Local Indicator: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 0 to 3 by 05/24/2018 as measured by the Discovery Education usage report..

Strategy1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high quality, engaging, standards-based digital media resources for students and provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Plan 2020 and Ascending Alabama

Activity - Digital Literacy Project (DLP) Implememtation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. $0.00 District funding, subs provided by Title II- Michele Collier.	Academic Support Program Professional Learning Technology	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist, and principal) to build capacity of the Digital Literacy Project. District Funding $0.00 (subs provided by Title II- Michele Collier).	Professional Learning Technology Academic Support Program	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend district professional development and coaching for DLP school teams. $0.00 District Funding, subs provided by Title II- Michele Collier	Technology Academic Support Program Professional Learning	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Goal 5:

Program Review: Enhance student engagement in high schools.

Measurable Objective 1:

collaborate to ensure every student is assigned to at least one supportive adult advisor by 05/24/2018 as measured by mentor/mentee

assignments.

Strategy1:

Advisor/Advisee Program - Provide a time in the master schedule to guarantee every student is assigned to a certified, full-time teacher

advisor with no more than a 30/1 student/teacher ratio.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Advisor/Advisee Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly, provide a minimum of four (4) advisor/advisee meetings and update Progress Notes in ASSIST. $0.00	Academic Support Program Behavioral Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Activity - Program Review Implementation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete the Program Review Implementation Plan in the Program Review OneNote Binder. $0.00	Academic Support Program Behavioral Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Activity - Pre/Post Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer a pre and post survey to at least 35% of the student population to represent all grade levels and academic groups and analyze results. $0.00	Academic Support Program Behavioral Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

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

Murphy High school strives to provide individual student achievement results and interpretation of the results to all parents in a language they can understand. Our teachers and staff work with the ESL Welcome Center to ensure effective communication. The ESL Welcome Center has the availability of assistance in verbal communication in the form of translators, and with proper notification, any documents such as academic achievement results can be translated for students, parents, and family members into their native language.

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

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

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

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

The qualified status of potential hires is verified by Human Resources before teachers are recommended at Murphy High School. All teacher assignments are based on qualified status to ensure that the academic needs of the school are met.

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

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

Murphy high School's turn over rate between the 2016-2017 to 2017-2018 school years is 19%.

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

67% of the teachers at Murphy High School have over 5 years of teaching experience. Only 9% of our teachers have less than 3 years of teaching experience. 60% of our teacher's have a Master's degree or higher. Our teachers have an average of 13 years of teaching experience.

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

Murphy High School implements a teacher mentor program that is monitored by Central Office. Teachers with less than one year of teaching experience are paired with a teacher who has more than three years of teaching experience. Each Mentor/Mentee pair must meet an average of 2.5 hours a week to discuss a variety of topics. Mentors must also complete an online component that provides them with topics to cover and strategies to review with their mentees.
Along with our in school Mentor/Mentee program, new Math and Science teachers have a Central Office Coach who visits with them once a week.

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

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

To gain a deeper understanding of students' learning needs, our ACIP committee collects data from multiple assessment sources. After identifying common patterns in performance, the committee develops hypotheses on how to improve student learning. Based on these hypotheses, the committee researches available professional development pertaining to the learning needs of our students.

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

Professional development centered on ELL learners is provided every year on campus by our on staff ESL teacher. In addition to this opportunity, the ESL department of MCPSS offers multiple off campus training sessions for any teacher to attend. These sessions are free of charge and cover the costs of substitutes so that there is no burden to the classroom teacher.

Murphy High School is becoming a Digital Literacy Program (DLP) school. As a member of the 4th Cohort to go through this program, Central Office is providing four training sessions that our team must attend this year. These sessions are free of charge and cover the costs of substitutes so that there is no burden to the classroom teacher.

The ACIP committee has also recommended that members of our Science and Mathematics departments attend conferences this year. They have proposed that 4 teachers attend the NSTA National conference and 5 teachers attend the ISTE conference. Funds for these two conferences will be provided through Title I.

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

Teacher mentors at Murphy High School must first complete a Moodle course designed and monitored by Central Office. All four of our teachers with less than one year of K-12 experience have a Mentor who has more than three years of K-12 experience. Each pair is required to meet a minimum of an average of 2.5 hours a week. Mentors cover topics set by Central Office and conduct classroom visits for additional support and talking points. Evidence of meetings between each pair are kept on a PLCIA form and turned in to the school's Principal.

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

Members of the ACIP committee will meet once a quarter to collect and discuss evidence of professional development attendance from the staff. Professional development is also sustained through documentation on walk-throughs performed by administration. These walk-throughs indicate that strategies are being implemented and these strategies are also reflected in lesson plans.

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

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

Goal 1:

Prepare and support students through student support services

Measurable Objective 1:

complete a portfolio or performance by effectively and responsibly using digital media by 06/05/2018 as measured by regular progress and maintenance of Kuder Navigator e-portfolios.

Strategy1:

Student Portfolio Hosting - Students will utilize technology to create a comprehensive career guide/portfolio beginning their ninth grade year continuing progress in the program through their twelfth grade year.

Category:

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; International Society for Technology in Education; State Superintendent of Public Instruction Education Technology Task Force, Education Technology Task Force Work Group

Activity - Kuder Navigator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create and maintain a shareable e-portfolio using a flexible and scalable online career planning system (Kuder). Guidance counselors will collaborate with classroom teachers to set up schedule to provide students the opportunity to access Kuder Navigator.	Career Preparation/ Orientation	08/08/2017	06/05/2018	$0 - State Funds	Entire school faculty, including guidance counselors and administrators

Goal 2:

Local Indicator: Enhance student engagement in digital literacy tools and resources through participation in the Digital Literacy Project (DLP).

Measurable Objective 1:

demonstrate a proficiency in technology by broadening and expanding student access and use of appropriate digital literacy tools by 3% from 343 uses to 353 uses by 05/24/2018 as measured by the Discovery Education usage report..

Strategy1:

Access to Digital Literacy Resources - Expand access and quantity of free or district provided, high quality, engaging, standards-based digital

media resources for students and provide collaborative professional development opportunities for teachers to develop learning strategies for students to learn from fellow students through safe use of appropriate collaborative applications as well as Internet-based educational social media.

Category: Develop/Implement Learning Supports

Research Cited: ALSDE Plan 2020 and Ascending Alabama

Activity - Digital Literacy Project (DLP) Implememtation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individual and collaborative opportunities for students to engage in standards-based digital media to learn and communicate real-world applications of concepts and processes. $0.00 District funding, subs provided by Title II- Michele Collier.	Professional Learning Academic Support Program Technology	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attend district professional development and coaching for DLP school teams. $0.00 District Funding, subs provided by Title II- Michele Collier	Technology Academic Support Program Professional Learning	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Activity - Digital Literacy Project (DLP) Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create and/or sustain a Digital Literacy Team (3 core teachers, 1 media specialist, and principal) to build capacity of the Digital Literacy Project. District Funding $0.00 (subs provided by Title II- Michele Collier).	Technology Professional Learning Academic Support Program	08/08/2017	05/24/2018	$0 - District Funding	Administrators, Library Media Specialist, Digital Literacy Teams, Teachers

Goal 3:

Program Review: Enhance student engagement in high schools.

Measurable Objective 1:

collaborate to ensure every student is assigned to at least one supportive adult advisor by 05/24/2018 as measured by mentor/mentee assignments.

Strategy1:

Advisor/Advisee Program - Provide a time in the master schedule to guarantee every student is assigned to a certified, full-time teacher advisor with no more than a 30/1 student/teacher ratio.

Category: Develop/Implement Learning Supports

Research Cited: SREB

Activity - Advisor/Advisee Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Quarterly, provide a minimum of four (4) advisor/advisee meetings and update Progress Notes in ASSIST. $0.00	Behavioral Support Program Academic Support Program	08/08/2017	05/24/2018	$300176 - State Funds	Administrators, Counselors, Academy Specialist, and Teachers

Activity - Program Review Implementation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete the Program Review Implementation Plan in the Program Review OneNote Binder. $0.00	Academic Support Program Behavioral Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Activity - Pre/Post Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer a pre and post survey to at least 35% of the student population to represent all grade levels and academic groups and analyze results. $0.00	Behavioral Support Program Academic Support Program	08/08/2017	05/24/2018	$0 - No Funding Required	Administrators, Counselors, and Teachers

Narrative:

Murphy High School has several strategies in the school wide plan that support and assist students in transitioning from one grade level to the next.

To prepare our students' transition from middle school to our high school, we hold a Bridges program during the summer. A teacher from each content area works with students to build basic skills. Students participating in the Bridges program also tour the campus and spend time at a meet and greet where they can explore clubs and activities that we offer.

Our freshmen academy incorporates an intervention program that teaches students study skills and builds their prerequisites through mentoring which helps them transition to their sophomore year.

Our Signature academies place students under umbrellas of teachers that support their pathway. Academy teachers work with students to ensure that they stay on track and earn the correct credentials from their sophomore year through their senior year. They also work together to provide opportunities for students to meet professionals and attend field trips related to their pathway.

Our Early College prepares our eligible students for campus life and academics by allowing them to work on college course work and earn college credits under supervision on our campus.

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

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

Murphy High School teachers meet bi-monthly in department data meetings to discuss lesson planning, end of quarter tests that align with statewide academic assessments, and the progress of students to create adjustments that facilitate student success.
Members of the ACIP and PST evaluate data quarterly, these results are then shared during their respective data meetings so that all teachers are included in decisions regarding the use of results of statewide academic assessments.

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

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

Teachers at Murphy High School follow the Cycle of Instruction and use Common Formative assessments in their classrooms. These processes allow our teachers to identify students experiencing difficulty mastering the State's academic achievement assessment standards on at least a proficient level.

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 at Murphy High School follow the Response to Intervention process. Murphy high school offers multiple intervention programs for our students such as Freshman Intervention for Tier II and Tier III supports, Math Intervention in the upper grades for Tier III supports, and ELL pull out for ESL supports.
Students are referred to the appropriate intervention program as soon as assessments scores are evaluated.
Students referred to intervention are immediately pulled from an elective course with permission from the elective course teachers. While in intervention, students receive second or third delivery of objectives in a small group or one-on-one setting. Students are then given an opportunity to retest those objectives.

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.

Murphy High school provides opportunities beyond the regular school day for the most academically needy students to receive support and reinforcement of academic skills through our Extended Day and Twilight Programs.
Students working on the Connexus credit recovery program are also allowed to work along side students assigned to Twilight.
The Extended Day program employs 1 teacher from the following disciplines: Language Arts, Math, Science, and Social Studies. Each of these teachers collaborate with Regular school day teachers so that they can provide small group focused lessons to students who attend. Retesting is also available to these students with the permission of the Regular school day teacher.
When students no longer feel that the traditional school setting is best for them, our Drop Out Prevention Specialist discusses EEOP as an option with them so that they may attend an Evening school yet still graduate with our school.

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

Students at Murphy High School, including those identified as Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless, have access to all services and programs available to any other student in the

school. All students have equal access to the same free appropriate education and are provided without being stigmatized or isolated.

English Language Learners receive support from our local on site ESL teacher. Al of our teachers work closely with the ESL Welcome Center to ensure that communication with ELL students can be translated into their native language when needed. Translators are also available to attend meetings if given proper notice.

Murphy High School works with the Division of Student Support services to secure supplies, uniforms, and transportation assistance for our students identified as Migrant and/or Homeless. If further intervention or assistance is needed, the local school will contact the district office for possible funding of other needs. A list of students identified as Migrant and/or Homeless is kept in the Registrar's Office.

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.

Neglected and/or Delinquent students are identified by DHR, Social Services, LEA Attendance officer, or parent. The school counselors and administrators identify services needed 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 assistance is needed, the local school contacts the district office for possible funding of the needs.

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

All students are required to take a minimum of 1 career tech class such as BTA or Career Prep.

Special Education students who are AOD candidate 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 must participate in one of seven career academies offered at Murphy High School to meet graduation requirements. The seven academies are Business and Entrepreneurship, Culinary Arts, Government and Public Service, Health Services, Liberal Arts, STEM, and Murphy University Center.

Murphy also partners with Faulkner Vocational school which offers 184 courses aligned with a technical certification.

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

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

The State of Alabama School Foundation Program funds teachers units based on student enrollment. For the 2017-2018 school year, the state is funding 153 teacher units, 1 principal unit, 5 assistant principal units, 4 counselor units, and 2 librarian units.

Title I Part A (Federal) money is used to fund 1 intervention teacher, 1 drop out prevention specialist, 1 retract paraprofessional, materials/supplies, and other areas identified.

Title I Parental Involvement money (Federal) is used to fund parent in-services, materials/supplies used for parent in-services, and parent newsletters .

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

All students at Murphy High School have access to a free breakfast and lunch as provided by the USDA under provision 2.

The PBIS and PST committees work together to address behavior concerns and provide positive behavior intervention supports.

Our counselors conduct quarterly lessons on abuse and bullying as mandated by Erin's Law. They also work with DHR and Social services to identify and provide appropriate services for our students identified as homeless and/or migrant.

Our students have multiple opportunities for vocational and technical training at Murphy High school. Our students must choose an Academy pathway in one of seven career pathways in order to meet all graduation requirements. Our students also have the opportunity to work at the Faulkner Vocational campus during school hours where 184 different classes are offered.

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

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

All instructional goals and strategies outlined in the ACIP will be monitored by the ACIP team. This team is comprised of the federal programs school improvement specialist, school principal, Title I facilitator, faculty department chairs, parent representatives, and student representatives. THe ACIP team will meet quarterly to review progress monitoring results. An overview of these meetings will be made available to stakeholders through varying mediums such as the school website.

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?

Murphy High school's ACIP committee will analyze results of the Scantron, ACT, ACT Workkeys, and INOW generated course failure reports to measure the strengths and weaknesses concerning our school wide goals, objectives, strategies, and activities. Results of this assessment analysis will be used by teachers both individually and by department to make adjustments to reform strategies to ensure student success by the end of the school year.

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?

Murphy high School's ACIP and PST committees look at the data from Scantron, ACT, and ACT Workkeys to identify students who scored in the bottom 25% of students taking each assessment. Areas of deficiency are identified and students who are eligible for interventions are scheduled for the appropriate ones. Teachers are also made aware of high priority skills and include these in their lesson plans.

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?

As assessment data is made available and reviewed by the ACIP committee, recommendations for revision of the school wide program are made. Once all suggestions have been thoroughly discussed and approved by the committee, the ACIP committee will continue to meet a minimum of once per quarter to ensure the continuous improvement of students.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	109.94

Provide the number of classroom teachers.

109.94

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	5448606.0

Total   5,448,606.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	115648.0

Total   115,648.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	4.5

Provide the number of Assistant Principals.

2.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	204823.0

Total   204,823.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	4.0

Provide the number of Counselors.

4

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	250620.0

Total   250,620.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	2.0

Provide the number of Librarians.

2

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	107424.0

Total   107,424.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	26046.0

Total   26,046.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	0.0

Total   0.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	61455.0

Total   61,455.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3748.0

Total   3,748.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	320241.27

Provide a brief explanation and breakdown of expenses.

TITLE I, PART A

01 Teacher 1.00 52,232.00

10 Aide 1.00 18,405.00

12 Professional 1.00 33,222.00

18 Substitutes 5,572.00

19 Suppl/OT/Other 19,989.00

20 Employee Benefits 53,908.00

31 Educational Services 17,000.00

34 Property Services 25,000.00

38 Travel 12,858.00

41 Instruction Supplies 25,481.27

42 Books & Periodicals 3,700.00

49 Non-Capitalized Equipment 50,214.00

62 Dues & Fees 2,660.00

TITLE I, PART A TOTAL 3.00 320,241.27

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

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.

NA

Local Funds

Label	Question	Value
1.	Provide the total	1123988.0

Provide a brief explanation and breakdown of expenses.

LOCAL REVENUES

01 Teacher 1.00 45,421.00

03 Asst Principal 2.50 211,658.00

10 Aide 2.00 43,097.00

16 Operative 17,183.00

20 Employee Benefits 125,650.00

35 Tuition 100,000.00

37 Utilities 575,979.00

41 Instruction Supplies 5,000.00

LOCAL REVENUES TOTAL 5.50 1,123,988.00

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

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

(1) 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. Quarterly 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 7:30-2:35 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, school messenger, social media outlets, and email if available.
(2) The process for how all parents have the opportunity for involvement in decision making is: 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 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 works 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 and monthly workshops for the parenting program. $6816.27 has been 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. (Sec. 1116(c)(4)(A)(B)(C))

At parent meetings held 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.
Parents are reminded of all events and opportunities through the school website, school messenger, social media outlets, and email if

available.

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

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, sent home with the student, 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. (Sec. 1116(c)(5))

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

At the annual Title I meeting, parents will be encouraged to attend as many parent meetings and trainings as possible; input on types of training will also be taken in order to increase engagement.
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. Parent training will also be provided throughout the year on various topics including, but not limited to, ACT prep for parents, the college selection process, financial aid pointers, effective parenting, career planning, technology in the classroom training for parents, and communication

pointers.

Parents are reminded of all events and opportunities through the school website, school messenger, social media outlets, and email if available.

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

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.

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

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

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

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 quarterly 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.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of

participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

The Parent Manager will work closely with the ESL Welcome Center and on campus ESL teacher to ensure that every meeting, flyer, and notice is in the native language of everyone in attendance to ensure effective communication.

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

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

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

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

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, parents, and family members into their native language. Additionally, the school will make every attempt to accommodate students, parents, and family members with disabilities and students, parents, and family members of migratory children. Murphy High School will do everything to the extent practicable to accommodate its students and parents to ensure regular and repeated parental involvement.